**THE EFFECTIVENESS OF USING E-DICTIONARY FOR DEVELOPING STUDENTS’ WRITING ABILITY**

**ABSTRACT**

This research conducted to see the effectiveness of electronic dictionary in descriptive text toward students’ writing ability at the first grade of SMPN 1 Pontang in academic year 2015/2016. The research is conducted based on the statement of problems: 1) How is the students’ writing ability before and after using electronic dictionary in descriptive text? 2) How is the effectiveness of electronic dictionary in descriptive text toward students’ writing ability? According to research problems, the object of research are: 1) To know the students’ writing ability before and after using electronic dictionary. 2) To know the effectiveness of electronic dictionary in descriptive text toward students’ writing ability.

The writer took 50 students as the sample. As the experimental group, the writer used class VII F which consist of 25 students. Meanwhile, as the control group, the writer used class VII C which consist of 25 students.

Based on research result, the average score of experiment class in pre-test is 71.48 in pre-test and 77.96 in post-test. While, the average score of control class is 72.04 in pre-test and 76.08 in post-test. There is significant effectiveness of electronic dictionary on students’ writing ability. The value of ttest is bigger than ttable : 1.677 < 3.857 > 2.407. The null hypothesis (µ = µ) is rejected and the alternative hypothesis (µ ≠ µ) is accepted. Based on the findings, it can be concluded that the used words wall is effective to learning process in descriptive text, especially at the first grade of SMPN 1 Pontang in academic year 2015/2016.

**Key Words:** Electronic dictionary, Writing ability, Teaching english

**INTRODUCTION**

Language is a key staple for human life on this earth, because of the language people can interact with each other and the language is a resource for social life. The language can be used when mutual understanding or understand each other closely associated with the use of language resources that we have. We can understand the intent and purposes of others speak or talk when we listen carefully to what is being said.

Therefore, the writer chose a media (electronic dictionary) for learning the English language, especially in terms of writing. Because writing is very important. And students regard, write it very difficult, so they are reluctant to write. Moreover, write in English.

However for the students the written is one of the most difficult skill of language. Writing as a part of language skills beside listening, speaking and reading, must be taught maximally by the teacher to the students. Writing is one of difficult subjects at school. So the teacher must create the subject so that the students can study the subject easily. Besides, the kinds of the text can also be important in teaching English in order to make the writing teaching successful. To select the appropriate texts, the teacher must consider the characteristics of the students, which directly related to the learning process. We can see the importance of writing in daily life and also in our social life, like in education and business aspects, for example, for writing a letter or an application letter. Although, writing is very important for us, it is a difficult subject especially for the students. It is because writing is a mixture of our idea, vocabulary and also grammar.

Dictionary is one of the tools to assist students’ understanding as well as enlightening the skill of writing. Writing would be interesting if students can understand the material, and this is when the dictionary plays its role as a medium to facilitate the students in writing. Hence, this overcomes the difficulties in understanding the writing material. The increase in dictionary use to support writing and learning vocabulary may be a matter of children discovering the usefulness of a dictionary over time as their writing improves so that the definitions in a dictionary are actually comprehensible.

Electronic Dictionary – refers to a dictionary used in electronic background whether in a compact disc or online. The difference between printed and electronic dictionary is that the latter can handle a larger amount of data and operate translation. This efficiency found in the electronic dictionary has made it more practical and feasible to com bine sound, visual and text.[[1]](#footnote-1)

The researcher is research of about more simple students in translating difficult sentence or vocabulary without using dictionary of thick paper or manual and disturb so that more practical to add the motivation and make easy the process learn all students.

Perceiving technological growth of E-Dictionary (Eds) which sophisticated progressively and variate of moment right now, researcher focus to collect the information and know furthermore about influence of use E-Dictionary (Eds) to student skill in writing of descriptive text so that researcher can know of influence E-Dictionary (Eds) to process learn all students specially in one of junior high school at Serang Banten that is SMPN 1 Pontang of years academic 2015 / 2016.

**TEORITICAL FRAMEWORK**

1. **Writing**

Writing is one of the important think from four basic skill in English learning. By writing we are giving time to think, trying our idea on paper, choosing out words, reading what we have written, rethinking, revising, rearranging, and the important one is to consider its effect on reader.

Writing is very important. But, low tradition writing make the students can be not good writer. This can be measured by two things. First, the circulation of print media and books are low compared to television. Second, almost all scientific discussion and even religious lecture delivered only by word of mouth. No papers and written materials that can be studied carefully. This is apparent in religious events.

Good writing is having good ideas and then communicating them. Grammar, spelling, and punctuation are used to help students communicate their ideas. Second, let your students know that all writers need and use editors.

1. The genre of writing

According to key Davidson that: “the writing genre fall into four categories, narrative, expository, persuasive, and descriptive”.[[2]](#footnote-2)

1. Narrative(story writing)

narrative or story writing has all the elements of fiction-characters, setting, a central idea or problem, vivid description of character interaction, and finally a conclution or solution to the problem.

