

**THE CORRELATION BETWEEN STUDENTS' INTENSITY IN USING
BILINGUAL DICTIONARY AND THEIR VOCABULARY
MASTERY AT THE SECOND YEAR STUDENTS OF
SMKN 1 SIAK KECIL BANGKALIS**

Thesis

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ABSTRAK

Skripsi ini berjudul “Hubungan antara Intensitas Siswa dalam Menggunakan Kamus Dwi-Bahasa dengan Penguasaan Kosakata Bahasa Inggris Siswa Kelas XI SMKN 1 Siak Kecil.

Ada dua variable yang digunakan dalam penelitian ini, Pertama adalah variable X (Intensitas siswa dalam menggunakan kamus dwi-bahasa) dan yang kedua adalah variabel Y (Penguasaan kosakata bahasa inggris siswa). Siswa kelas XI SMKN 1 Siak Kecil merupakan subyek dari penelitian ini dan obyeknya adalah hubungan antara Intensitas siswa dalam menggunakan kamus Dwi-Bahasa dan penguasaan kosakata bahasa Inggrisnya.

Dan untuk data riset, pengumpulan data dilakukan selama dua bulan pada satu kelas yakni siswa kelas XI SMKN 1 Siak Kecil. Jumlah populasi sebanyak 32 siswa, penulis mengambil seluruh populasi menjadi sampel ke dalam penelitian. Teknik yang digunakan dalam pengambilan sampel pada penelitian ini adalah total sampel.

Dalam mengumpulkan data, penulis menggunakan angket dan tes. Angket digunakan untuk mengumpulkan data tentang intensitas siswa dalam menggunakan kamus dwi-bahasa, dan tes digunakan untuk mengumpulkan data tentang penguasaan kosakata bahasa inggris siswa. Rumus yang digunakan dalam analisa data dari responden adalah Serial. Serial merupakan rumus yang cocok untuk menentukan hubungan skala ordinal dan skala interval. Rumusnya adalah:

$$r_{ser} = \frac{\sum\{(O_r - O_t)(M)\}}{SD_{Tot} \sum\left\{\frac{(O_r - O_t)^2}{P}\right\}}$$

Berdasarkan temuan di atas, intensitas siswa dalam belajar bahasa inggris berada dalam tingkat yang rendah. Ini berdasarkan hasil dari angket. Penguasaan kosakata bahasa inggris siswa berada dalam tingkat yang rendah. Ini berdasarkan tes yang telah diberikan.

Kesimpulan dari data yaitu r_{xy} (0.917) lebih besar dari r_{tabel} , pada taraf signifikan 5% (0.217) dan 1% (0.283). Berdasarkan nilai $0.217 < 0.917 > 0.283$, dapat disimpulkan bahwa hipotesis yang pertama (H_a) diterima dengan kesimpulan bahwa ada kolerasi yang signifikan antara intensitas siswa dalam menggunakan kamus Dwi-Bahasa dan Penguasaan Kosakata Bahasa Inggrisnya.

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The Writer

Zul Azmi

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Vocabulary is central to language and a critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate something effectively or express his ideas in both oral and written form (Fauziati, 2005: 155). It means that students starting from elementary school to senior high are enhanced to master English vocabulary and grammatical rules to make them good in communication. So, teaching vocabulary in school is to prepare students to understand language skills.

Vocabulary mastery is one of the components to master English as foreign language. It means that the students have ability in understanding and using the words and meanings. The students not only know the words, but also their meaning. Therefore, students can learn English language more easily and understand the meaning of those words. Those also play on important part in English skill; listening, speaking, reading, and writing skill. The larger vocabulary students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skill.

Vocabulary learning is very important to make students able to use English in both spoken and written forms. Therefore vocabulary mastery is very crucial to be considered and taught to students in teaching and learning process. To master the four language skills, students should also master about English

components such as Grammar, Phonology, Pronunciation, Dictation as well as vocabulary.

Vocabulary is the range of language of a particular person (S.H. Burton, 1982:79). Vocabulary is all the words that a person knows or uses - all the words in a particular language - , the words that people use when they are talking about a particular subject and a list of words with their meanings, especially in a book for learning a foreign language, Hornby (2000:1506). The vocabulary of a person is defined as the set of all words that are understood by that person or the set of all words likely to be used by that person when constructing new sentences. Napa in Al Imran (2008:1) says that vocabulary is one of the components of language and that no language exists without words. These statements explain that words play an important role in a language. People are unable to communicate in language without words.

Mastering English vocabulary for students is an early way to success in English education. Mastering vocabulary is the first steps for students in mastering English. It means all of the students need vocabulary first to practice and apply their skills in English consists of listening, speaking, reading, and writing. Mastery is great knowledge about or understanding of a particular thing, Hornby (2000:822). In writing for example, students cannot arrange any sentences, if they do not know any vocabularies. In expressing their ideas in writing, it needs some vocabularies arranged in order that the ideas can clearly expressed. In speaking also, students cannot express their feeling without using a word. Vocabulary is also an important thing other than grammar to learn. As

Brown (1994:365) said “in the days when grammar was the major center of attention in language classes, vocabulary was also the focus of drills, exercises, and memorization efforts.”

Dictionaries often supply information about grammar, usage, status, synonym discrimination, application of derivative affixes, and distinctions between spoken and written English not generally treated in textbooks, even in a rudimentary fashion. Sim and Weiss in Hayati (1984:263). Dictionary is a kind of reference books that explain the meaning of words and helps someone to understand new words; Students need to know the meaning of new words that they do not know. To get the understanding of the new words, students need the dictionary to help them to find the meaning of the new words.

Bilingual dictionary or translation dictionary is a specialized dictionary used to translate words or phrases from one language to another. Bilingual dictionaries can be *unidirectional*, meaning that they list the meanings of words of one language in another, or can be *bidirectional*, allowing translation to and from both languages. Bidirectional bilingual dictionaries usually consist of two sections, each listing words and phrases of one language alphabetically along with their translation. In addition to the translation, a bilingual dictionary usually indicates the part of speech, gender, verb type, declension model and other grammatical clues to help a non-native speaker use the word. Other features sometimes present in bilingual dictionaries are lists of phrases, usage and style guides, verb tables, maps and grammar references. In contrast to the bilingual

dictionary, a monolingual dictionary defines words and phrases instead of translating them.

