

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research problem, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of the key term.

A. The Background of the Study

Nowdays,we know that education system is more modern than before. All of things change because of technology. For example, in the past the teacher who wants to teach their students have to come to school and meet them in the class. If the teacher has an obstacle, they have to absent manually. But different with this era, the teacher must not come to the class if they wanna teach their student. There are e- learning which can use by the teacher. Like edmodo which popular in education now. When the teacher cann't come to the class, the teacher just share the assigment by using WhatsApp group or others devices.

In English learning process, there are some of modern devices which can use by student to make them easy to study English language. It supports when the teacher allow their student to bring their smartphone in the class like in SMAN 6 Kediri.

Surachmat, Ratnawati, Nugraha(2019) say that nowadays, technological developments with the adoption of mobile devices and applications have

translated into huge opportunities for English as a foreign language (EFL) especially in students' vocabulary mastery. Learning vocabularies via mobile device has become one of the useful ways. Besides, the implementation of the 2013 curriculum of the 21st century in several schools requires teachers to follow the development of technology in teaching and learning process.

We know that when students allow to bring smartphone in the class, there are some advantages for them in English learning process. Like students feel so easy to translate some sentences from English language into Indonesian language by helping electronic dictionary. It can online dictionary or offline dictionary. So, E-dictionary can help student in learning English. Because of that, the researcher chooses theme electronic dictionary in this study and correlate it and their mastering vocabulary. Because the vocabulary is the central component for acquisition of second language (L2) regardless of students' academic levels (Constantinescu, 2007 & Nakata, 2008). Also, it plays an important part in their academic achievement (Constantinescu, 2007; Morris & Cobb, 2004).

Thornbury (2002) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning a language is vocabulary. In addition, students' vocabulary mastery academically is needed in language learning, because it is essential to be successfully in reading, listening, speaking and writing.

Cameron (2001) also stated that building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. The larger the students master vocabulary, the better they perform their language. By having limited vocabulary, the students will find difficulties in mastering reading and other skills. The success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

Because of learning vocabulary is important to mastering English language, the reaseacher try to corelate it with electronic dictionary which using by most of student in this era. The researcher wants to measure the correlation between Students' using electronic dictionary and their vocabulary mastery.

Based on information above, researcher will observe about “ The Correlation between Students' using e-dictionary and their vocabulary mastery of the tenth grade of Senior High School 6 Kediri “.

B. The Research Problem

Based on the background of the study above, the research problem is :

Is there any correlation between Students' using e-dictionary and their vocabulary mastery of the tenth grade of senior high school 6 Kediri?

C. The Objective of the Study

Based on the research problem above, this purpose of this study is :

To know the correlation between Students' using e-dictionary and their vocabulary mastery of the tenth grade of senior high school 6 Kediri.

D. The Significance of The Study

The researcher has some hopes from this study. They are:

1. For the students, it can make knowledge for them to wise in use their smartphone to help their study and improve their vocabulary. So, they can understand and easy to mastery English language..
2. For English teacher, it can make a good method in the class so the student can using their smartphone as most as possible.
3. For the next researcher, it can make an innovation study about E-dictionary for Students' vocabulary mastery.

E. The Scope and Limitation

The goal of this study is to know the correlation between students' using e-dictionary and their vocabulary mastery of the tenth grade of Senior High School 6 Kediri in academic year 2018- 2019. In this school, there are 12 classes of the tenth grade with 270 students. To get the data, the researcher focuses in 6 six classes with 120 students. They are classes IPS 1, IPS 2, MIPA 2, MIPA 3, MIPA 4, MIPA 5.

In this study, the researcher focus on two variables. They are Students' using electronic dictionary and the other variable is Students' mastery in vocabulary. In this research, the researcher uses theory from Surachmat, Ratnawati, Nugraha(2019) because of based on some previous study, their research is newest than others.

F. The Definition of Key Term

In this study, there are some key term and the definition as follows :

1. Correlation

Correlation is defined as a relationship between two variables. The main purpose of using correlations in research is to figure out which variables are connected. In this case, the correlation studies in this research are the relationship between two variables, they are Students' using electronic dictionary and their vocabulary mastery.

