

**THE EFFECTIVENESS OF USING MOBILE DICTIONARY
TOWARDSSTUDENTS' VOCABULARY MASTERY AT
THE SECOND SEMESTEROF THE SEVENTH
GRADE OF SMPN TERPADU GUNUNG
PELINDUNG IN THE ACADEMIC
YEAR2020/2021**

A Thesis

Submitted as a Partial Fulfillment of Requirements for S-1 DegreeBy :

WIRATMAN

NPM. 1611040194

Study Program : English Education

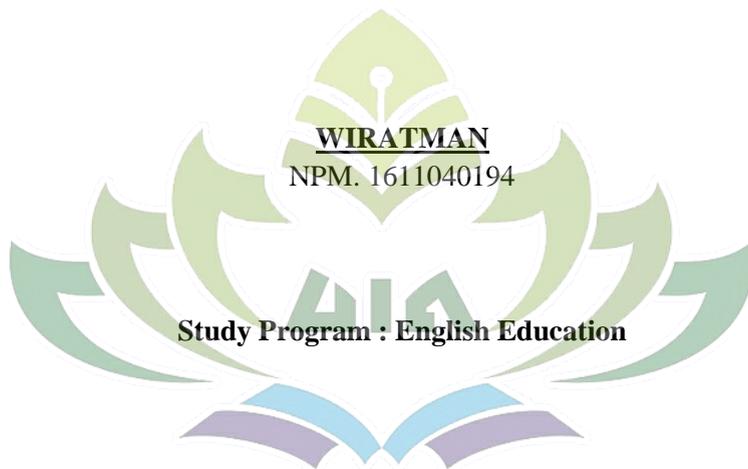


**TARBIYAH AND TEACHER TRAINING FACULTY STATE
ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG
1442 H / 2021 M**

**THE EFFECTIVENESS OF USING MOBILE DICTIONARY
TOWARDS STUDENTS' VOCABULARY MASTERY AT
THE SECOND SEMESTER OF THE SEVENTH
GRADE OF SMPN TERPADU GUNUNG
PELINDUNG IN THE ACADEMIC
YEAR 2020/2021**

A Thesis

Submitted as a Partial Fulfillment of Requirements for S-1 Degree By :



Advisor : Meisuri, M. Pd

Co-Advisor : Yulan Puspita Rini, M. A

**TARBIYAH AND TEACHER TRAINING FACULTY STATE
ISLAMIC UNIVERSITY RADEN INTAN LAMPUNG
1442 H / 2021 M**

ABSTRACT

The objective of this research was to know whether there was effectiveness of using mobile dictionary towards students' vocabulary mastery at the second semester of the seventh grade of SMPN Terpadu Gunung Pelindung in the academic year 2020/2021. The researcher applied Mobile dictionary especially U-dictionary to solve the problem, one way that could help the students enhance their vocabulary mastery.

The researcher used quasi experimental design. The researcher used cluster random sampling to determine the sample. The sample of the research were two classes, VII A as experimental class and VII B as control class. In collecting the data, the researcher used test. Before doing the treatment, the students did the pre- test, and after doing the treatment, the students did the post-test. After finishing the research, the researcher analysed the data using Independent Sample T-test.

After analysing the data, it was found that the result Pvalue (Sig.) or Sig. (2-tailed) = 0.00. It means that Pvalue (Sig.) < 0.05. It meant that H_a was accepted. It could be concluded that there was an effectiveness of using mobile dictionary towards students' vocabulary mastery at the second semester of the seventh grade of SMPN Terpadu Gunung Pelindung in the academic year 2020/2021.

Keywords : *Vocabulary Mastery, Mobile Dictionary, Noun, Pronoun and Verb.*

DECLARATION

I hereby stated that this thesis entitled “The Effectiveness of Using Mobile Dictionary Towards Students’ Vocabulary Mastery at The Second Semester of The Seventh Grade of SMPN Terpadu Gunung Pelindung in The Academic year 2020/2021” is completely my own work. I am fully aware that I have quote some statements and ideas from various sources and those are properly acknowledge in the text.

Bandar Lampung, Maret 2021

Declared by,



WIRATMAN

NPM. 1611040194



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

Title : **THE EFFECTIVENESS OF USING MOBILE
DICTIONARY TOWARDS STUDENTS'
VOCABULARY MASTERY AT THE SECOND
SEMESTER OF THE SEVENTH GRADE OF
SMPN TERPADU GUNUNG PELINDUNG IN THE
ACADEMIC YEAR 2020/2021**

Student's Name : Wiratman
Student's Number : 1611040194
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

To be tested and defended in the examination session at
Tarbiyah and Teacher Training Faculty State Islamic
University of Raden Intan Lampung

Advisor,

Meisuri, M.Pd
NIP. 198005152003122004

Co-Advisor,

Yulan Puspita Rini, M.A
NIP. 198607112015032003

The Chairperson of
English Education Study Program

Meisuri, M.Pd.
NIP: 198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Ler. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721 703260

ADMISSION

A thesis entitled: **"THE EFFECTIVENESS OF USING MOBILE DICTIONARY TOWARDS STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER OF THE SEVENTH GRADE OF SMPN TERPADU GUNUNG PELIDUNG IN THE ACADEMIC YEAR 2020/2021"** by: **WIRATMAN**, NPM: **1611040194**, Study Program: **English Education**, was tested and defended in the examination session held on: **Monday, July 5th 2021.**

Board of Examiners:

The Moderator	: Iwan Kurniawan, M. Pd	(.....)
The Secretary	: Dian Reftyawati, M. Pd	(.....)
The First Examiner	: Nunun Indrasari M. Pd	(.....)
The Second Examiner	: Meisuri, M. Pd	(.....)
Advisor	: Yulan Puspita Rini, M. A	(.....)



The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. H. Nirva Diana, M. Pd

NIP: 196408281988032002

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ
رَبَّنَا لَا تُؤَاخِذْنَا إِنْ نَسِينَا أَوْ أَخْطَأْنَا رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا إَصْرًا
كَمَا حَمَلْتَهُ عَلَى الَّذِينَ مِنْ قَبْلِنَا رَبَّنَا وَلَا تُحَمِّلْنَا مَا لَا طَاقَةَ
لَنَا بِهِ ۗ وَاعْفُ عَنَّا وَاعْفِرْ لَنَا وَارْحَمْنَا أَنْتَ مَوْلَانَا فَانصُرْنَا عَلَى

الْقَوْمِ الْكَافِرِينَ ﴿٢٨٦﴾

“Allah does not burden a person but according to his ability.

He gets (reward) from (good) that he does and he gets (torment) from (evil) that he does. (They pray), “Our Lord, do not punish us if we forget or we do something wrong. O our Lord, do not burden us with a heavy burden as You burdened those before us. O our Lord, do not carry on us what we cannot bear. Forgive us, forgive us, and have mercy on us. You are our protector, so help us against the disbelievers.” (QS. Al-Baqarah : 286)¹

¹ Ibnu Katsir, Asbabun Nuzul. *Lembaga Pendidikan Islam: Bait Syariat Indonesia*. (Malang: UIN Maulana Malik Ibrahim, 2019)

DEDICATION

This thesis is dedicated to:

1. My beloved parents, my father Mr. Suwandi and my mother Ms. Darkini who always pray for my success also who always there for me whenever and wherever.
2. My beloved old sister Suyatmi S.E who always supports me and pray for my success.
3. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is Wiratman. He was born on May, 24th 1998 in Karyamakmur, Labuhan Maringgai. The researcher came from Labuhan Maringgai, East Lampung, and he lived at Jl. Sentot Ali Basa, Sukarame, Bandar Lampung. The researcher is the second child of two children of Mr. Suwandi and Ms. Darkini. The researcher has only an old sister namely Suyatmi S.E.

The researcher started studying at kindergarten of TK Darma Bakti Karyamakmur, East Lampung and graduated in 2004. Then, the researcher continued his studying in Elementary School at SD N Karyamakmur and finished in 2010. After that, the researcher continued to Junior High School at SMPN 1 Pasir Sakti East Lampung and finished in 2013. After that, the researcher continued his studying in Senior High School at SMAN 1 Pasir Sakti and graduated in 2016. In 2016, the researcher continued his studying at English Education Study Program in UIN Raden Intan Lampung.

While studying in UIN Raden Intan, the researcher had few organization experience. The researcher was active as a student who joined ESA (English Student Association) since 2017. The researcher also did a small business at Itsell.id since 2020 until now.



The writer,

Wiratman

ACKNOWLEDGEMENT

Praise be to Allah SWT, the almighty, for the mercy and blessing. Peace and salutation always be upon to our prophet Muhammad SAW, who bring us from the darkness to the lightness from stupidity to cleverness.

This thesis entitled “The Effectiveness of Using Mobile Dictionary Towards Students Vocabulary Mastery at The Second Semester of The Seventh Grade of SMPN Terpadu Gunung Pelindung In The Academic Year 2020/2021” is submitted as compulsory fulfilment of the requirement for S-1 degree of English Study Program, Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung.

