

# HOW THE BILINGUAL BOOK DICTIONARY INFLUENCES THE VOCABULARY MASTERY FOR JUNIOR HIGH SCHOOL STUDENTS

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## ***ABSTRACT:***

*Learning English as a foreign language (EFL) has a basic aspect which is vocabulary mastery. The writer considers that adolescent students have difficulties related to the process enriching their vocabulary. Bilingual dictionary could help the junior high students since it involves the first language. The first language will ease the students in figuring out the appropriate meaning proper with the context. Bilingual dictionary itself comes in various forms. There are computerized bilingual dictionary, electrical bilingual dictionary, and bilingual book dictionary. The writer consider bilingual dictionary as the aid for the junior high school students to gain their mastery in vocabulary.*

*Bilingual dictionaries are popular among learners at all levels (Atkins & Varantola 1998; Baxter 1980). Learners of all proficiency levels can use bilingual dictionaries to learn vocabulary (Hulstijn, Hollander, & Grenadius 1996; Knight 1994). Bilingual book dictionary is applicable for the students in the school since bilingual book dictionary is affordable for the students. Bilingual dictionary is chosen by the writer because it involves the first language (L1) of the students. It eases them to find the appropriate meaning of the words. In bilingual book dictionary there are several meanings, part of speech, collocation, and the examples in the sentences. Those are the reason why the writer suggests the bilingual book dictionary as the best aid for the junior high school students in Indonesia to increase their vocabulary mastery.*

***Key Words:*** *Bilingual dictionary, vocabulary mastery*

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## **INTRODUCTION**

Learning English as a foreign language (EFL) has a basic aspect which is vocabulary mastery. Someone should has good vocabulary mastery to be competence in English, whether it is written or orally. People may have good grammatical basic in English but will get difficulties in using English when they do not have good vocabulary mastery. Thus, vocabulary mastery is very important in learning English as a foreign language.

In Indonesia, English as a foreign language is one of the subjects that are learned by all students in any level of education; starting from toddler to adult. Here, the researcher

focuses on adolescent English learner, especially in vocabulary mastery aspect.

Vocabulary itself is the major part in comprehending a reading text, while the reading is the most effective way to build vocabulary. It can be another problem to build vocabulary mastery in junior high school students. Therefore they need a trusted reference and source to look-up to. The students in junior high school indeed need an aid to help them in learning vocabulary, yet applicable for the process of teaching-learning in the class.

Bilingual dictionary could help the junior high students since it involves the first language. The first language will ease the

students in figuring out the appropriate meaning proper with the context. Bilingual dictionary itself comes in various forms. There are computerized bilingual dictionary, electrical bilingual dictionary, and bilingual book dictionary. The writer consider bilingual dictionary as the aid for the junior high school students to gain their mastery in vocabulary.

### LITERATURE REVIEW

There are several journals and articles that concern on the EFL learners' vocabulary mastery. There are some researchers who focus on helping the EFL learners to master English vocabulary through dictionaries. Here are the review of some of the journal and articles.

Turki A. Diab and Jihad M. Hamdan report the findings of a case study that investigated how 50 Jordanian Arab university students of English interacted with words and dictionaries while reading a specialized text in linguistics. The data was obtained through dictionary use records and structured interviews. The results showed that most of the look-ups were for 'general' words. Meaning and pronunciation were the prime purposes of dictionary use. The study also showed that monolingual dictionaries were used more frequently than bilingual ones; they were also found more useful. Most of the consulted dictionaries were general. Both print and electronic dictionaries were used; however, the use of both specialist and electronic dictionaries was limited to a few subjects.

Another journal is by John Paul Loucky “*Using Computerized Bilingual Dictionaries to*

*Help Maximize English Vocabulary Learning at Japanese Colleges*”. The study various computerized bilingual dictionaries (CBDs) for their relative effectiveness in helping Japanese college students at several language proficiency levels to access new English target vocabulary. The rationale of the study was based on several observations and research claims (Atkins & Knowles, 1990; Bejoint & Moulin, 1987; Laufer & Hadar, 1997) that bilingual/bilingualized dictionaries in general, and electronic dictionaries in particular, appear to be much more effective than monolingual book dictionaries for the acquisition of new L2. Computer technology has now made it possible, with the benefits of interactive processing and immediate feedback, to scan, pronounce, and translate vocabulary items.

The next journal article examines the roles of first language (L1) and second language (L2) information in dictionary and vocabulary research. The article “*Dictionaries and Vocabulary Learning: The Roles of L1 and L2 Information*” by Alan Hunt said that L1 information in dictionaries is valuable, but that it needs to be expanded through a greater emphasis on L2 information that can be found in monolingual learner's dictionaries and from L2 contexts. This article concludes by arguing that learners should receive more training in making inferences from L2 contexts and in using dictionaries more effectively. Here, concluded that both L1 and L2 information whether gained from a combination of bilingual and monolingual learner's dictionaries or from

bilingualized dictionaries in paper or electronic form are valuable for assisting EFL learners with reading and vocabulary learning.

Laufer (1990), believes that when word looks familiar but the sentence in which it is found or its wider context makes no sense at all, the learner should be encouraged to consult a dictionary (p.154). Consulting a dictionary during an independent reading helps readers to find the meaning of the difficult vocabulary, ascertain the meaning of the unfamiliar word based on contextual information and provide further exposure for the word in other contexts, with different collocates and constructions, by making the student think about the words in relation both to the passage being read and the dictionary.

Thompson (1987) believes that all the information that a monolingual dictionary is claimed to include can equally be given in a bilingual dictionary. Furthermore, he believes that although the defining vocabularies in monolingual dictionaries are restricted, the grammatical structures used are not, and this makes understanding of the definitions provided seem difficult. He concludes: Monolingual dictionaries are simply not cost-effective for many learners in terms of rewards (correct choice of word) versus effort (p. 284).

The writer found the best way through reviewing the journals above. They lead the writer to use bilingual dictionary to help the students in mastering vocabulary.

## **SOLUTION**

The students in junior high school indeed

need an aid to help them in learning vocabulary, yet applicable for the process of teaching-learning in the class. The proper aid is bilingual dictionary. Bilingual dictionaries are popular among learners at all levels (Atkins & Varantola 1998; Baxter 1980). Learners of all proficiency levels can use bilingual dictionaries to learn vocabulary (Hulstijn, Hollander, & Grenadius 1996; Knight 1994). Dictionary is applicable for the students in junior high school in Indonesia since bilingual book dictionary is affordable for the students there. Moreover, the bilingual dictionary helps the students to be independent in learning vocabulary.

Bilingual dictionary is chosen by the writer because it involves the first language (L1) of the students. It eases them to find the appropriate meaning of the words. Bilingual book dictionary is applicable for the students in the school since bilingual book dictionary is affordable for the students. Bilingual dictionary is chosen by the writer because it involves the first language (L1) of the students. It eases them to find the appropriate meaning of the words. In bilingual book dictionary there are several meanings, part of speech, collocation, and the examples in the sentences. Those are the reason why the writer suggests the bilingual book dictionary as the best aid for the junior high school students in Indonesia to increase their vocabulary mastery.

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