1. Expository writing

Expository writing explains or gives information. This type of writing though and planning because the orders of fact or event is important. Students might be giving directions, explaining the step in a process, telling about a memorable event, or reporting information about something they are interested in.

1. Persuasive writing

Persuasive writing gives students an opportunity to try to convince the con opinion, it must be supported with facts and examples, logical thinking, and inference are strong qualities of persuasive writing and students must consider their audience when choosing the role for pieces.

1. Descriptive writing

Descriptive writing paints a vivid picture of what is in. the writers mind and is interwoven throughout the other genre. In important role in clearly showing, what is going on the story, event by event in expository writing description is used to relay information clearly.

1. **Descriptive text**

Descriptive or description reproduces the way things look, smell, taste, feel, or sound.[[3]](#footnote-3) It is may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time (days, season).Descriptive is used to describe to the reader on how something. The characteristic of process description is uses present and future tenses. Accuracy is important in a process description. Descriptive writing also describe about our felling, physical object, places, people or event. Description uses sensory language are sight, hearing, smell, taste and touch. Descriptive text is a kind of text with a purpose to give information. The context of this text is the description of particular thing, animal, person, or other.

1. The kinds of descriptive text
2. Description of people and place

It is usually people who are interesting to reader. When description is mentioned, one tends to think mainly about adjective and perhaps adverbs. It is sometimes surprising to find that a particularly clear description has resulted chiefly from the accurate use of verbs.

Character may be described directly or indirectly. Both methods may be used in the same story. In direct description, the writer tells how the person or place looks and what the person or place is like. In indirect description, the character is revealed through what he or she does, thinks, or say in certain situations.

1. Description of units of time

Descriptions of units of time are often used to establish mood. Literature is full of descriptions of seasons, days, and times of day.

1. **Electronic-Dictionary**

Electronic dictionary more effectively used in learning because it efficiently to carry anywhere. Along with the development of electronic dictionary more effective technology use in learning because of its efficient and easy to use.

Dictionaries in computerised form are one of the latest developments in the field of lexicography. They offer many of the advantages of modern technology, contain much more information than the printed versions on which they are based, can make use of multimedia, such as sound and animation, and perform complex searches much faster than we can turn pages.

The genre of electronic dictionary

Computerized dictionary is one way to develop teaching tools using modern technology. In general, it is known that the use of modern technology has a positive impact on teaching and learning process.

The development of science and technology has driven educational technology. "these developments have inspired the invention of some communication and technology tools to further enhance the development of information en masse and quickly." This information has been produced in different media formats and assist in the development of electronic dictionaries are also known as E-Dictionary.

Electronic dictionary can be divided into two different types, namely:

1). Electronic Dictionary Online;

2). Electronic Offline dictionaries.

Online electronic dictionaries available on the World Wide Web (WWW), also known as internet dictionary. Dictionaries can be directly used on the Internet. Some sites offered are free and some sites charge an annual. The advantage of using this dictionary is that it can be used in any place that has an internet connection. However, sometimes it takes a lot of time due to a busy network Internet connection. While offline electronic dictionary is a dictionary in the form of a compact disc. This dictionary type can be used with a computer or Personal Data Assistant (PDA). The advantage of using this type of dictionary is that users are free from distractions internet connection and the disadvantage is that in the form of an offline dictionary is costly.

**PURPOSE OF THE STUDY**

The writer would like to gives some purpose of the study as follows:

1. In learning writing ability, the teachers are hoped more creative in teaching their students in order to maximize teaching learning process, and makes the students are not boring.
2. The teachers should not teach their students monotonously, because it may make them bored. Teacher may use the other innovations in teaching and learning process to improve students’ academic achievement.
3. Electronic dictionary can be applied in English teaching learning process as one of the innovations in teaching and learning process, particularly the attempt of improving students’ writing skill of descriptive text. Electronic dictionary make them easier in creating descriptive text.

**RESEARCH QUESTIONS AND HYPOTHESIS**

This question was mentioned in this survey:

1. How is the students’ writing abiliy before and after using E-Dictionary in descriptive text?
2. How is the effectiveness of E-Dictionary in descriptive text toward students’ writing ability?

The null hypotheses of the study states that there is a significant relationship between these 2 ways in teaching writing ability, and our group with teaching writing ability through Electronic dictionary will get the best results in descriptive text test.

**METHOD**

This research is quasi experiment in which the experimental class and controlled class were conducted by the writer. In this research, the writer taught the students in experimental class by using discussion technique and controlled class by using electronic dictionary.

To get the data of examining the writing ability through electronic dictionary on descriptive text, the researcher uses quasi experiment method, Nunan has stated that “ A quasi experiment has both pre- and posttests, experiment and control groups, but no random assignment of subjects.” [[4]](#footnote-4) The writer use a quasi-experimental method with nonequivalent control group design.

