



THE EFFECTIVENESS OF ELECTRONIC DICTIONARY IN LEARNING VOCABULAY AT INDONESIAN JUNIOR HIGH SCHOOL CONTEXT

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Abstract

The main objective of this research is to find out the effectiveness electronic dictionary in learning vocabulary at Indonesian junior high school context. The method employs pre-experimental with pre-test and post-test design, 15 students is involved as the participants of the research. The result of this research reports that there is a significant increase on students' vocabulary, proven by the value of sig. (2-tailed) is $0.00 < 0.05$. This indicates that H1 is accepted and H0 is rejected. It is assumed that there is a significant difference between the students' vocabulary after being giving treatment. This is evidenced by the high average students' post-test score compared to the pre-test, which means it is effective to use electronic dictionary in learning vocabulary.

Keywords: Students' Vocabulary, Electronic Dictionary, Effectiveness

INTRODUCTION

Vocabulary can be defined as collection of words that a person uses to communicate and it is one of the most important parts of learning English. When someone learning English, vocabulary is the most basic aspect that must be mastered. Without the vocabulary English it will be very difficult to do the language skills such as, speaking, listening, reading, and writing. Additionally, Alqathani (2015) states that vocabulary support students' fundamental and communication to acquire knowledge. Tarigan (2011) explains that the quality of a person's language skills depend on the quantity and quality of the vocabulary they have. The richer the vocabulary, the more likely it is skilled in language. Hence, the vocabulary has a very strong relation with the language and communicating skill.

Dictionary has been used for a long time as an assistance in language learning. Dictionary as one of strategies has become essential tools for EFL learners who consult them to understand test and other material used in their English course Wulandari (2018). The electronic dictionary according to Ahmad Abdul Ghapur Atrthar (1979) is a book that contains many vocabulary accompanied by explanations and interpretations of the meaning of the vocabulary, all of which are arranged systematically, either in hijazi order {alphabetic} or thematic {based on meaning}. Additionally, the electronic dictionary is a computer-based dictionary that can be carried everywhere because of its small size (Reza, 2013). Along with the development of the era, electronic dictionaries have become available on mobile devices such as smartphones and tablet computers. There is a number of differences between a paper dictionary and an electronic dictionary. Due to the internet data transport and access function, the number of vocabulary items included in the electronic dictionary exceeds the number in the paper and interactive learning functions included such as speech feature vocabulary games, and clear reference books electronic dictionaries are faster in search speed, lighter, smaller and much more (Wang & Zhen, 2016).

Based on the preliminary observation while teaching at one of junior high school in Indonesia, the researchers identified problem in learning English. The students are difficult to use appropriate vocabulary in sentence, they also still confused and asked what the translation of the sentence, and show lack motivation in learning. Therefore, this research is necessary to be conducted in order to find out how effective the electronic dictionary in learning English vocabulary. The result of this research is expected to be an alternative in teaching English especially for the students who have problems in English vocabulary mastery.

METHOD

This research employed quantitative approach by pre experimental design. The population of this research were the eight year students of junior high school totaling 45 student, while the sample is 15 students chosen by probability sampling. Multiple choice test (pre-test and post-test) was conducted to measure students' vocabulary knowledge. The pre-test was done in the first meeting when the researchers and students do the teaching-learning process in the classroom. Its objective is to measure the students' vocabulary skill. The pre-test contains 25 questions multiple choice. After all the sequence of the pre-test has been conducted, then the next part is doing the treatment which is teaching vocabulary using the electronic dictionary, and followed by the post- test. It is the test that has given to the students after they had already done got treatment from the researchers. Its objective is also measure the students' understanding/performance after given the treatment using electronic dictionary.

FINDINGS AND DISCUSSION

In the process of collecting the data, the researcher firstly gave the students the-pretest to measure the students' vocabulary. Based on the data gained from the pre-test, the students' test result is displayed on the following table:

Table 1: Students' score in pre-test

No	Classification	Score	Pre test	
			Frequency	Percentage(%)
1	Very good	$89 \leq \text{score} \leq 100$	0	0%
2	Good	$77 \leq \text{score} \leq 88$	0	0%
3	Fair	$65 \leq \text{score} \leq 76$	0	0%
4	Poor	$0 \leq \text{score} \leq 64$	15	100%
Total			15	100%

A reported on the table 1 regarding the students' pre-test score, it is clear that none of the students reach fair, good, or very good classification. It can be seen that all of the students are on the category poor vocabulary. Hence, based on the data it can be implied that the students have low vocabulary knowledge.

To figure out the effectiveness of electronic dictionary on students' vocabulary, then the treatment is conducted. The first treatment was to into introduce an electronic dictionary (U dictionary) and how to use it as well as its the features. On this part the students are having no information about the U dictionary, it can be said that this is something new for them. On the process of the research in the first treatment the researchers also taught the students using an electronic dictionary including how to find the words, or switching from Indonesian to English.

