

THE USE OF MONOLINGUAL DICTIONARY FOR VOCABULARY MASTERY OF TECHNICAL WORDS IN TEACHING READING COMPREHENSION OF FACTUAL REPORT TEXT TO THE ELEVENTH GRADERS IN SMA WAHID HASYIM 2 TAMAN SIDOARJO

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Abstrak

Membaca secara komprehensif adalah proses yang sekaligus mengutip dan menafsirkan arti melalui interaksi dan melibatkan diri langsung dengan bahasa yang tertulis. Menafsirkan arti dari kosakata adalah penting sebagai aktivitas untuk memahami isi dari sebuah teks di dalam aktivitas membaca. Kamus satu bahasa adalah salah satu alat yang menampilkan kata-kata dalam berbagai definisi, simbol, dan informasi morphology yang membantu siswa dalam memahami kata-kata teknis dan memperkaya vocabulary mereka dalam pengajaran membaca secara komprehensif dari teks faktual report. Penelitian ini menggambarkan penggunaan kamus satu bahasa untuk menguasai kosakata teknis dalam pengajaran membaca secara komprehensif dari teks faktual report untuk kelas 11 di SMA Wachid Hasyim 2 Tama, Sidoarjo. Kamus satu bahasa memberipembaca rincian yang lebih banyak tentang kata dan informasi yang lebih banyak seperti penggunaan ungkapan, kata yang sama dan kata tambahan (Laufer and Melamed, 1994:565). Penelitian ini menggunakan penelitian kualitatif. Mengumpulkan data dari kegiatan membaca, peneliti merekam dan menulis penjelasan dari kegiatan siswa membaca teks report dengan menggunakan kamus satu bahasa. Data ini diambil dari hasil observasi dengan mengisi field note, hasil dari wawancara, dan hasil dari pekerjaan siswa. Hasil dari penelitian ini menunjukkan bahwa guru lebih menyuruh siswanya untuk menggunakan kamus satu bahasa yang akan membantu mereka memperkaya pengetahuan kosakata mereka, khususnya kosakata teknis. Kesimpulannya adalah siswa-siswa merasa terbantu dengan menggunakan kamus satu bahasa dalam memahami kosakata teknis yang selalu muncul dalam teks report and itu membuat mereka mengerti definisi jelas tentang kosakata teknis dalam bahasa inggris.

Kata kunci : *Membaca komprehensif, Kosakata teknis, teks faktual report, Kamus satu bahasa*

Abstract

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Constructing the meaning of vocabulary is important as an activity to understand the content of the text in reading activity. Monolingual dictionary is one of the tools that display many definitions of the words, symbols and other morphological information that can help the students in understanding technical words and enriching their vocabularies in teaching and learning process of reading comprehension of factual report texts. This research was to describe the use of monolingual dictionary for vocabulary mastery of technical words in teaching reading comprehension of a factual report text to the eleventh graders in SMA Wachid Hasyim 2 Taman, Sidoarjo. Monolingual dictionary gives the readers further details about the words and more information such as idiomatic usage and common collocations and connotations (Laufer and Melamed, 1994:565). This is a descriptive qualitative research. To collect the data of reading activity, the researcher recorded and transcribed the students' reading report text completed by using monolingual dictionary. The data were obtained from the result of observation noted by using field notes, the result of interview, and the result of students' works. The result revealed that the teacher prefers their students to use monolingual dictionary that can help the students enrich their vocabulary knowledge, especially vocabulary of technical words. In conclusion, the students feel

assisted by using monolingual dictionary in understanding technical words that always appear in report text and it makes them understand the brief English definitions of technical words.

Keywords: *Reading comprehension, Technical words, Factual report text, Monolingual dictionary*

INTRODUCTION

Curriculum is a set of plans and arrangements regarding the purpose, content, and teaching material and method used to guide the organization of learning activities to achieve specific educational goals. Based on this definition, there are two dimensions of curriculum; the first dimension is planning and setting out the objectives, content, and material, and the second dimension is the means used for learning activities. Curriculum 2013 is enacted in 2013 meets the second dimension (Law No. 20 Year 2003 on National Education System). In Curriculum 2013, the materials are stressed on language competences (listening, speaking, reading, and writing).

Snow and Chair (2004) claimed that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that reading comprehension involves the reader, the text, and the activity. Hayati and Mohammadi (2005) conveyed that the word "reading" has a number of common interpretations by language teachers. It means that reading is a complex activity because it demands the reader to know the meaning and pronounce the words very well.

