

STUDENTS' PERCEPTION TOWARD THE USE OF “DICTIONARY POCKET” AS A MEDIUM IN TEACHING VOCABULARY

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Abstract

Vocabulary known as an essential skill for learning to read, speak, write and listen. It is important to find the appropriate technique in order to improve students' vocabulary mastery. The researchers did research with focuses on students' perception towards using "dictionary pocket" in order to improve their vocabulary mastery. It was conducted using a qualitative descriptive method. To collect the data, the researchers use the instruments of an open-ended questionnaire and interview section. The samples were 36 students of second grade from Broadcasting major at SMK Negeri 1 Cimahi. The result of the questionnaire shows that it was found that almost all of the students feel that with learn vocabulary can be easier when they use the technique of remembering dictionary pocket. They also agree that dictionary pocket is an appropriate technique which is used to learn vocabulary. In the other hand, the result of interview shows, the students concede that they are feel helped and being motivated. It can be sum up that dictionary pocket is suitable to strengthen their vocabulary mastery. Dictionary pocket is useful enough because it can help them when they forget the word.

Keywords: *Students' perception, Vocabulary, Dictionary Pocket*

INTRODUCTION

Language has an important role as a tool for social interaction. Without language, people cannot communicate with others. In Indonesia, English as a foreign language which means the role of the English language in Indonesia as a communicative purpose and makes a better relationship. In the era of globalization, learning English is very important because English able for linking and make easily people in the most of countries are communicated each other based on the development in the field of economic, business, education and also politic, Parmawati (2018). That is why English is very important to be mastered.

To be a good speaker we need a strong vocabulary. No wonder if people who have a strong English vocabulary get more attention from their peers and colleagues. This is because speak with a strong vocabulary indicates that we take ourselves seriously.

Furthermore, vocabulary plays an important role in language learning. Vocabulary is also have a role as an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, people cannot communicate and express their feeling both in the form of spoken

and written effectively. The more people mastered vocabulary, the more they can speak, write, read and listen as they want.

O'Connor (2009) states that "you can say very little with grammar, but you can say almost anything with vocabulary". It means that even someone has good grammar but it will be useless if they do not know a lot of vocabularies. In addition, it is supported by Polio (2002) that vocabulary is one of the important things to be taught in learning a foreign language because it will be impossible to speak up without the variety of words. Those statements imply the importance of teaching vocabulary as a foreign language.

Vocabulary is considered to be the most important source of language proficiency. As asserted by Carter & McCarthy (2014), vocabulary is the heart of language and the cornerstone of communication. According to them, without mastering well the vocabulary knowledge, language learners will be difficult and will not be able to communicate effectively with others in proper contexts. Furthermore, it is important to find out the best method in a way to improve and increase the knowledge of vocabulary.

EFL students employ vocabulary-learning strategies (VLS) to deal with unknown words they encounter. Hence, dictionaries are one of the most common lexical resource available in the form of books or in electronic versions where EFL students use VLS to acquire new vocabulary.

Using these strategies efficiently and successfully for learning new words can lead to autonomy in students. Learners feel more confident in the ability to use a dictionary. According to Sevik (2014), dictionaries are trustworthy companions to second and foreign language learners because it guides them to uncover the meanings of unknown words.

While teaching, researchers found that most of the students lack vocabulary mastery. They also rarely to use the dictionaries that are available in printed versions. It was also found that most of them are prefer to use an online dictionary instead of memorizing dictionaries. Furthermore, the researchers were applying the method of memorizing dictionary pocket for students rather than only using it when they need it. The researcher observed the students perceptions after applying it.

A study was conducted focusing on the students' perception concerning dictionary pocket practices. Thus, in this research, the researchers want to know The Students' Perception of Using "Dictionary Pocket" as a Medium to Improve Their Vocabulary Mastery. Departing from the description above and as an attempt to all the gap, the present study was conducted to answer the following research questions, as follows, is it difficult to master the vocabularies and what is the students' perceptions toward the use of dictionary pocket in order to improve their vocabulary mastery.

METHOD

The research methodology of this research was using a descriptive qualitative method. According to Urwick (2002), qualitative research is used to examine the question that can be best answered by describing how participants in a study perceive and interpret various aspects of their environment. In this research, the researchers choose the second grade of

Broadcasting major at SMKN 1 Cimahi. There are seven classes but the researchers only took one class. One class consists of 36 students.

Both questionnaire and interview were used to collect the data. In this study, interview was used to gain specific information or very useful data about students' feeling or opinion which is notaccessible through observation (Merriam, 1998, as cited in Apsari, 2018). In addition, questionnaire consists of 13 questions and interview which consist of 5 questions.

RESULTS AND DISCUSSION

Results

The aim of this research is to know the students' perception of using "Dictionary Pocket" as a medium to improve their vocabulary mastery. The data was conducted with use open-ended questions and interview sections.