However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore the researcher would sincerely thanks :

1. Prof. Dr. Hj. Nirva Diana, M. Pd. The Dekan of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Meisuri, M. Pd. The Chairwoman of English Education Study Program and The advisor, who guidance to complete this thesis.
3. Yulan Puspita Rini, M. Pd. The Co-Advisor, who had patiently guided the researcher to finish the thesis well.
4. All lecturers of English Education Study Program of UIN Raden Intan Lampung, who have taught the researcher since the first year of his studying.
5. I Gusti Bagas Kerta, S. Pd The Head Master of SMPN Terpadu Gunung Pelindung, who has given permission to conduct the research until finish.
6. Sri Mulati, S. Pd and all English teachers at SMPN Terpadu Gunung Pelindung, who has guidance and suggestion in conducting the research.
7. Writer’s special person, Bina Wanti, who always support and give suggestion during finishing the thesis.

8. Writer's friends, Ilham, Agung, Muchlis, Dani, Bernard, who give suggestion and help the researcher during conducting this research until finish.
9. All of ESA Comitte 2018/2019 and the other members who always support and inspire the researcher in finishing this thesis.
10. All of members of Class C 2016, who support and learn together during studying at GN in UIN Raden Intan Lampung.

Finally, none is perfect of this thesis, Any corrections, comments, and critics for betterment of the thesis are always welcomed.

Bandar Lampung, Maret 2021
The Writer



WIRATMAN
NPM. 1611040194

TABLE OF CONTENT

COVER	i
ABSTRACT	ii
DECLARATION	iii
APPROVAL	iv
ADMISSION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	vii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	6
D. Formulation of the Problem	6
E. Objective of the Research	6
F. Significant of the Research	6
G. Scope of the Research	6

CHAPTER II LITERATURE REVIEW

A. Frame of Theories	9
1. Teaching English as Foreign Language	9
2. Vocabulary	10
a. Concept of vocabulary	10
b. Concept of vocabulary mastery	11
c. Concept of teaching vocabulary	12
d. Types of vocabulary	12
e. Aspects of vocabulary	16
f. Concept of noun	17
g. Concept of pronoun	19

h. Concept of verb	22
3. Concept of media	22
4. Kinds of media	24
5. Mobile Dictionary	24
a. Definition of mobile dictionary	24
b. Definition of U-dictionary	28
c. Concept of mobile dictionary	31
d. The procedure of using mobile dictionary	33
6. Theories of printed dictionary	37
a. Definition of printed dictionary	37
b. The procedure of using printed dictionary	38
c. Advantages and disadvantages of printed dictionary	38
B. Frame of Thinking	39
C. Hypothesis	40

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	41
B. The Variable of the Research	42
C. The Operational Definition of Variable	42
D. Population, Sample and Sample Technique	43
E. Data Collection Technique	44
F. Instrument of the research	45
G. Scoring Procedure	48
H. Research Procedure	49
I. Analysis of research instrument	51
1. Validity test	51
2. Reliability test	51
J. Data Analysis	52
1. Fulfilment of the assumptions	52
2. Hypothetical test	53

CHAPTER IV RESULT AND DISCUSSION

A. Result of the research	55
1. Result of pre-test	55
2. Result of post-test	56
B. Data Analysis	57

1. Result of Normality test.....	57
2. Result of Homogeneity test.....	58
3. Result of Hypothetical	59
C. Discussion	61

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	63
B. Suggestion.....	63

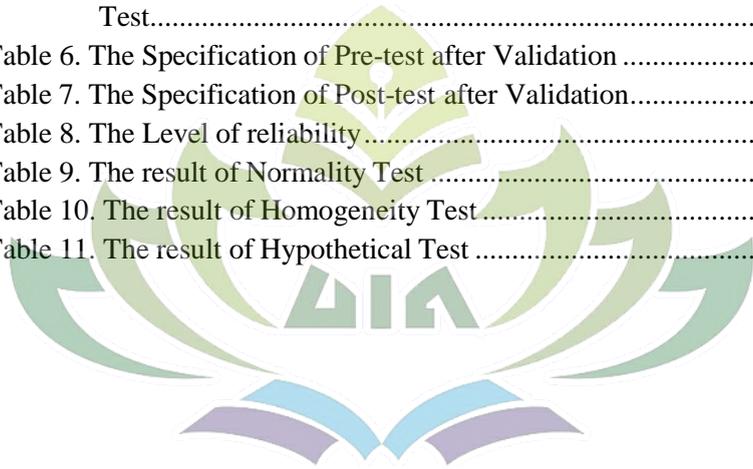
REFERENCES

APPENDICES



LIST OF TABLES

Table 1. The Student's Score of English Subject At Seventh Grade of SMPN Terpadu Gunung Pelindung Based on Preliminary Research	2
Table 2. The Concept of Pronoun.....	20
Table 3. The Population of English Seventh Grade Of SMPN Terpadu Gunung Pelindung In Academic Year of 2020/2021	43
Table 4. The Specification of Test For Pre-Test Before Validity Test.....	45
Table 5. The Specification of Test For Post-Test Before Validity Test.....	46
Table 6. The Specification of Pre-test after Validation	46
Table 7. The Specification of Post-test after Validation.....	47
Table 8. The Level of reliability.....	48
Table 9. The result of Normality Test	58
Table 10. The result of Homogeneity Test	59
Table 11. The result of Hypothetical Test	60



LIST OF FIGURES

Figure 1. The result of Pre-test in Experimental Class (VII A).....	55
Figure 2. The result of Pre-test in Control Class (VII B)	56
Figure 3. The result of Post-test in Experimental Class (VII A)	56
Figure 4. The result of Post-test in Control Class (VII B).....	57



LIST OF APPENDIX

- Appendix 1 The Interview for the teacher
- Appendix 2 The Result of Student's Interview
- Appendix 3 Students Interview in Preliminary Research
- Appendix 4 The Items of Pre-Test
- Appendix 5 The Items of Post-Test
- Appendix 6 Lesson Plan
- Appendix 7 Test for Pre-test after Validity
- Appendix 8 Test for Post test after Validity
- Appendix 9 Students' Score
- Appendix 10 Rekapitulasi Item of Try out
- Appendix 11 Data Analysis
- Appendix 12 Documentation
- Appendix 13 Syllabus



CHAPTER I

INTRODUCTION

A. Background of the problem

In English, there are four components of language skills covering listening speaking, reading and writing. Talking about the four language skills in English, it will be never far from vocabulary. It is because without good vocabulary mastery, someone will be difficult to speak or even understand a short text. A good vocabulary mastery is one of the most important aspects in learning foreign language because the ability of the language learners to read and to comprehend the subject is relatively determined by their vocabulary mastery.¹ Having a lot of vocabulary helps learners to express their ideas easily.

According to Thornbury, there are at least four types of vocabulary.² There are adverb, adjective, noun and verb. It can be described as follows; adverb are words that describe or modify verbs, adjective, and other adverbs, adjective is modify noun and pronoun, than noun is the name of person, thing, quality, concept, or condition, and verbsis words that describe the action or state of being of the subject. It means vocabulary has many types and it refers to adverb, adjective, noun, and verb.

In addition, Hatch and Brown noted that vocabulary is divided into two kinds, receptive and productive vocabulary. Receptive vocabulary is a words that students recognize and understand when it occurs in a context, but the student cannot produce correctly. While productive vocabulary is a words which the students' understand, they can pronounce correctly, and use constructively in speaking and writing.³ One of the aims of teaching English is to enhance students understanding about English vocabularies which they might find in their Environment.

¹ Brown H.D, *Teaching by Principles: An interactive approach to language pedagogy*, (Englewood Cliffs: Prentice Hall, 2001), p.12

² Scott Thornbury, *How to Teach Vocabulary*, (Person Education Limited, 2002), p. 13

³ Hatch E & Brown C, *Vocabulary ,semantics, and langauge education*, (Cambridge:Cambridge University Press, 1995), p.370

Based on the preliminary research at SMPN Terpadu Gunung Pelindung, the researcher conducted an interview with one of the English teachers and some students there. When the researcher interviewed the English teacher, Sri Mulati. S.Pd, she said that most of the students especially in the seventh grade had low achievement of the vocabulary. In addition, they had low score in vocabulary and difficulties to develop their vocabulary. Furthermore, some students said that they felt difficulties in memorizing words, to find the meaning and pronunciation. Besides, the students did not have interest in vocabulary materials because the teacher

explained the material and after that asked the students to do a task. The teacher only used print dictionary (paper dictionary) in learning activity. The students did not feel interest and enjoyable when learning material so they felt difficult in mastering vocabulary. The students' vocabulary score could be seen in Table 1:

Table 1
Students' English score at the Seventh Grade of SMPN Terpadu Gunung Pelindung in the Academic Year of 2020/2021

No	Student's Score	Class			Total	Percentage
		A	B	C		
1	≥ 72	7	6	6	19	31.14%
2	< 72	13	14	15	42	68,85%
Total		20	20	21	61	100.00%

Source : Document of English score at the Seventh Grade of SMPN Terpadu Gunung Pelindung in Academic year 2020/2021

The English teacher of SMPN Terpadu Gunung Pelindung said that criteria minimum mastery (KKM) score for English subjects is 72. And she said more than 60% students of English subjects of seventh grade at SMPN Terpadu Gunung Pelindung got under KKM (72) score. The students who got score of criteria

minimum mastery (KKM) at least less than 40%. It meant that students score was still need to improve especially vocabulary mastery to get (KKM) score. Therefore, the teacher should improve their teaching process in order to students did not felt bored and interested in the English subject to master their vocabulary.