2. Electronic dictionary

Electronic dictionary is a kind of dictionary on electronic tools. It can smartphone or other. Beside that, electronic dictionary can online or offline access. When the student having a smartphone, they can be easy to using this kind of dictionary. They can download the application in play store for offline acces, and for online access they can use like google translate.

3. Vocabulary

Vocabulary is one of skill which has to be mastered in learning English language. Beside that, Vocabulary is also the central component for acquisition of second language (L2) regardless of students' academic level. Student can be easy in learning English language when their ability in vocabulary is well. It can determine by their understanding the sentences.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter contains about the definition of the vocabulary, the component of vocabulary, the importance of vocabulary the important of dictionary in English learning, the definition of electronic dictionary, the advantages of using e-dictionary in English learning process and the previous study.

A. The Definition of Vocabulary

In mastering English language, there are some skills which has to learn include speaking skill, listening skill, writing skill, and reading skill. But before learning all of them, the basic knowledge about vocabulary is more important. Vocabulary is the central component for acquisition of second language (L2) regardless of students' academic levels (Constantinescu, 2007 & Nakata, 2008).

Vocabulary plays an important part in their academic achievement“(Constantinescu, 2007; Morris & Cobb, 2004). So, it means that if the Students' vocabulary mastery is low, automatically they will feel difficult to mastery English language.

Thornbury (2002) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning a language is vocabulary. In addition, students' vocabulary mastery

academically is needed in language learning, because it is essential to be successfully in reading, listening, speaking and writing.

Cameron (2001) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. The larger the students master vocabulary, the better they perform their language. By having limited vocabulary, the students will find difficulties in mastering reading and other skills. The success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

Wehmeier (2005) says vocabulary is defined as all the words in a particular language. Nation (2002) states, vocabulary growth is such an important part of language acquisition that it deserves to be planned for, deliberately controlled and monitored (p. 267).

Furneaux (1999) explains that vocabulary learning is thus not to be left to look after itself. It receives greater attention in many textbooks and language programs. For example, in their edited book discussing the nature of vocabulary, vocabulary acquisition, and vocabulary pedagogy.

Schmitt and McCarthy (1997) noted a number of books on vocabulary published in the end of 1980s and early 1990s, indicating the awakening of vocabulary teaching and research studies. Their book, claimed as presenting the state of the art in vocabulary studies (p. 1),

B. The Importance of Vocabulary

There are some opinion about the importance of vocabulary from some researchers. They are :

1. Schmitt (2000) says that “lexical knowledge is central to communicative competence and to the acquisition of a second language” .
2. Nation (2001) describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge.\
3. Nation (2011) explains that in English as a second language (ESL) and English as a foreign language (EFL) learning, vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing
4. Rivers and Nunan (1991) argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.
5. Wilkins (1972) states that: “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very

little can be conveyed, without vocabulary nothing can be conveyed” (page 97).

6. Maximo (2000) states many reasons for devoting attention to vocabulary. “First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem”
7. Meara (1980) says that vocabulary has been acknowledged as L2 learners’ greatest single source of problems.
8. Oxford (1990) also claims that vocabulary is “by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one’s mother tongue, because of tens of thousands of different meanings”
9. Schmitt (1999) says that vocabulary has traditionally been one of the language components measured in language tests” (page , 189)

C. The Importance of Dictionary In English Learning

A dictionary is a reference book containing the words of a language usually alphabetically arranged, with information on their forms, pronunciations, functions, meanings, etymologies, spellings and idiomatic uses. Most of this information cannot be found in other reference books. It is important to consider several advantages in the use of dictionaries.

In language learning, dictionary is very important to resource some new words which don’t know the meaning. It means that dictionary is very useful

for student in English learning process. Beside that when the student can use the dictionary maximally, the student can learn English independently. If there are some problems with the meaning of new words, they just open their dictionary to find the meaning without asking their teacher.