In this research, the writer intends to make a study on vocabulary mastery in SMKN 1 Siak Kecil. Vocabulary mastery is important in mastering English, because students will not say, read, speak, and listen anything if they do not know any words of English. However, the writer will try to correlate it with English-Indonesian and Indonesian-English dictionary.

State Vocational High School of 1 Siak Kecil (SMKN 1 Siak Kecil) is one of Senior High Schools in Siak Kecil. This school is located on Pertanian Street Sungai Siput in Siak Kecil of Bengkalis Regency. The writer intends to make a study there, about the correlation between students' intensity in using English-Indonesian and Indonesian-English dictionary with their vocabulary mastery.

English has been well known by students in State Vocational High School of 1 Siak Kecil (SMKN 1 Siak Kecil). English KTSP (Educational Unit Level Curriculum) is a curriculum in which school or an institution has authority to implement system of learning and teaching activity for particular lesson or subject. There is on curriculum that is used in Vocational High School 1 Siak Kecil (SMKN 1 Siak Kecil). KTSP especially is used to the first until the third grade. It has been applied since 2007 until now.

KTSP has been used by State Vocational High School 1 Siak Kecil (SMKN 1 Siak Kecil). KTSP curriculum in State Vocational High School 1 Siak Kecil (SMKN 1 Siak Kecil) is allocated 3 meeting X 45 minutes in a week.

Teaching English is allocated 6 meeting X 45 minutes. Especially for teaching vocabulary by using KTSP curriculum, teacher-centered activities are dominated in the classroom, the teachers give the indicators to the students in teaching and learning process,

Based on the preliminary research, the researcher found that; the students have lack of vocabulary. They tend to keep silent because of lack of vocabulary although all of them have bilingual dictionary. The students tend to get bored to learn English because teacher has monotone strategies in teaching vocabulary – teacher did not maximize the function of the bilingual dictionary. The students also do not use the correct pronunciation in bilingual dictionary to pronoun vocabulary of English. In teaching and learning process, teachers give the material about vocabulary and ask the students directly, the students just follow what the teacher said, and teacher usually asks the students to make the homework individually. At the end of the process, some of students still cannot develop their vocabulary. It can be seen from the following symptoms:

- a. Some of the students do not master the vocabulary.
- b. Some of the students feel stress when they try to learn new vocabulary.
- c. Some of the students do not intense in using bilingual dictionary
- d. Some of the students do not optimize the function of bilingual dictionary.

Based on the symptoms above, the writer is interested in conducting a research entitled “The correlation between students’ intensity in using Bilingual Dictionary and their Vocabulary Mastery at the Second Year Students of SMKN 1 SIAK KECIL.”

B. The Problem

1. Identification of the Problem

Based on the description above, the writer identified the problem concerning with students' intensity in using Bilingual dictionary in increasing their vocabulary:

- a. Why do some of the students do not master the vocabulary?
- b. Why do some of the students feel stress when they try to learn new vocabulary?
- c. Is there any correlation between students' intensity in using Bilingual dictionary and their vocabulary mastery?
- d. Why do some of the students not optimize the function of English-Indonesian and Indonesian-English dictionary?

2. The Limitation of the Problem

Based on the problem above, in this research, the writer focused and limited the problem about the correlation between students' intensity in using Bilingual Dictionary and their vocabulary mastery at the second year students of SMKN 1 Siak Kecil.

3. The Formulation of the Problem

Based on the identification of the problem above, thus the problems of the research are formulated into this research questions "Is there any correlation between students' intensity in using Bilingual dictionary and their vocabulary mastery at the second year students of SMKN 1 Siak Kecil?"

C. The Reason for Choosing the title

The writer has many reasons for choosing the title. The reasons for the writer interest in choosing this title is written as follows:

1. The topic is very useful to be discussed, because it can help students in mastering vocabulary.
2. This research gives information about the correlation between students' intensity in using English-Indonesia and Indonesian-English dictionary with students' vocabulary mastery.
3. The writer's major, as English student is relevant for conducting this research. The writer is an English Education Department student of UIN SUSKA Riau.

D. The Objective and the Significance of Research

1. The Objective of Research

- a. To find out the correlation between students' intensity in using bilingual Dictionary and their vocabulary mastery at the second year students of SMKN 1 Siak Kecil.
- b. To find out the use of Bilingual Dictionary for the second year students of SMKN 1 Siak Kecil .

2. The Significance of Research

- a. To enlarge or expand the writer's knowledge.
- b. To give more information about the important of English-Indonesian and Indonesian-English Dictionary at SMKN 1 Siak Kecil.
- c. To help the students improve their vocabulary.

E. The Definition of Terms

1. Bilingual Dictionary

Bilingual dictionary or translation dictionary is a specialized dictionary used to translate words or phrases from one language to another. Bilingual dictionaries can be *unidirectional*, meaning that they list the meanings of words of one language in another, or can be *bidirectional*, allowing translation to and from both languages. Bidirectional bilingual dictionaries usually consist of two sections, each listing words and phrases of one language alphabetically along with their translation. In addition to the translation, a bilingual dictionary usually indicates the part of speech, gender, verb type, declension model and other grammatical clues to help a non-native speaker use the word.

Bilingual dictionary in this research is dictionary from English-Indonesian and Indonesian-English dictionary.

2. Vocabulary Mastery

Hornby (2000:1506). A vocabulary is a set of words known to a person or other entity, or that are part of a specific language. Mastery is great knowledge about or understanding of a particular thing, Hornby (2000:822).

Vocabulary mastery in this research is the knowledge of the students about the English and Indonesian words.

3. Intensity

(Merriam-webster, 2006: 1) “The quality or state of being intense. In this research intensity refers to the students’ intensity in using English-Indonesian and Indonesian-English dictionary.”

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Vocabulary Mastery

Students need to master vocabulary as much as they can in order to understand and use English language well. Everything around them is named by certain vocabulary. Every moves, acts, and gestures are called in certain vocabulary. Vocabulary cannot be separated from language. However, for students in SMKN 1 Siak Kecil who learns English as foreign language it brings many difficulties for them to learn. Their native language is very different with English. But, if they really want to master English in Senior High School whether they ready or not, they have to deal with the difficulties. This matter has forced them to learn vocabulary because they have already entered the learning process of English. There are four skills in English: speaking, listening, reading, and writing. All of the skills need vocabulary mastery first and then they will easy to apply it in the four skills.

