CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, the research problem, the research objective, the assumption, the significances of the study, the limitation of the study, and the definition of the key terms.

A. Background of the Study

Some experts have given various definitions of vocabulary, such as Collins (2002), who stated that vocabulary is "words understood and utilized by one individual within a certain trade or profession." Vocabulary, according to Victoria (1995), is a set of words, phrases, abbreviations, and inflectional forms, usually grouped in alphabetical order and defined or otherwise identified as in a dictionary or glossary. The other expert stated that vocabulary is a component of language and that no language exists without words, according to Napa (1991). In general, vocabulary includes basic lessons that must be learned and understood in English because the vocabulary can become a sentence in English. and if the students have memorized a lot of vocabulary, they just need to improve their ability to construct sentences in English.

Teaching vocabulary is not easy to do. Some individuals believe that teaching vocabulary is a waste of time because the number of words available is limitless. The English instructor should focus on teaching English vocabulary first, before moving on to grammar, speaking, reading, and writing. It will be

easier for kids to acquire another component of the English language if they have a larger vocabulary.

There are various rules for teachers to follow when teaching language, according to Nation (2001). The first is high-frequency words should be taught to the students because they are important enough to deserve time in class. The second is academic words should be taught to the learners with academic purpose. The third is technical words are only learned while the students are studying the content matter of certain subjects. And then the last is low-frequency words may be taught after the students have good control of the high-frequency, academic, and technical words. It is a waste of time for the teacher to devote so much attention to low-frequency words. However, the teacher may provide students with a learning technique. For example, guessing meaning from context, learning from word cards, using word pieces, and using a dictionary are all options.

Harmer (2001) explains about some techniques for teaching vocabulary those are summarized as follows: The first is demonstration, in which the teacher shows the students how to study the language by demonstrating it in action. The second is explanation, in which the teacher uses a diagram, a textbook, a board, or an OHP to explain the construction of language. And the last is discovery, the students can be encouraged to understand new language forms by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule, like check question, the teacher can check questions to see if students have understood the meaning and use in the text or paragraph. The last is presentation. The teacher displays the item rather than presenting words to the

students, such as photos, video, and mime, action, and gesture to communicate the words.

Based on the observation, the problem in teaching learning vocabulary at MTsN 5 Kediri, students' scores for English lessons are quite low, especially for their english vocabulary. This is because the chance of students learning English is currently less than optimal because it is still a pandemic and cannot face to face directly so there is no direct practice in the classroom between teachers and students, this causes children to have a little difficulty understanding and learning English correctly. By using a digital dictionary such as the U-Dictionary, students are expected to know the context meaning vocabulary correctly and are also expected to be able to add a lot of vocabulary which is the main basis for learning English. So this CAR method is very necessary so that there is direct practice and helps students to improve their English vocabulary.

U-Dictionary itself is a digital dictionary in the form of an easy and efficient application for everyday use. This dictionary is equipped with various features that can help users. The reason the researcher chooses U-Dictionary as the topic studied is due to the lack of understanding of students in reading, speaking, and writing correct words/sentences from the vocabulary that had been studied previously. From that, the U-Dictionary is expected to help improve students' English, especially in their students' English vocabulary.

As a result, based totally on the theoretical explanation and problem above, the researcher decides to behavior a study entitled **"Using U-Dictionary To**

Improve Students' English Vocabulary Mastery In Descriptive Text At Mtsn 5 Kediri".

B. Research Problem

Based on the identification study above, the researcher tries to improve students' vocabulary in English through using U-Dictionary. Therefore, there must be a new formula as a solution to these problems to improve students' vocabulary mastery in junior high school. "How can U-Dictionary improve students' vocabulary mastery in the descriptive text?"

C. Research Objective

The objective of the study is to improve students' vocabulary mastery in descriptive text through using U-Dictionary.

D. Assumption

Based on the research, the researcher wants to develop assumptions to clarify the purpose of this research. The assumption is that a digital dictionary like U-Dictionary can improve students' vocabulary mastery in junior high school.

E. Significances of The Study

The result of this study is expected to be useful for teachers for students and for other researchers to give an alternative way to overcome their problems in the teaching-learning process, especially in vocabulary english.

1. For teachers, the results of this study can be used to help teach vocabulary comprehension. It is hoped that this can improve students' understanding of learning English.

2. For students, it can also be used as a reference for learning strategies. This research is expected to be able to improve students' English, especially in the field of vocabulary mastery.

3. For other researchers, as a further reference on how to improve vocabulary mastery using digital dictionaries such as U-Dictionary.

F. Limitation of The Study

To make this research more organized, the researcher makes limitations on this research. The scope of this research is to increase students' vocabulary mastery using U-Dictionary on descriptive text. The researcher limits the research only to the junior high school level, especially in class VII of MTsN 5 Kediri with the theme "It's a beautiful day" in second semester. The researcher chooses this school because based on the researcher's observation the students' needs to enhance their vocabulary scores using a new method that the previous teacher has not used yet. The limitation and obstacle of this research is the lack of time to interact directly with students because schools are still not effective enough to practice directly because it is still a pandemic period.

G. Definition of The Key Terms

1. Vocabulary

Vocabulary is a set of words, phrases, abbreviations, and inflectional forms, usually grouped in alphabetical order and defined or otherwise identified as in a dictionary or glossary.

2. **Teaching Vocabulary**

is an early learning activity before starting to learn a language. This teaching focuses on the vocabulary of a language before getting to know more about the foreign language to be studied.

3. **U-Dictionary**

U-Dictionary is one the offline dictionaries that can be downloaded from an android or smartphone in play store. It is a light application for translating more than 30 languages without internet connection.