Based on the explanation above, students found problems in learning vocabularies. Thus, teacher needed to use certain media in teaching the language to the students. In teaching process, media served as an important factor, and should be given special attention and high priority in order to achieve the goal of teaching. Also, the teacher should decided the appropriate media for teaching different item types. In this case, Media could be used to help students in their study in order to make the teaching and learning process more effective and efficient. Dictionary is one of media that can be used by both teacher and students in teaching and learning process.⁴

Generally, there were two kinds of dictionary, namely paper dictionary and mobile dictionary (e-dictionaries). E-dictionaries maybe either online (e.g, the website dictionary.reference.com) and could also be available as apps for smartphone (online dictionary). Dictionary could be efficiently used to facilitate reading comprehension and vocabulary acquisition for adult learners of a second or foreign language.⁵ Among mobile apps, using dictionary is highly regarded by students because using mobile dictionaries is time efficient and help language learners acquire vocabulary and check verb conjugations⁶. The affordances that are included in mobile dictionaries such as visual media (images, graphics), audio media (pronunciation), multimedia, and searching can also be the reason of better learning when students use mobile dictionaries.⁷ Nowadays, Paper dictionary were now being replaced since good

⁴ Harmer, J, *The practice of English language teaching (4thed)*, (Cambridge: Pearson Education Limited, 2007), p.230

⁵ Aldosari, H., & Mekheimer, M., *Utilization of English-English online dictionaries for enhancing culture specific translation skills in college students*, (Kazakhstan Building Cultural Bridges: Integrating Language Linguistics, Literature and Translation into education, 2010), p.148

⁶ Steel, C, *Fitting learning into life: Language students' perspectives on benefits of using mobile apps. Proceedings of asielite 2012*, (Future Challenges: Sustainable future, 2012), p.221

⁷ Joseph, S & Uther, M, *Research and practice in Technology Enhanced Learning*, (Mobile devices for language learning: Multimedia approach, 2009), p.161-175.

paper based dictionaries are too thick. That's the reason why teachers and students do not carry on to the classroom and leave it at home. From the statements above, the researcher can conclude that mobile dictionary can be used as alternative way to enhance their vocabulary mastery.

In this case, mobile dictionary that would be used was U-Dictionary. The researcher used U-Dictionary as a media to enrich students' vocabulary mastery in teaching vocabulary. U-Dictionary was one of English offline dictionary that could be downloaded by every students in every grade. It could be found at playstore, one of application in android phone or IOS phone that created by *Talent Education Inc.* It was easy to use either to increase the vocabulary or to improve the ability in pronouncing English word, U-Dictionary did not only provide the meaning of words but also give the spelling of a word. With U-Dictionary ,everyone not only could translate words or phrases , but also practiced the skills in any language. U-Dictionary could be used as an effective learning media to increase the students' vocabulary mastery. From the main tab, everyone could quickly access short test and mini games to practice any language wanted. By using U-Dictionary as a learning media, it was expected that would help the students to enhance their vocabulary mastery effectively and efficiently.

There were some previous research that were relevant to my research as following: the first research was done by Utami, Theresia Avilaa Tri in Sanata Dharma University at Yogyakarta entitled "*Students' Responses On The Use Of Online Dictionary At SMP N 15 Yogyakarta*" this research has proven that the implementation of using online dictionary in the classroom was not maximal enough. It was because the respondent rarely used online dictionary in their daily life. Students needed time to recognize the online dictionaries. But, they also felt happy because they could learn using mobile phone. Online dictionary offers ease and effectiveness that can help them learning English in the classroom.⁸

The second previous research was conducted by Glenn Stockwellin Waseda University, in his journal with the title "*Using Mobile Phones For Vocabulary Activities : Examining The Effect Of The Platform*" stated that using mobile phone there was still the problem of the lack of willingness to try new mobile technologies

⁸ Utami, Theresia Avila Tri, *Students' responses on the use of online dictionary at SMP N15 Yogyakarta*, (Yogyakarta: Sanata Dharma University, 2017)

because learner should visited laboratories and it will take very long time.⁹

Based on the explanation of previous research, it could be concluded that significant differences of previous research and the present research. The differences between this research with the previous research were in the previous research has been done by Utami at SMP N 15 Yogyakarta, meanwhile the present research would be done at SMPN Terpadu Gunung Pelindung, and the purpose of Utami's research was to know the students' responses on the use of online dictionary in the English language lesson, meanwhile the purpose of present research was to know whether there was effectiveness of using Mobile dictionary especially U-dictionary towards students' vocabulary mastery at seventh grade of SMPN Terpadu Gunung Pelindung. Furthermore, the other differences this research with the previous research were the variable, researcher used mobile dictionary especially U-dictionary from the phone as media, meanwhile the previous research from Glenn Stockwell, he used mobile dictionary in the computer as media on his research.

In conclusion, this research applied mobile dictionary especially U-dictionary become new media hopefully this media could be effective in enhancing students' vocabulary mastery in teaching learning process. The researcher were interested to take a research by the title "The Effectiveness of Using Mobile dictionary towards students' vocabulary mastery at Seventh Grade of Second Semester in Junior High School Terpadu Gunung Pelindung."

B. Identification of Problem

The identification the problem as follows:

1. The students had low motivation of the vocabulary.
2. The students had low score of English subject especially vocabulary.
3. The students had difficulties to develop their vocabulary.
4. The students did not feel interest and enjoyable when learning the material especially vocabulary.
5. The students felt difficulties in memorizing words, to found the meaning and pronunciation.

⁹ Glenn Stockwell, *Using Mobile Phones For Vocabulary Activities : Examining The Effect Of The Platform*, (Japan : Waseda University, 2010)

C. Limitation of The Problem

In this research the researcher focused on the effectiveness of using mobile dictionary towards students' vocabulary mastery especially about noun, pronoun, and verb with the topics people, animal, things. The researcher limited the kinds of vocabulary which were appropriate with syllabus at the second semester of the seventh grade of SMPN Terpadu Gunung Pelindung in the academic year 2020/2021.

D. Formulation of The Problem

Based on the limitation above, the researcher formulated problem as follows:

“How is the effectiveness of using mobile dictionary in vocabulary mastery at the second semester of the seventh grade of SMPN Terpadu Gunung Pelindung in the academic year 2020/2021?”

E. Objective of The Research

The purpose of the research was to know whether there is effectiveness of using Mobile dictionary towards students' vocabulary mastery at seventh grade of SMPN Terpadu Gunung Pelindung in the academic year 2020/2021.

F. Significant of The Research

It is expected that there were some uses of the research as follow:

1. For the teacher

By using mobile dictionary, the teacher could improve their creativity in teaching process so the goal of the learning could be achieved.

2. For the students

It was expected that students were interested and have motivation in learning English that could be improved by using mobile dictionary.

G. Scope of The Research

1. Subject of research

The subject of this research was second semester of the seventh grade in SMPN Terpadu Gunung Pelindung in the academic year 2020/2021

2. Object of the research

The object of the research was the students' vocabulary mastery and the use of mobile dictionary.

3. Place of this research

The researcher conducted the research at SMPN Terpadu Gunung Pelindung.

4. Time of the research

The researcher conducted the research at the second semester of seventh grade SMPN Terpadu Gunung Pelindung in the academic year of 2020/2021.



CHAPTER II LITERATURE REVIEW

A. Frame of Theories

1. Teaching English as Foreign Language

In Indonesia, English is a foreign language. English is a subject of learning in Elementary school, Junior High School, Senior High School, and University. From Junior High School, English is a compulsory subject where the students' study four skill in English: Speaking, Listening, Writing, and Reading. The English subject is one of a curriculum program that has purpose to develop the students' competence in terms; attitude, knowledge and skill.¹⁰

English as foreign language indicates the use of English in non English speaking region so it is not used in daily communication. It is only use in certain place by certain people in doing their activities. Learning of English by student in country where English is not the native language is the definition of English of foreign language. These days English is viewed as language which give you access to the world.¹¹ It concluded that English foreign language is a condition where the students learn target language in their own country because they need to learn target situation.

In teaching English as a foreign language should be compatible with school condition to make students more active and make situation can be fun.

Therefore, teacher as a role model of students has important function for their students, teacher must have good preparation and media before giving material to the students.