Vocabulary is all the words that a person knows or uses, all the words in a particular language, the words that people use when they are talking about a particular subject and a list of words with their meanings, especially in a book for learning a foreign language, Hornby (2000:1506).

Vocabulary is very important in language learning because it is impossible to use language without vocabulary. All language skills are concerned with words.

In listening, students hear the words; in speaking, they speak words; in reading, they face words; in writing they use words; and in pronunciation, they ideally practice the pronunciation of sounds within word context, and then it is strange to practice sounds independently of words.

River in Ruslim (2007:8) says the acquisition of adequate vocabulary is essential for successful foreign language use, because without an extensive vocabulary, we will be unable use structural and function words that we have learned for comprehensible communication.

From the statement above, it can be understood that vocabulary is very important to be mastered and understood for successful in communication. Students speak by using some appropriate vocabularies, to be a meaningful conversation each other.

a. The Types of Vocabulary

Nation has divided vocabulary in the specific reference, such a word.

- 1) Receptive Vocabulary: Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it seen (What does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.
- 2) Productive Vocabulary: Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it

also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the word to stand for the meaning it represents and being able to think of suitable substitutes for the word if there any.

Jo Ann Aeborsold and Mary Lee Field Classified Vocabulary into two terms there are:

- a. Active Vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.
- b. Passive Vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive Vocabulary. Passive Vocabulary or comprehension consists of the words comprehended by the people, when they read and listen. From the explaining above, we know that every experts in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is of two kinds function and content words.

b. The Techniques in Mastering Vocabularies

There are many difficulties for students in mastering vocabulary that is why Byrne (in mardiansyah 2009: 16) propose some techniques to make it easier, the techniques are:

1) Synonym Techniques

A synonym is a word having nearly the same meaning as another word (Burton, 1962: 110-111). So, synonym is two different words that have nearly the same meaning. For writer, mastering synonym of words is quite important in making variety in writing. In other word, writer does not have to write down the same exact word in all of sentence instead of using synonym to avoid the reader getting bored while reading.

Moreover, synonym has different shade of meaning. The words might be same in meaning, but it is not exactly the same in emotional meaning. For instance the words “Stingy” and “frugal” both mean “care fid with money”. When we called someone “stingy” it means negative meaning, but when we call frugal it brings more positive connotation. therefore we need to aware in using these synonym words into a sentence, we should understand also about their connotation.

2) Antonym Techniques

Antonym is words of opposite meaning. For example “bad” and “good”, “tall” and “short”, and others. This antonym techniques can help students learn vocabulary and find out their distinction.

3) Homophones Techniques

Homophones are words that sound alike but not spell alike such as blue and blew, it also has different meaning.

4) Compound Noun Technique

According to Chittravelu in Mardiansyah (1995: 249), compound noun is combination of two or three words which function as a single word. Compound noun word can be written as a single word, for example blackboard.

There are three types of compound noun words. they are:

- a. Adjective Compounds, for example: Hard-working, six-foot.
- b. Verb compound, for examples: baby-sit, sight-see.
- c. Noun compound, for examples: headmaster, blackboard

5) Hyponym Techniques

According to Chittravelu (in Mardiansyah, 2009: 18) hyponym is the word that can be related in meaning so that meaning of one word includes the meaning of the other word, for example: furniture; *bed, chair, table, and cupboard*. it includes the specific item, which is called a hyponym, and the general item, furniture is called a super ordinate.

6) Pictures Technique

A picture is very useful to enrich the student's vocabulary. The pictures can be more profitably used for a specific stage of the class, which is tile presentation, on the other hand, active use of the material studied.

7) Dictionary techniques

Dictionary is valuable reference source and important tool in expanding vocabulary. According to Kathleen (1992), as quoted by Khusaini (3002;13) there are a few general principles to keep in mind when using dictionary.

- a. Never spend time looking up list of words, even if you really want to learn each word on the list. By the time you finish the list, you will have forgotten the first ones you looked up. Instead, look up a few words at a time.
- b. Do not interrupt your reading to check the meaning of a word in the dictionary unless the word is absolutely essential to the meaning of the sentence or paragraph. Instead, mark unknown words and look them up later.
- c. Whenever you look up a word, be sure to read through all the meanings and choose the meaning that suits the context in which it is used.
- d. Whenever you do look up a word, be sure to write down the word and its meaning.

Besides, the principles stated above, Kathleen also says that we can also find some types of information in the dictionary. They are as follow:

- a. Word pronunciation
- b. Key to spelling
- c. Useful tables and charts
- d. Information in language history
- e. Foreign expression used in English

In addition, Chitavelu (in Mardiansyah; 2009:20) states that below are some pointers for the effective use the dictionary:

- a. Arrange words in alphabetical order
- b. Use the guide words
- c. Spell the word are looking up
- d. Identify the meaning for the word in context
- e. Say the word aloud using the pronunciation key.

Burton, as quoted by khusaini (2003: 13) said, “You can expect to enlarge your vocabulary unless you take a lively interest in the words that you hear and read and in the words that you speak and write”.

8) Translation Techniques

As point out by chitavelu (in mardiansyah: 20) in a bilingual situation, translation can be used in the classroom to effectively convey meaning. It can save the time by quickly dispensing with the explanation of the word. However, it must be notes that translation may not always convey the exact meaning of the word. At phrase and sentence level are must be taken with word order. For example, Ali’s house = Rumah Ali.

By looking at the explanation above we can see that there are many techniques in acquiring the new words. Students can apply these techniques to help them learn vocabulary.

2. Bilingual Dictionary

Dictionaries may be classified by manifold criteria, some of them obvious to everyone, such as size, but there is no standard, agreed-upon taxonomy for dictionaries. Perspective is based on how the compiler views the work and what approach he takes. First, is the work diachronic (covering an extended time) or synchronic (confined to one period). Second, how is it organized – alphabetically, by sound (as in rhyming dictionaries), by concept (as in some thesauruses), or by some other means. Third, is the level of tone detached, perceptive (didactic), or facetious.

