THE USE OF *MY DICTIONARY APPLICATION*
TO IMPROVE STUDENTS' VOCABULARY MASTERY

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ABSTRACT

The purpose of this study was to know the result of improving students' vocabulary mastery by using *My Dictionary Application*. This research used Quasi-Experiment design. This research involved two classes IX A and IX B as the sample of this research. IX A was selected as experimental class and IX B was selected as control class. In the experimental class, vocabulary was taught by using *My Dictionary Application*. While, in the control class, vocabulary was taught by using with the conventional media. The data was collected from pre-test dan post test. Then , the data obtained was analyzed by using SPSS. The result of the study showed that teaching vocabulary by using *My Dictionary Application* significantly improving students' vocabulary. The findings showed that the mean of Experiment class students was 25.20, and the control class means score was 21.40. After treatment given, there is a significant increase. The means of the Experiment class is 48.40, and the class of the control class is 30.50. After that compared between posttest result class experiment with control class result is t (result the research) = Σ X1 - Σ X2 = t = 48, 40 - 30, 50 = 19.00. Where Σ X1 (experiment class)> Σ X2 (control class). This means that the use of my dictionary application gives effect to vocabulary mastery of students.

Keywords: My Dictionary Application and Vocabulary Mastery.

A. INTRODUCTION

English is an important language to learn. Especially with the development of the increasingly demanding era of all people to be able to use English language so that increasing the English language is increasingly important to learn. In the world of today, where English has become the part and parcel of every aspect of life, teaching and learning it is gaining impetus (Pathan, 2016).

Vocabulary is one aspect in English. Vocabulary is very important for studying English. The students learned grammar without vocabulary, will have difficulty to convey what she or he wants to say. However a student's just learning. Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner (Alqahtani, 2015).

However, some of students in MTs Darunadwah Cipongkor still have less vocabulary. Sometimes they do not understand what the theacer said. Morever, the students are still difficult to communicate using English. It can make the students lazy to learning english. The students do not give attention when the teacher explained the material in the class. Furthemore they just keep silent if the teacher asked them in english. So must of students have a just acquired a few

vocabularies. This means that the teacher needs to use effective media that can make the interest in learning.

Technology is such a big part of the world of w which we live. According to Costley (2014), the use of technology and teaching students have to use it has become a high priority in the public schools. Another reason technology is a factor improving learning is the fact that technology is becoming such an integral part of our everyday world. Most jobs today require some type of technology use. Also, students and adults are using technology on a daily basis to communicate, get information in multiple ways. The prevalent daily use of technology in people's lives overall makes the use of technology very relevant to the students and provides a connection that will greatly benefit student teaching. This means that the use technology can help students improve their achievement. *My dictionary application* is one result of technological developments that anyone can get through his smart phone. Thus, this study aims to know the result of enhancing students' vocabulary mastery by using *My Dictionary Application.*

B. LITERATURE REVIEW
1. Vocabulary
Vocabulary is vital parts of language. Without words, language will be difficult to be made. Vocabulary can be seen as bricks in a building while the building is the language. It means that by having a good amount of vocabulary, we can use the language well. No one can learn a language without learning its vocabulary (Huda, 2016) This means that vocabulary is one of the language aspects which should be learn learning vocabulary to enable one to speak, write, and listen. A person said to know a word if he can recognize it is meaning when he see it (Cameron, 2001: 75). It means that in learning vocabulary the learners have to know the meaning of the new words it and also understand and can use it sentence context.

According Linse (2002:121), vocabulary is the collection of words that an individual knows. Vocabulary is one of the language system components that is important to be learned.Vocabulary is the total number of words in a language; all the words know a person particular subject, a list of words with their meaning, especially one that accompanies a textbook (Hornby, 1995: 1331). Those definition shows that vocabulary is the first element that English learners should learn on order to master English well besides the other English components and skills.

In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to enable the students to have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students they will get the better skill that can be reached in using language. Therefore, it can be concluded that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar (Harmer, 1991: 158).

