

**THE EFFECT OF USING ENGLISH DICTIONARY IN SPEAKING SKILL  
FOR DAILY COMMUNICATION STUDENTS INTERMEDIATE LEVEL AT  
ENGLISH LEARNERS ASSOCIATION (ELA) COURSE IN ACADEMIC  
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**ABSTRACT**

This study discusses the effect of using an English dictionary in the speaking skills of intermediate level students. The purpose of this study was to determine the significant effect of using an English dictionary on students' speaking skills for daily communication. To determine the effect of students being taught using an English dictionary on students' fluency in speaking. This research was carried out at intermediate level A and intermediate level B ELA COURSE for the 2018/2019 academic year which took place at the Darussalam Islamic Boarding School Blokagung Banyuwangi, specifically Putri Selatan, who was placed in the Nafahatul Musyarofah Dormitory. There are two classes, each class consists of 10 students. The data collection method in this study is a quasi-experimental quantitative method.

Keyword: english dictionary, speaking skill

**Introduction**

Language is a set of signals for us to communicate. Generates some signals when you want to communicate with people. An example of the signal we generate in communication is a word. Make some words that express your feelings in spoken or written language. In addition, another signal we often see in communication is the facial expression of our body. It's a tool for him to do his business in society.

Language is important because language-speaking people aim for political, social, commercial, economic, and cultural purposes.

English is one of the communication tools in the world, English is an international language. In some countries English is their first language. Hardjono Rayner (2001: xxv) suggests that English is an international language so that it is the most widely used language in the world. We can see the position of English as an international language with the presence of anglophone speakers (English speakers) spread across five continents. English is not only used by anglophone speakers, but is used by the world community, especially people who tend to be modern. This is also due to the various advantages in English, among others, in the richness of its idioms (special expressions), which are more varied and always evolving than other European languages. In Indonesia, English is a very important language in the world of education so that English learning is given from elementary school to university level. Not only in the world of education, in the world of economy as well. The development of this country and the increasing number of foreign companies that are established in Indonesia have made foreign languages such as English become widespread quickly. Seeing the many tours in Indonesia, English is the language used between foreign tourists and Indonesians.

Learning English is no longer an obligation, but English is also a defense in the face of increasingly challenging globalization. The ability to learn English is actually not limited by any background. Be it economic background, ethnicity, country, gender, race, ethnicity, religion, age or even education level.

In English, there are four skills to be explored, including speaking, listening, reading, writing. These four skills are very important and related to each other. Speaking is one of the four skills above, speaking is very important in English because someone is said to be able to master English, it can be seen from someone's speech. One way to develop someone's speaking is by increasing their English vocabulary. According to Ladouse (in Nunan, 1991: 23) speaking is an activity to explain someone in a certain situation or an activity to report something. Meanwhile,

according to Tarigan (1990: 8) "Speaking is a way to communicate that affects our daily lives". This means that speaking is a way of communicating that can affect a person's life. Using English songs is an easy way to improve vocabulary. We can use YouTube to find the English song we want. In this case, Allah swt. said in the Qur'an Surah Al-Baqarah verse 83.

... حُسْنًا اسْأَلُوا لَلَّذِ قُولُوا وَ ...

*"... and say all of you to people with kind words..."*.

In general, the notion of communication is an activity of delivering information, be it messages, ideas, and ideas, from one party to another. Usually this communication is done verbally or verbally, making it easier for both parties to understand each other. Communication, according to James A. F. Stoner, is a process in which someone tries to impart understanding and information to another through sending messages. The definition of communication, an effort to give and accomplish unity. Both sides will be able to achieve their objectives if they communicate and have a common understanding of the information being passed between them.

A dictionary is a kind of reference book that explains the meaning of words. Dictionary serves to help someone recognize new words. In addition to explaining the meaning of words, dictionaries may also have guidelines for the designation, origin (etymology) of a word and also examples of usage for a word. To clarify sometimes there are also illustrations in the dictionary. This is usually found in French dictionaries. The word dictionary is taken from the Arabic qamus (قاموس), with the plural form qawamis. The Arabic word itself comes from the Greek word (oceanos) which means 'ocean'. The history of the word clearly shows the basic meaning contained in the word dictionary, namely the container of knowledge, especially knowledge of language, which is infinite in depth and breadth. Today the dictionary is a treasure that contains the vocabulary of a language, which ideally is not limited in

number. and the English dictionary is one of several kinds of dictionaries that we need to learn

ELA course institution is a non-formal educational institution, both conducted in Islamic boarding schools and outside Islamic boarding schools. Especially at the English language course institution, it aims to help students improve their competence or ability in English. As a means of international communication, English must be mastered actively or passively, verbally and in writing. To face these challenges, the students must prepare themselves to become human resources, especially in the field of English communication. The community's need for the importance of English encourages people to fulfill their needs in sharpening their English skills/ability.

- Vision

To become a quality, disciplined, innovative, and creative pesantren system course institution. To create courses that have a global perspective and are able to create graduates who are smart, competitive and independent

- Mission

Organizing a professional and competitive Islamic boarding school-based English course program so that members master English language skills.