Martínez de Sousa defines a bilingual dictionary as a “plurilingual dictionary which registers the equivalences of meanings in two languages” (Martínez de Sousa 1995: 129). Bilingual dictionaries are seldom diachronic and usually alphabetic in arrangement. The difference between a monolingual dictionary and a bilingual one “is made not only in the number of languages in which they are written but also in their essential purpose” (Landau 1989: 7). A bilingual dictionary consists of an alphabetical list of words or expressions in one language (the ‘source language’) for which, ideally, exact equivalents are given in another language (the ‘target language’). The purpose is to “provide help to someone who understands one language but not the other” (Landau 1989: 7).

Bilingual dictionaries may be unidirectional (monodirectional) or bi-directional; that is, they may go in one direction only, from English, let us say, to Slovak, or be combined with another dictionary that goes from Slovak to English. In this case there are really two dictionaries. There are also dictionaries in which

the entry words are translated into two other languages (trilingual dictionaries) or more than two other languages (multilingual).

3. Students' intensity

Krashen (1976) pointed out that success in learning a second language requires more than long-term exposure; instead active involvement is necessary. More recently, Pintrich and Schunk (1996) considered that persistence is a common measure of motivation and Zhu (2002) claimed that persistence is crucial for success in learning a foreign language and further commented that the learner should be courageous and determined in order to be successful. Previously, Zhang (2000) had noted that confidence underpins determination and once confidence is established active participation in learning a foreign language will occur and perseverance will be followed by successful achievement.

In considering motivational intensity, the different types of motivation should be considered. Gardner and Lambert (1959, 1972) and Gardner (1985) focussed on integrative motivation, apparently considering that it was a strong indicator of learning success. Even so, they did not overlook the importance of effort which equates to intensity. They considered integrative motivation to be the interaction with and willingness to use the language being learnt. In other words, learners were expected to experience intense communication with native users of the language.

B. Relevant Research

There are some of relevant researches, which have relevancy to the research of the writer in vocabulary area. Their researches are various, based on the researcher's interest about vocabulary in English setting. Dealing with this research, the writer takes a relevant research which has been investigated by a writer concerning the vocabulary area.

Imran (2008:i) has researched about 'Students' mastery of vocabulary by Memorization Method (mnemonic) at the First Year Students of Private Islamic Senior high school Dar El Hikmah Boarding School of Pekanbaru". He found in his test and interview, mastery of vocabulary by memorization method (mnemonic) is in good level.

To complete this research, the writer needs another research that investigated a research which has relevancy to this research.

C. Operational Concept

To avoid misinterpretation in this study, this part will express the operational concept. Concept is an important element in scientific study because it is still operated in an abstract form of the research planning which must be interpreted in to particular words in order to make easy to be measured empirically.

This research uses two variables; they are Students' intensity in using bilingual dictionary as variable x and students' vocabulary mastery as variable y.

To measure variable x and y, the writer made some indicators as follows:

a. Indicator variable x

1. The students memorize the words from bilingual dictionary
2. The students use bilingual dictionary to find the meaning of the words
3. The students look for the words' pronunciation in English bilingual dictionary
4. The students translate the English words into Indonesian words by using bilingual dictionary
5. The students translate Indonesian words into English words by using bilingual dictionary
6. The students check the correct spelling of the words by using English-Indonesian and Indonesian-English dictionary
7. The students look for the meaning of the technical term words by using bilingual dictionary
8. The students analyzed the words' function in sentences by using bilingual dictionary.
9. The students practice the words from English-Indonesian and Indonesian-English in speaking or writing.
10. The students use bilingual dictionary to find meaning of Idioms
11. The students use bilingual dictionary to find the differentiates of words' gender
12. The students identify the new words in text and find the meaning in bilingual dictionary

13. The students look for the change of irregular verb in bilingual dictionary
 14. The students use bilingual dictionary to find the synonym of the words
 15. The students look for the meaning of abbreviations by using English-Indonesian and Indonesian-English dictionary
 16. The students write down the words from movie, magazine, short story and other resources and find the meaning by bilingual dictionary.
 17. The students use bilingual dictionary to find antonym of words.
 18. The students look for the words plural or singular by using bilingual dictionary
 19. The students use phonetic symbol in bilingual dictionary to pronounce the words
- b. Indicator variable y
- a. The students can master the vocabulary
 - b. The students can find out the meaning of the vocabulary
 - c. The students can memorize a certain number of vocabulary
 - d. The students can apply their vocabulary

CHAPTER III

RESEARCH METHODOLOGY

1. Research Design

A correlation research is a quantitative method of research in which we have 2 or more quantitative variables from the same group of subjects, & we are trying to determine if there is a relationship (or co variation) between the 2 variables (a similarity between them, not a difference between their means). Theoretically, any 2 quantitative variables can be correlated (for example, midterm scores & number of body piercing!) as long as we have scores on these variables from the same participants; however, it is probably a waste of time to collect & analyze data when there is little reason to think these two variables would be related to each other.

The type of this research is correlation research. This research consist of two variables, they are dependent variables and independent variables. Students' intensity in using bilingual dictionary as variable x and students' vocabulary mastery as variable y. To measure variable x and y the writer uses quantitative data analysis on this research.

2. The Location and Time of Research

This research will be conducted at the school which located on Pertanian Street Sungai Siput in the capital of district of Siak Kecil province of Riau. It will be conducted on April 2011.

3. The Subject and the Object of Research

The Subjects of this research are the second year students of SMKN 1 Siak Kecil, while the object of the research is the correlation between students' intensity in using English-Indonesian and Indonesian-English dictionary with their vocabulary mastery.

4. The Population and the Sample of Research

The population of this research is 32 respondents of second year students of Sekolah Menengah Kejuruan Negeri 1 Siak Kecil. SMKN 1 Siak Kecil consist of three classes, X (first year), XI (second year), and XII (third year). This research uses a class as sample from the population. According to Arikunto (1998:120), states "if the subjects are more than 100 respondents, we can take 10-15% or 20-25% or more than it." Because of the population is not more than 100, The writer takes all respondents as sample, it will be the second year students of Sekolah Menengah Kejuruan Negeri 1 Siak Kecil.

TABLE I

TOTAL POPULATION OF SMKN 1 SIAK KECIL

No.	Class	Population			Sample
		Male	Female	Total	
1	X	21	9	30	-
2	XI	22	10	32	Class XI
3	XII	18	13	31	-
4					
Total				93	

From the total 93 students of SMKN 1 Siak Kecil, the writer takes the sample of population as 32 respondents of the second year students.

