

## THE INFLUENCE OF USING DICTIONARY AND CONTEXT CLUE STRATEGY ON VOCABULARY MASTERY AT THE FIFTH SEMESTER

By:

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### Abstract

The aim of this study to describe what percentage the influence of using dictionary and context clue strategy on vocabulary mastery at the fifth semester students of English Department of Institut Pendidikan Tapanuli Selatan. The research was conducted by applying quantitative descriptive with 20 students as the sample for using dictionary and 20 students for using context clue strategy. They were taken by using random sampling technique. Questionnaire and test were used in collecting the data. the result shows (1) using dictionary strategy gives 42.9% on vocabulary mastery, (2) using context clue strategy gives 23.7% on vocabulary mastery, and (3) using dictionary is better than context clue strategy on vocabulary mastery at the fifth semester students of English Department of Institut Pendidikan Tapanuli Selatan.

**Keywords:** dictionary strategy, context clue strategy, vocabulary

### 1. INTRODUCTION

Vocabulary mastery in English is one of the skills that students have to master in the learning process because vocabulary mastery is a skill that cannot be separated from other course materials such as writing, speaking, listening, reading and so on. Realizing the importance of mastering English vocabulary in teaching learning, this is very important to be highlighted.

Lecturers of IPTS (Institut Pendidikan Tapanuli Selatan) had conducted many things to enrich English vocabulary in the class such as providing creative and innovative learning techniques, providing interesting readings, giving interesting questions and so on. Reality, their vocabulary mastery is still not like that is expected. This is reflected in their average score when doing the TOEFL (Test of English Foreign Language), the average score is still "marginal user" or the score between 450–489. It means the language users can only use short sentences and in a field / context / situation / topic that he knows. Based on interview, the writer got the answer that one of the main reasons for the low score, they did not understand the large number of vocabulary in Listening Comprehension, Structure and Writing Expression and Reading Comprehension sections.

It is undeniable that there are several factors that affect students' mastery of English vocabulary. These factors are divided into two parts, namely internal and external factors. The first is internal factors that come from the student himself, such as motivation, interests, intelligence, emotions, and so on. While external factors come from outside the students themselves, such as learning techniques, learning facilities, parental support and so on.

Based on the factors above, the author will highlight an external factor, it's learning technique. Many researchers had conducted investigations to find out which strategy effective in enriching vocabulary. One of the researches was conducted by Ali et al (2018) entitled "*The Effectiveness of Using Contextual Clues, Dictionary Strategy and Computer Assisted Language Learning (CALL) in Learning Vocabulary*". This study compares the achievement of vocabulary by using context clue strategy, using dictionary, and using CALL strategy. The research used 2 types of tests as attribute variable, namely immediate recall and delayed recall. The results of this research indicate that there is no significant difference of using of context clue, using dictionary and using CALL strategy on vocabulary mastery for delayed recall test but there are any significant differences of the three strategies when using immediate recall test. The results of the calculation show that used a dictionary and context clue are superior to using CALL.

Based on the research results above, the authors are interested in re-investigating for several reasons. *First*, the subject in the research above is Malaysian students which English was a second language. The authors conduct re-investigates to know whether the research results above can be generalized to Indonesian students which English is a foreign language. *Second*, the research above was conducted by applying a quasi experimental method as the approach. In re-investigating, the authors will apply quantitative descriptive method as the approach. In addition, the authors also limit two independent variables, namely using context clue strategy and using dictionary on vocabulary mastery. *Third*, Ali's research contradicts to the statement of Hayati and Fattahzadh (2016) which recommends

that students read the dictionary for understand the meaning of unfamiliar words to ensure that their assumptions are accurate based on contextual information. Shis statement is lined with Kaivanpanah and Alavi (2018) which confirms that the used context clue is not always reliable in identifying unfamiliar words Therefore they suggested that teachers should encourage students to use dictionaries in discovering the specific meaning of an unfamiliar word in a given context. *Fourth*, the author's knowledge no researcher had never compared the use of context clue and the use dictionary strategies in learning vocabulary by applying correlational design.

Based on some reasons before, the authors will find out how big the contribution of each independent variable to the dependent variable. The variable that gives a greater gives most contribution to the dependent variable. This addition, the authors limit two strategies on vocabulary mastery, strategy which gives most contribution is determined as better strategy than one.

## 2. METHOD OF THE RESEARCH

Next, the approach of this research used descriptive quantitative by applying correlational design. This method is used to see the relationship between two variables. First, context clue strategy is correlated to vocabulary mastery. Second, open dictionary strategy is correlated vocabulary mastery. The relationship which has the closest number to the number one is determined a better strategy. This explanation is lined with Schober statement (2018), "A correlational is linear relationship between 2 variables and it's a special case of a monotonic relationship. Most often, the term "correlation" is used in the context of such a linear relationship between 2 continuous, random variables, known as a Pearson product-moment correlation, which is commonly abbreviated as "r."

