Young learners illustrated dictionary strategy in English vocabulary: A case study in Muhammadiyah Sokonandi Elementary School

Neli Riska Noviyani [a,1*], Soviyah [b,2]

[a, b] Universitas Ahmad Dahlan, Yogyakarta, Indonesia
[1] neli2000004046@webmail.uad.ac.id*; [2] soviyah@pbi.uad.ac.id
*corresponding author

ABSTRACT

This study aims to determine the use of English dictionaries as an English learning strategy for grade 2 students of Muhammadiyah Sokonandi Elementary School. The research method uses a qualitative descriptive approach through observation and interviews with several students accompanied by teachers during class learning, where students are given questions sequentially and alternately about using dictionaries during class learning. Based on the results of this study, the language learning strategy of using an English dictionary in class is essential for students. The strategies used in utilizing this dictionary are determination strategy, which refers to how students find the meaning of new words; social strategy, which refers to how students practice using familiar vocabulary by practicing with their friends; memorization strategy, which means remembering vocabulary in the dictionary, cognitive strategy used by students to respond; metacognitive strategy which refers to how students realize their learning, Therefore, teachers and curriculum designers should emphasize the use of authentic learning tools, including English dictionaries in introductory materials. Thus, students will better understand what they are learning.

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1. Introduction

Learning is the teacher's assistance in developing students' knowledge, helping them master abilities and character goals, and shaping their attitudes and beliefs. Changes in behavior for the better are one sign that students have learned. To achieve learning goals effectively and efficiently, effective collaboration between teachers and students is very important in school administration. One of the reasons learning objectives are considered successful is that students have a solid understanding of the material and get maximum benefit from their learning. Apart from that, learning has several characteristics (Wijaya, 2015) in Gagne and Briggs in Brown (1994, p. 9-10), namely (1) attracting students' attention so that they are ready to learn, (2) communicating the objectives of the lesson, and (3) transfer.

English is usually taught as a foreign language in Indonesian schools, and a foreign language is a language that is not used for communication in certain countries. Foreign languages are also usually taught as a subject in school. According to Sya & Helmanto (2020), English is very important for

every student to face the future. In addition, the ability to speak English is now very important to get a job.

According to Sya (2020), fostering an interest in reading and learning is very important because reading can improve education, which in turn can improve the quality of human resources.

According to Sucandra et al. (2022), students' lack of vocabulary is a problem that must be handled well because vocabulary is very important for learning English. Student success depends on student ability. However, teachers often misinterpret the word "ability" in a limited sense. Therefore, to improve students' vocabulary or learning, creativity and innovation are needed.

To improve the quality of education, learning innovation, using appropriate and varied media in the classroom is very helpful. The role of teachers can improve the quality of education. The media available to teachers can help successful learning in the classroom. It is very important for teachers to create learning approaches and resources that can be used in the classroom.

Reading comprehension as one of the English language learning materials at school plays a very important role at SD Muhammadiyah Sokonandi Yogyakarta. Musi Rawas province in South Sumatra. As a result of initial observations and interviews with English teachers at the school, it was found that most of the students experienced difficulty in receiving and conveying concepts, ideas, thoughts and feelings in English both written and spoken, due to the lack of use of English dictionaries at school. while studying in class.

The use of inappropriate learning models, strategies and techniques is the next problem or obstacle that causes students to lack understanding in English lessons. A more teacher-centered lecture approach is still used by teachers. Students never see real-world situations firsthand, and their instruction focuses only on the steps listed in the textbook. Apart from that, memorizing (memorization) is still used when studying. Based on problem the, researcher interested For researching how influential the unavailability of English dictionary books is in class 2 of SD Muhammadiyah Sokonandi.

2. Method

2.1. Research Method

Qualitative descriptive methods were used to compile this research. The purpose of this research is to provide data about a phenomenon. By using descriptive analysis, researchers can describe the current conditions regarding how influential the use of English dictionary books is, as experienced by second grade students at Sokonandi Muhammadiyah Elementary School. Data is used to measure reality objectively, so that the research itself does not depend on the researcher. This method produces data that is collected by researchers in the form of interviews, then the results will be explained in the description.

