



**THE EFFECTIVENESS OF USING ENGLISH
DICTIONARY TO IMPROVE STUDENTS'
VOCABULARY MASTERY**

**A Case of Year Eleven Students of Semesta Senior High
School 2009/2010**

A final project

**submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English**

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2011**

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Statement of Work's Originality

I honestly declare that the final project I wrote does not contain the works or parts of the works of other people except cited in the quotations and the bibliography, as a scientific paper should.



ACKNOWLEDGEMENTS

It is amazing that finally I can finish my final project despite all difficulties I found during the completing of this project. In this occasion, firstly, I would like to thank Allah S.W.T who never leaves me though sometimes I leave my faith behind.

I would like to express my gratitude to my major sponsor PASIAD for their support during finishing this final project. I also thank to all my lecturers especially. Dr. A. Faridi, M.Pd. as my first advisor and Mr. Henrikus Joko Y, S.S, M.Hum of the English Education Study Program of Semarang State University for the guidance and knowledge they share with me. I also thank library staff and secretariats for allowing me to borrow the books and giving a kind and good service.

My special gratitude goes to my beloved family my mother and my father. I thank them for the love, prayers, and financial support during my study.

My gratefulness also goes to my friends' cahit, ismail, omer, yahya, asepan abi.

My biggest thank to my sister and my lecturers at the English Department.

Special thanks go to my big family Semesta High School.

Last but not least, I also thank for those who have given many supports and encouraged me to finish this final project. I am sorry that I cannot write their names personally; there will be a lot.

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ABSTRACT

Yavuz YILDIRIM. 2010. *The Effectiveness of Using English Dictionary to Improve Students' Vocabulary Mastery. A Case of Year Eleven Students of Semesta Senior High School 2009/2010.* A final project. English Department Language and Art Faculty Semarang State University. First Advisor: Dr. A. Faridi, M.Pd, Second Advisor Henrikus Joko Y, S.S, M.Hum

Key Words: a good speaker, consideration for the importance of vocabulary mastery, English dictionary, vocabulary mastery.

One of the skills in English is speaking. To be a good speaker we need a strong vocabulary mastery is model. Ever noticed that people who have a strong English vocabulary receive more attention and respect from their peers, colleagues, subordinates and authority figures. This is because speaking with a strong vocabulary indicates that we take ourselves seriously. The aims of this research are to provide empirical evidence that the consideration for the importance of vocabulary mastery affects significantly the improvement of students' vocabulary mastery and to provide empirical evidence that the use of English dictionary affects significantly the improvement of students' vocabulary mastery

In this research, data were taken from 60 eleventh grade students of high school Semesta in the academic year of 2009/2010. To analyze the data, the researcher uses the descriptive quantitative analysis. The quantitative analysis is used to describe whether the use of English dictionary affects significantly the improvement of students' vocabulary mastery.

The results of the research are as follows: first, consideration of the importance of vocabulary mastery is variable affecting positively and improving significantly vocabulary mastery. Second, the use of English dictionary is variably affecting positively and improving significantly vocabulary mastery. It effects bigger in improving students' vocabulary mastery, 75.5%, reason than the consideration of the importance of vocabulary mastery, 44.3%. For this, it is expected that English teacher has to help their students to improve their vocabulary mastery by applying the use of other sources and facilities. The teacher also has to enhance the quality of learning teaching process or increasing their skills that can motivate their students to improve their vocabulary mastery. It is hoped that the students consider the importance of vocabulary mastery and the use of English dictionary that are able to affect the improvement of their vocabulary mastery. And it is expected that other researchers do further investigations in order that they can find other research findings related to this problem.

TABLE OF CONTENT

	Page
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Reasons of Choosing the Topic	3
C. Objectives of the Research	3
D. Significance of the Study.....	4
E. Presentation of the Study	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Effectiveness.....	5
B. The Use of Dictionary	6
C. Teaching Vocabulary.....	10
D. Vocabulary Mastery	15
E. Mastery of Students' Vocabulary.....	22
F. The Concept of Reading	23
CHAPTER III RESEARCH METHOD	
A. Survey Method.....	26
B. Objectives of the Study.....	27
C. Hypotheses.....	27
D. Research Variable	29
E. Data Source	30
F. Data Test	30
G. Data Analyze	31
H. Operational of Empirical Model	31
I. Validity and Reliability.....	32
J. Normal Data Test and Classic Assumption	34

K. Test for Hypotheses.....	35
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CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

A. Descriptive Statistic	
A.1 Sample.....	36
A.2 Variable Descriptive Statistic.....	36
B. Normal Data Test and Classical Assumption	
B.1 Normal Test.....	37
B.2 Test for Multicollinearity.....	39
B.3 Test for Heterokedascity.....	39
C. Test for Hypotheses	
C.1 Test for Individual Parameter Significance.....	41
C.2 Simultaneous Significance Test.....	42
C.3 The Coefficient of Determination.....	43
D. Discussion.....	43

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	46
B. Suggestion.....	47
Bibliography.....	48

PERPUSTAKAAN
UNNES

TABLE OF TABLES

Table 3.1 Research Instrument Variables	29
Table 3.2 The Validiy of the Test Items	32
Table 3.3 The Reliability Test.....	34
Table 4.1 Sample of Responded Questionnaire.....	36
Table 4.2 Descriptive Statistics on the Variables	36
Table 4.3 The Result of Multicollinearity.....	39
Table 4.4 t Statistics Value for Hypotheses one to four	41
Table 4.5 Significances Simultanous Test	42
Table 4.6 The Coefficient of Determinacy Test	43
Table 4.7 Summary for Hiphoteses Test.....	44