2. My Dictionary Application
My dictionary application or *kamusku* in Indonesian language is application based offline created by a software company in Bandung which name is Kodelokus. Precisely in Jl. Sharon Raya Utara No. 29, Grand Sharon Residence, District Rancasari, Cipamakolan, Rancasari,

Bandung, West Java 40292. *My Dictionary Application* is an application that can be found in Google play store or Apple store where its function is to help someone to search the English vocabulary easily and quickly.

C. RESEARCH METHODOLOGY
Based on the aim of research, the researcher used quasi-experimental design. According to McMillan and Schumacher (cited in Nuralfiah, 2016) that in an experimental design, the researcher manipulate what the subject will experience. The study was conducted at one MTs Darunadwah Cipongkor Kabupaten Bandung Barat. The researcher focused to study about the use of *my dictionary application* in theaching vocabulary to apply in teaching learing activity to build up student's ability in memorizing vocabulary.The participants in this study were ninth grade students which consist of 40 students from two classes. Classes IX A is experimental and IX B is as control group.The data was collected from pre-test and post test. Then, then the data was analyzed by using t- test.

D. FINDINGS AND DISCUSSION
The researcher got the result value data from pretest and posttest of experiment class and control class as follows:

Table 1. Data of Pretest and Posttest

NO	NAME	Pretest	Posttest	NO	NAME	Pretest	Posttest
1	A1	20	48	1	B1	32	36
2	A2	32	48	2	B2	24	28
3	A3	24	56	3	B3	28	36
4	A4	28	48	4	B4	24	28
5	A5	24	52	5	B5	28	40
6	A6	24	44	6	B6	20	36
7	A7	32	52	7	B7	20	32
8	A8	32	52	8	B8	28	38
9	A9	20	44	9	B9	16	28
10	A10	32	52	10	B10	16	24
11	A11	32	52	11	B11	20	28
12	A12	20	48	12	B12	28	40
13	A13	24	44	13	B13	20	16
14	A14	20	48	14	B14	20	32
15	A15	16	40	15	B15	16	16
16	A16	32	52	16	B16	16	32
17	A17	24	52	17	B17	28	40
18	A18	24	40	18	B18	16	36
19	A19	20	44	19	B19	12	20
20	A20	24	52	20	B20	16	24

The next step T-Test two independent samples is the normality test. By clicking **Analyze** >> **Descriptive Statistics** >> **Explore.** Then the display will appear as follows

Table 2. Case Processing Summary

	The_Use_of_My_Dictionary_App	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Pritest	1	20	100.0%	0	0.0%	20	100.0%
	2	20	100.0%	0	0.0%	20	100.0%
Posttest	1	20	100.0%	0	0.0%	20	100.0%
	2	20	100.0%	0	0.0%	20	100.0%

Table 3. Descriptives

		The_Use_of_My_Dictionary_App		Statistic	Std. Error
Pretest	1	Mean		25.20	1.164
		95% Confidence Interval for Mean	Lower Bound	22.76	
			Upper Bound	27.64	
		5% Trimmed Mean		25.33	
		Median		24.00	
		Variance		27.116	
		Std. Deviation		5.207	
		Minimum		16	
		Maximum		32	
		Range		16	
		Interquartile Range		12	
		Skewness		.172	.512
		Kurtosis		-1.208	.992
	2	Mean		21.40	1.274
		95% Confidence Interval for Mean	Lower Bound	18.73	
			Upper Bound	24.07	
		5% Trimmed Mean		21.33	
		Median		20.00	
		Variance		32.463	
		Std. Deviation		5.698	

