

**THE PERSPECTIVE ON THE USE OF MONOLINGUAL
DICTIONARY AS A LEARNING MEDIA FOR VOCABULARY
AND ITS CHALLENGES FACED BY ENGLISH STUDENTS
AT JUNIOR ENGLISH COURSE**

A THESIS

By:

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English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

2024

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**This thesis was defended by the writer in the final program examination and
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Date: 24 December 2024


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DECLARATION

I, the undersigned,

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Certify that thesis entitled, “The Perspective on the Use of Monolingual Dictionary as a Learning Media for Vocabulary and Its Challenges Faced by English Students at Junior English Course” is my own work and I did not do any plagiarism or inappropriate quotations against the ethic and rules commended by Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to go to court if I am found to have plagiarized this work.

Palembang, Desember 2024

The undersigned



Suci Carnilla

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THESIS DEDICATION

I dedicate this thesis to my mother, my father, my grandfather(ebak), my grandmother(ninek), and all my family who always encouraged me to finish this thesis, and supported me in the hardest times, and also to my beloved students in Junior English Course who always cheered my day during writing this thesis up and always made me smile in the middle of my quarter-life crisis. Lastly, I dedicate this thesis to me, myself as a sign that I am able to overcome all the obstacles in my life journey.

MOTTO

"Every effort sown will bloom into its rightful reward."

"Every loss will be replaced with greater happiness."

ACKNOWLEDGMENT

The researcher expressed her gratitude to God, Allah Subhanahu Ta'ala, for all the blessing, mercy, and health given to her so that she could finish this thesis. Shalawat and greetings are poured out to our great prophet Muhammad, Shalallaahu Alaihi Wassalaam. Furthermore, the researcher would also like to express her gratitude to all who helped her in the process of writing this thesis, especially:

1. The researcher's beloved parents, siblings, and family who have provided mental support and all the researcher's physical needs to finish this thesis.
2. The researcher's thesis advisor, Dra. Zuraida, M, Pd, who had been a great help and guidance from the start of this thesis's writing. The researcher will always pray for her happiness and health.
3. Sir Eryansyah, S, Pd, M.A., Ph.D as the Coordinator of English Education Study Program.
4. Ma'am Fiftinova, S,S., M, Pd., and Miss Hesti Wahyuni, S.Pd., M.Pd, who have validated the researcher's research instruments.
5. All the lecturers of English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University. Thank you for all the knowledge, experience, and guidance throughout the researcher's time as the student under your care.
6. All the administration staff of English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.
7. Muhammad Rizky Ramadhan, S.K.G., who has always been there to help, support, care for, love, and accompany her with a heart full of warmth and kindness, especially during the toughest moments of her thesis journey.
8. All of the students at the Junior English Course of this study who had willingly participated in the research process of this thesis.
9. My beloved friends, Umai, Fannisa, Elza, Dinni, and all my friends that cannot mention for always giving their hand to help and support the researcher during the time to finish the thesis.

10. The Junior English Course's Teachers who also help the researcher to find the time to finish the thesis while teaching.

11. My friends in Seespa 2020 who accompanied the researcher's journey of being a university student and sharing the information to finish this thesis.

Thank you for all the help and support. The researcher will forever carry a deep sense of gratitude for everything, and she will always treasure the kindness and care that have shown. She will never forget that, without all the unwavering assistance and encouragement, she would not have been able to overcome the challenges and complete this thesis. Every step of the way, all support has made a world of difference, and the warmth of presence has been a constant source of strength. All of kindness, patience, and dedication will be remembered with an everlasting, grateful heart.

Palembang, 24 Desember 2024

The researcher,



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ABSTRACT

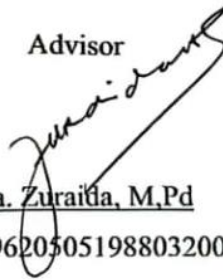
The purpose of this study was to discover the perspectives on the use of a monolingual dictionary as a learning media for vocabulary and the challenges faced by English students in Junior English Courses. In order to conduct this study, a qualitative research approach was used by questionnaire and interview as the study's tools. The participants in this study were level 4 students of Junior English Course. A total of 15 students in Level 4 were taken as the participants of the present study for the interview, and 30 students were taken as the participants of the questionnaire. The data from the questionnaire was analyzed by using Microsoft Excel, while the data from the interview was analyzed by using theme-based analysis. Based on the questionnaire and interview results, monolingual dictionaries were found to significantly aid vocabulary acquisition and critical thinking. Most respondents felt they improved their understanding of new words and reading skills. While the dictionaries provided valuable insights into word meanings and pronunciation, many found the complex definitions hard to understand and the process time-consuming. Some also struggled with quickly locating words.