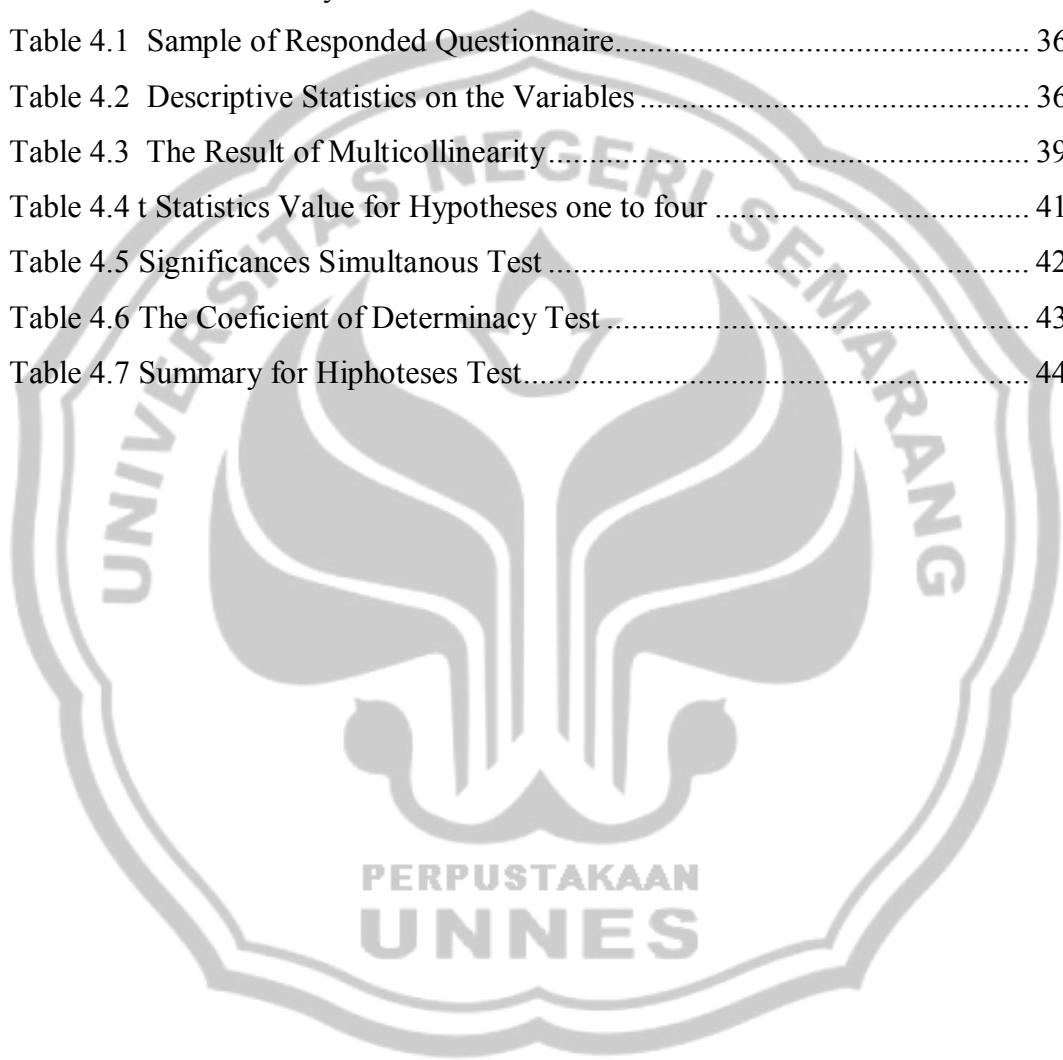


TABLE OF DIAGRAMS AND GRAPHICS

Diagram 1. Empirical Model.....	28
Graph 4.1 Histogram.....	38
Graph 4.2 Normal P-P Plot of Regression Standarized Residual.....	38
Graph 4.3 Scatterplot	40
Graph 4.3 Scatterplot	40



CHAPTER I

INTRODUCTION

A. Background of the Study

In many branches of knowledge, English books are the main sources, such as Mathematic, Biology, Sociology, Law, Chemistry, Medicine, Engineering, and many others. Lately, English is also spoken in formal and non formal meetings in the world and in Indonesia as well. There are many teaching learning processes conducted in English, especially in the English Department of Universities, English course institutions, discussions, seminars, and so on.

In Indonesian school condition, English is taught from junior high school level until university level. There are also many English course in every town. One of them is an English courses for children or it is usually called English for Young Learners Class. Meanwhile, there are many companies or factories or even state departments that require their employees to master English. They do not demand them to use English passively only, or in a receptive skill, but also to master English actively, that is one who can use English as their means of communication or those who can speak and write English. It means that English is the first and main entrance requirement in communicating between one and another.

Based on the brief description of the English position, it could be seen that English is one of important languages in the world. It is one of demanding subjects in every school in Indonesia. Thus, English, for the English department

students, is not a new subject, since English has been taught since they were in their junior high school level.

Language skills need attention. Nowadays, Indonesia starts to settle long period investment on English education since pre-school. From gradual monitoring done in English language study, unfortunately, there occur some constraints. Therefore, teaching English for High School needs certain method in which the students can easily improve their language skills.

Language and the way we use words conveys intelligence and authority. A person who is a mathematical genius or an expert software developer may be highly respected for technical skills, but if the words that come out of mouth consist of a poor vocabulary, it will, unfortunately, communicate a lack of intelligence.

How do we improve our English vocabulary? One of the best ways to improve our speaking voice is through reading a great deal of material. A strong English vocabulary and communication skills go hand in hand. It is not necessary to speak in ostentatious language and use “50 cent” vocabulary words that will confuse the people we are speaking to.

There are many ways to improve the students’ vocabulary. When working to improve their vocabulary, it’s important to know their goals in order to best choose the way in which they want to learn. Reading can be a great way to improve their vocabulary. However, it will not be much help on a vocabulary test next week. Here are a number of methods to help them improve, and expand, their English vocabulary; vocabulary trees, create vocabulary themes, use technology,

specific vocabulary lists, word formation charts, and visual dictionaries, collocations, and a corpus.

Based on the explanation above, the writer is interested in studying about the effectiveness of using English dictionary to improve vocabulary mastery of eleventh year students.

B. Reason of Choosing the Topic

The main reason of researching about the use of English dictionary at SMA 1 Semesta is that the writer wants to know to what extent the use of English dictionary can improve the students' vocabulary mastery.

C. Objectives of the Research

These research objectives are;

1. To provide an empirical evidence that the consideration for the importance of using English dictionary.
2. To provide an empirical evidence that the use of English dictionary affects significantly the improvement of students' vocabulary mastery.

D. Significance of the Study

The writer hopes that this research would give some advantages to the teacher, students, institutions, and further researchers.

Theoretically the findings of this study give additional information about the theory to develop English language teaching for teaching vocabulary to senior high school.

Practically the result of this study will be useful for the teacher to find the best strategy of teaching vocabulary and the result of the research could be used by teacher as an input to develop strategy of teaching vocabulary.

This research can encourage the students to improve the English vocabulary.

This research can be used as reference to other research a on teaching vocabulary by using dictionary at high school or more advanced students.

E. Presentation of the Study

This final project is composed of five chapters.

Chapter I; is introduction consisting of background of the study, the reason for choosing the topic, the signification of the study and presentation.

Chapter II; is theoretical frame work consisting of teaching vocabulary, the definition of vocabulary mastery, mastery of students' vocabulary, and the concept of reading.

Chapter III; is research method consisting of subject and object of the research, data collecting method and data analyzing technique.

Chapter IV; is research and discussion consisting.

Chapter V; is conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents definition of effectiveness, the use of English dictionary, teaching vocabulary, vocabulary mastery, mastery of students' vocabulary, and the concept of reading.

A. Effectiveness

According to www.visitask.com, effectiveness is also a measure of the quality of attainment in meeting objectives (Resource effectiveness or team effectiveness); Effectiveness is to be distinguished from efficiency, which is measured by the volume of output achieved for the input used and, hence, is closely related to productivity.

Based on www.qualityresearchinternational.com effectiveness is the extent to which an activity fulfils its intended purpose or function.

Fraser (1994, p. 104) defined it thus:

Effectiveness. This is a measure of the match between stated goals and their achievement. It is always possible to achieve 'easy', low-standard goals. In other words, quality in higher education cannot only be a question of achievements 'outputs' but must also involve judgements about the goals (part of 'inputs')

Erlendsson (2002) defines effectiveness as:

the extent to which objectives are met ('doing the right things').