		Minimum	12	
		Maximum	32	
		Range	20	
		Interquartile Range	12	
		Skewness	.277	.512
		Kurtosis	-1.131	.992
Posttest	1	Mean	48.40	1.001
		95% Confidence Interval for Mean — Lower Bound	46.30	
		95% Confidence Interval for Mean — Upper Bound	50.50	
		5% Trimmed Mean	48.44	
		Median	48.00	
		Variance	20.042	
		Std. Deviation	4.477	
		Minimum	40	
		Maximum	56	
		Range	16	
		Interquartile Range	8	
		Skewness	-.466	.512
		Kurtosis	-.637	.992
	2	Mean	30.50	1.698
		95% Confidence Interval for Mean — Lower Bound	26.95	
		95% Confidence Interval for Mean — Upper Bound	34.05	
		5% Trimmed Mean	30.78	
		Median	32.00	
		Variance	57.632	
		Std. Deviation	7.592	
		Minimum	16	
		Maximum	40	
		Range	24	
		Interquartile Range	11	
		Skewness	-.561	.512
		Kurtosis	-.591	.992

Table 4. Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	The_Use_of_My_ Dictionary_App	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	1	.241	20	.003	.859	20	.008
	2	.197	20	.041	.904	20	.050
Posttest	1	.239	20	.004	.891	20	.029
	2	.166	20	.153	.921	20	.103

a. Lilliefors Significance Correction

From the above results we see in the Shapiro-Wilk column and it can be seen that the value of significance for pretest The use of my dictionary application 0.008 and the use of conventional media was 0.050. Moreover, the value of significance for the posttest The use of my *dictionary application* was 0.029 and the use of conventional media was 0.103. Thus, it can be concluded that the data is normally distributed, because the value is greater than 0.005.

Furthermore, next step t-test two independent sample that is homogeneity test. By clicking Analyze >> Descriptive Statistics >> Explore. Appearance explore and input both variable (pretest and posttest) into Dependent List column and method into Factor List, the results obtained are as follows:

Table 5. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	.373	1	38	.545
	Based on Median	.299	1	38	.587
	Based on Median and with adjusted df	.299	1	37.986	.587
	Based on trimmed mean	.305	1	38	.584
Posttest	Based on Mean	6.026	1	38	.019
	Based on Median	4.562	1	38	.039
	Based on Median and with adjusted df	4.562	1	29.898	.041
	Based on trimmed mean	5.773	1	38	.021

T-Test

Table 6 Group Statistics

	The_Use_of_My_Dictionary_App	N	Mean	Std. Deviation	Std. Error Mean
Pretest	1	20	25.20	5.207	1.164
	2	20	21.40	5.698	1.274
Posttest	1	20	48.40	4.477	1.001
	2	20	30.50	7.592	1.698

Table 7. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretest	Equal variances assumed	.373	.545	2.202	38	.034	3.800	1.726	.306	7.294
	Equal variances not assumed			2.202	37.696	.034	3.800	1.726	.305	7.295
Posttest	Equal variances assumed	6.026	.019	9.083	38	.000	17.900	1.971	13.911	21.889
	Equal variances not assumed			9.083	30.789	.000	17.900	1.971	13.880	21.920

Based on the data above, it showed that the value of sig. (2-tailed) 0.000 smaller than 0.005. This means thatt H0 rejected and H1 accepted that there are differences in English learning results by using of *my dictionary application* and by using conventional media. In addition, The data above explains that the average grade of experimental class posttest in reducing the posttest grade of the control class still shows the value of 19.00 and not minus. It shows that my dictionary use is better than the lecture method.

E. CONCLUSION

Based on the findings mentioned above, it can be concluded that the use of *My Dictionary Application* is very helpful in improving students' vocabulary mastery. This is can be seen from the average value obtained from the larger experiment class that is 48, 40 compared to the control class which is only 30, 50, and also described in the Independent sample test table in the sig column (2 Tailed) in the posttest row there is a value of 0,000 which shows that there is a difference between experiment class and control. In addition, the use of *My Dictionary Application* can develop and improve students' vocabulary skills compared to using lecture methods. It is in line with the statement of Clark (2013) that a technology supported deliberate vocabulary learning study.

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