¹⁰ <https://mintotulus.file.wordpress.co/2012/04/permendikbud-no-58-tahun-2014-tentang-kurikulum-smp.pdf>(July, 15th2020)

¹¹ Michael Maxom, *Teaching English as A Foreign for Dummies*, (England:Wiley,2009), p.9

In addition, the teacher must make a situation in their class environment enjoyable and effective.

In conclusion the students would get many opportunities and could improve their skill or knowledge about the material if the teaching learning running well. Besides, the teacher should had the capability to make their students more interest and enjoy in learning process. The teacher should be able to explain a new material clearly and effectively. So, the students could more understand what teacher explain and they would be enjoy learning foreign language.

2. Vocabulary

a. Concept of vocabulary

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary first. A person said to 'know' a word if they can recognize its meaning when they see it.¹² It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

Vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test into find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences. Vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the meanings of their nearest 'equivalent' in the mother tongue. It is also learning to make the most appropriate

¹² Cameron, *Teaching Languages To Young Learners*, (Cambridge: University press, 2001) p.75

lexical choices for particular linguistic and situational context.¹³

Based on the explanation above, vocabulary was the most important aspect which should be learnt and it is the key of students' which communicate with others cause they has a lot of vocabulary to make easier when talking with someone. Therefore, without mastering vocabulary we could not used the language communicatively.

b. Concept of vocabulary mastery

In learning vocabulary, people will experience development each year appropriate with their age. They continue to expand their vocabulary in adulthood. In social role and mode of discourse taking place in adulthood, in vocabulary there is continued development beyond the childhood years with adults constantly adding new words to their vocabulary through reading, occupation, and other activities.¹⁴ The primary period for conceptual development, however, is early childhood. Measurement of vocabulary knowledge is difficult and it is only approximately.

Vocabulary of adults has been variously estimated at between 10.000 words for non-academic adult to over 150.000 for a professional scientist. College students' are estimated to understand some 60.000 to 100.000 words. Berry estimates that for spoken English the average person speaking on a telephone makes use of a vocabulary of only some 2.000 words.¹⁵ Meanwhile, for Indonesian learners who learn English as one of foreign language that is taught in school, they have limited words or vocabulary that they now or understand of the language.

¹³ Wilkins, *Linguistics in Language Teaching*, (London: University College, 1972) p. 130

¹⁴ Richards, Jack C. *Error Analysis, Perspectives on Second language acquisition*. (Golborne: Longman Group Ltd. 1984), p. 177

¹⁵ William F Mackey, *Bilingual Interference: its analysis and measuremen*, (Wiley OnlineLibrary. 1965), p.173

So, they experience low development in expanding the vocabularies.

Mastering vocabularies means mastering the meaning and the ways to use them in context. Cameron said that vocabulary is central to learning of as foreign language primary level.¹⁶ There are four types of word classes in the vocabulary there are namely;

1. Noun is related with name of something like place, plant, people and others. For example: Lecturer, fan, chair, shoes, guitar.
2. Verb is can used to show the measure and condition of thing. For example: eat, read, take.
3. Adjective is a word that describe noun has grammatical property of comparison. For example: beautiful woman, good luck, short movies, and other.
4. Adverb is related with the how the process, time and where the thing happen. For example: yesterday, tomorrow, school and others.¹⁷

Based on the explanation above, the researcher assumed that the students should be mastering vocabulary mastery and understand all words of the language, such as : *Noun, Verb, Adverb and Adjective*. The researcher also said vocabulary mastery of English language should be meaningful content, practicing to communicate with their friends and not only memorizing the words but practice the new vocabularies with the others.

c. Concept of teaching vocabulary

Teaching is defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing

¹⁶ Lynne Cameron, *Teaching Language to Young Learner*, (United Kingdom: Cambridge University Press, 2011), p.72

¹⁷ Elfrieda H. Hiebert and Michael L. Kamil, *Teaching And Learning Vocabulary Bringing Research to Practice*, (Lawrence Erlbaum Associates, London, 2012), p.3

to know or understand.¹⁸ Based on explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life. Teaching vocabulary is not easy to do. Teaching vocabulary deals with knowing meaning from the words.

In teaching vocabulary, the teacher have responsibility to make the students' successful in their teaching. The teacher should teach the material that suitable with the students need by using the appropriate strategy, media, technique, etc, and use them to achieve the goal. Cameron says that teaching vocabulary focuses on helping students to build up knowledge of words also it will be able to the students to use the language efficiently and successfully.¹⁹ It means that teaching vocabulary must be carefully in choosing the material to make students enjoy the learning and attract with the English subject with the right way to achieved the goal.

Teaching through media is a variation a lesson and increase students' motivation. By using media, the teacher could create a good atmosphere in the classroom, so that the students did not tense to learn sometimes, students did not realize that they are learning, it means that they could be increase their vocabulary mastery.

Thornbury states that without vocabulary nothing can be conveyed.²⁰ It means that in teaching vocabulary the teacher have to know how to teach students in order to make the students able to remember the vocabulary. They should be more creative in teaching vocabulary and they must be able to know what the media should be and suitable with their lesson.

d. Types of vocabulary

¹⁸ Brown H.D, *Teaching by Principles: An interactive approach to language pedagogy*, (Englewood Cliffs: Prentice Hall, 2001), p.8

¹⁹ Cameron, *Teaching Vocabulary and Languages To Learners*, (Cambridge : Universitypress, 2010), p. 75

²⁰ Scott Thornbury, *How to Teach Vocabulary*, (New York : Longman, 2002), p.13

Surely, there are some words in a sentence and those collections of words include to the vocabulary because vocabulary is a list or collections of words arranged in alphabetical order and explained. Those words could be noun which is usually used as subject or object, Verb or it is usually used as predicate in a sentence, Adverbs etc. The sentence may be further divided according to the functions of each word has in the subject – predicate relationship – each of these functions is classified as a different part of speech. They are:

1. Noun

It is one of most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing or idea.

Example:

- a) It is a **magazine**
- b) There is an **umbrella**

2. Verb

It is the word which expresses an action or a help to make a statement.

Example:

- a) Mr. Herman is **teaching** mathematic.
- b) The students are **playing** football

3. Adjective

It is modify noun and pronoun.²¹ In addition, Dykes states that adjective is a word that gives more information about noun and pronoun, and it can be used before or after noun.²² It means that adjectives is a word that describe noun.

Example:

²¹ Eugene Ehrlich and Daniel Murphy, *Schaum's Outline Of English Grammar (Seconded)*, (New York:McGraw- Hill, 1991), p. 17.

²² Barbara dykes, *grammar for everyone*, (Camberwell: Acer Press, 2007), p.53

- a) Mr. Herman is **clever**
- b) This magazine is **expensive**

4. Adverb

It is a word used for qualifying the meaning of verb, adjective, or another adverbs. It means that adverbs can be used to describe or modify verbs, adjectives and other adverbs.

Example:

- a) Mrs. Sri is teaching in **the classroom**.
- b) I go to campus at **nine o'clock**

5. Conjunction

It is a word used to relate one word to another one, or one sentence to another one.

Example:

- a) I have to call **him** **before** I go.
- b) Irma **and** I are student at UIN raden intan Lampung.

6. Preposition

It is a word (or group of words) which is used to show the way which other words are connected.

Example:

- a) Look at **on** my door!
- b) Staring **into** your eyes!

7. Pronoun

It is the word which can take the place of a noun, a noun and its modifiers, or another pronoun.

Example:

- a) **They** are my lecture.
- b) **He** goes to office.

8. Determiner

The two articles are the and a. *the* may be use with a singular and plural noun ; *a* is generally use a singular countable noun.

Example :

- a) **The** cats are black and white.
- b) **A** book is red.

From explanation above, it could be concluded there are many kinds of vocabulary that should be mastered by the learner including. All the types of vocabulary needed to be known and learnt for the successful of mastering. The reason of researcher focused on noun, verb and pronoun as according to learning material syllabus English of the seventh grade at the first semester with the topics about people, animal and things.

e. Aspects of vocabulary

According to Harmer there are four basic aspects that should be mastered by students to learn new vocabulary items, they are as follows:²³

1. Word meaning.

The least problematic issue of vocabulary, it would seem is meaning. According to Harmer word meaning include :

a. Antonym

The term antonym is used for opposite meaning of word. Forexample: "Lazy" is an antonym of "diligent".

b. Synonym

It means that two or more words have the same meaning of word. For example the synonym of smart is clever, etc.

c. Hyponym

It means items that serve as specific example of a general concept. Example : the hyponym of animal are cat, dog, horse.

2. Word use

It means that meaning of word is always different or can be said it has a flexible meaning

²³ Jeremy harmer, *The Practice of English Language Teaching*, (London : Cambridge,1998), p. 18

according to the context, or depend on using such as “I’m feeling blue” does not mean really describe a color. There is another meaning behind the word “blue”, it is frequently stretch through the set our metaphorical an idiom use.