The UNESCO definition is

Effectiveness (educational): An output of specific review/analyses (*e.g.*, the *WASC Educational Effectiveness Review* or its *Reports on Institutional Effectiveness*) that measure (the quality of) the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements. It is different from efficiency, which is measured by the volume of output or input used. As a

primary measure of success of a programme or of a higher education institution, clear indicators, meaningful information, and evidence best reflecting institutional effectiveness with respect to student learning and academic achievement have to be gathered through various procedures (inspection, observation, site visits, etc.). Engaging in the measurement of educational effectiveness creates a value-added process through quality assurance and accreditation review and contributes to building, within the institution, a culture of evidence. (Vlăsceanu *et al.*, 2004, p. 37)

Wojtczak (2002) defines effectiveness in the context of medical education:

Effectiveness: A measure of the extent to which a specific intervention, procedure, regimen, or service, when deployed in the field in routine circumstances, does what it is intended to do for a specified population. In the health field, it is a measure of output from those health services that contribute towards reducing the dimension of a problem or improving an unsatisfactory situation.

B. The Use of Dictionary

Why should we encourage students to use dictionaries? Dictionaries develop learner autonomy. 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 play an important role in developing those skills, and this article will explore ways that we can do that.

- Different types of dictionary
- Monolingual versus bilingual
- Learner training
- Conclusion

1) Different types of dictionary:

- 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 I 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. Cambridge, for example, has an online advanced learners' dictionary at dictionary.cambridge.org, which is easy to use and provides examples of word use.

- There are some excellent and specialised ones, such as etymonline.com, an etymological dictionary (dictionary that explains the origins of words) I sometimes use in class with higher level learners.

- 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.

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. I 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) Learner training

Here are some ideas on how learners to be better at using dictionaries.

- Before beginning, it is very important not to assume that learners, especially at low levels, know how to use a dictionary. Here is a basic task that introduces them to the layout.
- Layout activity
this activity raises awareness of dictionary layout and parts of speech.
- Present learners with a table of words relating to a text you've read in class, for example:

Verb (v.)	Adjective (adj.)	Noun (n.)
surprise	surprised	surprise
Party	x	party
...	...	celebration
...	happy	...
...	...	present

- Give a brief explanation of the difference between the three parts of speech shown in the table and the symbols, v., adj. and n. used to denote them. Also explain why there is an 'X' in the verb section of 'party'.
- Learners then use their dictionaries to complete the table.
- As a follow up activity, learners look back at the text and discuss why the particular parts of speech were used in that context. This activity underlines the importance of contextualising new vocabulary and integrating it with dictionary work.

4) Dictionary race

This activity makes learning fun and integrates dictionary work with the main aims of the lesson.

- Write down a list of eight words that the class will need for the lesson ahead and their definitions. Jumble them up and give them out to the class.
- In groups of four, learners have to look up two words each in their dictionaries and match them to the definitions on the handout.
- They then run to the front to check their answers with the teacher.
- The first group to have a complete set of correct definitions is the winner.

5) 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.

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

(www.teachingenglish.org.uk)

C. Teaching Vocabulary

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world."

Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect

exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Michael Graves (2000), there are four components of an effective vocabulary program:

1. wide or extensive independent reading to expand word knowledge
2. instruction in specific words to enhance comprehension of texts containing those words
3. instruction in independent word-learning strategies, and
4. word consciousness and word-play activities to motivate and enhance learning

a) Components of vocabulary instruction

The National Reading Panel (2000) concluded that there is no single research-based method for teaching vocabulary. From its analysis, the panel recommended using a variety of direct and indirect methods of vocabulary instruction.

b) Intentional vocabulary teaching

1) Specific Word Instruction

- Selecting Words to Teach
- Rich and Robust Instruction

2) Word-Learning Strategies

- Dictionary Use
- Morphemic Analysis
- Cognate Awareness
- Contextual Analysis

According to the National Reading Panel (2000), explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies. To deepen students' knowledge of word meanings, specific word instruction should be robust (Beck et al., 2002). Seeing vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning (National Reading Panel, 2000). Such instruction often does not begin with a definition, for the ability to give a definition is often the result of knowing what the word means. Rich and robust vocabulary instruction goes beyond definitional knowledge; it gets students actively engaged in using and thinking about word meanings and in creating relationships among words.

Research shows that there are more words to be learned than can be directly taught in even the most ambitious program of vocabulary instruction. Explicit instruction in word-learning strategies gives students tools for independently determining the meanings of unfamiliar words that have not been explicitly introduced in class. Since students encounter so many unfamiliar words in their reading, any help provided by such strategies can be useful.

Word-learning strategies include dictionary use, morphemic analysis, and contextual analysis. Dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context. Morphemic analysis is the process of deriving a word's meaning by analyzing its meaningful parts, or morphemes. Such word parts include root words, prefixes, and suffixes. Contextual analysis involves inferring

the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues.

b) Fostering word consciousness

A more general way to help students develop vocabulary is by fostering word consciousness, an awareness of an interest in words. Word consciousness is not an isolated component of vocabulary instruction; it needs to be taken into account each and every day (Scott and Nagy, 2004). It can be developed at all times and in several ways: through encouraging adept diction, through word play, and through research on word origins or histories. According to Graves (2000), "If we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest."

c) Multiple exposures in multiple contexts

One principle of effective vocabulary learning is to provide multiple exposures to a word's meaning. There is great improvement in vocabulary when students encounter vocabulary words often (National Reading Panel, 2000). According to Stahl (2005), students probably have to see a word more than once to place it firmly in their long-term memories. "This does not mean mere repetition or drill of the word," but seeing the word in different and multiple contexts. In other words, it is important that vocabulary instruction provide

students with opportunities to encounter words repeatedly and in more than one context.

d) Restructuring of vocabulary tasks

1) Findings of the National Reading Panel

- Intentional instruction of vocabulary items is required for specific texts.
- Repetition and multiple exposures to vocabulary items are important.
- Learning in rich contexts is valuable for vocabulary learning. Vocabulary tasks should be restructured as necessary.
- Vocabulary learning should entail active engagement in learning tasks.
- Computer technology can be used effectively to help teach vocabulary.
- Vocabulary can be acquired through incidental learning. How vocabulary is assessed and evaluated can have differential effects on instruction.
- Dependence on a single vocabulary instructional method will not result in optimal learning.

It is often assumed that when students do not learn new vocabulary words, they simply need to practice the words some more. Research has shown, however, that it is often the case that students simply do not understand the instructional task involved (National Reading Panel, 2000). Rather than focus only on the words themselves, teachers should be certain that students fully understand the instructional tasks (Schwartz and Raphael, 1985). The restructuring of learning materials or strategies in various ways often can lead to increased vocabulary acquisition, especially for low-achieving or at-risk students (National Reading

Panel, 2000). According to Kamil (2004), "once students know what is expected of them in a vocabulary task, they often learn rapidly."

e) Incidental vocabulary learning

The scientific research on vocabulary instruction reveals that most vocabulary is acquired incidentally through indirect exposure to words. Students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, listening to books read aloud to them, and reading widely on their own. Reading volume is very important in terms of long-term vocabulary development (Cunningham and Stanovich, 1998). Kamil and Hiebert (2005) reason that extensive reading gives students repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts. Cunningham (2005) recommends providing structured read-aloud and discussion sessions and extending independent reading experiences outside school hours to encourage vocabulary growth in students.

D. Vocabulary Mastery

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 (Cameron, 2001: 75). It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

According to Red John (2000: 16) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test is to 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. Wilkins (1972: 130) states that 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 lexical choices for particular linguistic and situational context.

a) Kinds of Vocabulary

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 the word used to qualify noun or pronoun.