Keywords: Perspective, Vocabulary, Monolingual Dictionary, Learning Media

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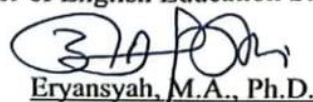


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CHAPTER I

INTRODUCTION

1.1 Background

One of the most important aspects of learning English is becoming proficient in vocabulary. Students will be limited in their listening, speaking, reading, and writing skills if they do not have a sufficient command of the language. Students who have a large vocabulary are better able to comprehend texts, communicate more efficiently, and express themselves accurately. As a result, both in formal schools and in institutions offering language courses, vocabulary instruction is given a lot of weight in the English language learning curriculum (Basri, 2014).

There is an increasing need for English as an international language proficiency, hence many approaches and learning resources have been created to aid with vocabulary development. The dictionary is one of the most widely utilized resources for vocabulary development. A dictionary is not only a useful tool for comprehending word meanings; it can also be used as a reference to help students learn how to use words in a wider context, comprehend synonyms and antonyms, and pronounce words correctly (Zaini & Lubis, 2024).

Bilingual and monolingual dictionaries are the two main categories of dictionaries used in English language instruction. Beginners studying English frequently use bilingual dictionaries because they offer clear and straightforward translations of words from one language to another. However, other research indicates that using bilingual dictionaries may prevent pupils from thinking in English and cause them to become unduly dependent on direct translations (El-Sayed, 2013).

However, it is thought that monolingual dictionaries, dictionaries that offer definitions in the same language as the words they are defining, are superior for fostering critical thinking abilities and a thorough command of the language.

Monolingual dictionaries, according to Heuberger (2020), are intended to support language learners as well as readers or speakers of that language in their quest to increase their knowledge. This dictionary gives definitions for terms in the English language along with examples of how to use them in sentences, phonetic symbols to help with pronunciation, synonyms, and antonyms.

There are various benefits to using monolingual dictionaries for acquiring vocabulary. First of all, one of the most crucial steps toward organically learning the language is encouraging children to think in English by using this dictionary. Students will find it simpler to comprehend the subtleties of word meaning and usage in many circumstances if they get used to checking up word definitions in English without using translations into their mother tongue. Second, monolingual dictionaries include definitions that are more thorough and relevant to the terms being learned, which aids students in developing a deeper comprehension of the vocabulary. Additionally, it can help pupils convey their thoughts more clearly and accurately. (El-Sayed, 2013).

However, despite having many advantages, the use of monolingual dictionaries in English language learning also presents challenges, particularly for beginning or intermediate learners. Using monolingual dictionaries can help students become more proficient in English, its usefulness is highly dependent on the student's level of English ability. Since the definitions are given in the same language as the word being studied, students who do not yet have a large enough vocabulary frequently find it difficult to comprehend them. This challenge has the potential to impede learning and lower student enthusiasm. (Wajahat Taj Abbasi, et.al. 2019)

Furthermore, studies conducted by Dhian Marita Sari and Bambang Widi Pratolo (2024) demonstrate that while using monolingual dictionaries might improve students' comprehension of word meanings, they can also cause difficulty, particularly when the definitions are very abstract or complicated. It might be difficult for beginning students to comprehend and use the pronunciation

information found in monolingual dictionaries if they have no exposure to phonetic symbols.

This issue is not only found in research at the global level, but it also occurred in the context of education in Indonesia. Junior English Course, an English language course institution focused on teaching children, has adopted the use of monolingual dictionaries as part of its vocabulary teaching strategy. At Junior English Course, the use of monolingual dictionaries is integrated into the teaching and learning activities with the hope of enhancing students' vocabulary skills and encouraging them to think in English.

In classroom teaching practice, students are asked to find the meanings of English words, including phonetic symbols and explanations, in a monolingual dictionary. After that, the teacher discussed the word in class, explained its meaning, pronunciation, and usage in the context of sentences. This approach aimed to help students understand new words in depth and encouraged them to use those words in everyday communication.

However, the implementation of this media in the Junior English Course also faced various obstacles. Students often complain about difficulties in understanding the definitions provided, especially due to their limited vocabulary. This causes students to take longer to understand new words and decreases their motivation to learn (Tanaka, 2017). In addition, some students struggle to understand and use phonetic symbols to pronounce words correctly, which in turn can affect their speaking abilities (Aryanti, 2022). These challenges suggested the need for more targeted instructional strategies to address vocabulary development and phonetic comprehension in English language learning.