3. Word combinations

Although words can appear as single item which are combined in a sentence. (the mongoose bit the snake), they can also occur in two or more items groups (the normally lightning quick reactions of the reptile let it down). They often combine with each other often find strange. The kind of word that go together in one language are often completely different from the kinds of word which live together in another.

4. Word grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective adverb etc. the former can be both singular and plural, for example one chair or two chairs, etc.²⁴ From the statements above it could be concluded that there were 4 aspects in the vocabulary, namely: word meaning, word use, word combination and word grammar. In this research the researcher only focused on 2 aspects namely, word meaning and word grammar. So 2 aspects of Harmer is more suitable for seventh grade.

f. Concept of Noun

Noun is one of the most important parts of speech. A noun is the name of thing. Everything that exists has a name, whether you can see it or not.²⁵ It is supported by Ehrlich, he states that a noun is the name of a person,

²⁴ *Ibid*, p. 18-21.

²⁵ *Ibid*, p.73

place, thing, activity, quality, concept or condition.²⁶ It means that noun is part of speech that can be smelted, taste, seen, touch and others.

From definition above, it could be concluded that noun is a word which could be used to name, thing and idea. All names of the things, like buildings, people, books, guitar, shoes, photos are noun. For example, the words Michel, Richard, James are all nouns that name people. The words birds, lion, cat, goat are all nouns that name animals. Words like mosque, church, hospital, or house are nouns that name places.

There are four kinds of nouns;²⁷

1. Common noun: its is name of everyday things that we can see, hear or touch.²⁸ A common noun is the name use for any unspecified member of class of persons, places, things, qualities of concepts.²⁹ For example: chair, mango, mosque, etc.
2. Proper noun : it's the name of specific person, place or thing³⁰ . A proper noun start with a capital letter a proper noun is more specific than common noun. For example, the proper noun of car is Toyota, Daihatsu, Datsun etc.
3. Abstract noun : it is name of a feeling or a state of being which has no form or shape and which cannot seen and touched, but whose existence we recognize. For example: beauty, intelligence, greed, joy, duty, etc.³¹
4. Collective noun : it is name for groups of things, animals or people, which go together, or have

²⁶ Eugene Ehrlich and Daniel Murphy, *Op. Cit.*, p.17

²⁷ Barbara Dykes, *Op. Cit.*, p.22

²⁸ *Ibid*

²⁹ Eugene Ehrlich and Daniel Murphy, *Op. Cit.*, p.25

³⁰ *Ibid*

³¹ Barbara Dykes, *Op. Cit.*, p.27

something in common. For example: a number of people in a group football is football player.

Noun can be classified in two types. According to Lester, they are: Countable noun and Uncountable noun. Countable noun means that we can make the noun plural and use number words with the noun. Using the noun cat, for example: the cats are in the house. We can also use number words with cat: one cat, two cats, three cats and so on. Most nouns that refer to concrete objects are countable nouns.

However, noun that refer to abstractions and nouns that are used to label things that occur in undifferentiated masses are often uncountable noun. The terms uncountable noun means that we cant count these noun with number words or make them plural. For example: the abstract noun sugar cannot be counted, we cannot say one sugar, two sugar, three sugar etc.³² it can be concluded, the words that can't be counted refer to the uncountable noun.

g. Concept of Pronoun

A pronoun is a word that is used instead of a noun or noun phrase. Pronouns refer to either a noun that has already been mentioned or to a noun that does not need to be named specifically. The most common pronouns are the personal pronouns, which refer to the person or people speaking or writing (*first person*), the person or people being spoken to (*second person*), or other people or things (*third person*). Like nouns, personal pronouns can function as either the subject of verb or the object of a verb or preposition: “*she like him but he loves her*”. Most of the personal pronouns have different subject and object forms:³³

³² Mark Lester, *English grammar Drills*, (New York: McGraw Hill, 2009), p.4

³³ <https://www.merriam-webster.com/dictionary/pronoun#note-1>,(July,17th2020)

Table 2
as subject

as subject		
	Singular	Plural
1 st person	I	We
2 nd person	You	You
3 rd person	he, she, it	They
as object		
	Singular	Plural
1 st person	M e	U s
2 nd person	Y ou	Y o u
3 rd person	him, her, it	Them

There are a number of other types of pronouns:

1. *Interrogative pronouns* particularly what, which, who, whom and whose.
For example in sentences:
 - a. *What is your name?*
 - b. *Which colour do you like?*
 - c. *Who is she?*
2. *Possessive pronoun* refer to things or people that belong to someone. The main possessive pronouns are mine, yours, his, hers, its, ours, and theirs. For example in sentences:
 - a. *The car is mine.*
 - b. *The cat is yours.*

3. *Demonstrative pronoun* (this, that, these, and those) distinguish the person or thing being referred to from other people or things they are identical to the demonstrative adjectives. For example:
 - a. *This is my friend.*
 - b. *Is that your book?*
4. *Relative pronouns* introduce subordinate clause , a part of a sentence that includes a subject and verb but does not form a sentence by itself. The main relative pronouns are that, which, who whom, what, and whose. For example in sentences:
 - a. *The woman whom you met yesterday is my mother.*
 - b. *She is the person who gave you a call last night.*
5. *Reflexive pronouns* refer back to the subject of a sentence or clause and are formed by adding -self or –selves to a personal pronoun or possessive adjectives, as in myself, himself, ourselves and itself. For example:
 - a. *I clean the house by myself.*
 - b. *You need to tell him by yourself.*
6. *Indefinite pronouns*, such as everybody, either, none, and something, do not refer to a specific person or thing, and typically refer to an unidentified or unfamiliar person or thing.³⁴ For example:
 - a. *The man always gives everything to his mother.*
 - b. *You can give anything that you have.*

The word *it* and *there* can also be used like pronouns when the rules of grammar require a subject but no noun is actually being referred to. Both are usually used at the beginning of a sentence or clause, as in “it was almost noon” and “there is some cake left”. These are sometimes referred to as *expletives*.

³⁴
1,(July,17th2020)

<https://www.merriam-webster.com/dictionary/pronoun#note-1>

h. Concept of Verb

Verb is the word or words that describe the action or state of being of the subject.³⁵ The verb is used after subject, or before object or complement.³⁶ According to Frank, types of verbs are predicating or linking verb, and transitive or intransitive verb.³⁷

1. Predicating or linking verb

A predicating verb is the word has traditionally been called a verb of action. A predicating verb is the chief word in predicate that says something about subject, for example : she *read*, he *drink*, I eat. A linking verb is a verb of incomplete prediction. Linking verb is also called copulative verb.

2. Transitive or Intransitive Verb

A transitive verb takes a direct object. For example: *he is reading a novel*. While an intransitive verb does not require an object. For example: *the bus arrived late last night*.

It could be concluded that verb is a word or group of words which is used in describing an action, experience or state that its own grammatical rule of the used in a sentence.

3. Concept of Media

According to Arsyad, the use of instructional media in teaching learning can generate new desires and interest, generating motivation and simulation of learning activities and even bring the psychological effect on students.³⁸ Media is thing or tools that can be used to send message and can simulate the mind can generate attention, excitement, and willingness of the learners that can foster learners self in teaching and

³⁵ Eugene Ehrlich and Daniel Murph, *Op. Cit*, p.1

³⁶ Marcella frank, *Modern English A Practical Reference Guide*, (new jersey;PrenticeHall, 1972), p.52

³⁷ *Ibid.*, p.48

³⁸ Azhar Arsyad, *Media Pembelajaran*, (Jakarta : Raja Grafindo Persada, 2011), p. 20

learning process. But in the other word, to understanding media in the learning and teaching process it can be defined as the graphic, photographic, or electronic means to capture and process the visual or verbal activity and information. Media also can called as a everything that can be use in teaching and learning to give information, messages, feelings, concerns and can stimulate the ideas of learners. So media can help the students in the learning process in the classroom. Daryanto says that media are tools to send the information to the receivers. Daryanto notes that there are some function of media.³⁹

- a. To make the message clear.
- b. To handle the limitation of room, time, energy, and the five of sense.
- c. To gain the motivation of learning, interacting directly between the students and learning sources.
- d. To make the students be appropriate with skills and the ability of visual, auditory and kinaesthetic.
- e. To give the same simulation, experience and perception.
- f. To deliver the messages of the lesson to the students.

It is absolutely important to used learning media in teaching because a media could help the students in their study and also the presence of a learning media in teaching process is going to make the teaching and learning process become more interested and the material taught would be easier to understand. In addition, by using a learning media, the teaching and learning process is more effective and efficient.

³⁹ Daryanto, *Media Pembelajaran*, (Bandung : PT Sarana Tutorial Nurani Sejahtera,2011), p. 5

4. Kinds of media

According to Arsyad teaching media can be classify into three categories. They are:⁴⁰

a. Visual media

They are media that can be seen. It can be formed of picture, moving picture, moving picture or animation and flashcard.

b. Audio media

They are media that can be listen. It means that audio media has sound which is listen by students. The content messages is in the form of audiotape form such as vocal cord/tape recorder and video compact disk with can stimulate through feeling, idea of the students’.

c. Audio visual media

They are media that have sound and picture. Video is an example from audio visual media in teaching and it has a visualization because it is produced to get moving pictures that look like reality form. It describe science theory and animated.