Based on what the researchers found the students were giving positive attitude to use the electronic dictionary because it easy and enjoyed by student. They also know how to pronounce the words well this is because the electronic dictionary provide live voice that can spell the vocabulary pronunciation correctly as well as know the part of speech word vocabulary from electronic dictionary. In the first treatment, students were still confused about how to use a dictionary because there were often several meanings that appeared in the dictionary and the researchers tried to explain the appropriate translation in a sentence.

The second treatment the research are focusing on teaching the students about pronoun. At the first it is difficult for the students to distinguish the pronoun and how to use the pronoun correctly. On this treatment, the students were given some of the materials about pronoun the followed by the exercises to make sure the students understand using the pronoun. Here, the electronic dictionary has role to assist the students in determining the type of the pronoun either it is subject, object, adjective or possessive.

The third treatment was focusing on verb, as usual the researchers firstly introduced the verb and how to use the verb correctly. In this treatment the students were also given several materials and also followed by some exercises which include the verb one, verb two, and verb three. The electronic dictionary in the third treatment were assisting the students to determine the type of the verb. What can be reported was the students were easier to determine the type of vocabulary using the help of electronic dictionary.

The fourth meeting is concerning the adjective in a sentence. This treatment is to make sure that the students can identified the adjective in a simple sentence. On this part, the students used the electronic dictionary to find the specific information about the particular vocabulary then they put the suitable vocabulary on the blank space of the exercises. The same as the fourth meeting, the fifth meeting is more concern on the adverb where the students are asked to determine the adverb on the text or sentence. Not only finding the definition of the vocabulary but also the students were asked to identify the type of the adverb in the sentence.

On the sixth, seventh, and eighth meeting the researchers taught the students about how to use the preposition, conjunction, and interjection on the simple sentence. As similar on the previous meeting the students were given some materials, then followed by exercises to support the comprehensibility of students' knowledge, it is also reinforced by the electronic dictionary to give the students facility in learning English.

From the first until the last meeting, the students were seen enthusiastic on learning English using electronic dictionary (U dictionary) and they also competed to come forward to write down the vocabulary that the researchers had written on the blackboard to translate it into English. The students' vocabulary also increased significantly which is seen by the result of each exercises.

After the several treatments have been conducted completely, then it was the time for giving the students post-test to see how are their vocabulary improvement, this is also to find out the effectiveness of electronic dictionary in learning English. The data of the students' post-test are reported on the following table;

Table 2. Students' post test

No	Classification	Score	Pre-test	
			Frequency	Percentage(%)
1	Very good	$89 \leq \text{score} \leq 100$	1	10%
2	Good	$77 \leq \text{score} \leq 88$	12	70%
3	Fair	$65 \leq \text{score} \leq 76$	2	20%
4	Poor	$0 \leq \text{score} \leq 64$	0	0%
Total			15	100%

The data from table 2 is clearly reported that there is no students who get poor classification, there are 2 students on fair category, then 12 students are achieving the good classification and followed by 1 students on the very good classification. Based on the result of the students' post-test it is shows that the students have significant vocabulary improvement after given the electronic dictionary in learning English

The description of the data that collected in the pre-test and post-test as explained in the previous section that the vocabulary improved significantly. This is supported by the mean score of the students' pre-test and post-test scores (see table 3). Before the researchers gave the treatment, the students' pre-test mean score was 43.8667 (poor classification). In the post-test the average score of the students was 83.4667 (good classification) the standard deviation of the students from the pre-test was 9.21851 and the post- test was 5.62985. The data in the in the previous section shows that teaching vocabulary using electronic dictionary can develop student vocabulary.

Table 3: Paired Sample statistic

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	43.8667	15	9.21851	2.38021
	post-test	83.4667	15	5.62985	1.45362

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From the research findings, it is similar with Rohmatilah (2013) which found using electronic dictionary is more effective than printed dictionary to teach vocabulary. The use of electronic dictionary was able to attract student to be more active, and arouse their motivation and efficacy in mastering vocabulary. As a result the student vocabulary mastery improved optimally. Another research by Rezaei and Davoudi (2016) where his research also examined the electronic dictionary about the effect of vocabulary to vocabulary extension where the result of the research had a positive influence and this media can be applied in vocabulary learning.

Additionally, the findings which state that the students have better pronunciation is in line with the result by Ambarwati and Mandasari (2020) where they found that using electronic dictionary can make pronunciation to be better and influence vocabulary enrichment. According to O'Neil (2019) the electronic dictionary is found to be good choice for learning English writing especially when the students are trained well to use it. O'Neill's argument is found true according to the research finding where the students have better in English writing skill, not only writing but also the confidence of writing. Moreover, the students during the treatment are found more enthusiastic in learning. Therefore, the researchers assume that the electronic dictionary is very helpful for increasing students' vocabulary enrichment including their pronunciation, grammatical identification, as well as their confidence and learning interest.

CONCLUSION

This research concludes that the use of electronic dictionaries is effective in learning vocabulary. It is proven by the post-test score 83.4667 which is higher than pre-test score 43.8667, and the classification of the t-count value is greater than t-table 2.160 12.576, which means that the alternative hypothesis (H_1) is accepted and the null hypothesis is rejected (H_0). In conclusion, there is a significant difference between students' vocabulary before and after being given treatment using electronic dictionary.

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