Currently, there is a lot of research about the benefits of using Monolingual Dictionaries in learning vocabulary. For example, the research conducted by Wajahat Taj Abbasi, et.al. (2019). However, there are not many studies that focus on how beginner or pre-advance students see these dictionaries, especially regarding how useful Monolingual Dictionary and what are the challenges beginner

students face while using it. Most research has looked at the advantages of monolingual dictionaries but has not explored the specific challenges the beginner students encounter.

To address this gap, more in-depth research is needed to explore the experiences and opinions of beginner students while using monolingual dictionaries for learning vocabulary. This could provide useful insights to improve teaching. It's also important to look closely at the difficulties students face, like spelling, understanding definitions, and using words in the right context. This kind of research could help teachers find better strategy to help students in learning Vocabulary.

This issue illustrates the need for further research to understand students' perceptions of using monolingual dictionaries as a media for vocabulary learning in the Junior English Course. Additionally, this research should also identify the challenges faced by students in using monolingual dictionaries and seek solutions that can help address these challenges.

This research is becoming increasingly relevant in the context of globalization and the digitalization of education, where strong English language skills are becoming more important (Smith & Johnson, 2022). In this era, students are required to have a deep understanding of language, not just to grasp the literal meaning of words, but also to be able to use English effectively in various situations (Lee, 2021). Therefore, understanding how students interact with learning media such as monolingual dictionaries is key to developing more effective teaching strategies (Patel & Sharma, 2022)

The results of this research are expected to make a significant contribution to the development of vocabulary teaching strategies in educational institutions, particularly in the context of using monolingual dictionaries. Furthermore, this study aims to provide useful recommendations for teachers in utilizing monolingual dictionaries as more effective learning aids, thereby enhancing students' vocabulary mastery and their overall English language skills.

Thus, this research aims not only to explore students' perceptions and the challenges they face in using monolingual dictionaries but also to provide new insights that can be used to enhance the quality of vocabulary teaching in English language courses, particularly at the Junior English Course. The results of this study are also expected to contribute to the development of the English language learning curriculum in Indonesia, as well as provide a solid foundation for further research in this field.

1.2 Research Problem

Based on the background and issue described earlier, the researcher formulates the problem statement in this study as follows:

What are the perspectives on the use of monolingual dictionary as a learning media for vocabulary skills and its challenges faced by English Students at Junior English Course?

1.3 Research Objective

Based on the problem formulation that has been previously established, the objective of this research are as follows:

To find out the perspective on the use of monolingual dictionary as a learning media for vocabulary and its challenges faced by English Students at Junior English Course.

1.4 The Significants of the Study

The significance of this study lies in its potential to offer valuable insights into the role of monolingual dictionaries as an effective learning tool for improving vocabulary skills among English language learners, particularly those at the junior level. By exploring how monolingual dictionaries are utilized in enhancing

vocabulary acquisition, this research can contribute to a deeper understanding of their effectiveness as a learning resource in a classroom setting.

Additionally, the study aims to highlight the challenges faced by English students when using monolingual dictionaries, which could inform educators and curriculum designers about the potential barriers students encounter. Understanding these challenges can lead to the development of more effective teaching strategies and materials, making the learning process smoother and more efficient.

Furthermore, this research will provide both theoretical and practical implications for English language teaching (ELT) practices. It will shed light on the advantages of monolingual dictionaries in fostering language autonomy and independent learning while also addressing the limitations students might face. Ultimately, the findings can enhance educational practices and improve vocabulary learning outcomes for students in Junior English Courses.

1.5 Research Benefits

1.5.1 Theoretical

This research is expected to enhance insights and knowledge in the field of education, particularly regarding the perceptions of Junior English Course' students towards the using of Monolingual Dictionary as a learning media for vocabulary. The results of this study can serve as a reference for future research.

1.5.2 Practical

The results of this research are expected to provide insights for teachers and instructors at the Junior English Course regarding students' perceptions of the use of monolingual dictionaries, allowing them to adjust their teaching strategies to enhance vocabulary learning effectiveness. This research also helps students understand and utilize monolingual dictionaries more optimally in learning English, as well as offering guidance for educational institutions in designing curricula and

providing training that is more responsive to students' needs. Furthermore, the findings of this study can serve as a valuable reference for other researchers who wish to further explore the use of monolingual dictionaries in English language learning.

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