

Chapter I

Introduction

Basic Consideration

Learning English means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language components. Meanwhile, language skill covers listening, writing, reading, and speaking. Therefore, reading skill is one of skill which gives impact to the learner such as difficulty to find out the meaning from passage. According to Daiek & Anter (2010, p.5) "Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them." It is clear that reading is an ability of the author to convey and create meaning from reading text.

Reading a text means getting some information from the passage. To understand the meaning and information in the passage, thus, there are some purposes which are got from reading a text such as to answer the question and to stimulate the ideas. According to BMS (2009) "Read for a variety of purposes in all content areas and expect reading to make sense, to answer questions and to stimulate ideas." The purposes of the theory above are only general purposes. It is argued that there are several different purposes; they are making connections types of connections text-to-self. Text to self means how the students understand the reading passage, and then they interpret it.

To interpret the information of students understanding toward in the reading passage needs bilingual dictionary as a media, the selection of the bilingual dictionary is important because as the first step to develop reading skill.

According to Broderick (1994), to develop reading skill needs ten steps are a) using the dictionary; b) understanding vocabulary and context; c) understanding main ideas; d) understanding supporting details; e) locating main ideas and different parts of paragraphs; f) determining implied main ideas; g) locating major and minor details; h) identifying transition; i) indentifying patterns of organization and; j) making inferences. Those steps are very important to build the reading skill of students in understanding text. In reading text students need a dictionary as media to convey the meaning of text itself. Bilingual dictionary as a media of getting information is important in the environmental education and it is important media in English learning to all education level

Students need a media which helps to understand the reading passage itself. On students understanding, the media which is needed is bilingual dictionary. So, all education levels can use bilingual dictionary in learning English, even though, based on the previous observation which has been conducted, the writer found bilingual dictionary usage was not used effectively. Unfortunately majority of students did not use bilingual dictionary in learning English. They did not bring it even their teacher ask them to bring the dictionary in classroom. Moreover, the teacher does not emphasize that dictionary is needed in learning English process. Thus, the writer would like to lift up the effectiveness of using bilingual dictionary in reading learning process. According to Fox and Potter (2008) “bilingual dictionaries are and always have been very useful tools for language learners. Over the past twenty years or so, great improvements have been made in both the range and quality of information they provide, and the newer type of bilingual dictionaries aim to give as much help to their users as

learners' dictionaries.” It can be concluded that bilingual dictionary is suitable for junior high school students who studies reading. Moreover, bilingual dictionary gives quality information.

Bilingual dictionary is used teaching English in class. Besides that, bilingual dictionary is used to translate some words, phrases, clauses, and sentences. In teaching reading, it is usually used by the English teacher to enhance students' reading comprehension.

Teaching English covers recount text and descriptive text, those are taught in the eight of junior high school. To teach or learn types text needs dictionary in order to make sure that the students understand about the materials. The writer will take recount text to be the instrument of research.

Recount text is chosen as an instrument of research, because the text is easy to understand by the students, there are a lot of available vocabularies to be target of research. According to Lonigan (2007, p. 15), “Significantly, a relatively large degree of children’s exposure to and acquisition of vocabulary and other language skills occurs through reading.” Based on the theory, to get some vocabularies, children or students must read a passage.

SMP Negeri 9 Kota Gorontalo has policy in accustoming to read a book. The policy is student used to read any kinds of reading passage. The reading passage must being English and It will add students' proficiency in reading course especially in English. The policy conducts to all students grade in SMP Negeri 9 Kota Gorontalo and it has been conducted during a year ago. Reading a book

while the class or in breaking of the class brings a useful thing for the students to increase their reading comprehension.

The purpose of learning reading especially in junior high school by using the bilingual dictionary is to get information from native language to target language. According to Filkins (2012) "Reading is a way to gain exposure and to develop tentative understandings of content." Regarding to the theory above, reading purpose in junior high school is to accustom the student so that they always read any kinds of reading passage.

Regarding with the problem the writer interests lift up this title. It is chosen, first, the teacher rarely uses bilingual dictionary to teach English especially English reading passage. Second, the writer would like to know whether the bilingual dictionary can be enhances students' vocabulary in reading English or not.

Research Question

The problem of this research can bilingual dictionaries enhance significantly students' reading vocabulary in reading comprehension?

Hypothesis

Bilingual dictionary can enhance significantly students' vocabulary in reading comprehension.

Research Objective

The objective of the research is to find out whether the application of bilingual dictionary *significantly* enhances students' vocabulary in reading comprehension or not.

Significance of study

The significance of research is dealing with students, teacher and the further research. For students, this research aims to them enhance their comprehension in mastering of reading passage. For English teacher, it is advisable for the English teacher to develop enjoyable situation in teaching language process so that students eager to participate in the teaching language process. Besides it, teacher should be more ingenious in developing new techniques of teaching English in order to make the students curious and more interested in getting involved in the teaching language process and then it is important to be a self-reflective teacher since it is one of the ways to develop teacher professionalism. For further researchers, this research is one of the ways in improving students' reading skill. It is expected that the findings will be used as starting points to conduct another research. There must be many others techniques to make teaching language process more effective.

The Scope of Study

The scope of study covers bilingual dictionary and vocabulary. Bilingual dictionary is limited on the use of book dictionary, Indonesia-English and English Indonesia. On the other hand, Vocabulary is limited on students' ability in reading comprehension and word limitation tends to noun, adjective and verb.