A. Instrument the Collecting Data

1. Questionnaire

Questionnaire is used to determine students' intensity in using English-Indonesian and Indonesian-English dictionary. This is conducted by providing a set of question which will be answered by the respondents. The questions are intended to elicit the information, dealing with students' activities which related with English-Indonesian and Indonesian-English dictionary. The questions or statements consist of 16 items with 5 choices. The choices consist of always, often, sometime, seldom and never.

2. Test

The writer uses this technique to get the data of students' vocabulary mastery at SMKN 1 Siak Kecil. It is used to determine students' vocabulary mastery. The respondents will have to answer two types of questions. The first is synonym of the words and second is the antonym of the words which each of it consists of 20 items.

B. Technique of Analyzing Data

The data will be analyzed as follows:

1. The students' score of vocabulary test are conducted by using the following formula:

$$\textit{Individual score} = \frac{\textit{correct score}}{\textit{total score}} \times 100\%$$

2. The students' intensity score are conducted by using the following formula:

$$\text{Individual score} = \frac{\text{score}}{\text{total score}} \times 100\%$$

The scores will be classified as follows:

TABLE III. 3
THE CLASSIFICATION OF STUDENTS' INTENSITY

Score	Students' Intensity
90-100	Very high
80-89	High
70-79	Middle
60-69	Low
0-59	Very Low

In this research, the writer used serial correlation. Hartono (2004) says that the serial correlation is used if the variables which will be correlated are ordinal and interval.

The formula:

$$r_{ser} = \frac{\sum[(O_r - O_t)(M)]}{SD_{Tot} \sum \left\{ \frac{(O_r - O_t)^2}{P} \right\}}$$

r_{ser} = coefficient correlation serial

O_r = Lower ordinate

O_t = Higher ordinate

M = Mean

SD_{Tot} = Standard deviation

P = Individual proportion

The steps to facilitate the calculation of the coefficient correlation product moment are:

1. Determining the high ordinate
2. Make a calculating table. Which consist of nine coulombs

Classification of variable X (students' intensity)

Total samples

Proportion

Ordinate (O)

$$(O_r - O_t)$$

$$(O_r - O_t)^2$$

$$\frac{(O_r - O_t)^2}{P}$$

$$(O_r - O_t) \cdot M$$

3. Determining standard deviation

$$SD_{Tot} = \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2}$$

4. Substituting to the serial correlation formula.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. Data Presentation

a) Description of the Research Instruments

The writer used questionnaire and test to collect the data. The questionnaire is used to present the data about students' intensity in using English-Indonesian and Indonesian-English Dictionary. The score of each item is determined based on the scale defines as follows:

1. Always is scored 5 for positive statement and 1 for negative statement.
2. Often is scored 4 for positive statement and 2 for negative statement.
3. Sometimes is scored 3 for positive and negative statement.
4. Seldom is scored 2 for positive statement and 4 for negative statement
5. Never is scored 1 for positive statement and 5 for negative statement

In order to get the data of students' intensity in using English-Indonesia and Indonesia-English, the questionnaire is given to the students consisting 20 items and the indicators of operational concept dealing with students' intensity in using English-Indonesian and Indonesian-English dictionary are shown below:

- a. The students memorize the words from English-Indonesian and Indonesian-English dictionary
- b. The students use Bilingual Dictionary to find the meaning of the words
- c. The students look for the words' pronunciation in Bilingual dictionary
- d. The students bring their English-Indonesian and Indonesian-English dictionary to school

- e. The students translate the English words into Indonesian words by using English-Indonesian and Indonesian-English dictionary
- f. The students translate Indonesian words into English words by using Bilingual dictionary
- g. The students check the correct spelling of the words by using Bilingual dictionary
- h. The students look for the meaning of the technical term words by using Bilingual dictionary
- i. The students analyze the words' function in sentences by using Bilingual dictionary.
- j. The students practice the words from Bilingual dictionary in speaking or writing.
- k. The students use Bilingual dictionary to find meaning of Idioms
- l. The students use Bilingual dictionary to find the differences of words' gender
- m. The students identify the new words in text and find the meaning in Bilingual dictionary
- n. The students look for the change of irregular verb in Bilingual dictionary
- o. The students use Bilingual dictionary to find the synonym of the words
- p. The students look for the meaning of abbreviations by using Bilingual dictionary
- q. The students write down the words from movie, magazine, short story and other resources and find the meaning by using Bilingual dictionary.

- r. The students use Bilingual dictionary to find antonym of words.
- s. The students look for the words plural or singular by using Bilingual dictionary
- t. The students use phonetic symbol in Bilingual dictionary to pronoun the words

The test is to present all the data needed about students' vocabulary mastery. The test consists of 40 items and divided in to two parts. In part A, Students are requested to find the synonym of the words. In Part B; students are requested to find the antonym of the words. The students' individual score is determined based on the correct answer.

b) Students' Intensity in Using Bilingual Dictionary

The data below are the findings about students' intensity in using English-Indonesian and Indonesian-English dictionary. It can be seen as follows:

Table IV.1

Students' memorizing the words from Bilingual dictionary

No	Alternative answer	Frequency	Percentage
1	Always	-	-
2	Often	5	15.6 %
3	Sometimes	9	28.1 %
4	Seldom	18	56.3 %
5	Never	-	
	Total	32	100 %

Based on the table above, 56.3 % of students choose option (d) and 28.1 % choose option (c). That indicate only a few students who memorized words from Bilingual dictionary.

Table IV.2
Students' using Bilingual dictionary
in finding the meaning of words

No	Alternative Answer	Frequency	Percentage
1	Always	22	68.7 %
2	Often	7	21.9 %
3	Sometimes	3	9.4 %
4	Seldom	-	-
5	Never	-	-
	Total	32	100 %

Based on the table above, 68.7 % of students choose option (a) and 21.9 % choose option (b). That indicated most of the students use Bilingual dictionary in finding the meaning of the words.

Table IV.3
Students' using Bilingual dictionary to find the correct words' pronunciation

No	Alternative answer	Frequency	Percentage
1	Always	-	-
2	Often	4	12.5 %
3	Sometimes	12	37.5 %
4	Seldom	16	50 %
5	Never	-	-
	Total	32	100 %

Based on the table above, 50 % of students choose option (d) and 37.5 % choose option (c). That indicate only a few students use Bilingual dictionary in finding the correct words pronunciation.