In this study, the researcher used audio visual media namely Mobile Dictionary especially U-dictionary as the interaction media, because by using this application it could motivated the students and could be interesting in teaching learning process.

5. Mobile Dictionary

a. Definition of mobile dictionary

Dictionary is one of the “bibles” for language beside grammar book. It is one of crucial things for language learners to master a new language. Just like a grammar book, dictionary also a kind of guidance for language learners to reach new knowledge or skill. Dictionary is a type of references work which present the vocabulary of a language in an alphabetical order, usually with

⁴⁰ *Op.cit*, pp. 27-28

explanations of meanings⁴¹. Meanwhile, dictionary defined as a book that gives a list of words in alphabetical order and explains what they mean. Since technology has improved dictionary can be defined as online resources provide list of words that explains what they mean.⁴²

They are a handy resource for researching different meanings, collocations, examples of use and standard pronunciation. If students know how to use them effectively, there are hundreds of hours of self-guided study to be had with a good dictionary. The best way to complement a dictionary investment is strong study skills. As teachers we played an important role in developing those skills, and this research would explore ways that we could do that.

1) Different types of dictionary:⁴³

- Paper dictionaries, These can be bought cheaply and last a very long time. Students usually complain that big dictionaries are too bulky to bring to class, so the researcher recommend that they have two - a pocket dictionary for class and a 'shelf' dictionary for home study.
- Online dictionaries, Many traditional dictionaries have online editions.

⁴¹ Hartman, R.R.K., & James G. *Dictionary of lexicography*, (New York: Routledge,2001), p.41

⁴² Yongwei, G., *Online English dictionaries: Friend of foe*, (Oslo:Proceedings ofEuralex,2012) p.7-11.

⁴³ Yavuz Yildirim, *The effectiveness of using English dictionary to improves students vocabulary mastery*, (Semarang: English department faculty and arts,2011) , p, 7.

Cambridge, for example, has an online advanced learners' dictionary at dictionary.cambridge.org, which is easy to use and provides examples of word use. U-dictionary, an application that can be downloaded at playstore, this application provides more features to use which can make it easier for students.

- There are some excellent and specialised ones, such as etymonline.com, an etymological dictionary (dictionary that explains the origins of words).
- Urbandictionary.com is a web-based slang dictionary. Like wiktionary.com, users can add content. It is interesting but some of the content is so obscure it is best described as idiosyncratic, not all the definitions are accurate, and many are vulgar (which is part of the point). Their value lies in ease of access to students who own computers, but it is probably also a good idea to direct your learners to traditional ones first.
- Electronic dictionaries, A big plus of electronic dictionaries is that they hold a large amount of data in a small space. However, they can be expensive, are attractive to thieves, and they

wear out after a few years. The biggest problem lies, paradoxically, in their ease of use.⁴⁴

2) Monolingual versus bilingual

Some teachers are opposed to bilingual dictionaries on principle. They believe that learners should think in English as much as possible. The researcher believe that learners should have a bilingual dictionary on hand as a supportive tool but that training should focus on monolingual dictionary work. This is because sometimes a quick translation works best, as in the case of many concrete nouns, but it is a good idea to foster thinking and explanation in English. Bilingual dictionaries can also enable students to express something they want to say when they don't know the correct words in the target language.

3) Focus on phonology

This activity highlights the usefulness of a good dictionary in determining the correct pronunciation of a word. It assumes learners already have some knowledge of phonemic script and that the teacher's pronunciation is close to the dictionary form.⁴⁵

- Teacher selects some key words that are important for the course / lesson and writes them on the board.

⁴⁴ *Ibid.* p, 8-10

⁴⁵ (www.teachingenglish.org.uk)

- Learners look up the pronunciation in their dictionaries.
- Teacher pronounces each of the key words in two ways: one is correct and the other is incorrect. Learners use the phonemic spelling to guess which one is right. They get a point for each correct answer.
- In the feedback stage, the teacher drills correct pronunciation and answers any questions. Teachers should not neglect dictionary work. Like pronunciation, it is a natural part of any course that needs to have an appropriate focus and allocation of time. By encouraging the intelligent and self-guided use of dictionaries, learners become more independent, and as teachers this is one of our core goals.

b. Definition of U-dictionary

U-dictionary is one of the offline dictionaries that can be downloaded from an android or smartphone. It is a light application for translating more than 30 languages without internet connection. With U-dictionary, everyone not only an translate words and short phrases, but also practice any language. From the main tab, everyone can quickly access short test and mini games to practice any language wanted. Besides translating a word or text, U-dictionary can also to be used to look up definition via Collin Dictionary or Wikipedia. Even, everyone can listen to the

pronunciation whenever the android smartphone has an internet connection. The exercise and tests are especially great for improving your fluency in any language you want, particularly English.⁴⁶

U-dictionary is a dictionary app and one of the best English learning apps. 2018 has been completely year for the app with over 40 million users across the world. It has been rate too be number one app in over 10 countries in the education category. Most interesting of U-dictionary is a free app available on both Google Play Store and Apple App Store.

These are special features that are on U-dictionary:

a. Copy to translate

U-dictionary's copy to translate features lets you copy any words as you browse or chat. If you are reading any piece of content and you need a quick translation, you just have to copy the specific word and the app icon will appear. Once you hit the icon, you can view the meaning of the word in the preferred language. Interestingly, all this happens without launching the U-dictionary app and leaving the task that you are doing. So, you get a flawless experience without any switching between the apps.

b. Quick translate

As it name indicates, this feature of the dictionary app lets users view the meaning of a word that the choose to know in the notification bar. Like the copy to translate feature, this one also

⁴⁶ Dewi wulandari, *The use U-dictionary as a learning media to increase the students' vocabulary in teaching speaking*, (Medan: Politeknik Unggul LP3M, 2019)

gives the meaning without opening the app. It is quick enough as there is no need to open the dictionary app to know the meaning.

c. Camera translation

Besides the translation of any word that you come across as you browse or chat, the U-dictionary app lets you get translation of text right from the camera app. Well, you can focus on the text that you see and get the meaning right on your smartphone's screen. Notably, this feature can recognize 12 languages.

d. Word games

U-dictionary app makes learning interesting and fun. It comes with word games such as finding synonyms and spelling check. Also, it has conversation practice videos and vocabulary building articles. These tasks will help in getting a stronger command over English in a fun way.

e. Lock screen vocabulary

Everyday, you can learn new word definition to enhance your vocabulary skills with U-dictionary app. Well, this is possible with the app's lock screen vocabulary feature. It shows the word definitions right on the lock screen of your smartphone so that you learn and strengthen your vocabulary without unlocking your phone.

f. Support 108 languages

U-dictionary supports a whopping 108 languages when it comes to text translation. You can use the text

translator of the app to translate easily between any regional or global language without any difficulty.

g. Offline translation

The most interesting feature is the offline dictionary mode. Well, this app supports 44 language packs for its offline functionality. You can simple translations and work meanings on the go with this app. You need to download the necessary language pack to make use of the offline functionality of U-dictionary. The app has inbuilt Collins COBUILD

Advanced Dictionary and WordNet Dictionary. This helps you get the meaning of a particular word, its usage and sample sentences as well.⁴⁷

Based on the explanation above, U-dictionary is one of the best English mobile dictionary for students in every grade. By using U-dictionary as learning media, the researcher expected that will help the students to enrich their vocabulary mastery effectively and efficiently.

c. Concept of mobile dictionary

Mobile learning can be defined as “any educational provision where the sole or dominant technologies are handheld or palmtop devices”.⁴⁸ A mobile device is any device that is small, autonomous and unobtrusive enough to accompany us in every moment. In accordance with the developmental history of mobile learning

⁴⁷ <https://www.androidauthority.com/best-dictionary-apps-android-751290>
(January,20th2021)

⁴⁸ Traxler, J, (2005) Mobile Learning: It’s here, but what is it? Interactions, 25. Available at: <http://www2.warwick.ac.uk/services/ldc/resource/interactions/archive/issue25/traxler>.

three aspects can be specified for this type of learning:

- Mobility of technology,
- Mobility of learning, and
- Mobility of learner.⁴⁹

Mobility of technology focuses on examining the possibility of using portable and wireless devices such as mobile phones, laptops, and tablets for educational purposes. The focus of mobility on learning is on the extensive use of mobile devices for learning outside the classroom. The third aspect focuses on “the mobility of the learner, the design or the appropriation of learning spaces and on informal learning and lifelong learning”.⁵⁰

From among the devices that can be used for mobile learning, mobile phones have gained more attention due to their ubiquity among the youth at schools and universities, and their applications in education. The swift development of mobile phones in the last decade from simple phones to smart- phones, which can serve as a minicomputer, telephone, or camera, and transfer data as well as video and audio files, has made mobile phones efficient learning tools. Klopfer and Squire describe the affordances of mobile phones as:

- Portability: can take the computer to different sites and move around within a location.
- Social interactivity: can exchange data and collaborate with other people face to face.
- Context sensitivity: can gather data unique to the current location,

⁴⁹ El-Hussein, M. O. M., & Cronje, J. C, *Defining mobile learning in the higher education landscape*, (Educational Technology & Society,2010) p. 13, 12-21

⁵⁰ Pachler, N., Bachmair, B., & Cook, J, *Mobile learning: Structure, agency, practices*,(UK: Springer Science-Business Media,2010).

environment, and time, including both real and simulated data.