Example:

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

5. Adverb

It is a word used for qualifying the meaning of verb, adjective, or another adverb.

Example:

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

6. 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 untirta.

7. Pronoun

It is the word which can take the place of a noun.

Example:

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

8. Interjection

It is a word put into a sentence to express a sudden feeling of mind or emotion.

Example:

- a. **Hurrah!** I am the winner.
- b. Oh my god, I can't believe it's real.

(Frank, 1972: 1)

b) Material of vocabulary

In learning vocabulary, there are some materials that relate with vocabulary like word family, word classes, synonyms, antonyms that can help learners in comprehending vocabulary deeper.

1. Word Family

Word family is a word is constructed by adding prefix and suffix in base word or root. In word family, we discuss about affixes. There are two affixes. They are prefix and suffix. Here is the explanation and example both of them.

1.1 Prefix

Prefix is a syllable added at the beginning of words to change their meaning. The words of prefixes are un-, in-, dis-, mis-, re-, pre-, etc. the prefix un- and in-, are the most common negative prefix which both mean not. Prefix mis-, means wrong, pre-, means before, re-, means again, etc. the example words of prefixes are:

<u>Words</u>	<u>Added prefix</u>	<u>Meaning</u>
Popular	Unpopular	not popular
Active	Inactive	not active
Consistent	Inconsistent	not consistent
Writing	Prewriting	before writing
Build	Rebuild	build again

For example in sentence:

He is not popular artist (without Prefix)

He is unpopular artist. (Adding by Prefix Un-)

From the example, we can see both of them have similar meaning, but the difference only in the “popular” word. In the first sentence, the popular word does not use prefix but it used to be + not to express negative meaning. While in the second sentence, the popular word is added by prefix un-to express negative meaning too, the word become unpopular.

1.2 Suffix

Suffix is syllable added at the end of words to change their meaning or their part of speech. The words of suffix are -ment, -ion, -ness, -less, -er/-or, -ist, etc. the suffix –ment, -er /-or, and –ist are changed verb form becomes noun. The example is act (Verb) added suffix or becomes actor (Noun), etc. while the stuffiness is used to change adjective form becomes noun. The example is weak (Adj) added suffix ness becomes weakness (Noun). While the suffix less means without. The example words of suffix are:

<u>Word</u>	<u>Added suffix</u>
Art	artist
Direct	director
Use	useless
Kind	kindness
Agree	agreement

For example in sentence:

They plays football in the yard. (As a Verb)

They are a good football player. (As a Noun)

From the example, we can see both of them have differences in the word classes. In the first sentence, the word of play without added by suffix and the word class is verb. It describes about what the noun does. While in the second sentence, the word play is added by suffix –er. So, the word class changes from verb (play) become noun (player). It indicates noun in the sentence.

2. Synonyms and Antonyms

Learning Vocabulary, it means that we learn about meaning. Many words in English sometimes have more than one meaning. So there are many words although different but has similar meaning called synonyms. Beside similar, sometimes we must know the opposite meaning of the word called antonym. To appropriate in using synonyms we must consider with the context.

2.1 Synonyms

Synonyms are words that share a similar meaning. For example, old, ancient, antique, elderly are all synonyms in that they share the common meaning of not young /new. However, there the similarity ends. Synonyms are similar, but seldom the same. Even between words that seem interchangeable, such as taxi and cab or aubergine and eggplant, one will be preferred over the other in certain context and by particular speakers.

For example:

Words

Look

Use

Good

Synonyms

See

Wear

Excellent

For example in sentence:

Andi uses bicycle to go to school.

He is wearing blue t-shirt.

From the example, we can see that the uses of use, and wear, in the sentence have same meaning or synonyms but it s used in different context. Use can be

used to describe for everything in general, while for wear is used to describe for something that will be used in the body.

2.2 Antonym

Antonyms are words with the opposite meaning. For example like old and new. It is called antonym, because the antonym of old is new. Like synonyms, the relation between such opposite is not always black and white (to use two antonyms) and the very notion of oppositeness is troublesome. The opposite of an old woman is a young woman, but opposite of an old record is a new record not a young record. So, it can be assumed that both synonyms and antonyms have useful defining function and it depends on the context.

For example:

<u>Words</u>	<u>Antonyms</u>
Man	woman
Old	New
Young	New

The example in sentence:

1. Mr. Yayan karyana is a young man
2. He is an old man.

The example in sentence:

1. My uncle has two old car
2. My uncle has two new car

From the examples, we can compare between first example and second example. Although both of the sentences use old word but the antonym is different. For the first example, the antonym of old is young because it describes age. While for the second example, the opposite meaning of old is new because it describes the condition of car. So, the writer can assume that when we will use both antonym and synonym, it must be appropriate with the context in a sentence or text.

E. Mastery of Students' Vocabulary

In learning vocabulary, people will experience development each year appropriate with their age. According to Richard (1989: 177) for native speakers of language, 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. The primary period for conceptual development, however, is early childhood.

Measurement of vocabulary knowledge is difficult and it is only approximately. According to Watts (1994) suggest that the average child enters elementary school with a recognition vocabulary of 2.000 words, that at age 7 this has reached some 7.000 words, so at age 14, the child should be able to recognize 14.000 words. According to Mackey (1965: 173) the 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 (Mackey, 1965).

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. So, they experience low development in expanding the vocabularies.

F. The Concept of Reading

Reading is one of the information skills in English, we can get actual news, up-date information that happens and worth knowledge by reading. Reading books, newspaper, magazine, and literary works in English can help learners to increase their mastery in vocabulary.

According to Widdowson (in Alderson and Urquhart, 1985: 5) reading is the process of getting linguistics information via print. Harirs and Sipay (1997: 7) state that reading is mainly concerned with learning to recognize the printed symbols, which present speech, and to respond intellectually and emotionally as he would if the material were spoken rather than printed.

From the expert above, the writer can assumes that reading is process to get information, knowledge from literary that is written by someone and is printed out via print and it is a process to recognized the printed symbols to the reader.

a) Technique of Reading

In reading a literature, reader used technique to make easier for them in getting information. There are two techniques in reading, they are scanning and skimming.

1. Scanning

Scanning is technique used to look for specific information. Scanning is not fast reading but rather a process or technique of reading. In reading at a normal speed, readers concentrate on horizontal distance between pauses, but when they scan they also use the vertical extent. In scanning, the reader lets his eyes low down the page, maybe following a set pattern, may be reading around word that catches his eyes. The exact technique scanning depends on the purpose. Scanning is used to locate specific information, for example in encyclopedia or an index. It also can be used to review an article just read in order to mentally fix the important information, to discover the general organization or framework of the article, or to preview an article.

2. Skimming

Skimming is used to quickly identify the main idea of the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots material to read in a limited amount of time.

There are many strategies that can be used when skimming. Some people used strategy by reading the first and last paragraphs using heading, summarizes and other organizer as they move down the page or screen. You also might read the title, subtitle, subheading and illustration.

CHAPTER III

RESEARCH METHOD

In this chapter, the writer discusses the research method. This part consists of survey method, objective of the study, hypotheses, research variable, data source, data test, data analyze, operational of empirical model, validity and reliability, normal data test, and test for hypotheses.