Furthermore, the data collection techniques used test in collecting the data for X1 (context clue strategy) and X2 (open dictionary strategy) variables and questionnaire for Y1 (students' vocabulary mastery by using context clue) and Y2 (variables students' vocabulary mastery by using dictionary)

## 3. RESULTS AND DISCUSSION

The results of this research shows 1) the use context strategy in giving contribution on students' vocabulary mastery, 2) the use dictionary strategy in giving contribution on students' vocabulary mastery, and 3) which strategy has a greater contribution on students' vocabulary mastery at the fifth semester of English Education study academic year 2019/2020.

### 1) Describe of using context clue strategy in giving contribution on students' vocabulary mastery

The results are as follows:

- 1) The correlation of using context clue strategy and students' vocabulary mastery is enough category because the value of  $R = 0.53$  (between 0.40 - 0.70).
- 2) Adjusted R Square = 0.237, this score illustraties that the using context clue strategy gives influence as 23.7% on students' vocabulary mastery.
- 3) The value of significance  $F = 0.017$ . it is less than the alpha value = 0.05, the comparison of these numbers illustrate a significant influence of using context clue strategy on students' vocabulary mastery.
- 4) The regression equation of using context clue strategy and vocabulary mastery shows  $Y = (-30,90) + 1,25X$ , it means if  $X = 0$  then  $Y = -30,90$

### 2) Describe of using dictionary strategy in giving contribution on students' vocabulary mastery

The results are as follows:

- 1) The correlation of using dictionary strategy and students' vocabulary mastery is enough category because multiple R values = 0.677 (between 0.40 - 0.70)
- 2) Adjusted R Square = 0.429, this score illustrates that using dictionary gives influence as 42.9% on students' vocabulary mastery.
- 3) The value of significance  $F = 0.001033$ , it is smaller than alpha value = 0.05 so it's concluded there is a significant influence of using dictionary on students' vocabulary mastery.
- 4) The regression equation of using dictionary strategy and vocabulary mastery is  $Y = -43.0582 + 1.395121X$ , that is if  $X = 0$  then  $Y = -43.0582$ .

## 4. CONCLUSION

To determine a better strategy for vocabulary mastery, the author took the multiple R value which is closest to number 1 as the value of determination which has a greater influence on the dependent variable. Based on the calculations, the results show:

- 1) The correlation of using open dictionary strategy and vocabulary mastery is enough category because the multiple value is  $R = 0.677$  while the correlation of using context clue strategy and vocabulary mastery is also enough category because the multiple value  $R = 0.53$ . Based on the comparison of the two values, it's concluded that the value closest to the number one is 0.677. It means the correlation of using open dictionary and vocabulary mastery is better than the correlation of using context clue strategy and vocabulary mastery.
- 2) Furthermore, based on Adjusted R Square shows using open dictionary strategy gives effect as 42.9% on vocabulary mastery while using context clue strategy gives effect as 23.7% on vocabulary mastery.

Based on the both calculations above, the authors determine that the use of open dictionary

strategy gives a greater contribution than the use of context clue strategy on vocabulary mastery at the fifth semester students of English Education Study Program of 2019/2020 academic year.

The results of this study is lined to research's Kaivanpanah and Alavi (2008) entitled "*Deriving Unknown Word Meaning Form Context: Is It Reliable?*" ("*Getting an Unknown Word Meaning the Form of Context: Is it Reliable?*"). They concluded that the using context clues strategy cannot be relied in identifying unfamiliar words. They also suggest teachers should encourage students to use dictionary in discovering the specific meaning of an unfamiliar word in a given context.

Besides Kaivanpanah and Alavi's research, Hayati and Fattahzadh2 (2016) in their research entitled "*The Effect of Monolingual and Bilingual Dictionaries on Vocabulary Recall and Retention of EFL Learners*". In this study, they also recommended that students read the dictionary in understanding the meaning of unfamiliar words.

Futhermore Wei (2007) from China and Baxter (2018) from Japan also show that the use of dictionaries is very popular by students in these countries and even in Japan many students depend on bilingual dictionaries which can prevent mistakes in identifying the meaning of words.

The other side, Ali et al (2018) don't support the researches before. Their research entitled "*The Effectiveness of Using Contextual Clues, Dictionary Strategy and Computer Assisted Language Learning (CALL) in Learning Vocabulary*". This study compared the learning outcomes of vocabulary using context clue, using a dictionary, and using CALL on 2 types of tests as attribute variables, namely immediate recall and delayed recall. The results of this study indicate that there is no significant difference between using context clue, dictionary and CALL on vocabulary mastery using delayed recall test.

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