The result of the questionnaire and interview are as follow:

Questionnaire

There are 36 students of the second grade of Broadcasting major at SMKN 1 Cimahi. The questions consist of 13 questions. The data was conducted using a Likert scale as the multiple answers of each question. The results from the questionnaire as follows:

No	Statements	Answers				
		Strongly agree	Agree	Neautral	Disagree	Strongly Disagree
1.	I feel happy when learn vocabulary with using "dictionary pocket".	19,4%	52,8%	27,8%	-	-
2.	I think learn vocabulary is much better with using "dictionary pocket".	13,9%	44,4%	36,1%	5,6%	-
3.	I feel motivated learn vocabulary in the lesson when I use "dictionary pocket".	11,1%	63,9%	25%	-	-
4.	I think that "dictionary pocket" technique is appropriate for learn vocabulary.	55%	11,1%	25%	8,3%	-
5.	I feel easier to understanding the words with using "dictionary pocket".	13,9%	41,7%	38,9%	2,8%	2,8%
6.	I love to learn with using "dictionary pocket".	2,8%	55,6%	38,9%	2,8%	2,8%

7.	I feel that “dictionary pocket” technique can help me to improve/enrich your vocabulary mastery.	27,8%	44,%	27,8%	-	-
8.	I feel that “dictionary pocket” can help me as a solve of the difficulties in learning vocabulary.	13,9%	41,7%	41,7%	2,8%	-
9.	Learning with “dictionary pocket” is make easier my learning style.	11,1%	44,4%	44,4%	-	-
10.	I feel easier to remembering vocabularies with use “dictionary pocket”.	16,7%	36,1%	41,7%	5,6%	-
11.	I feel easier to do the tasks after applying “dictionary pocket”.	2,8%	55,6%	36,1%	5,6%	2,8%
12.	I feel the improvement of skill and score of english after applied “dictionary pocket”.	5,6%	72,2%	22,2%	-	-
13.	Learning english with using “dictionary pocket” technique is better than learning with casual technique.	5,6%	38,9%	52,8%	2,8%	-

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the questionnaire, it was found that almost all of the students feel that with learn vocabulary can be easier when they use the technique of remembering dictionary pocket. Most of them also strongly agree that they feel happy to strengthen their vocabularies by using dictionary pocket.

They also agree that dictionary pocket is an appropriate technique which is used to learn vocabulary. In addition, they also agree that they feel being motivated to learn vocabulary in the lesson when they using dictionary pocket. Furthermore, dictionary pocket is one technique that can help them to improve and enrich their vocabulary mastery.

Interview

The interview is used to strengthen the answers to the questionnaire. The data from the interview indicates the same as a result of the questionnaire as well. The researchers conducted the interview with choosing 7 students which chosen based on their levels. It was divided into 3 levels, as follow 3 students at a high level, 2 at a middle level, and 2 at a low level. For the question in the interview itself, it consisted of 5 questions related to their

perceptions toward the difficulties of learning vocabulary and the use of dictionary pocket. As one technique that helps them in reducing their difficulty in learning vocabulary.

There were some factors of difficulties in learning vocabulary. First, most of the students argued that they feel difficult to learn vocabulary because they are hard to remember each word because they usually use dictionary without remembering the translate of each word itself. Second, the problem in conveying the L1 to L2 because they lack vocabularies. Third, the students found the difficulty in choosing the appropriate meaning of the words, for example, sometimes they usually confuse to decide the meaning and the use of words such as make and do. But, with using the method of remembering dictionary pocket, the students concede that they are feel helped and being motivated.

Discussion

This part covers the discussion of students' perceptions of using "Dictionary Pocket" as a medium to improve their vocabulary. The finding of the research proved that dictionary pocket could improve their vocabulary. It can be seen from their responses that have been obtained from questionnaire and interview. Before that, the students trying the dictionary pocket first.

The responses of questionnaire and interview were revealed that the use of dictionary pocket is very useful and suitable for students to learn and enhance their vocabulary mastery. There are several reasons that showed that dictionary pocket is suitable to strengthen their vocabulary mastery. Dictionary pocket is useful enough because it can help them when they are forget the word. In addition, it also can help them to strengthen their vocabulary mastery because the more they remember, the more they can improve and enrich their vocabularies.

CONCLUSION

Based on the theories, the findings, and the analysis, the present study arrives at the conclusions. This study revealed about the students' perception toward "dictionary pocket" as a medium to improve their vocabulary mastery. The difficulties that faced by the students were almost all of the students have difficulties in how to write and spell, the different grammatical form of a word known as inflections was one of the causes of students difficulties in learning vocabulary.

In addition, the students found difficulties in conveying the L1 to L2 because they lack of vocabularies, they also found the difficulty in choosing the appropriate meaning of the words. But with using the method of remembering dictionary pocket, the students concede that they are feel helped and being motivated.

They feel that dictionary pocket can motivate them in improving their vocabulary mastery, also can help them to enrich their vocabularies. the method of remembering dictionary pocket, the students concede that they are feel helped and being motivated. They feel that dictionary pocket can motivate them in improving their vocabulary mastery, also can help them to enrich their vocabularies.

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This research is far from perfect, but it is expected that this will be useful not only for the researchers, but also for the readers. For this reason, the critics and suggestion are welcomed.

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