The research method used in this study is descriptive method, presenting a picture of types of people or of social activities. The descriptive method is a study to collect information related with status of existing indication that is indication according to the real situation during the study. The descriptive study does not examine a certain hypothesis but only to describe a real variable, indication or situation (Arikunto, 1998).

The goal of this method is to describe an on going condition, besides this method is to answer questions of problem in a research (Umar, 1998). Survey, case study, content analysis, etc are included in descriptive methods. The descriptive method used in this study is survey.

A. Survey Method

The survey method is used to survey an existing indication without investigating the existing indication, hence it does not need to calculate on the relationship among variables as it uses an existing data to solve problem than to test hypothesis. Survey can be carried out by having census or sampling for tangible or intangible things (Umar, 1998). It is also stated by Donal Ary (1985)

and a friend, survey is for tangible data, direct observable; and intangible data, indirect observable.

The survey method of this study observes the students Semesta High School in their vocabulary learning. The data are score of the students in learning vocabulary. Then the data are used to describe the effectiveness of using English dictionary to improve the students' vocabulary for year Eleventh Students of Semesta High School Year 2009/2010.

B. Objective of the Study

This research stresses on the use of English dictionary. It will take 25 eleventh grade students of Semesta High School Semarang.

This research aims are (1) to provide an empirical evidence that the consideration for the importance of vocabulary mastery affects significantly the improvement of students' vocabulary mastery (2) to provide an empirical evidence that the use of English dictionary affects significantly the improvement of students' vocabulary mastery.

C. Hypotheses

Based on the review of the related literature and the logical framework above, the writer formulates the hypothesis as follows: "The use of English dictionary gives positive influence in improving the students' vocabulary mastery".

This research is going to answer the focused research, namely: Is the eleventh grade students' vocabulary in Semesta High School Semarang good enough?

Then, leading the following hypotheses:

Ho : The eleventh grade students' vocabulary is good enough

H₁ : The eleventh grade students' vocabulary is not good enough

Based on the operational observation, the hypotheses' can be developed to the following hypotheses':

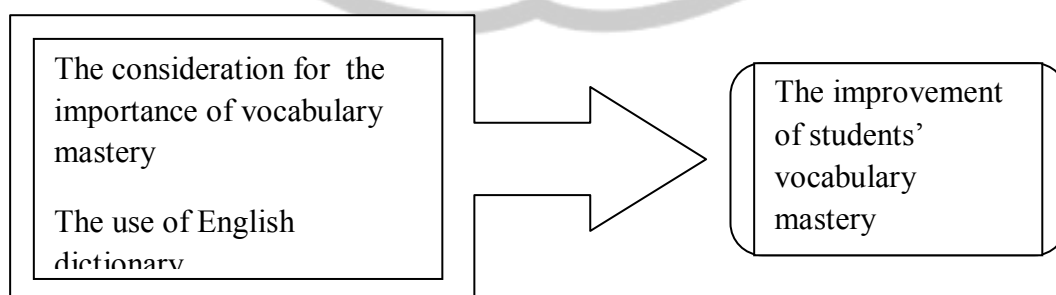
Ho₁ : The consideration for the importance of vocabulary mastery does not affect the improvement of students' vocabulary mastery

H_{1 1} : The consideration for the importance of vocabulary mastery affects the improvement of students' vocabulary mastery

Ho₂ : The use of English dictionary does not affect the improvement of students' vocabulary mastery

H_{1 2} : The use of English dictionary affects the improvement of students' vocabulary mastery

Diagram 1
Empirical Model



D. Research Variable

Independent variable is variable which the exist can influence dependent variable. Based on the research hypotheses, vocabulary mastery and articles supporting are compiled as independent variable, namely (1) the consideration for the importance of vocabulary mastery, (2) the use of English dictionary.

Dependent variable is variable which exists influenced by other variables. Dependent variable of this research is the improvement of the students' vocabulary mastery.

Answers in this variable are measured with five points *Likert* scale namely the smallest 1 (the most unsuitable) to 4 (the most suitable). Indicators and variable measurement consist of 5 questions.

Table 3.1
Research Instrument Variables

No.	Pertanyaan yang diajukan	SS	S	TS	STS
1.	Pemahaman kosa kata merupakan aspek bahasa yang harus dipelajari.				
2.	Belajar kosa-kata menjadi penting karena kita dapat berbicara dalam bahasa Inggris dengan lancar.				
3.	Kosa-kata dapat membantu kita dalam menulis suatu karangan.				
4.	Kosa-kata dapat membantu kita untuk mendengarkan dengan baik dari suatu percakapan dalam bahasa Inggris.				
5.	Kosa-kata dapat membantu kita untuk memahami suatu teks dalam bahasa Inggris dengan baik.				
6	Memiliki kamus dalam belajar bahasa Inggris merupakan hal yang penting.				
7	Apabila menemukan kata yang sukar atau baru dalam belajar bahasa Inggris, saya selalu mencarinya dalam kamus.				

8	Bagi saya merupakan hal yang mudah untuk menemukan kosa-kata yang sukar dalam kamus.				
9	Kosa-kata yang saya cari dari kamus selalu sesuai dengan maksud dalam teks yang saya baca.				
10	Kamus membantu saya dalam pengucapan kata bahasa Inggris dengan benar.				
11	Kamus dapat digunakan dalam meningkatkan kosa-kata.				
12	Kamus dapat digunakan untuk meningkatkan pronounciation (cara pengucapan kata).				
13	Kamus dapat mempermudah pemahaman kosa-kata dalam wacana.				
14	Kamus dapat membantu belajar bahasa Inggris menjadi menyenangkan.				
15	Kamus dapat meningkatkan/memperlancar pembelajaran bahasa Inggris.				

E. Data Source

Data source in this research is a primary and secondary. A primary data are obtained from respondents. The data is questionnaire answers provided to obtain information needed in this period. While required secondary data are regulations and rules, researches and literature. A secondary data is collected from sources.

Field research will be done by giving questionnaire related with vocabulary mastery.

F. Data Test

These research testes for questionnaire to make sure that items used are valid and reliable. To see the validity and reliability of research instrument, it gets

pilot test with sample (n) 5 before using it. Validity and reliability test are analyzed for each variable.

G. Data Analyze

Analysis data used in this research is multivariate analysis method. Multivariate analysis generally associates with statistic methods all together analysis for more than two variables on each object or person (Santoso, 2002).

To observe the effect of the whole independent variables for dependent variable, the analysis instrument taken in this multivariate analysis used multiple regression model. This research used SPSS (Statistical Package for the Social Sciences) for windows version 17 to get the result on regression model and statistic test.

H. Operational of Empirical Model

The preceding empirical model can be operated in the form of regression as follows:

$$Y_1 = b_0 + b_1 X_1 + b_2 X_2 + e_i$$

Where:

Y_1 : The improvement of the students' vocabulary mastery (VM)

b_0 : Constant

b_{1-2} : Individual parameters holding for the independent variables

X_1 : The consideration for the importance of vocabulary mastery (CM)

X_2 : The use of English dictionary (ED)

e_i : Standard error of the regression coefficient

I. Validity and Reliability

Validity

Validity is important when arranging the research instrument in order that the test is acceptable and can be used for the research instrument. According to Arikunto (2005: 65), a test is valid if it measures what is purpose to measure. There are three kinds of validity that the researcher used in the test. They are construct validity, content validity, and item validity. The construct validity is used to examine that the test has been representative and consistent with the theories underlying the problem presented.