- Connectivity: can connect handhelds to data collection devices, other handhelds, and to a common network that creates a true shared environment.
- Individuality: can provide unique scaffolding that is customized to the individual's path of investigation.⁵¹

Research on using mobile phones in education shows that students consider mobile phones as useful learning tools; using mobile phones can amplify students' personal and academic interest; and they help students learn school subjects better.⁵²

- d. The procedure of Teaching Vocabulary by using Mobile dictionary especially U-dictionary as media

According to Barham on his paper at The Second International Conference for Learning and Teaching in Digital World (An-Najah National University), here are some steps of using mobile dictionary as follows:

1. Students at the beginning of the course were asked to download dictionary applications on their phones as to use them during reading the articles that are specified for the course.

⁵¹ Klopfer E., & Squire K, *Environmental detectives – the development of an augmented reality platform for environmental simulations*, (Educational Technology Research & Development,2008) p.56, 203-228.

⁵² Squire, K., & Dikkers, S, *Amplifications of learning: Use of mobile media devices among youth*, (Convergence: The International Journal of Research into New Media Technologies,2012), p.18, 445-464.

2. The students got the option to choose the kind and names of dictionary applications that they were using.
3. Concerns were gone through, and questions were answered at the meeting.
4. Throughout the semester and as commencing point, students read each article on their own.
5. Then the class instructor and students discussed the article, explained the meaning of new lexicons, and wrote down some questions related to the read the article.
6. Students were encouraged to use mobile dictionaries and were afforded the time to look for the meaning of new words before had the treatment.
7. Course instructor assured to draw out the meaning from the students and agreed upon with the proper and the closest meaning for each new word.
8. Students on some occasions were also encouraged to contemplate on the articles by writing a paragraph or two on their understanding, thoughts, and opinions of the items.
9. Students were also invited to use mobile dictionaries in doing that composition. This such a process lasted for the whole semester and students had the focus group discussion just at the conclusion of the semester.⁵³

⁵³ Kefah A. Barham, *The Use of Electronic Dictionary in the Language Classroom: The Views of Language Learners*, (Palestine : An-Najah National University,2017)

Translation technique is a technique for communication of the meaning of a source language text by means of an equivalent target language text.⁵⁴ According to Jaaskelain translation technique is a series of competencies, a set of steps or process that favour the acquisition, storage or utilization of information.⁵⁵ Based on the statement above, translation technique is a set of steps or process that acquisition meaning from source language to the target language. In this research , the researcher will apply teaching vocabulary using media (U- dictionary) through translation technique. Here are procedure of translation technique as follows:

1. Class is taught in mother tongue, with little native use of the target (English).
2. Vocabulary is taught in the form of list of isolated word.
3. Students translate of isolated word from the target language to their mother tongue.
4. The teacher asks students in their native language if they have any question, students ask and the teacher answers the question in their native language.
5. Students memorize the vocabulary.

These are some steps from the mobile dictionary especially U-dictionary through translation technique that have been modified by researcher to improves students' vocabulary mastery as follows:

1. Students at the beginning of the courses will be asked to download mobile

⁵⁴ <http://en.wikipedia.org/wiki/Translation>

⁵⁵ Jaasklein (1999) <http://www.bokorlang.com/journal/41culture.htm>(Oct, 7th 2020)

dictionary on their phones (U-dictionary) for them during doing the task that are specified for the course.

2. The Researcher determines vocabulary theme that is tailored to the material in the syllabus. In this research the themes of vocabulary are about noun, pronoun and verb.
3. The researcher will give instruction how to use the application and explain them about the features on U-dictionary.
4. The researcher taught the class in mother tongue, with little native use of the target (English).
5. The researcher asks to make a list of isolated word that are considered difficult for the students.
6. Students are encouraged to use mobile dictionary (U-dictionary) and afforded the time to look for the meaning of new words.
7. The Researcher appoints several students to check the understanding (meaning, part of speech and pronunciation) of the students.
8. The Researcher asks the students to memorize the words and do some exercises based on vocabularies that have been learned.

Based on the explanation above, the researcher was modified the previous procedures from translation technique and Braham's theory based on the needed of the research. It could be concluded that the researcher take several points from translation technique steps and his paper (Braham's theory) and add some procedures to

make easier for understanding. It is expected those procedures that have been modified will be enrich students vocabulary mastery, the researcher would like to present the applications of mobile dictionary especially U-dictionary as a media through translation technique in teaching vocabulary. This research had purpose to make it easier for students to improved their vocabulary mastery.

6. Theories of Printed Dictionary

a. Definition of printed dictionary

Printed dictionary have used a repertoire of device for presenting meaning in paper dictionary, most of them having to do with words. The traditional way in paper dictionary has been to explain words with words, using either a definition (typically in the language of the headword) or an equivalent (typically in another language).⁵⁶

Dictionary is utility products or tools which are, or should be, design to satisfy certain human needs. On the other hand, dictionaries are tools for autonomous learning.⁵⁷ Dictionaries are a tool of achievement control. The dictionary is an institution which enables language learners to check their own knowledge, and to eliminate weaknesses in spelling, pronunciation, grammar and meaning. The dictionary is a tool that will when learners away from the classroom teacher and guide them towards further independent study.⁵⁸ It can be concluded that dictionary is a tools of achievement control to get knowledge of spelling, pronunciation, grammar and meaning.

⁵⁶ Lew, Robert, *New Ways of Indicating in Electronic Dictionaries; Hope or Hype?*. International Symposium on Lexicography. Retrieved [http://: www.lexicographystaff.amu.edu.pl](http://www.lexicographystaff.amu.edu.pl).

⁵⁷ Tarp, S, *Reflections on Lexicographical User Research*. (Lexikos, 2009). p, 275-296

⁵⁸ Torres, Isabel Perez and Ramos, M del Mar Sanzhes, *Fostering Vocabulary Acquisition through Self Learning Tool and Electronic Dictionary*, (2003, Retrieved from <http://www.freeweb.com>

A dictionary is a book that deals with the individual words of a language or certain specific class of them so as to set forth their pronunciation, significant and use, their synonyms, derivation and history. A dictionary is a systematically arranged list of socialized linguistics forms compiled from the speech-habits of a given community and commented on by the author in such a way that the qualified reader understands the meaning.⁵⁹ It can be inferred that dictionary is a book that systematically arranged and contain about the meaning of the word, pronunciation, spelling, synonyms, derivation and history.

b. The procedure of using printed dictionary

Here are some steps of using printed dictionary, as follows:

1. Dictionary are organized alphabetically, so start with the first letter of the word that you are trying to find.
2. 'Alliteration', is going to be in the first section of the dictionary under 'a'
3. There will be lots of entries for each letter of the alphabet, so use the guide word at the top of the page to help you. The guide word tells you what the first or last word on that page of the dictionary is.
4. You will need to look at the second letter of the words, and the third, and so on, in order to find it. It takes a little practice to find words quickly.
5. You may need to scan several pages of the dictionary in order to find the word that you need. Scanning is a way of reading quickly to find the information that you need. The more you practice the better you will get at finding words fast.⁶⁰

c. Advantages and Disadvantages of Printed Dictionary

1. Advantages of print dictionary, as follows:
 - a) Print dictionary allow for serendipity.

⁵⁹ Zgusta, L; et al, *Manual of Lexicography*. (1971), Retrieved from <http://www.jstor.org>.

⁶⁰ <https://www.bbc.co.uk/bitesize/topics/zbm2sg/articles/zjyyb82/how-to-use-dictionary>(August ,26th2020)

- b) Print dictionary fuel curiosity.
 - c) Print dictionaries make more focused.
 - d) Print dictionaries are credibility and reliability,
 - e) Print dictionary does not require an internet connection.
2. Disadvantages of print dictionary, as follows:
- a) Big volume.
 - b) High prices.
 - c) Not up-to-date.
 - d) Slow process regarding word search.
 - e) No audio responses (only phonetic transcription).

B. Frame of Thinking

In teaching vocabulary, an English teacher should be able to help students to memorize the words. Therefore, the teacher should have such kind of strategy, media, technique to make the students are interested and have motivation in learning English. The teacher must prepare the material as well, use suitable media in teaching and learning vocabulary. In this case, the teacher could help the students by using mobile dictionary as media in learning vocabulary. By using mobile dictionary in learning vocabulary, the researcher hopes that the students can learn more effective and have good progress.