Table IV.4
Students' bringing Bilingual dictionary to school

No	Alternative answer	Frequency	Percentage
1	Always	30	93.8 %
2	Often	2	6.2 %
3	Sometimes	-	-
4	Seldom	-	-
5	Never	-	-
	Total	32	100 %

Based on the table above, 93.8 % of students choose option (a) and 6.2 % choose option (b). That indicate all of students always bring their Bilingual dictionary to school.

Table IV.5
Students' using Bilingual dictionary in translating English words in to Indonesian words

No	Alternative answer	Frequency	Percentage
1	Always	20	62.5 %
2	Often	11	34.4 %
3	Sometimes	1	3.1 %
4	Seldom	-	-
5	Never	-	-
	Total	32	100 %

Based on the table above, 62.5 % of students choose option (a) and 34.4 % choose option (b). That indicate most of students use Bilingual dictionary in translating English words to Indonesian.

Table IV.6
Students' using Bilingual dictionary in translating Indonesian words into
English words

No	Alternative answer	Frequency	Percentage
1	Always	21	65.6 %
2	Often	10	31.3 %
3	Sometimes	1	3.1 %
4	Seldom	-	-
5	Never	-	-
	Total	32	100 %

Based on the table above, 65.6 % of students choose option (a) and 31.3 % choose option (b). That indicate almost all of the students use Bilingual dictionary in translating Indonesian words in to English words.

Table IV.7
Students' using Bilingual dictionary in checking the correct
spelling of the words

No	Alternative answer	Frequency	Percentage
1	Always	1	3.1 %
2	Often	4	12.5 %
3	Sometimes	14	43.7 %
4	Seldom	11	34.4 %
5	Never	2	6.3 %
	Total	32	100 %

Based on the table above, 3.1 % of students choose option (a) and 12.5 % choose option (b). That indicated only a few students use Bilingual dictionary in checking the correct spelling of the words.

Table IV.8

Students' using Bilingual dictionary in finding the meaning of technical words

No	Alternative answer	Frequency	Percentage
1	Always	2	6.2 %
2	Often	10	31.3 %
3	Sometimes	19	59.4 %
4	Seldom	1	3.1 %
5	Never	-	-
	Total	32	100 %

Based on the table above, 6.2 % of students choose option (a) and 31.3 % choose option (b). That indicate some of students use Bilingual dictionary in finding the meaning of technical words.

Table IV.9

Students' using Bilingual dictionary in finding the words function in sentences

No	Alternative answer	Frequency	Percentage
1	Always	3	9.4 %
2	Often	5	15.6 %
3	Sometimes	18	56.3 %
4	Seldom	6	18.7 %
5	Never	-	-
	Total	32	100 %

Based on the table above, 9.4 % of students choose option (a) and 15.6 % choose option (b). That indicate some of the students use Bilingual dictionary in finding the words function in sentences.

Table IV. 10

Students' practicing the words from Bilingual dictionary in speaking or writing

No	Alternative answer	Frequency	Percentage
1	Always	3	9.4 %
2	Often	6	18.7 %
3	Sometimes	15	46.9 %
4	Seldom	8	25 %
5	Never	-	-
	Total	32	100 %

Based on the table above, 9.4 % of students choose option (a) and 18.7 % choose option (b). That indicate only a few students practice words from Bilingual dictionary.

Table IV.11

Students' using Bilingual dictionary
in finding the meaning of idiom

No	Alternative answer	Frequency	Percentage
1	Always	1	3.1 %
2	Often	3	9.4 %
3	Sometimes	7	21.9 %
4	Seldom	19	59.4 %
5	Never	2	6.2 %
	Total	32	100 %

Based on the table above, 3.1 % of students choose option (a) and 9.4 % choose option (b). That indicate only few students use Bilingual dictionary in finding the meaning of idiom.

Table IV.12

Students' using Bilingual dictionary in clarifying the difference in words' gender

No	Alternative answer	Frequency	Percentage
1	Always	-	-
2	Often	5	15.6 %
3	Sometimes	11	34.4 %
4	Seldom	16	50 %
5	Never	-	-
	Total	32	100 %

Based on the table above, 0 % of students choose option (a) and 15.6 % choose option (b). That indicated only a few of students use Bilingual dictionary in clarifying the difference in words' gender.

Table IV.13

Students' identifying the new words in textbook and find the meaning in Bilingual dictionary

No	Alternative answer	Frequency	Percentage
1	Always	1	3.1 %
2	Often	6	18.5 %
3	Sometimes	13	40.6 %
4	Seldom	12	37.5
5	Never	-	-
	Total	32	100 %

Based on the table above, 3.1 % of students choose option (a) and 18.5 % choose option (b). That indicate only a few students identify the new words in textbook and find the meaning in Bilingual dictionary.

Table IV.14

Students' look for the change of irregular verb in tenses by using English
Bilingual dictionary

No	Alternative answer	Frequency	Percentage
1	Always	-	-
2	Often	4	12.5 %
3	Sometimes	12	37.5 %
4	Seldom	16	50 %
5	Never	-	-
	Total	32	100 %

Based on the table above, 0 % of students choose option (a) and 12.5 % choose option (b). That indicate only a few students use Bilingual dictionary in finding the meaning of technical terms.

Table IV. 15

Students' using Bilingual dictionary in finding the synonym of words

No	Alternative answer	Frequency	Percentage
1	Always	6	18.8 %
2	Often	8	25 %
3	Sometimes	17	53.1 %
4	Seldom	1	3.1 %
5	Never	-	-
	Total	32	100 %

Based on the table above, 18.8 % of students choose option (a) and 25 % choose option (b). That indicate some of students use Bilingual dictionary in finding the synonym of words.

Table IV.16

Students' using Bilingual dictionary in finding the meaning of abbreviation

No	Alternative answer	Frequency	Percentage
1	Always	2	6.2 %
2	Often	8	25 %
3	Sometimes	20	62.5 %
4	Seldom	2	6.3 %
5	Never	-	-
	Total	32	100 %

Based on the table above, 6.2 % of students choose option (a) and 25 % choose option (b). That indicate some of students use Bilingual dictionary in finding the meaning of abbreviation.