The content validity is used to find that the content of the test is appropriate with the grade and materials of the test. To fulfil the content validity, the researcher gives questions that are suitable with the seventh grades students of Semesta High School.

The item validity is used to examine the quality of items of the instrument. To find the items of the instruments of the test, the writer uses SPSS 17 to find the score of *correlated item-total correlation*.

Table 3.1
The Validity of the Test Items

Variable	No Item	Correlated item-total correlation	r-table	critterion
Consideration of Vocabulary Mastery	a1	.968	0.878	Valid
	a2	.968	0.878	Valid
	a3	.968	0.878	Valid
	a4	.968	0.878	Valid
	a5	.612	0.878	Invalid
English Dictionary	b1	.983	0.878	Valid

	b2	.612	0.878	Invalid
	b3	.983	0.878	Valid
	b4	.983	0.878	Valid
	b5	.983	0.878	Valid
Vocabulary Mastery	c1	.167	0.878	Invalid
	c2	.955	0.878	Valid
	c3	.955	0.878	Valid
	c4	.955	0.878	Valid
	c5	.955	0.878	Valid

Based on the table above, there are 3 invalid items among 15 items test, they are a5 (Consideration of English Dictionary), b2 (English Dictionary) and c1 (Vocabulary Mastery). Those invalid items are not used in calculating the result of this research.

Reliability

Reliability means the consistent and stable indications of the characteristic being investigated. Harris (1969: 14), states that a test does not measure anything well unless it measures consistently. Meanwhile, Arikunto (1998: 170) states that reliability shows that an instrument can be believed enough to be used as instrument to collect the data. Researcher instrument is said to be reliable when it produce constant result after testing. Heaton (1997: 155) describes some factors affecting the reliability of the test are:

1. The extent of the sample of materials selected for testing.
2. The administration of the test.
3. Personal factors such as motivation.
4. Score of the test, one of the most important factors affecting reliability.

The reliability test of this study uses *Cronbach Alpha* technique.

Table 3.2
The Reliability Test

Variable	Cranach's Alpha	Rule of Thump	Criterion
CVM	0. .957	0.6	Reliable
ED	0. .968	0.6	Reliable
VM	0. 909	0.6	Reliable

Source: output SPSS processed

Based on the table above it can be said that the instrument of this research is reliable because the value of *Cranach's Alpha* is higher than value of Rule of Thump.

J. Normal Data Test and Classic Assumption

There are essential assumptions fulfilled to process regression method. The assumption is normal and there's no the existence of the multicollinearity and heteroskedasticity. They have to be tested since the existence of consequence if the assumption is not met.

Normal Test

There are two detection ways to obtain if the residual is normally distributed or not, namely graphic and statistic test (Ghozali, 2007).

The normal test with graph is supported by statistic test non-parametric kolmogorov-smirnov. If Asymp. Sig of variable resulted by Kolmogorov-Smirnov $> \alpha$ (0.05), it can be concluded that the variable normally distributed.

Test for Heteroskedasticity

This research used graphic plot to test Heteroskedasticity, by checking the exist of certain design shown on scatter plot. The problem of Heteroskedasticity will exist when graphic plot arrange a certain design (to wave, to expand then to narrow), and Heteroskedasticity will not exist when there's no certain design on graphic plot and drops scatter above and below of zero on Y axis.

K. Test for Hypotheses

This research used multiple regression statistic tests, it would see the influence of independent variable on dependent variable.

- a. Individual Parameter Significance Test (t statistic test). It shows how far the influence one independent variable in explaining dependent variable variation. The test used significance common level, $\alpha = 5\%$.
- b. Simultaneous Significance (F statistic Test). It shows if all independent variables inserted the model influence simultaneously for dependent variable.
- c. The coefficient of Determination (R^2). It measures goodness in fit from regression, it gives proportion or total varies percentage in dependent variable explained by independent variable. The regression coefficient value is in between 0 and 1.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Descriptive Statistic

A.1 Sample

The number of the eleventh grade students of SMA Semesta Semarang in the academic year 2009/2010 is 60. The writer takes all of them as the population of the research. All questionnaires are responded well and can be analyzed. It can be seen in the following table.

Table 4.1
Sample of Responded Questionnaire

Questionnaires provided	60
Responded questionnaires	60
Processed questionnaires	60
Percentage of the responded questionnaires	100%

A.2 Variable Descriptive Statistic

60 questionnaires were collected on deadline from 60 students in SMA Semesta Semarang. It's 100% on target and was processed.

To describe this variable research either independent or dependent used frequency distribution table showing mean, minimum, maximum, and standard deviation. Analysis based on respondents' answers described as follows:

Table 4.2
Descriptive Statistics on the Variables

Variable	N	Minimum	Maximum	Mean	Standard Deviation
CVM	60	9.00	16.00	12.2167	1.59546
ED	60	11.00	16.00	13.2500	1.20205
VM	60	10.00	16.00	12.6667	1.75312

Interpretation:

N shows number of valid data so potential to be processed. *Mean* is all scores on data divided with numbers of data. Standard deviation is a deviation measurement, the small result makes the data close to mean. The high standard deviation shows the worse spreading data. When Standard deviation is bigger than mean ($SD > M$), it indicates the exist once of outlier. Mean of consideration vocabulary mastery and English dictionary shown on table 4.2 are bigger than standard deviation, it means that the variables affect the vocabulary mastery.

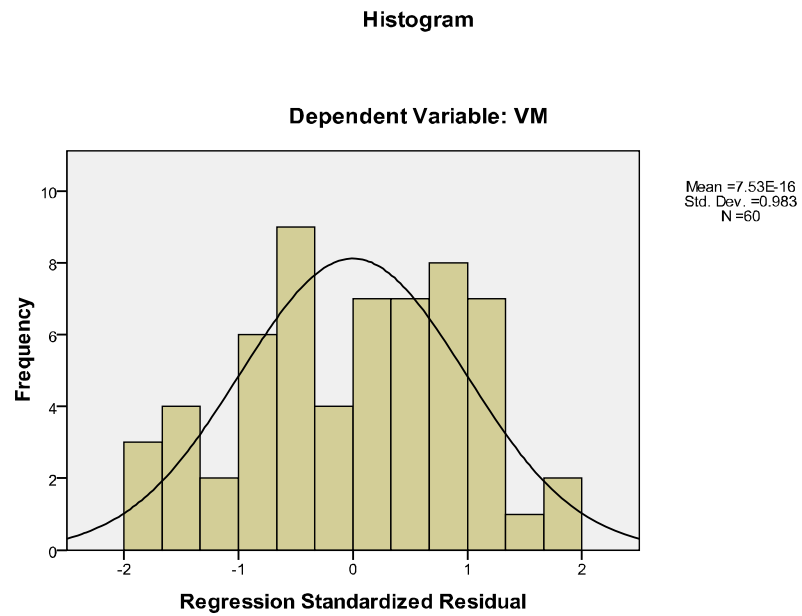
B. Normal Data Test and Classic Assumption

There are essential assumptions fulfilled to process regression method. The assumption is normal and there's no the existence of the multicollinearity, autocorality, and heteroskedasticity. They have to be tested since the existence of consequence if the assumption is not met.