Language has four language skills that students must accomplish, i.e. listening, speaking, reading, and writing. All of the language skills are very important in language, but the most important component is vocabulary because without knowing the vocabulary, ones cannot master the language skills. Therefore, it is essential that students learn vocabulary. Wilkins (1972: pp. 111-112) wrote that "... while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed". This point can explain that without good grammatical competence, people still can communicate because they have abundant vocabulary.

Vocabulary can be divided in some types of vocabulary; they are listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary. All of the types of vocabulary have four levels such as high frequency words, academic vocabulary, technical vocabulary, and low frequency words. Technical vocabulary is a major concern for learners who have special purposes in language learning (Chung and

Nation, 2003). Technical vocabulary is usually used in many report texts.

Technical word is one of the difficult vocabularies. If all people want to know the meaning of technical vocabulary, they usually use many tools such as online dictionary, glossaries and monolingual dictionary. One of the tools that are frequently used by students in class is monolingual dictionary. Monolingual dictionary can provide comprehensive information about the target language includes additional meanings of a target word, further examples of how the word is use in context, and, embedded in these examples, useful information about the grammatical behavior of the words (an encyclopedia Britannica company;2013). School of foundation studies, Caledonian College of Engineering, Oman have been used monolingual dictionary in their class in administering the exam because they believe that monolingual dictionary can help the student to learn better.

In this research, the researcher focused on discussing factual report texts. The text is used to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment (Doddy, 2008). By reading report texts, students can master the vocabulary of technical words that usually appear in the report text; one of the language features of report text is technical language or word which is related to the generic participant, relating verb and action verb, use of the timeless present tense and use conditionals and logical connectives (Arta, 2012). Learning reading comprehension of report text is usually used in the process of reading for vocabulary mastery in class. Student should master vocabulary based on the aspects proposed by Marzano (2004); the aspects are word identification, word meaning, reading the word, writing the word, word-learning strategies, and word consciousness.

The researcher conducted a research in SMA Wachid Hasyim 2 Taman Sidoarjo in the class of XI MIA 2 in which monolingual dictionary has been utilized to teach vocabulary mastery of technical words within the process of teaching reading comprehension of factual report texts. However, many students in SMA Wachid Hasyim 2 Taman Sidoarjo dealt with many difficulties in mastering the vocabulary of technical word to understand report texts.

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Referring to the background of the study, the researcher formulated the research question as follows:

1. How is the use of monolingual dictionary as a tool for vocabulary mastery of technical words in teaching reading comprehension of factual report texts for eleventh graders of SMA Wachid Hasyim 2 Taman, Sidoarjo?
2. How is students' vocabulary mastery of technical word after using monolingual dictionary in reading comprehension of factual report texts for eleventh graders of SMA Wachid Hasyim 2 Taman, Sidoarjo?
3. How are the students' responses for vocabulary mastery of technical words with monolingual dictionary as a tool in teaching reading comprehension of factual report texts for eleventh graders of SMA Wachid Hasyim 2 Taman, Sidoarjo?

RESEARCH METHOD

This is a descriptive qualitative research. The researcher attempted to interpret experiences; the interpretation provides rich information to understand the phenomenon, a process, or a particular point of view from the perspective of the subjects (Ary, Jacobs, Sorensen, & Razavieh, 2010). This research was aimed to describe the use of monolingual dictionary for vocabulary mastery in teaching reading comprehension of factual report texts to the eleventh graders in SMA Wahid Hasyim 2 Taman, Sidoarjo.

The focus of this study is the reading activity conducted in XI MIA 2 of SMA Wahid Hasyim 2 Taman, Sidoarjo. Considering the focus on the research, eleventh grader students are the most appropriate participants because the students of this grade received the material of factual report texts during the second semester. The class of XI MIA 2 was chosen based on the teacher's consideration and suggestion that the students of this class are very active and attractive while receiving the English subject. There are 40 students in this class of XI MIA 2.

The data of the study were collected from the result of the observation; these data were used to answer the question related to the use of monolingual dictionary as a tool for vocabulary mastery of technical words in teaching reading comprehension of factual report texts. The instruments used are field note, interview, and students' tasks. Firstly, the data were obtained by using field notes. The overall activities in the

classroom were observed and written by the researcher. Secondly, the researcher used an interview. The researcher asked the students about the teaching and learning process in the classroom while using monolingual dictionary as a tool for vocabulary mastery of technical words. The data were taken from students' answers or opinions about the use of monolingual dictionary for vocabulary mastery of technical words in teaching reading comprehension of factual report text. Thirdly, the researcher used students' tasks as the result of the use of monolingual dictionary for vocabulary mastery of technical words. The result were analyzed and explained descriptively.