ELA Course Institution located at the Darussalam Putri Selatan Islamic Boarding School is a new language institution that has recently been established. This member of the ELA Course Institute is domiciled in the Nafahatul Musyarofah Dormitory. Learning activities were carried out in the hall of the Pondok Darussalam Putri Selatan Islamic Boarding School when lecture activities were carried out in the morning and at the Nafahatul Musyarofah Dormitory in the evening. Here English is taught from basic to advanced levels. The students have learned about vocabulary. Ideally, what is taught to them can make them able to use English well. However, in

reality they still have difficulty speaking properly. Students cannot use vocabulary properly, they also still lack vocabulary. They do not pay attention to the correct use of words. The students are afraid of making mistakes in speaking English. This shows that students have a limited vocabulary. As a result, students cannot speak properly, so they are unable to express it to others. that's what made the researcher interested in the class. This may be due to a lack of motivation in learning English from the teacher or the environment. Often course participants hear vocabulary or sentences without knowing the correct writing The solution to overcome the problem above is to choose one method that suits the needs of the course participants.

### **Research Methodology**

Because the researcher is aiming to determine the effect of one variable on another, this study used a quasi-experimental research design (Sudjana, 2009: 19). The three basic characteristics of a quasi-experimental study are: (1) manipulation of independent variables, (2) control or control of all other variables save the independent variable, and (3) observation or measurement of the dependent variable as the influence of independent variables (Sudaryanto 2009: 19). English dictionary is applied in the experimental class and not applied in the control class. This study focuses on giving treatment to the experimental class by applying an English dictionary in students' speaking skill, and observing the results through student tests.

The population in this study were students of the intermediate level Ela course class. totaling 20 students. The authors picked class A as the experimental, which had 10 students, and class B as the control group group, which had 10 students. Purposive sampling is a sample gathering strategy used by the author. The reason for choosing purposive sampling is because the author has his own set of criteria to get a representative sample. The author has a goal in choosing a class for this research, because both classes have almost the same English proficiency. To compare something, the difference should not be too much, it should be almost the same.

To acquire data, the researcher employed a speaking exam as an instrument. In this study, there are two types of instruments: instruments for the experimental group and instruments for the control group. The researcher employed an oral language assessment rubric based on grammar and vocabulary, pronunciation, and interactive conversation to measure students' speaking competence.

The data for this study was collected using a speaking test. Researchers refer to measuring instruments as "instruments" in general test. The process of creating, testing, and using research instruments is known as instrumentation. The researcher used pre-test and post-test in the study. The test includes a scoring system for pronunciation, grammar, fluency, vocabulary, and comprehension.

The researcher used Brown's (2004:171) assessment speech theory in scoring the test. Content, vocabulary, comprehension, fluency, and pronunciation are the five indicators that were tested in this study, and each of them has a different examination to do. The following are the details of the assessment components.

Tests, both pre-test and post-test, were conducted by the author. The data was compared using the pre-test and post-test mean scores. The data was then evaluated and processed using the statistical computation of the t-test procedure with a significance threshold of 5%, and a score was obtained. The t-test was employed in this investigation to determine whether there was a significant difference in the arithmetic mean between the experimental and control groups. Meanwhile, the resulting score is the difference between each experimental class's and control group's pre- and post-test scores. The gain score is used to measure whether the score has increased or decreased, as well as the effectiveness of the media employed. However, before verifying the hypothesis, the analytical conditions, such as the distribution normality and homogeneity tests, must be tested. The writer employed the T-test to determine the difference between the experimental and control classes' pre- and post-test scores.

- a. Normality test

The normality test was used to determine whether the data collection distribution was normal or not. Shapiro-Wilk analysis of normality was utilized in this study, which was conducted using SPSS version 22 software. The data distribution can be classified as normal if the normality result was greater than 0.05. If the result was less than 0.05, on the other hand, the data distribution was not normal.

b. Homogeneity test

After the normality test shows that the data is distributed normally, the homogeneity test is required. It determines whether they are equal or homogeneous. In order to obtain this information, the Levene statistic test is used in this study with a significance level of 0.05. akin to homogeneous or having the same variances.

c. Hypothesis

Pre- and post-tests are used to compare the vocabulary of pupils before and after they are taught using an English dictionary. After the data from the test is obtained, it is analyzed using SPSS. If the data from the test reveal that they are both homogenous and normal, a hypothesis test could be performed. In this study, the T-test is performed to see if there is a difference between two variables. T-testing is done in SPSS using an independent-sample t test. The T-test was used by the researcher in SPSS.