Table IV.17

Students' writing down the words from movie, magazine, short story and other resources then find the meaning by using Bilingual dictionary

No	Alternative answer	Frequency	Percentage
1	Always	1	3.1 %
2	Often	6	18.8 %
3	Sometimes	11	34.4 %
4	Seldom	12	37.5 %
5	Never	2	6.2
	Total	32	100 %

Based on the table above, 3.1 % of students choose option (a) and 18.8 % choose option (b). That indicates some of students write down the words from movie, magazine, short story and other resources then find the meaning by using Bilingual dictionary.

Table IV.18
Students' using Bilingual dictionary
in finding the antonym of words

No	Alternative answer	Frequency	Percentage
1	Always	1	3.1 %
2	Often	7	21.9 %
3	Sometimes	18	56.2 %
4	Seldom	6	18.8 %
5	Never	-	-
	Total	32	100 %

Based on the table above, 3.1 % of students choose option (a) and 21.9 % choose option (b). That indicate some of students use Bilingual dictionary in finding the antonym of words.

Table IV.19
Students' using Bilingual dictionary
In finding the plural or singular words

No	Alternative answer	Frequency	Percentage
1	Always	4	12.5 %
2	Often	10	31.2 %
3	Sometimes	14	43.8 %
4	Seldom	4	12.5 %
5	Never	-	-
	Total	32	100 %

Based on the table above, 12.5 % of students choose option (a) and 31.2 % choose option (b). That indicate some of students use Bilingual dictionary to find the plural or singular words.

Table IV.20
Students' using phonetic symbol in Bilingual dictionary
to pronounce the words

No	Alternative answer	Frequency	Percentages
1	Always	-	-
2	Often	-	-
3	Sometimes	18	56.3 %
4	Seldom	12	37.5 %
5	Never	2	6.2 %
	Total	32	100 %

Based on the table above, 56.3 % of students choose option (c) and 37.5 % choose option (d). That indicate most of students do not use phonetic symbol in Bilingual dictionary to pronounce words.

From tables above, the writer concludes that:

1. Only a few students memorize words from Bilingual dictionary. It can be seen on table IV.1
2. Most of the students use Bilingual dictionary in finding the meaning of words. It can be seen on table IV.2
3. Only a few students using Bilingual dictionary in finding the correct words pronunciation. It can be seen on table IV.3
4. All of students bring their Bilingual dictionary to school. It can be seen on table IV.4
5. Most of students use Bilingual dictionary in translating English words into Indonesian words. It can be seen on table IV.5
6. Most of students use Bilingual dictionary in translating Indonesian words into English words. It can be seen on table IV.6

7. Only a few students use Bilingual dictionary in checking the correct spelling of words. It can be seen on table IV.7
8. Some of students use Bilingual dictionary in finding the meaning of technical words. It can be seen on table IV.8
9. Some of students use Bilingual dictionary in finding the words function in text. It can be seen on table IV.9
10. Only a few students practice words from Bilingual dictionary in speaking and writing. It can be seen on table IV.10
11. Only a few students use Bilingual dictionary in finding the meaning of idiom. It can be seen on table IV.11
12. Only a few students use Bilingual dictionary in clarifying the different in words gender. It can be seen on table IV.12
13. Only a few students identifying the new words in textbook and find the meaning in Bilingual dictionary. It can be seen on table IV.13
14. Only a few students use Bilingual dictionary in finding the changing of irregular verb in tenses. It can be seen on table IV.14
15. Some of students use Bilingual dictionary in finding synonym of words. It can be seen on table IV.15
16. Some of students use Bilingual dictionary in finding the meaning of abbreviation. It can be on from table IV.16
17. Some of students write down the words from magazine, short story and other resources then find the meaning by using Bilingual dictionary. It can be seen on table IV.17

18. Some of students use Bilingual dictionary in finding antonym of words.

It can be seen on table IV.18

19. Some of students use Bilingual dictionary to find the plural or singular of words. It can be seen on table IV.19

20. Most of students do not use phonetic symbol in Bilingual dictionary to pronoun words. It can be seen on table IV.20.

Based on the distribution of questionnaire to the 32 students of State Vocational High School 1 Siak Kecil, the students' intensity in using Bilingual dictionary are divided in to five categories they are as follows:

Table IV.21

Frequency of students' intensity in using Bilingual dictionary based on questionnaire

Classification	Score	Frequency	Percentage
Very High	90-100	-	-
High	80-89	4	12.5 %
Middle	70-79	8	25 %
Low	60-69	15	46.9 %
Very Low	0-59	5	15.6 %
Total		32	100 %

The score's ranging above indicate that the students' intensity in using Bilingual dictionary is on low category (46.9%). The writer conclude that the students' intensity in using Bilingual dictionary at State Vocational High School 1 Siak Kecil is categorized in to "low".

c) Students' intensity in using Bilingual Dictionary

The data below are the findings on the students' intensity in using Bilingual dictionary with their vocabulary mastery.

Table IV.22
Students' Intensity and Their Vocabulary Mastery

Name	Students' Intensity		Students' Vocabulary
	Score	Classification	Mastery
Students 1	60	L	40
Students 2	47	VL	45
Students 3	72	M	65
Students 4	78	M	71
Students 5	66	L	47
Students 6	78	M	73
Students 7	62	L	50
Students 8	61	L	55
Students 9	64	L	58
Students 10	52	VL	45
Students 11	75	M	65
Students 12	61	L	55
Students 13	62	L	42
Students 14	51	VL	20
Students 15	71	M	65
Students 16	66	L	55
Students 17	76	M	63
Students 18	54	VL	25
Students 19	63	L	50
Students 20	55	VL	45
Students 21	60	L	60
Students 22	62	L	48
Students 23	80	H	80
Students 24	72	M	75
Students 25	61	L	60
Students 26	82	H	90
Students 27	60	L	55
Students 28	70	M	73
Students 29	62	L	58
Students 30	80	H	80
Students 31	81	H	85
Students 32	60	L	58

B. Data Analysis

Table IV.23

Calculating table of students' intensity and student vocabulary

No	The Average Score of Students' vocabulary mastery			
	Students' intensity in Using English-Indonesian and Indonesian-Dictionary			
	High	Middle	Low	Very Low
1	90	75	60	45
2	85	73	60	45
3	80	73	58	25
4	80	71	58	20
5		65	58	
6		65	55	
7		65	55	
8		63	55	
9			55	
10			53	
11			50	
12			50	
13			48	
14			47	
15			42	
16			40	
Total	335	550	844	135
N	4	8	16	4
Prop	0.125	0.250	0.500	0.125
Mean	83.75	68.75	52.75	33.75