Hypothesis is form a formal statement about expected relationship between two or more variables which can be tested through an experiment.[[5]](#footnote-5) The hypothesis of this study can be mastered alternative and null hypothesis.

The hypothesis are, as follows:

Ho : M1=M2

There is no significant effect of descriptive text through electronic dictionary

Ha : M1≠M2

There is significant effect of descriptive text through electronic dictionary

Population is all cases, situation or individuals who share one of more characters.[[6]](#footnote-6)This research was conducted on the first semester in the academic year 2015/2016. It was conducted in SMPN 1 Pontang, which was located on Kota Pontang. There are 100 students of firstgrade students that are divided into 7 classes. So the writer takes two classes as sample of this research. Sample is sub group of research population as individual. Dealing with the research, the writer determine research sample by using ***clustering purposive*** sample by taking students of VII C and VII F as the sample which groups, with 25 students each. One group of VII F as a control class and VII C as an experiment class.

**PROCEDURES**

There are two instruments used to collect the data for this research, there are observation and test.

1. Observation

Observation is the way and technique collecting data in which the researcher does experiment systematically to the subject of researcher. For the observation, the author looks for the report book.

1. Test

Test were divided into pre-test and post-test. In this research the writer took result of the test from the student of the first grade to measure their and spoken English skill.

1. Pre-test

Pre-test was carried out for the initial equivalence of the quasi experiment and control groups. The test was given to the group, both did the test on the same day

1. Post-test

Post-test was carried out to in order to check the differences between learning using strategy and without strategy.

The instrument function as the observation for pre teaching, and reading test for the subject of the study. The pre teaching includes the teaching of reading using strategy and teaching without strategy as an instrument to teach reading using both methods, a reading test will be administrated at the first and the end program. The writer used some data collection techniques in this test method which are observation, and essay as instrument.

The essay were the question to measure the students’ ability before and after learning. This is why, the author takes two classes between experimental class and controlled class of teaching reading pre-test and post-test.

**DATA ANALYSIS AND RESULT**

To analyze data, the writer uses two approaches. Those are logical approach for qualitative data and statistical approach for quantitative data. To test the hypothesis data that obtained from group of control if analysis by using formula of ‘t’ test.

‘t’ test is develop by William seely gussest, the ‘t’ in ‘t’ table taken from the last word of his name. ‘t’ test is one of the statistic test that used to test the validity of null hypothesis that in between two means of sample that randomly taken from the same population, there is significance differences or no.[[7]](#footnote-7) ‘t’ test in the test that usually used for the experimental method.

To see the differences between the pre-test and post-test of experiment class and control class, the researcher describes the students’ improving score of both by graphic as follow:

Graphic 1

Frequency of Pre-Test Score

(Experiment Class and Control Class)

Based on the graphic above, the lowest score both is 70 and high score is 76 in experiment class and 78 in control class.

Graphic 2

Frequency of Post-Test

(Experiment Class and Control Class)

Based on the graphic above, the lowest score in experiment class is 72 and 74 in control class. High score in experiment class is 86 and 85 in control class.

The wrchart area have already to know that the average score of experiment class is 71.48 in pre-test and 77.96 in post-test. While, the average score of control class is 72.04 in pre-test and 76.08 in post-test. Seeing the last calculation. The calculation mean score of experiment class higher than control class, there are 6.48 in experiment class and 4.04 in control class.

**CONCLUSION**

Based on the research carried out in first grade at SMPN 1 Pontang academic year 2015/2016 and concerning on the result of the previous finding, analysis, description and interpretation of data, the writer concludes that:

1. From the result of writing descriptive text pre-test and post-test between experiment and control class, the writer has known that students’ writing skill is quite good. It can see from the average score in pre-test and post-test. The average score of experiment class in pre-test is 71.48 in pre-test and 77.96 in post-test. While, the average score of control class is 72.04 in pre-test and 76.08 in post-test.
2. In the result of writing descriptive text pre-test and post-test between experiment and control class, the writer has known that students who taught by electronic dictionary could achieve better score that those taught by usual method. It can see from the average score of experiment class ∑X2 = 44.24 and control class ∑Y2 = 198.96. In other word, writer have got 61% increase in using electronic dictionary and 36% increase in usual method. The result of analyzes about whether any effectiveness of electronic dictionary on students’ writing skill, there is significant effectiveness of electronic dictionary on students’ writing skill. It caused of the strategy is well applied and easy to understand for students. The environment of the class also could be the one of the factors to support students enjoy and concentrate in learning. Then, the students could finish the test easily and get good score. Further more, the value of ttest is bigger than ttable : 1.677 < 3.86 > 2.407. The null hypothesis (µ = µ) is rejected and the alternative hypothesis (µ ≠ µ) is accepted.

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