The research was conducted three times; on Tuesday 17th of February, Tuesday 24th of February and Tuesday 3rd of March 2015. In collecting the data, the researcher took part as the observer in the classroom. The data were collected through non-participant observation. The observed activity provides data for filling the field notes about the use of monolingual dictionary as a tool for vocabulary mastery of technical words in teaching reading comprehension of factual report texts to eleventh graders. The researcher interviewed six students about the process of learning reading by using the monolingual dictionary. In the last stage, the researcher collected the data from students' tasks of vocabulary mastery of technical words in teaching reading comprehension of factual report text by using monolingual dictionary. The student's tasks explained the students' ability in reading activity using monolingual dictionary. The tasks consist of a text and questions. The students categorized and answered the questions based on the text given about technical words in factual report texts by using monolingual dictionary.

Data analysis is needed to analyze the data related to the research questions. The researcher collected and explained the data with familiarizing and organizing, interpreting and representing (Ary, 2010).

RESULT OF THE STUDY

The Implementation of Monolingual Dictionary in Reading Comprehension for Vocabulary Mastery of Technical Word in Factual Report Text

According to the result of observation, it can be concluded that monolingual dictionary is one of the helpful pedagogical tools for students to not only answer the questions, but also to

understand the text effectively and efficiently. The teacher implemented all the procedures of teaching vocabulary proposed by Marzano (2004); i.e. explaining, restating, showing, discussing, refining and reflecting. However, the teacher was not applying the last step that was applying in learning games. In first meeting, the teacher started with a brainstorming activity such as displaying many pictures of factual report texts about disaster. The aim is to refresh the brain before receive the lesson. For the second meeting, the teacher directly went on to the teaching and learning process.

During the implementation of monolingual dictionary to teach reading of factual report text, the teacher did all the procedures stated by Marzano except the last procedure that is applying in learning games. There are three stages in teaching reading. In the first activity, the teacher introduced technical words as one of the language features of factual report texts to the students. The teacher did so to make the students understand about technical words in reading activity started with the first branches of step 1 (explaining - providing a description, explanation, or example of the new term). The new terms were displayed in the form of Power Point slide shows. In step 2 (restating - asking students to restate the description, explanation, or example in their own words), before the teacher asked the student about the picture, the teacher explained that the students would learn about report texts. He asked the students about what a report text is by giving some keyword. In step 3 (showing - asking students to construct a picture, symbol, or graphic representation of term), the teacher continued asking the students about all of the pictures that had been showed; the teacher gave some keywords.

After that, in step 4 (discussing - engaging students in discussion activities that help the students add to their knowledge of the terms in their vocabulary notebooks), the teacher gave an example about report texts. The teacher asked the students to look for a difficult word and technical vocabulary as language features of report texts. The teacher also gave a new text and three exercises, which are finding technical vocabulary, matching the technical vocabulary, and filling in the blank of a new text. The last step is step 5 (Refining and reflecting—asking students to return to their notebook to discuss and refine entries); the teacher divided the class in 10 groups then the teacher gave a new different text for each group. Each group must identify the text. After that, they were asked to compare their works with the other groups' work by presenting in front of the class. At the end, the teacher gave feedback

and reviewed what they had learnt in the first, second and the last meeting. The students also asked for the students' opinions about using monolingual dictionary as a tool for vocabulary mastery.

Based on the discussion, it can be concluded that monolingual dictionary as a tool for vocabulary mastery of technical words was successfully implemented by the students in comprehending the text. Moreover, by using monolingual dictionary in reading activity, the students can understand the text well because monolingual dictionary represents the contents of technical words from the text itself. According to Laufer and Melamed (1994:565), monolingual dictionary gives the reader further details about the words and provides more information such as idiomatic usage, common collocations and connotations. Therefore, monolingual dictionary is considered good at assisting the students to master new words, especially vocabulary of technical word. It can help the students construct the words based on the context. The teacher is quite good in guiding the students to use monolingual dictionary as their tool in mastering vocabulary of technical word in report text in reading comprehension activity. In addition, the teacher always returned the students' work about vocabulary of technical words in reading comprehension of report text as a feedback and this is a good activity.