## **Finding And Discussion**

The obtained scores from both the pretest and posttest from the experiment and control classes were evaluated using the t-test in data analysis. To look at the difference of significant level before calculating the t test value, the normality and homogeneity values of the data had to be determined. The normality test was required to determine whether or not the data was normally distributed. The next step was to calculate the data homogeneity after obtaining the normality result. Its goal was to

determine whether the data was homogeneous or not. The researcher utilized SPSS 22 to analyze the data for the test, which is shown in the following descriptions

### **Normality test**

Normality test is one of the requirements to measure research data. In this study, the researcher applied method the Shapiro - Wilk to test the normality of the data and to find out whether the data is normally distributed. This test aims to determine whether the data from the two classes are normally distributed or not. The importance of data using Shapiro - Wilk of the pre-test in the experimental group was 0.391 and the control group was 0.313. From the significance of the data in the pre-test, the data is normally distributed because the significance is greater than  $= 0.05$ . In addition, Shapiro – Wilk also showed the significance of the post-test data in the experimental group of 0.157 while in the control group of 0.229. It can be concluded that both the pretest and posttest in the experimental and control groups are greater than  $= 0.05$ , which means the data is normally distributed.

### **Homogeneity test**

The researcher ran a homogeneity test after the normality test to assess if the data was normally distributed or not. The homogeneity test was used to determine how comparable the samples from the experimental and control groups were. The homogeneity of the test was calculated using the Levene statistical test using IBM SPSS Statistic 22. The following are the findings of the homogeneity test. The significance (Sig.) of the post-test between the experimental class and the control class is 0.822, according to the data in Table 4.9. However, if the significance value is greater than the significance threshold, the data might be said to be homogeneous (significance level). As a result, the experimental and control classes' post-test data is uniform since it is more than the significance of 0.05 ( $0.822 > 0.05$ ). Moreover, the data shows that the students in the experimental and control classes have the same post-test characteristics.



## **Hypotesis test**

The next calculation step is to test the hypothesis after performing several procedures in the Preliminary Data Analysis, such as normality and homogeneity tests, and the data is proven to be normally distributed and homogeneous (samples from the experimental and control classes have the same characteristics). The researcher used the t-test to calculate the data in order to evaluate the hypothesis. The t-test will be used to see if there is a significant difference in students' speaking skills in daily communication using english dictionary between the experimental and control classes. To test the hypothesis of this study, researchers used SPSS 22 and calculated the average value of the experimental and control classes using the formula. The results of the t-test are also supported by the calculation of the effect size. The t-test results of the post-test in the experimental and control groups following treatment in the experimental group are shown in the independent sample test table. The p-value or sig 2-tailed findings of the independent sample test (0.095). Because the p-value or 2-tailed sig (0.095) is less than = 5 percent (0.05), the null hypothesis is rejected, and the alternative hypothesis is accepted because the p-value or 2-tailed sig (0.095) is less than = 5 percent (0.05), indicating that the results are statistically significant. post-test.

## **Effect size**

Finally, the researcher analyzed the size of the effect of the t-test findings to determine the level of significance of the effect because the results of the t-test proved statistical significance in the post-test and achieved a score result (weak to strong).

The computation relates to the Cohen's d effect size calculation to calculate the effect size. The mean and standard deviation of the post-test of the two classes (experimental and controlled) are required for this calculation, which were previously obtained from the t-test results in the Group Statistics table. The effect size, or level

of significance effect, is 0.7, as shown in Table 4.13. It suggests that English dictionary has a minor impact on students' speaking skill, according to the findings of this study. This is based on Cohen's d effect size criteria, where 0.7 falls into the mild impact scale, which is only one point away from the strong effect scale.

After calculating and reviewing the data collected from the research, the researcher gathers some information. First, an English dictionary is acknowledged as one of the strategies that can have a considerable impact on teaching speaking skills, according to hypothesis testing and effect size calculations. It can be used in learning and teaching in schools, despite the fact that it is not primarily created for speaking.

Second, data analysis supports the notion that the English lexicon has a considerable impact on students' speaking skills at the intermediate level of the ELA course. The experimental class's average pre-test value is 67.20, while the control class's average pre-test value is 66.40. After treatment, the experimental group scored much higher on the post-test. The experimental class's average post-test score was 76.40, while the control class's average score was 70.40. Both classes improved their speaking abilities, but the experimental class outperformed the control group, as shown by higher post-test results. A t-test was used to show and support the interpretation, revealing that the English lexicon had a significant impact on students' speaking abilities. The independent sample test yielded a p-value of significance of 0.095, indicating that  $H_a$  was accepted. Furthermore, calculating the effect size places a greater emphasis on the outcomes.

## **CONCLUSION**

The usage of an English dictionary is useful in boosting students' speaking skills, according to research conducted on ELA COURSE intermediate level students in the 2021/2022 academic year. It may be inferred that whether students are educated using the English lexicon or not has a substantial impact on their speaking abilities. Students who are taught using the buzz group method perform better than those who are not.

According to the results of the experiment, there is a substantial difference in scores between the experimental class that uses an English dictionary and the control class that does not use the English dictionary technique. Students in the experimental class have the opportunity to improve. Based on the findings, the researcher proposes that English Dictionary Be Used In Ela Course establishments to help students grow and improve their speaking skills while also increasing their motivation. As a result, the English dictionary can be used in the classroom to improve student involvement. This strategy is also an alternative for teachers, as it can assist them in making the teaching and learning process of teaching speaking more engaging.

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