Sometime, some students may not realize the effecient ways of using dictionary. In general, they only take final option from dictionary and do not explore the possiblities meaning based the content in the sentences. It means that word has some meanings. Students can explore the meaning by using dictionary. There are some important of dictionary in language learning and teaching. They are:

1. Its spelling. (its mean how to spell the word)
2. The standart pronunciation. (explain how to read the word)
3. Definition the represent with other meaning. (in dictionary, not only find one meaning of word, but also there are some meaning that can use in different content).
4. Part of speech. (student can know the kind of word in the dictionary. Like noun, pronoun, verb, or adverb etc).
5. Example sentence using the word.(students can find some example sentences using the word in dictionary).
6. The synonym of the word. (students can find other vocabulary which has same meaning with the word).
7. The antonym of the word. (students can find other vocabulary also which has opposite meaning with the word).

D. The Definition of Electronic dictionary

An electronic dictionary is “an electronic aid that offers immediate access to reference information with a clear and direct return path to the target information. electronic dictionary is a kind of dictionary in device. It can be mobile device, laptop device or other device. There are some examples of electronic dictionary, like Oxford University Press, Cambridge University Press, Chambers, Harpercollins, Longman, Macmillan, Merriam Webster, Houghton Mifflin.

Actually, electronic dictionary has same content with paper dictionary. Include of the spelling, the pronouncition, some diffferent meaning, the antonym, the synonym, and etc. But, for Electronic dictionaryis more effecient than using paper dictionary in some subject. Like for searching is fast because student just type the word and the meaning appear. Beside that, in E-dictionary for pronounciation not only writen like on paper dictionary but also spoken by native speaker. It means that, student can learn pronounciation clearly with listening the sound.

By helping electronic dictionary students more easily to learn English language. Easily to finding the meaning, easily to learn the pronounciation clearly. Because all of it as a based problem’s student on learning English language.

E. The Advantages and Disadvantages of Using Electronic Dictionary

Based on the Muhammad, Rashid, Wan Muhammad (2017) their research is about the advantages and the disadvantages of E-Dictionaries to Enhance Vocabulary Learning of ESL Learners. The findings of the research are : provide some benefits to enhance vocabulary learning, there are also difficulties faced by ESL learners. It was found that the advantages are :

1. it enables them to learn about new vocabulary regardless of place and time,
2. It helps them to learn proper pronunciation of words,
3. It identifies the word origin efficiently
4. It has visual impacts which contain interactive interaction, and
5. It gives clearer vocabulary instruction in comparison to printed dictionary.

The main disadvantages of using electronic dictionary are :

1. Limited internet access
2. Incomplete definitions
3. Lack of credibility on some bilingual e-dictionaries' developers, and
4. Lack of definitions and examples.

F. The Previous Study

There are some studies that had related with this research.

1. The first previous study is Murnani and Salehi (2015) . The study focused on investigating the impacts of using an electronic dictionary in learning a second language collocation. The kind of the research is

experimental research. And for the result is there is a significantly have outformed the ones in control group in their acquisition of collocation.

2. The second previous study is conducted by Rezaei and Davoudi (2016). This study focused on investigating the influence of Electronic Dictionaries and Paper Dictionaries on vocabulary learning and retention of Iranian EFL learners. The kind of the research is survey study . in this research, the researcher also do t-test to measure Students' vocaulary mastery. The result of this research is Students' can improve Students' vocabulary mastery.
3. The last previous study is by Surachmat, Ratnawati, Nugraha (2019). The purpose of the study is investigating low and high achievement students' perception on engaging electronic dictionary in enhancing their vocabulary mastery. The kind of the research is survey study. In this research, the researcher do interview and give questionnaire to collect the data. And for the result is both of low and high achievement have positive perception on the use of elektronik dictionary especially google translate

CHAPTER III

RESEARCH METHOD

This chapter discusses about the description of research methodology to know the correlation of Students' using electronic dictionary and their vocabulary mastery, research design, location of the research, the subject of the study, research instrument, data collection, and data analysis.

A. Research Design

This research using correlational design. This is a kind of quantitative research. Quantitative research is based on the measurement of quantity concluded according to research data. The data collected are represented by numbering. Beside that, this study using correlation study which measure the correlation between two variables and the variable in this study are Students' using Electronic dictionary and their vocabulary mastery.