Ordinate b = $0.125 = 0.20585$

Ordinate c = $0.125 + 0.250 = 0.375 = 0.37920$

ordinate d = $0.375 + 0.500 = 0.875 = 0.20585$

ordinate a and e = 0

Table IV.24

Calculating table of coefficient correlation

Cls	N	P	O	(Or-Ot)	(Or-Ot) ²	$\frac{(O_{ij} - O_{..})}{P}$	M	(Or-Ot).M
VH		-	-	-	-	-	-	-
H	4	0.125	0.20585	+0.20585	0.042374223	0.33899378	83.75	+17.2399375
M	8	0.250	0.37920	+0.17335	0.030050	0.12020089	68.75	+11.9178125
L	16	0.500	0.20585	-0.17335	0.030050223	0.060100445	52.75	-9.1442125
VL	4	0.125	0	-0.20585	0.042374223	0.33899378	33.75	-6.9474375
Ttl	32	1.000				0.858288895		+13.0661

Table IV.25

Calculating table of standard deviation

Calculating table of standard deviation

X	F	F.X	X ²	F.X ²
90	1	90	8100	8100
85	1	85	7225	7225
80	2	160	6400	12800
75	1	75	5625	5625
73	2	146	5329	10658
71	1	71	5041	5041
65	3	195	4225	12675
63	1	63	3969	3969
60	2	120	3600	7200
58	3	174	3364	10092
55	4	220	3025	12100
53	1	53	2809	2809
50	2	100	2500	5000
48	1	48	2304	2304
47	1	47	2209	2209
45	2	90	2025	4050
42	1	42	1764	1764
40	1	40	1600	1600
25	1	25	625	625
20	1	20	400	400
	32	1864		116246

$$\begin{aligned}
SD_{tot} &= \sqrt{\frac{\sum f\tilde{U}^2}{N} - \left\{\frac{\sum fx}{N}\right\}^2} \\
&= \sqrt{\frac{116246}{32} - \left\{\frac{1864}{32}\right\}^2} \\
&= \sqrt{3632.6875 - 58.25^2} \\
&= \sqrt{3632.6875 - 3393.0625} \\
&= \sqrt{239.625} \\
&= 15.48
\end{aligned}$$

$$\begin{aligned}
r_{ser} &= \frac{\sum\{(O_r - O_t)(M)\}}{SD_{tot} \sum\left\{\frac{(O_r - O_t)^2}{P}\right\}} \\
r_{ser} &= \frac{13.0661}{15.480 \times 0.858288895} \\
&= \frac{13.0661}{13.28631209} \\
&= 0.983
\end{aligned}$$

After that, substituting in to "r" chromatisation:

$$\begin{aligned}
r_{ch} = r_{ser} &= \sqrt{\sum\left\{\frac{(O_r - O_t)^2}{P}\right\}} \\
&= \sqrt{0.858288895} \\
&= 0.926 \\
&= 0.926 \times 0.983
\end{aligned}$$

$$= 0.910$$

Then consulting the result at the factor correlation table, the correlation factor of r_{ch} 0.910 is 1.012. In order to coefficient r_{ucbe} is equivalent with “r” product moment, so r_{ch} is multiplied with the result of the factor correlation, is that 1.012.

$$r_{ch} = 0.910$$

$$= 0.910 \times 1.012$$

$$r_{ch} = 0.920$$

After that, consulting with significant level of product moment table. The formula:

$$Df = N - 2$$

$$= 32 - 2$$

$$= 30$$

From the “r” product moment table with $df = 30$ is found r_{table} in level significant 5 % = 0.349 and in level significant 1 % = 0.449. $r_{ch} = 0.910$ is bigger than r_{table} (0.349 and 0.449). H_a is accepted and H_o is refused. It means there is a significant correlation between students’ intensity in Using Bilingual dictionary and their vocabulary mastery at the second year students of State Vocational High School 1 Siak Kecil Bengkalis. The correlation category is very high; Hartono (2004) says that, 0.900 until 1.000 means very high correlation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Vocabulary is very important in language learning because it is impossible to use language without vocabulary. All language skills are concerned with words. In listening, students hear the words; in speaking, they speak words; in reading, they face words; in writing they use words; and in pronunciation, they ideally practice the pronunciation of sounds within word context, and then it is strange to practice sounds independently of words. A bilingual dictionary usually indicates the part of speech, gender, verb type, declension model and other grammatical clues to help a non-native speaker use the word. Other features sometimes present in bilingual dictionaries are lists of phrases, usage and style guides, verb tables, maps and grammar references. In contrast to the bilingual dictionary, a monolingual dictionary defines words and phrases instead of translating them.

Based on the result of the research in chapter IV, it can be concluded that the students' intensity in using Bilingual Dictionary with students' vocabulary mastery at the second year students of SMKN 1 Siak Kecil. Is in low level. So, H_a is accepted there is a significant correlation between students' intensity in using Bilingual Dictionary with students' vocabulary mastery at the second year students of SMKN 1 Siak Kecil, and H_0 is rejected there is no a significant correlation between students' intensity in using Bilingual Dictionary with students' vocabulary mastery at the second year students of SMKN 1 Siak Kecil

B. Suggestion

Based on the result of the research, it is clear that students' intensity in using Bilingual dictionary plays an important role in learning process. It is because it can help students to learn vocabulary more easy.

a. Suggestion for the students

1. The students should use English-Indonesian and Indonesian-English dictionary maximally
2. The students should always practice the words they know in writing and speaking.
3. The students should write down the new words from movie, magazine, short story and other resources and learn the meaning in English-Indonesian and Indonesian-English dictionary.
4. The students should use phonetic symbol in English-Indonesian and Indonesian-English dictionary to guide them pronouncing the words.
5. The students should memorize words in English-Indonesian and Indonesian-English dictionary routinely in order to enrich their vocabulary.

b. Suggestion for English teacher

1. Teacher should stimulate students to use English-Indonesian and Indonesian-English dictionary
2. Teacher should explain the students about the importance of English-Indonesian and Indonesian-English dictionary.

3. Teacher should teach the students how to use English-Indonesian and Indonesian-English dictionary maximally.
4. Teacher should explain to students about the high correlation between their intensity in using English-Indonesian and Indonesian-English dictionary and their vocabulary mastery

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