

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, research question, aims of the study, limitation of the study, significance of the study, and organization of paper.

1.1 Background

English is a very important language for worldwide communication. English, which is taught as foreign language in Indonesia, has recently been taught in all levels of education. As a language covers many skills, language learning should be addressed to meet the demand of the skill learning itself.

Related to schooling or academic competence, reading has the highest priority than other skills (Saville-Troike, 2002: 137). That's why reading, as a receptive skill, has been taught in junior high school level due to the curriculum guidance. According to BSNP policy (2006), reading is an emphasized skill as it is expected to enable students to have functional literacy.

Reading is a challenging and complicated task for some students, including junior high school students. It is frequently found that students do not understand English reading text when learning in their classroom. They may guess the main idea from seeing the reading text's title, but they do not comprehend detailed information from the text. Teachers sometimes let their students work alone with their limited knowledge without giving attention to students' thorough comprehension. On the

other hand, as a matter of fact, the cornerstone of being successful in schooling is learning to read proficiently (Wilson & Trainin, 2007, p. 257 as cited by Westwood, 2008). Westwood states that most students do not accomplish this basic skill well.

However, not only students who face difficulties in reading, the English teachers are also confused to choose which strategy to use in reading class in order to provide students with a thorough comprehension. They get confused as reading is usually time-consuming task since students need to understand many things for instance text structure, vocabulary and other specific information; meanwhile the allotted time in the classroom is so limited. This is the reasons why teacher should use a strategy to make students comprehend the reading text more quickly and better.

There are some strategies used to help students comprehend their reading task. One of them is using dictionaries in reading class. This is considered to be a good strategy as suggested by some language experts like Hunt (2009) and Sökmen (1997) since dictionaries provide students with various information, not only words' meaning, but also pronunciation, words' usage and so forth. Unfortunately, as far as it is concerned, bilingual dictionaries in language classroom is rarely used by teachers. Generally teachers just give a short explanation about the text and let the students read by themselves. Even if the bilingual dictionaries are used in the classroom, it's only for checking meaning or translation, not for further use like checking pronunciation or words' usage.

However, viewing from the kinds of dictionaries used in language learning, some linguists still talk about kinds of dictionaries which match students' proficiency

level. Some of them suggest that to get a successful foreign language learning, it would be better to use monolingual dictionaries. On other hand, some linguists suggest using bilingual dictionaries for assisting language learning particularly for low proficiency learners.

It is suggested by Hunt and Beglar (2005) in Maghsodi (2010), that bilingual dictionaries are useful for second or foreign language learners with low proficiency to comprehend reading texts. Knight (1994) in Hunt (2009) proves that lower proficiency learners show improved reading comprehension from using bilingual dictionaries. In his study conducted to a number of English students in university, Maghsodi (2010) cites from Luppescu and Day (1993) that students who use a dictionary during reading gained higher scores on a posttest than those who did not.

Regarding those studies, which bilingual dictionaries give a significant benefit, English teachers may try to have a high-frequency use of bilingual dictionaries in their reading classroom. That's why the teachers should organize well every single thing in their language classroom to make the use of bilingual dictionaries optimally, starting from organizing lesson plans, equipping students with dictionary skill and evaluating students' learning process.

Based on the explanation above, a research on using bilingual dictionaries in reading class is conducted by the researcher.

1.2 Research Questions

The following are questions to be addressed in this research.

1. How does teacher make lesson plans for reading class?
2. How is the implementation of using bilingual dictionaries in reading class?
3. How does teacher evaluate the learning process?

1.3 Aims of the Study

The aims of this study are to investigate teacher's lesson plans in teaching reading class by using bilingual dictionaries, to see how the implementation of using bilingual dictionaries in reading class is, and to see how the teacher evaluates the learning process which mainly uses bilingual dictionaries.

1.4 Limitation of the Study

This study only focuses on analyzing three phases supporting the use of bilingual dictionaries in reading class, starting from how teacher organizes lesson plans, conducts the lesson plans in the classroom, and evaluate the learning process.

1.5 Significance of the Study

This research is expected to give significance to the development in terms of theory and profession.

1.5.1 Theory

In relation to theory, the result of this research is expected to enrich theories about using bilingual dictionaries in reading class seeing from the teacher's plan for the language classroom and the students' learning process.

1.5.2 Professions

This research may be a reference for teachers of English, particularly for the English teachers at junior high school in using bilingual dictionaries in teaching and learning process in their classrooms and providing teachers with some directions for using bilingual dictionaries effectively in their classroom.

1.6 Organization of the Paper

The paper is presented in five chapters. Each chapter is divided into some subtopics that elaborate the investigated issues.

CHAPTER I

This chapter contains background of the study, research questions, aims of the study, limitation of the study, research methodology, significance of the study, and organization of the paper.

CHAPTER II

It consists of theoretical foundation as guidance for conducting the research problems.

CHAPTER III

This section contains the methodology of the research, procedures of the research, and the data resources.

CHAPTER IV

This part contains the findings and discussion of the research.

CHAPTER V

This chapter contains the interpretation toward the result of the research.