B. The Location of Research

In this research, the researcher choose SMAN 6 Kediri as the place to collect the data. The location of SMAN 6 Kediri on Ngasinan street number, 52 Kediri. The researcher chooses this school because this school allowed the students to use electronic dictionaries in mobile phone as a tool of learning. Second, there is free Wi-Fi in this school that allows students to access the internet freely, so they can access sites that can help them in learning process.

C. The Subject of This Study

Based on the title of this study, the researcher chooses of the tenth grade of SMAN 6, Kediri. The researcher takes the sample from population of the tenth grade of SMAN 6. In this part, the researcher take 30 % of total student in the tenth grade minimally as a sample of this research.

Beside that, the researcher using Random sampling method to take the sample. Random sampling is used to determine the sample of this study. Based on the data, there are 12 classes in tenth grade of Senior High School 6, Kediri. The researcher takes 6 classes as a sample in this study. They are IPS 1, IPS 2, MIPA 2, MIPA 3, MIPA 4, and MIPA 5.

D. Research Instrument

In conducting the study, the writer uses two instruments as data collecting technique, namely questionnaire, and vocabulary test.

1. Questionnaire

The first instrument is questionnaire. According to Creswell (2012,p.382), "Questionnaire is a form used in a survey design that population in a study complete and return to the researcher". In this study, the writer give a closed-ended questionnaire in Likert scale to the students. The closedended questionnaire in Likert scale allow the respondents to choose optional agreement choice from " Never" to "Always" by marking it(Dornyei, 2002, pp. 36-37). There are 23 statements in the

questionnaire. The questionnaire adopted from Koca, Pojani, Cicko (2014) in *Mediterranean Journal of Social Science* MCSER Publishing, Roma- Italy Vol. 5 No. 19 August which discuss about Dictionary Use By EFL University Student A Case-Study At Korca University”.

Table 3.1

Indicator of Questionnaire

Indicator of Questionnaire	Item
To measure Students' interest in using manual dictionary	1
To measure Students' interest in using electronic dictionary	2
To know that electronic dictionary can help the student in English learning process	3,4,5,6,7,8,9,10,11,12,13,14,15
To know the Students' difficulty when using electronic dictionary in English learning process	16,17,18,19,20, 21,22,23

After that, the researcher translate it into Indonesian language. The purpose is to prevent Students' misunderstanding. Furthermore, student' using electronic dictionary questionnaire uses scoring scale of a 4 point Likert-scale. The scale is from 1 (Never) to 4 (Always).

Table 3.2**Students' Using Electronic Dictionary Questionnaire**

Scale	Description
1	Never
2	Seldom
3	Often
4	Always

To prove that the questionnaire is valid and reliable for the participants, the researcher tried out the data in 2 classes with 23 statements . The validity and reliability test are computed using SPSS 21.0. The Pearson Product Moment correlation coefficient is utilized to test the validity of instruments and Cronbach's Alpha reliability statistic is used to test the reliability of instruments. .

To analyze the questionnaire data, each section of the questionnaire was described by using frequency and percentage tables. In calculating the percentage, the writers used the formula by Hatch and Larazation (1991) say that after calculating the frequency and the percentage, the data were then described and evaluated by connecting it with the literature. Last, the writer concluded the result of the questionnaire analysis (page 136). And the result of reliability and validity of the questionnaire explain in below :

a. Reliability test

Table 2.0
Reliability
Statistics

Cronbach's Alpha	N of Items
.925	23

Based on the table Reability Statistics, all of *Cronbach Alpha* score which count by using SPSS show score 0.925. It means that the instrument (questionnaire) has a high reliability.

b. Test Validity

Test validity is a tools which using to measure something which want to measure. To know the data is valid or not, we have to see at Pearson correlation coloumn. It can means valid when $r_{hitung} (43) > 0,248$. After the researcher do test validity using SPSS, the researcher conclude that all of item are valid. To know the level of validity all of item, it can see in Appendix no. 3

2. Vocabulary Test

The second instrument is vocabulary test. The researcher will give the student vocabularytest to measure their vocabulary. There are 30

questions which adopt from Yuanita Novikasari's Thesis. The research is about the correlation about Students' vocabulary mastery and their translation ability.