2.2. Population and Sample

II students E at Sokonandi Muhammadiyah Elementary School. In one class, there are 25 students in total. This study was conducted from October 23 to November 20 2023, for one month. However, the sample for this study consisted of class II E odd semester students at SD Muhammadiyah Sokonandi. The part of the target population that has been generalized for further research is the sample. The research sample was Muhammadiyah Sokonandi Elementary School students who were in class VII in the odd semester. The researcher deliberately chose 25 class II E students, consisting of 10 boys and 15 girls, as the research sample.

This research was carried out with tools available at the school during the research. Interview statements are also given to students. After pre-observation, the researcher chose this class to assess the condition of the students there before choosing to collect data. Researchers found that students had difficulty learning English in class and showed symptoms of not understanding English vocabulary if they did not use an English dictionary.

2.3. Procedure Data collection

Researcher use tools following for get information about worry student to speak In Language English.

a. Observation

Morris (1973, p. 906) says observation is recording symptoms with the help of instruments and recording them for scientific or other reasons. Apart from that, it is said that observation is a collection of understandings made by the human senses about the world around us. In line with Morris (1973), Weick (1976, p. 253); Selltiz et al. (1976, p. 253); Kriyantono, (2006, p. 110-111); and Bungin, (2011, p. 121), observation is defined as the process of selecting, changing, recording, and coding a number of behaviors and situations related to organisms in their place with empirical purposes. Weick (1976, p. 253) explains further that observation includes simple working principles and has such complex properties.

b. Interview

According to Edwards & Holland (2013), interviews are everywhere in today's society. This is the broad context in which qualitative research will be conducted using a particular type of interview. This can be both a help and a hindrance. Potential participants will have an idea of what is expected and required in an interview, which may help but may also color their behavior in ways that may hinder them. Qualitative researchers need to draw their participants into the field of research interviews to understand what the research content is and how the interviews will differ from other interviews they may have experienced. For the interview guide, the researcher used seven questions about students' anxiety about speaking English in EFL classes which were adopted from Price (1991) in (Musthachim, 2014) focusing on the unavailability of students' English dictionary books in EFL classes.

3. Findings and Discussion

The research results were divided into five categories of vocabulary learning strategies known by Schmitt (2000), including determination, social interaction, memory, cognitive, and metacognitive.

3.1. Determination Strategy

The determination strategy refers to how students find the meaning of new words without the help of experts, Schmitt (1997). In this research, there are several examples of determination strategies used by students, such as; guess the meaning of the text and look up the meaning in the dictionary. A student, likes to read English texts, even though he doesn't understand the meaning of every word in the text. When he enjoys his reading, he tries to grasp the meaning of words from the context of his reading rather than bothering themself to find the meaning in a dictionary or something similar. So, when he finished reading, he tried to find the true meaning of the difficult words he came across. Other students like to bring a dictionary to see the difficult words they want to pronounce. He used to carry a dictionary wherever he went. He stated that learning English was not dominant in the dormitory, so he tried to find solutions to improve his English by carrying a dictionary wherever he went.

> *"So for my own kids, I usually ask you to bring a dictionary Miss, so to make it easier for Miss to learn, they'll look for words that are already at the bottom of the reading."*

Thus, Schmitt. (2010) also stated that students use dictionaries, not grammar books, for their language learning. Two strategies, namely finding meaning from reading and using a dictionary in learning new words, are mostly found as vocabulary learning strategies, where students prefer to learn on their own rather than asking their teachers or friends (Al-khasawneh, 2012; Saengpakdeejit, 2014; Mustofa, 2011; Asyiah, 2017). In other words, reading passages from books and dictionaries helps students improve their vocabulary knowledge through their independent learning. Additionally, Nematollahi et al. (2017) stated that guessing the meaning from context and using a dictionary are the most preferred strategies used by successful students.

3.2. Social Strategy

Social strategies refer to how students practice using familiar vocabulary by practicing with their friends (Schmitt., 1997). In this study, participants indicated that studying with friends was more interesting than just studying with a teacher. Although studying with a teacher can give them a lot of language input, studying with friends will boost their self-confidence.

"For his students, he likes to talk English with his friend Miss, which means they prefer to study together and find words that are difficult to use in a dictionary, rather than with his teacher."

