

CHAPTER I INTRODUCTION

A. Background of the Study

According to Alqahtani (2015) vocabulary is very important for learning English. Students who learn grammar without vocabulary will have a hard time understanding what they want to say. But students are just learning. Word learning is an important part of learning a foreign language because the meaning of new words is very often emphasized, both in books and in the classroom. It is also a language teaching center and is very important for language learners. Based on Menken cite Munawir et al., (2022), getting to know a language may be a success if the vocabulary is discovered and understood. Consequently, students have to study as a lot vocabulary as possible while studying English as it will help them master the language. In the point of Munawir et al., (2022) human beings may be unable to use language efficiently unless they have a great vocabulary. A person can most effective bring their feelings, thoughts, emotions, and goals if they have a massive vocabulary. That is why it is crucial to master vocabulary. According to Wangru(2016) without grammar, little can be conveyed, and without vocabulary, nothing can be conveyed. In other words, the first thing language learners must master when learning a language is vocabulary.

However, some of the students in SMA Al-Islam Krian during PLP 2.2 especially at tenth grade had some problems dealing with their vocabulary. During the author took the data at SMA Al-Islam, the author's found some students had problem in their vocabulary. In this case, the authors saw from the results of the pre-test data that there were around 19 students of 36 students whose grades were below standard. 19 students got the score under 60. It meant the score of the students did not good. Pre test was given by the author before students have had the

treatment. Based on the research the author's, the students had difficulties on their low of vocabulary, many students did not understand the that means of word in the sentences, they were having limited capacity to memorize the vocabulary due to the fact they are lazy, and they were not still understand to communicate in English. In addition it is supported by Anggraeni et al., (2021) that the students face some difficulties when they begin to bring the content of mind, ideas, and opinions to the interlocutor. The problem that can be identified such as the students low vocabulary mastery, the teacher used of a popular dictionary to teach vocabulary, teacher's low creativity in teaching, ineffectivity of vocabulary teaching and studying techniques presently implemented, students generally tend to lose interest in studying vocabulary due to the use of monotonous techniques.

To resolve this problem, the author was selected digital dictionary as a media on students vocabulary. As said Kurniawan et al., (2014) these days, the emergence of digital dictionaries has incredibly inspired the way students study a foreign language, even now paper dictionaries are being changed. Paper dictionary at the moment are being changed since proper paper-based dictionaries are too thick. That was the cause why students leave them at home, why teachers did not carry one from classroom to classroom, and why the maximum enthusiastic users cope with simplest one dictionary at a time. Besides, the use of electronic dictionaries was crucial in teaching and studying language since it was able to make students extra involved and inspired in studying the language. Indicated Santoso & Andriyadi (2019) at the side of the development of the times, technology has also furnished several media or programs that can be used for studying mainly for vocabulary. There are numerous mobile dictionaries that can be used to study English including Google Translate, Kamusku, Oxford English Dictionary utility, U-Dictionary application, etc. In this study, the author involved with U-Dictionary application.

This study, the author took some similar studies by using a few previous studies. The first previous observe is carried out by Wulandari & Handayani (2020). Based on the results of the pre-

test, it was determined that the students only knew fifty words from each of the four categories noun, adjective, verb, and adverb for each category. The fact that senior high school kids only know around fifty words is not a desirable situation. The vocabulary level is that of elementary school kids. Even yet, it is now known that the elementary school students generally know 100 English words. The second was carried out by Tabrizi & Fard(2016). The author uses a quasi-experimental technique; the information have been accumulated through a pretest and post test. The score evaluation using a t-test found out that the experimental group did statically better in the test. The effects found out that experimental group did statically better in the test. The effects that the use of a cell cellphone dictionary had a positive impact on improving EFL students spelling. And, the third was carried out by Ni'am Zam Zami, M. A., & Suciati, S. (2020). The author uses experimental studies and pre and post test as a medium. The consequences of the studies impacts the improvement of students in pronouncing words. And the difference is the improvement skill; the previous studies improve the vocabulary.

Based on the above description, the author was involved to conducted a studies with the title “The Effectiveness of Using U-Dictionary as Media on Students Vocabulary Achievement at Tenth Grade in SMA Al-Islam Krian in the 2022-2023 School Year “.

B. Limitation of the Study

The scope of the study recognition on vocabulary using U-Dictionary as a media. The limitation of this study was focusing on using U-Dictionary to teach vocabulary about narrative text in tenth grade in Senior High School in SMA Al-Islam Krian in the 2022-2023 School Year.

C. Statement of the Problem

In line with the statement of the problem above the author formulated the problem of the study as follows:

“was there any effectiveness of U-Dictionary as a media to students vocabulary achievement at tenth grade in SMA Al-Islam in the 2022-2023 school year?”.

D. Purpose of the Study

The purpose of the study was to find out the effectiveness of U-Dictionary on vocabulary achievement at tenth grade in SMA Al-Islam Krian in the 2022-2023 School Year.

E. Significance of the Study

The end result of this studies was predicted to be usefull for some humans below.

For students: This study made students had motivation to study in the vocabulary, in particular through using U-Dictionary as a media.

For teacher: This study might had information about using U-Dictionary to figure out students' vocabulary achievement a strategy for use in the classroom and gave the effect to their student