B.1 Normal Test

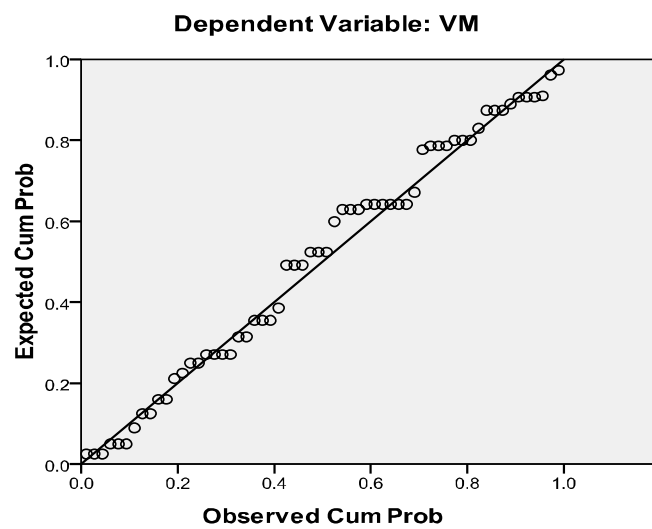
There are two detection ways to obtain if the residual is normally distributed or not, namely graphic and statistic test (Ghozali, 2007). Histogram graphic and normal probability plot are shown in the next graph 4.1 and 4.2:

Graph 4.1



Graph 4.2

Normal P-P Plot of Regression Standardized Residual



As shown on graph, histogram is normally distributed. Normal plot graph shows that drops scatter around diagonal and follow the diagonal line so it means normal distributed. Then, this regression model meets normal assumption.

B.2 Test for Multicollinearity

Ghozali (2007) said that to detect the existence of multicollinierity in regression model is obtained from Tolerance Value (TV) and the opposite Variance Inflation Factor (VIF). The common value is TV which is bigger than 0.10 ($TV > 0.10$) and the result of VIF is smaller than 10 ($VIF < 10$). The result of multicollinearity as follows:

Table 4.3

Variable	Tolerance Value	VIF
CVM	.673	1.487
ED	.673	1.487

Source: output SPSS processed

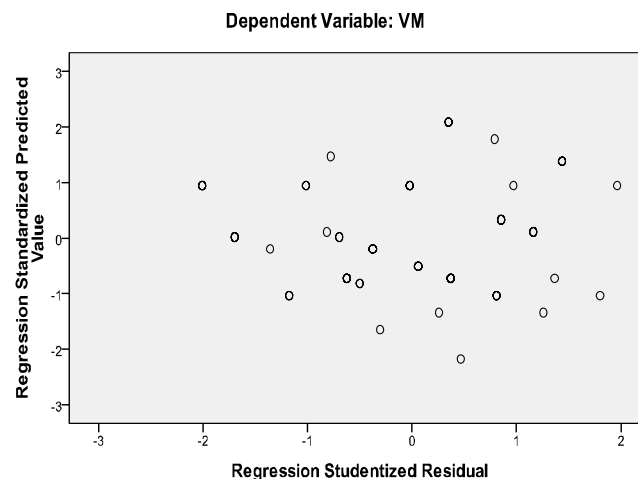
As shown on table 4.3, the Tolerance Value and Variance Infatuation Factor (VIF) do not indicate multicollinierity. No VIF of each variable is more than 10 and no TV is smaller than 0.10.

B.3 Test for Heteroskedasticity

This research used graphic plot to test Heteroskedasticity, by checking the exist of certain design shown on scatter plot. The problem of Heteroskedasticity will exist when graphic plot arrange a certain design (to wave, to expand then to narrow), and Heteroskedasticity will not exist when there's no certain design on graphic plot and drops scatter above and below of zero on Y axis.

Graph 4.3

Scatterplot



The drops of scatter plots scatter random either above or below 0 on Y axis. It means that there's no heteroskedasticity on regression model.

C. Test for Hypotheses

This research used multiple regression statistic tests, it would see the influence of independent variable on dependent variable.

- a. Individual Parameter Significance Test (t statistic test). It shows how far the influence one independent variable in explaining dependent variable variation. The test used significance common level, $\alpha = 5\%$.
- b. Simultaneous Significance (F statistic Test). It shows if all independent variables inserted the model influence simultaneously for dependent variable.
- c. The coefficient of Determination (R^2). It measures goodness in fit from regression, it gives proportion or total varies percentage in dependent

variable explained by independent variable. The regression coefficient value is in between 0 and 1.

C.1 Test for Individual Parameter Significance (t statistic test)

To test hypotheses one to four, t significance value or p-value is used to conclude if there's an influence of each independent variables on dependent variable or not. t statistic value for hypotheses one to four as follows:

Table 4.4

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-2.741	1.496		-1.832	.072
CVM	.443	.102	.403	4.331	.000
ED	.755	.136	.518	5.566	.000

a. Dependent Variable: VM

Based on the above table, the regression model as follows:

$$VM = 2.741 + 0.443CVM + 0.755 VM$$

a.1 Test for the First Hypotheses

H_{11} : Consideration of the importance of vocabulary mastery affects the vocabulary mastery

Table 4.4 shows that t calculation is bigger than t table ($4.331 > 2.0003$) with t significance or p-value 0.000 significant on statistic level $\alpha = 5\%$. It can be concluded that H_{11} is accepted. It means that consideration of vocabulary mastery affects the vocabulary mastery.

0.443 for coefficient value means that 1% for the consideration of the importance of vocabulary mastery increase will cause 44.3 % for the improvement of vocabulary mastery.

a.2 Test for the Second Hypotheses

H_{1 2}: English dictionary affects the improvement of vocabulary mastery.

Shown on table 4.4, t calculation is also bigger than t table (5.566 > 2.0003) with t significance or p-value 0.000 significant on statistic level $\alpha = 5\%$. Based on the result, it can be concluded that H_{1 2} is accepted. It means that the use of English dictionary affects the vocabulary mastery.

0.755 for coefficient value means that 1% for the increase of the use of English dictionary will cause 75.5 % for the improvement of vocabulary mastery.

C.2 Simultaneous Significance Test (F statistic test)

F statistic test informs the existence or absent of independent variable influence simultaneously on dependent variable. The following table is the result of F statistic test.

Table 4.5
Significance Simultaneous Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	121.234	2	60.617	57.491	.000 ^a
	Residual	60.099	57	1.054		
	Total	181.333	59			

a. Predictors: (Constant), ED, CVM

b. Dependent Variable: VM

The above table shows that 0.000 for F significance value is significant on statistic level $\alpha = 5\%$. H₁ is accepted if F calculation is smaller than α determined

(0.05). Then, it can be concluded that H_1 is accepted. It means that independent variables (consideration of the importance of vocabulary mastery, the use of English dictionary,) affect simultaneously for the improvement of vocabulary mastery.

C.3 The Coefficient of Determination (R^2)

The coefficient of determination value or coefficient R^2 (R square) shows the exact level of regression line. The following table 4.6 is the coefficient of determination regression result:

Table 4.6
The Coefficient of Determinacy Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.818 ^a	.669	.657	1.02683

a. Predictors: (Constant), ED, CVM

b. Dependent Variable: VM

The coefficient R^2 calculation value (the coefficient of determination) shown on table 4.6 is 0.669. It means that the independent variables are able to explain 66.9% for dependent variable (the improvement of vocabulary mastery) while the rest ($100\% - 66.9\% = 33.1\%$) is explained by other variables which are not included in regression model of the research.