Table 3.3

Indicator of Vocabulary Test

		Types of test	Number of item	Item Number
Report	Nature	Multiple choice	2	1, 2
	Celebration	Multiple choice	4	3, 4, 5, 6
	Flora and Fauna	Multiple choice	2	7, 8
	Metropolitan City	Multiple choice	2	9, 10
Narrative	Kingdom	Multiple choice	3	11, 12, 13
	Economy	Multiple choice	3	14, 15, 16
	Advice and Warning	Multiple choice	1	17
	Letter	Multiple choice	3	18, 19, 20
	Healthy life	Multiple choice	3	21, 22, 23

Analytical	Welfare	Multiple choice	2	24, 25
Exposition	Agriculture	Multiple choice	3	26, 27, 28
	Cooperation	Multiple choice	2	29, 30

To analyse vocabulary test, the researcher also use SPSS 21.0 to check validity and reliability. There are 30 question in this test. Before use the SPSS, the researcher give a score for the answer and input it into Mc. Excel. Score 1 for true answer, and score 0 for false answer

E. Data Collection Method

In this research, the researcher do some action to collect the data. For the first, the researcher asks permission to research in the school. After the headmaster gives the permission, the researcher asks the schedule. Then, the researcher starts to give the instrument (questionnaire and the vocabularytest) to the student.

There are 6 classes for the sample and for each classes needs 90 minutes to finish all of instruments. The researcher do this research during 2 days, that's at 16 and 18 April 2019. After getting the data, the researcher gives score for each Students' instrument.

F. Hypotheses

The hypotheses formulated in two laps, they are :

1. Null Hypotheses (H0)

(H0) There is no significant correlation between Students' using Electronic dictionary and their vocabulary mastery of the tenth grade of Senior High School 6 Kediri.

2. Alternative Hypotheses (H1)

(H1) There is a significant correlation between Students' using Electronic dictionary and their vocabulary mastery of the tenth grade of Senior High School 6 Kediri.

F. Data Analysis Method

After collecting the data, the step which have to finish by the researcher is analysis the data. The data analysis technique in quantitative approach uses statistic method and analysed using Statical Program for Social Science (SPSS) 21.0.

1. Correlation Analysis

To find the correlation between Students' using e-dictionary and their vocabulary mastery of the tenth grade of senior high students in Kediri, the researcher analyzes the correlation of the variable data by using using Kolmogorov-Smirnov with Lilliefors Kendall's Tau Correlation. Before that, the researcher calculates the statistical analysis consists

of linearity test using Test for Linearity and normality test of data using Kolmogorov-Smirnov with Lilliefors significance correction to ensure the normality value because the sample is 120 students.

To determine the correlation between two variables, there are standards of coefficient correlation. The score correlation is around 0 to 1, whether positive or negative. If the score correlation > 1 , it means that there is wrong calculation. Then, if the score correlation is labeled negative, it shows that the correlation between two variables is negative (Anwar, 2009).

The interpretation of the coefficient correlation is presented in the table below:

- | | |
|--------------------------|--------------|
| 1. Very Low Correlation | 0.00 – 0.199 |
| 2. Low Correlation | 0.20 – 0.399 |
| 3. Enough Correlation | 0.40 – 0.599 |
| 4. High Correlation | 0.60 – 0.799 |
| 5. Very High Correlation | 0.80 – 1.000 |

2. Regression Analysis

To measure the correlation between Students' using electronic dictionary and their vocabulary mastery of the tenth grade of SMAN 6 Kediri, the researcher the researcher analyzes using correlation contribution (R). the result of analysis illustrates the percentage of coefficient correlation determination of the predictor variable.

To know the coefficient correlation of this study, there researcher uses a formula as follow :

$$R = r^2 \times 100\%$$

R : Coefficient determination

r² : Coefficient correlation

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explains research finding and discussion about the correlation Students' using E-dictionary and their vocabulary mastery of the tenth grade of Senior High School 6 Kediri.