Based on the previous explanation, the purposed of this research was to know the effectiveness of using mobile dictionary at classroom and how student reflect it in their life. Mobile dictionary is chosen because once the research find out that students can not understand what the meaning of the text. Meanwhile, they do not bring printed dictionary into the classroom. Mobile dictionary especially U-dictionary can be used in teaching vocabulary, because there are so many words appear it can improve the students' vocabulary mastery. Therefore, their vocabulary will be add and increase. In conclusion, mobile dictionary is hopefully expected to be an alternative media which

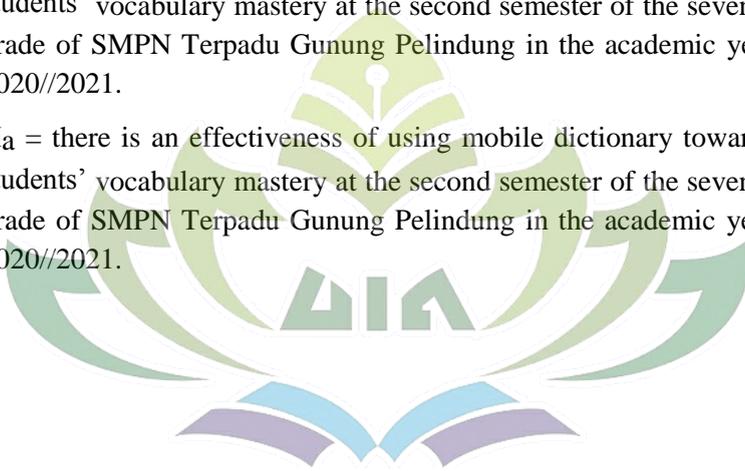
could be used to teach vocabulary. This media is expected to create fun atmosphere learning and there were so many words appear and it could improve the students' vocabulary mastery.

C. Hypothesis

Based on theories and the frame of thinking, the researcher formulates the hypotheses as follow:

H_0 = there is no effectiveness of using mobile dictionary towards students' vocabulary mastery at the second semester of the seventh grade of SMPN Terpadu Gunung Pelindung in the academic year 2020//2021.

H_a = there is an effectiveness of using mobile dictionary towards students' vocabulary mastery at the second semester of the seventh grade of SMPN Terpadu Gunung Pelindung in the academic year 2020//2021.



REFERENCES

- Ag Bambang Setiyadi. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.
- Aldosari H. & Mekheimer M. 2010. *Utilization of English-English online dictionaries for enhancing culture specific translation skills in college students*. Kazakhstan: Integrating Language Linguistics, Literature and Translation into education.
- Azhar Arsyad. 2011. *Media Pembelajaran*. Jakarta : Raja Grafindo Persada.
- Barbara dykes. 2007. *grammar for everyone*.Camberwell: Acer Press.
- Brown H.D. 2001. *Teaching by Principles: An interactive approach to language pedagogy*, Englewood Cliffs: Prentice Hall.
- Cameron. 2001. *Teaching Languages To Young Learners*. Cambridge: University press.
- Cameron. 2010. *Teaching Vocabulary and Languages To Learners*. Cambridge : University press.
- Daryanto. 2011. *Media Pembelajaran*. Bandung : PT Sarana Tutorial Nurani Sejahtera.
- David Nuruan. 1992. *Research Method In Learning*, Cambridge University Press: Cambridge.
- Donald Ary,et.al. 2010. *Introduction to Research In Education Eight Edition*, Canada: Wardsworth.
- Elfrieda H. Hiebert and Michael L. Kamil. 2012. *Teaching And Learning Vocabulary Bringing Research to Practice*. London: Lawrence Erlbaum Associates.

El-Hussein, M. O. M., & Cronje, J. C. 2010. *Defining mobile learning in the higher education landscape*, Educational Technology & Society.

Eugene Ehrlich and Daniel Murphy. 1991. *Schaum's Outline Of English Grammar (Second ed)*. New York:McGraw- Hill.

Glenn Stockwell. 2010. *Using Mobile Phones For Vocabulary Activities : Examining The Effect Of The Platform*. Japan : Waseda University.

Harmer, J. 2007. *The practice of English language teaching (4th ed)*. Cambridge: Pearson Education Limited.

Hartman & James. 2001. *Dictionary of lexicography*, New York: Routledge.

Hartman, R.R.K, & James G. 2001. *Dictionary of lexicography*, New York: Routledge.

Hatch E & Brown C. 1995. *Vocabulary ,semantics, and langauge education*, Cambridge: Cambridge University Press.

<http://en.wikipedia.org/wiki/Translation>

<https://mintotulus.file.wordpress.co/2012/04/permendikbud-no-58-tahun-2014-tentang-kurikulum-smp.pdf>(July, 15th2020)

<https://www.bbc.co.uk/bitesize/topics/zbm2sg/articles/zjyvb82/how-to-use-dictionary>(August ,26th2020)

<https://www.merriam-webster.com/dictionary/pronoun#note-1>,(July,17th2020)

Hughes Arthur. 2003. *Testing for Language Teacher*, 2nd ed. Cambridge: Cambridge University Press.

Jaasklein (1999) <http://www.bokorlang.com/journal/41culture.htm>(Oct, 7th 2020)

Jack R, Frankel and Norman E. Wallen. 1993. *How to design and evaluate research and education*. Singapore: Mc Graw-Hill Book, Co.

Jeremy harmer. 1998. *The Practice of English Language Teaching*, London : Cambridge.

John W. best and James V. Kahn. 1995. *Research in Education, (7th edition)*, New Delhi: Prentice-Hall.

John W. Creswell. 2012. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, New York: Pearson Education.

Joseph, S & Uther, M. 2009. *Research and practice in Technology Enhanced Learning*, Mobile devices for language learning: Multimedia approach.

Kefah A. Barham. 2017. *The Use of Electronic Dictionary in the Language Classroom: The Views of Language Learners*, Palestine : An-Najah National University.

Key Heyland.. 2002. *Teaching and Researching Writing*, (London: Pearson Education Limited.

Klopfer E., & Squire K. 2008. *Environmental detectives – the development of an augmented reality platform for environmental simulations*, (Educational Technology Research & Development.

Lado, R. 1964. *Language Teaching: A scientific approach*, (New York:McGraw- Hill.

Lew, Robert, *New Ways of Indicating in Electronic Dictionaries; Hope or Hype?*. International Symposium on Lexicography. Retrieved <http://www.lexicographystaff.amu.edu.pl>.

Lynne Cameron. 2011. *Teaching Language to Young Learner*, (United Kingdom: Cambridge University Press.

Marcella frank. 1972. *Modern English A Practical Reference Guide*, New jersey; PrenticeHall.

Mark Lester. 2009. *English grammar Drills*. New York: McGraw Hill.

- Michael Maxom. 2009. *Teaching English as A Foreign for Dummies*, England:Wiley.
- Pachler, N. Bachmair, B. & Cook, J. 2010. *Mobile learning: Structure, agency, practices*, UK: Springer Science-Business Media.
- Richards, Jack C. 1984. *Error Analysis, Perspectives on Second language acquisition*. Golborne: Longman Group Ltd.
- Scott Thornburry. 2002. *How to Teach Vocabulary*, Person Education Limited.
- Squire, K., & Dikkers, S. 2012. *Amplifications of learning: Use of mobile media devices among youth*, Convergence: The International Journal of Research into New Media Technologies.
- Steel, C. 2012. *Fitting learning into life: Language students' perspectives on benefits of using mobile apps. Proceedings of asiqlite 2012*, (Future Challenges: Sustainable future.
- Sugiyono. 2010. *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Bandung:Alfabeta.
- Suharsimi Arikunto. 2006. *Procedure Penelitian Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Suharsimi Arikunto. 2006. *Procedure Penelitian Suatu Pendidikan Praktik*. Jakarta : Rineka Cipta.
- Suharsimi Arikunto. 2013. *Prosedur Penelitian Pendekatan Praktik*, Jakarta : Rineka Cipta.
- Torres, Isabel Perez and Ramos, M del Mar Sanzhes. 2003. *Fostering Vocabulary Acquisition through Self Learning Tool and Electronic Dictionary*, Retrieved from <http://www.freeweb.com>
- Traxler, J, (2005) Mobile Learning: It's here, but what is it? Interactions, 25. Availableat:<http://www2.warwick.ac.uk/services/ldc/resource/interactions/archive/issue25/traxler>.

Utami, Theresia Avila Tri. 2017. *Students responses on the use of online dictionary at SMP N 15 Yogyakarta*. Yogyakarta: Sanata Dharma University.

Wilkins. 1972. *Linguistics in Language Teaching*. London: University College.

William F Mackey. 1965. *Bilingual Interference: its analysis and measurement*, Wiley Online Library.

Yongwei, G. 2012. *Online English dictionaries: Friend of foe*. Oslo:Proceedings of Euralex.

Zgusta, L; et al, *Manual of Lexicography*. (1971), Retrieved from <http://www.jstor.org>.