D. Discussion

Based on the regression analysis for factors affecting (independent variables) the improvement of vocabulary mastery, the next table 4.7 shows the summary of t statistic test result for hypotheses 1 to 2:

Table 4.7
Summary for Hiphoteses Test

Hiphoteses	Variable	Coefficient of Regression	<i>p-value</i>	Hiphoteses Test Result	Affect Order
1	Consideration of the importance of vocabulary mastery	0.443	.000	H ₁ 1 accepted	2
2	The use of English dictionary	0.755	.000	H ₁ 2 accepted	1

a. Discussion of the First Hypothesis

Based on the summary for hypothesis test on table 4.7, consideration of the importance of vocabulary mastery is variable affecting positively and improving significantly vocabulary mastery.

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 (Cameron, 2001: 75). It means that in learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

Knowing the benefit of vocabulary mastery, the students consider that they have to understand vocabulary well in order to increase their skill in English; to speak, to write, to listen, and to read. They improve their vocabulary in many ways such as by reading a lot or listening. They will get new vocabularies in the texts.

When they get a lot of vocabulary, it makes them easier to understand text well, to listen, to write, and to speak. Fluently in English.

Therefore, it can be concluded that the consideration of the importance of vocabulary mastery will affect significantly in improving vocabulary mastery.

b. Discussion of the Second hypothesis

Based on the summary for hypothesis test on table 4.7, the use of English dictionary is variable affecting positively and improving significantly vocabulary mastery. It effects bigger in improving students' vocabulary mastery, 75.5%, than the consideration of the importance of vocabulary mastery, 44.3%.

Dictionaries develop learner autonomy. 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 students think that having English dictionary is very important to learn English. It help them to find out difficult words and to pronounce words well. They do not get difficulty in finding out new or difficult words from the text in dictionary. Then they can understand the text well and pronounce the words well.

Finally, the writer concludes that use of English dictionary will affect significantly in improving vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the research that has been done about the effectiveness of using English dictionary to improve vocabulary mastery of eleventh year students in SMA Semesta Semarang, the researcher can draw some conclusions:

Based on the hypotheses test result, consideration of the importance of vocabulary mastery and the use of English dictionary variables affect positively and significantly for the improvement of vocabulary mastery. This test for regression model shows that consideration of the importance of vocabulary mastery and the use of English dictionary are able to explain 66.9% for variability or development which exist in the improvement of vocabulary mastery, while 33.1% is explained by other factors out of the model such as the English teachers, facilities provided by schools, English textbooks, curriculum, school expectation, and others.

When students get a lot of vocabulary, it makes them easier to understand text well, to listen, to write, and to speak fluently in English. It can be concluded that the consideration of the importance of vocabulary mastery will affect significantly in improving vocabulary mastery.

The students think that having English dictionary is very important to help them in learning English. It helps them to find out difficult words and to pronounce words well. They do not get difficulty in finding out new or difficult

words from the text in dictionary. Then they can understand the text well and pronounce the words well. Finally, the writer concludes that the use of English dictionary will affect significantly in improving vocabulary mastery.

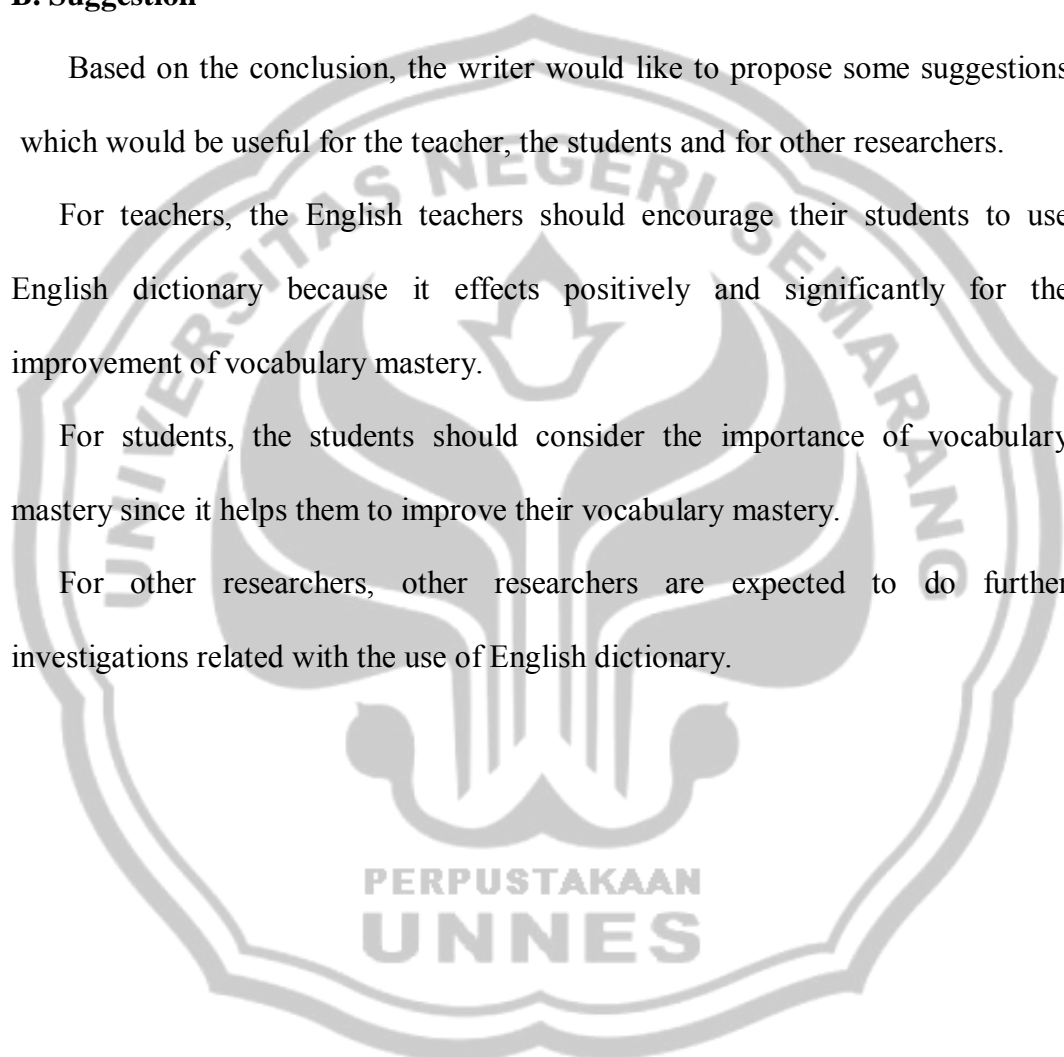
B. Suggestion

Based on the conclusion, the writer would like to propose some suggestions which would be useful for the teacher, the students and for other researchers.

For teachers, the English teachers should encourage their students to use English dictionary because it effects positively and significantly for the improvement of vocabulary mastery.

For students, the students should consider the importance of vocabulary mastery since it helps them to improve their vocabulary mastery.

For other researchers, other researchers are expected to do further investigations related with the use of English dictionary.



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