A. Research Finding

The researcher do the research of this study at 16 and 18 April 2019. There are 120 sample in this study. They are from 6 class conclude IPS 1, IPS 2, MIPA 2, MIPA 3, MIPA 4, and MIPA 5. After the researcher get a permission from the headmaster to do research in SMAN 6 Kediri, the researcher started to do this research by giving the questionnaire and the vocabulary test. In questionnaire there are 23 statement and 30 question in vocabulary test. Beside that, the writer analyze this study using SPSS 21.0.

Based on the chapter 3, The researcher explain about the validity and the reliability of questionnaire, then in this chapter the researcher will explain about the result of reliability and validity test of vocabulary test. The description are bellow :

1. Vocabulary Test

a. Reliability test

Table 4.1

Reliability

Statistics

Cronbach's Alpha	N of Items
.554	30

Based on the table Reability Statistics, all of *Cronbach Alpha* score which count by using SPSS show score 0.554. It means that the instrument (vocabulary test) has a standart reliability.

b. Test Validity

Test validity is a tools which using to measure something which want to measure. To know the data is valid or not, we have to see at Pearson correlation coloumn. It can means valid when $r_{hitung(43)} > 0,248$. After the researcher do test validity using SPSS, the researcher conclude that there are six item which not valid include item number 4, 10,16,19,20,and 23. To know the level of validity all of item, it can see in appendix no. 3.

2. Statistic Description

a. Using dictionary questionnaire

This questionnaire adopted from Mediterranean Journal of Social Sciences MCSER Publishing, Roma-Italy vol.5 no. 19 August 2014.

The description are:

Table 2.2

Statistics

		Habit
N	Valid	120
	Missing	0
Mean		63.98
Median		62.50
Mode		61
Std. Deviation		8.730
Variance		76.218
Range		44
Minimum		48
Maximum		92
Sum		7678

Based on the table, the score of questionnaire from 120 sample are :

- a. *means* : 63.98
- b. *median* : 62.50
- c. *maximal score* :92

d. *minimal score :48* (see appendix to complete data)

a. Vocabulary Mastery

Vocabulary test about vocabulary, there are 30 item which adopted from Yuanita Novikasari's thesis. The result are below :

Table 2.3

Statistics

		Vocab
N	Valid	120
	Missing	0
Mean		11.07
Median		10.50
Mode		10
Std. Deviation		3.509
Variance		12.315
Range		15
Minimum		4
Maximum		19
Sum		1328

Based on the table, there are some result. They are :

- a. Mean :11.07
- b. Median : 10.50
- c. Maximum score :19
- d. Minimum score : 4

So, from 30 question student only can answer 19 question in maximum and 4 question in minimum. Because score for true answer is 1, and false answer is 0.

2. Statistic Analysis

a. Test Normality

To test the normality of the data, the researcher uses KolmogorovSmirnov test. Priyatno (2018) states that the data is normally distributed if significance (sig.) number is greater than 0.05. If it is lower than or equal to 0.05, it can be concluded that the data distribution is abnormal.

Table 2.4

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
habit	.099	120	.005	.927	120	.000
vocab	.119	120	.000	.974	120	.018

a. Lilliefors Significance Correction

Based on the table we can see that significance score (sig.) Kolmogorov-Smirnov to Students' habit of using E-dictionary is 0.005 and variable of vocabulary is 0.00. So, we can conclusion that both of data distribution are not normal.

3. Test Correlation Kendall tau-b

Table 2.5

Correlations

		habit	vocab
Kendall's tau_b	Correlation Coefficient	1.000	-.220**
	Habit Sig. (2-tailed)	.	.001
	N	120	120
	Correlation Coefficient	-.220**	1.000
	Vocab Sig. (2-tailed)	.001	.
	N	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

Because the data distribution is not normal, the researcher use Kendall tau-b to test the correlation. For the formula, if the score of significance is more than 0.005, both of variable is not correlate. Based on the table, are correlate.

To measure how the strong of the correlation, we can see at coefficient correlation and it shows score -0.220. it means that, the result of this study is there is negative low correlation between student's using e- dictionary and their vocabulary mastery. Because, when students seldom in using electronic dictionary, it means that their vocabulary mastery is high. But, when the students always using electronic dictionary, it mean that their vocabulary mastery is low. So, there is no

significance correlation between Students' using electronic dictionary and their vocabulary mastery.