The Students' Vocabulary Mastery of Technical Words after Using Monolingual Dictionary in Reading Comprehension of Factual Report Text

Vocabulary in reading comprehension activity is likely understood by using dictionary. Dictionary is one of the effective tools in reading comprehension. A good dictionary must have certain characteristics mentioned by Crystal (1987 as cited in Abdullah, 1995), such as having paper quality, constituting good binding, containing encyclopedic information, providing clear definitions, giving guidance to usage, being easily accessible, and having idioms, synonyms, antonyms, etc. In this study, the result of students' tasks show that the students are able to master vocabulary of technical word in reading comprehension well. Most of the students are able to answer the correct answers based on the context of the text, and the students used monolingual dictionary to help them find the definitions or the meaning of the words. The result of the students' tasks revealed that the students' reading comprehension ability, especially for vocabulary mastery of technical

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word by using monolingual dictionary in factual report text, is good. Several students did not meet the criteria because they still did not know how to use monolingual dictionary. Students should be guided by the teacher in using monolingual dictionary well.

Moreover, the students did not find difficulties in the terms of material that they read. The teacher gave clear instruction in explaining the material in the class of reading comprehension by using monolingual dictionary for vocabulary mastery of technical word. Students realized that monolingual dictionary is an effective tool to help them learn technical words that are used in factual report texts. Monolingual dictionary is effective to help them read the other genres of text.

Students 3: "I agree because from monolingual dictionary I could know the meaning of the word in english meaning and got a clear definition.

From the discussion above, it can be inferred that using monolingual dictionary for vocabulary mastery of technical words of factual report texts can help the students answer and understand the text well. Working together in groups is a good activity to identify if the students have understood how to use monolingual dictionary. The discussion is in line with Ibrahim and Ali (2012) who stated that monolingual dictionary displays the words in many definitions, symbols and other morphological information which difficult for less proficient students to understand.

Students' Responses in Teaching Vocabulary of Technical Words Using Monolingual Dictionary as a Tool in Reading Comprehension of Factual Report Text

Interview was conducted after the implementation of monolingual dictionary as a tool for vocabulary mastery of technical words. The questions are related to the implementation of monolingual dictionary as a tool for vocabulary mastery of technical words in reading comprehension of factual report text and the advantages using monolingual dictionary and the difficulties in using monolingual dictionary. Based on the result of interview, it can be stated that most of the students are enthusiastic to know how to use monolingual dictionary correctly. The use of monolingual dictionary can increase their knowledge; that knowledge can be used to

answer the questions effectively and efficiently. It is in line with the theory of Hartmann (1992) who argued that a monolingual with its reliance on target language and capacity for paraphrases of many meanings deliberately provides a wealth of semantic, grammatical and stylistic wealth of information that encourages production language activities. The students paid attention to each activity managed by the teacher. Most of the students agreed that the tool helps the students to understand the text, especially the text of factual report. The students knew where to look for the answer of the question. The students knew when they had to use monolingual dictionary to find the definition of technical words by their own. It is in line with the theory by Underhill (1984) who believed that monolingual dictionary help students think in the target language and get out of the translation rut, thus it can promote their confidence in dealing with another language and, hence, leading to formulate questions and look for answers on their own.

Teacher is assisted in guiding the learning process and the teacher can encourage his students to use their higher level of thinking. However, the implementation of monolingual dictionary does deal with several obstacles; i.e. several students cope with difficulty to use the tool because they do not know the meaning of the words. The students are confused to use monolingual dictionary. The students are also confused when they have to think the definition of the technical words based on the context. Using this tool needs a lot of practices and drillings. Thus, students must read frequently and the teacher must provide the lesson effectively.

CONCLUSION

Based on the result of the data analysis, the researcher concludes that monolingual dictionary is a good tool for the students in vocabulary mastery of technical words in reading comprehension of factual report texts. The teacher introduced the vocabulary of technical words by using monolingual to the students in the first meeting. Then, the vocabulary of technical words was demonstrated by using monolingual dictionary in factual report text, thus the students could apply it well. The students should be made accustomed to using the tool in reading classes. The implementation of monolingual dictionary as a tool for vocabulary mastery of technical words

in reading comprehension of factual report text can help the students' reading ability and assist them to answer the questions. The students found the answer more easily.

The students have positive responses toward the implementation of monolingual dictionary as a tool in reading of factual report texts. The students stated that monolingual dictionary is a good tool because it can help them answer the question or find the difficult words like technical words in brief definition. A few students still do not know how to use monolingual dictionary for vocabulary of technical words. The students' works in reading comprehension after the implementation of monolingual dictionary are considered satisfactory. Most of the students can perform well while they are doing the assignment; this is interpreted in the table of assessing vocabulary development. The technical words in factual report text worksheet presented in the form of questions and matching could be completed and answered correctly. However, there is only one group that cannot categorize the questions correctly. They still did not know the new technical vocabulary from the text that could help them find the answer for the questions in the text.

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