3.3. Memorization Strategies

Regarding the use of memory strategies, two students said that they used strategies to mispronounce English words in casual language learning. The first piece of information states that students should try to memorize words related to classroom instruction in order to make learning materials easier for them to understand. In addition, identifying words that are associated with lessons taught by teachers helps students understand texts and worksheets as teaching materials. However, the following response indicates a unique student's bias. The second response in the memory strategy is also used by the students, who use it to memorize every word in the dictionary by going over each word one by one and putting one word after another.

"My strategy is to get them to get the words that are in the secra module, then those who can't pronounce correctly will be given a sangsi for finding meaning in the dictionary."

They robbed one individual, then they betrayed him. Once the words in the torn page were established, they were repeated in order to break the torn page. Surprisingly, she felt compelled to carry out this action when she was near the intersection of two main roads. It seems difficult for him to continue trying to explain English words this way.

3.4. Cognitive Strategies

Some responses indicated the types of cognitive strategies students used. The first response stated that students often try to speak English with themselves or with animals, such as cats, around them to practice speaking. Talking to cats may significantly increase students' confidence in using the language. This shows that students also answered by saying that they can master vocabulary if they use it often.

"For cognitive purposes, my kids are used to using English vocabulary when talking to pets or entertainment, it's okay to speak on their own as long as they can understand English words easily."

In other words, when they try to use familiar vocabulary more often, they become more accustomed to using it. Students' awareness of recognizing language by applying what they are interested in is in line with these two responses. The way students use the vocabulary they have learned is known as cognitive strategies (Schmitt, 1997). Therefore, trying to talk to other people or talking to themselves is a way they can expand their vocabulary knowledge.

"Sometimes I'm also used to using English words in my class, like when I was met as a teacher, even if it's just a very simple vocabulary."

3.5. Metacognitive Strategy

The final category discovered from the student interview session was the application of meta-cognitive vocabulary learning strategies. This strategy refers to how students are aware of their learning, including how they can overcome their lack of vocabulary knowledge. There were three responses referring to examples of metacognitive strategies used by students. First, the student who answered, "I felt very helped by the lessons in class," explained that, because there were various texts presented as learning materials, the student felt very helped in improving his vocabulary. "I usually use the Joox application, because it provides song lyrics directly," said another respondent. Students living in these boarding schools are not the only ones who may experience these actions. Students who use this vocabulary learning strategy, however, say that they usually learn the music while looking at the lyrics when they visit. He learned English with the support of his parents, both at school and at home.

"Students usually also learn to use simple English lyrics before Miss, they search for words that are difficult and look for them in the mouth, because if they don't rehearse them then they will find it difficult to learn."

Based on the information obtained from this research, the researcher provides a brief explanation of several pedagogical consequences of vocabulary learning on students' language development. Self-regulation is essential to vocabulary learning strategies. Students must adhere to the hostel rules when speaking in En glish. However, there will be no significant impact for students to learn a language if teachers do not emphasize their desire to learn a language.

According to Gil (2008), increasing teacher and student awareness about the existence of language learning materials and opportunities helps teachers and students in the development of their language learning. Students in the study said they tended to read books to improve their vocabulary, but school didn't help them do it. Therefore, students will find it easier to find ways to study if they have a small library. On the other hand, teachers must provide technological resources for language learning due to the lack of technological resources in schools.

Oral exams not only aim to measure students' vocabulary mastery, but the exam's focus on vocabulary comprehension may bore students. However, when the vocabulary used in the exam is diverse and gradually increased, the exam implicitly encourages students to expand their vocabulary. Their language learning is largely influenced by practice with friends or colleagues (Kameli et al., 2012). A practical way to help students learn a language is to create an English-speaking environment. The teacher factor as a language model is an important component in students' language learning. Three factors influence vocabulary acquisition, according to Kacani and Cyfeku (2015): teacher skills, learner skills, and language features. Therefore, teachers are given priority to help students' language development from these three factors.

4. Conclusion

In language learning studies, language learning strategies are debated. However, experts and teachers still have to consider this to be relevant information. Language learning strategies, especially vocabulary learning strategies, are the basis of second and foreign language learning. According to this research, students continue to use memorization strategies and use dictionaries to improve their vocabulary. Therefore, teachers and curriculum designers must emphasize introductory materials using authentic learning tools. Thus, students will learn more about what they are studying.

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