B. Discussion

Based on the research finding explanation above, we know that there is a correlation both of Students' using electronic dictionary and their vocabulary mastery. This study has different focus in research with the first previous study from Murnani and Salehi (2015) which focused on investigating the impacts of using an electronic dictionary in learning a second language collocation. But, there is same subject and focus discussion with the second previous study from Rezaei and Davoudi (2016) which discuss about investigating the influence of Electronic Dictionaries and Paper Dictionaries on vocabulary learning and retention of Iranian EFL learners. Not only with the second previous study, but with the last previous study from Surachmat, Ratnawati, Nugraha (2019).

Both of the purpose of the study is to measure Students' mastery who use electronic dictionary. In this research, the researcher uses correlation research different with all of the previous study. And for the result of this study is there is negative low correlation between student's using e- dictionary and their vocabulary mastery. Because, when students seldom in using electronic dictionary, it means that their vocabulary mastery is high. But, when the students always using electronic dictionary, it mean that their vocabulary mastery is low. So, there is no significance correlation between Students' using electronic dictionary and their vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion of the finding in chapter IV. It also provides suggestion the people who are involved in SMAN 6 Kediri especially in class the tenth grade.

A. Conclusion

In this research, the researcher takes SMAN 6 Kediri as a location. And for the subject, the researcher takes student in the tenth grade. There are 12 classes in this level, and the researcher takes 6 classes as a sample of this study. The kind of this study is correlation research.

There are two variables in this study. They are Students' using electronic dictionary and their vocabulary mastery. To get the data, the researcher has 2 days to collect the data. They are at 16 and 18 April 2019. There are two instruments in this research. It is questionnaire and vocabulary test. In questionnaire, there are 23 statement and 30 question in vocabulary test. To analysis the data, the researcher use SPSS 21.0.

After collecting and analyzing the data, the researcher gets the result of this study. The score of questionnaire from 120 students are *Mean* :63.98 ;*Median* : 62.50; *Mode* :61;*Minimum Score*: 48;*Maximum Score*: 92. And for the score of vocabulary test are *Mean*:11.07 ;*Median*:10,50 ;*Mode*:10 ;*Maximum Score*:19 and *Minimum Score*:4. After that, the researcher do test of normality, it shows 0.005 to Students' using e-

dictionary and 0.00 for vocabulary test. The data means that the data distribution isn't normal.

Because of both of data distribution is not normal, the researcher use Kendal tau-b to test the correlation and it shows score -0.220. Based on the interpretation of the coefficient correlation, the result of this study is there is negative low correlation between Students' using e- dictionary and their vocabulary mastery. Because, when students seldom in using electronic dictionary, it means that their vocabulary mastery is high. But, when the students always using electronic dictionary, it mean that their vocabulary mastery is low. So, there is no significance correlation between Students' using electronic dictionary and their vocabulary mastery.

B. Suggestion

Based on the conclusion above , the researcher would like to give some suggestion for The headmaster, English teacher, student and the next researcher.

1. For the student

Based on the result of this study, the researcher suggest for the student of the tenth grade of Senior High School 6 Kediri to wise in using of their smartphone. Smartphone is important as possible. But the students have to control themselves in learning process. The score of Students' vocabulary is low, because most of them use their smartphone for game.

The researcher hopes, the students can improve their English, actually in their vocabulary mastery with their smartphone.

Beside that, when the researcher enters the class, most of them focus on their smartphone. The researcher hopes the student can be more polite with their teacher.

2. For English teacher

As an English teacher, we have to give an example for our students in behavior or other. In this case, the researcher suggests to English teachers to be more active when they teach their study. Controlling students' use of smartphones to use an E-dictionary in their smartphones. Maximally in giving some vocabulary which strategy or method which is funny. So, the students are not bored in the class and they don't enjoy with their smartphones. Actually, teachers' controlling the class and good in method help them be more smart in memorizing vocabulary. Finally, they can study the English learning process well without confusing with the meaning about their vocabulary.

3. For the next researcher

For the next researcher, the researcher suggests that this activity should be conducted in the other school. The researcher also hopes that there will be many researchers who explore and innovate this study in new cases.

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