

THESIS

**THE EFFECT OF USING ENGLISH DICTIONARY IN SPEAKING
SKILLS FOR DAILY COMMUNICATION OF STUDENT
INTERMEDIATE LEVEL AT ENGLISH LEARNERS ASSOCIATION
(ELA) COURSE
IN ACADEMIC YEAR 2021/2022**



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REQUIREMENT FOR DEGREE

THE EFFECT OF USING ENGLISH DICTIONARY IN SPEAKING SKILLS FOR DAILY COMMUNICATION OF STUDENT INTERMEDIATE LEVEL AT ENGLISH LEARNERS ASSOCIATION (ELA) COURSE IN ACADEMIC YEAR 2021/2022

THESIS

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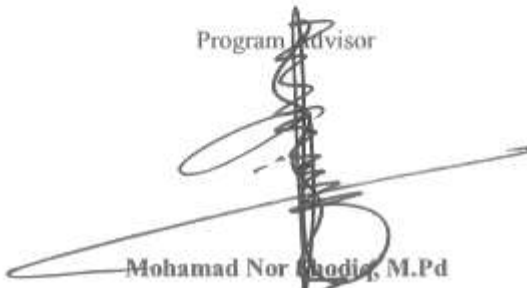
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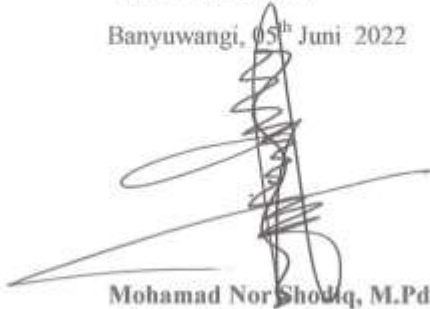


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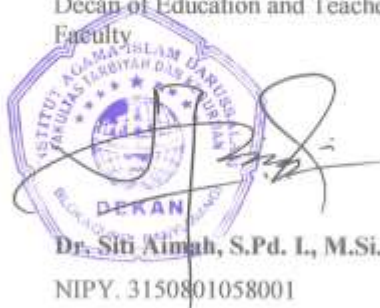
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Declarator



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MOTTO

Follow your heart, listen to your inner voice, stop caring about what other people think
(Roy T. Bennett)

DEDICATION

I dedicate this thesis to myself, who has fought until the last point of this struggle
My beloved parents Mr. H. Muslih and Mrs. kiptiyah who have provided support, and
prayers that never stop flowing for the success of this thesis
for my guide, Mr. Mohamad Nor Shodiq the patented mentor that I met, thank you for
training me until this thesis is finished.

To all lecturers, thank you for all the knowledge and advice given to me

For all my friends. Guidance friends, TBIG-2018 classmates,

ABSTRAC

Magfiroh, Elok lailatul, 18112210029. *The Effect Of Using English Dictionary In Speaking Skills For Daily Communication Of Student Intermediate Level At English Learners Association (ELA) Course In Academic Years 2021/2022.* Thesis of the Faculty of Tarbiyah and Teacher Training. English Education study program. Darussalam Institute of Islamic Religion (IAIDA) 2021/2022.

Keywords: english dictionary, speaking skill.

There are several problems found by the researchers. Among them are the majority of students have difficulty in speaking. Little vocabulary can affect students' mindset that speaking is a difficult thing. The biggest reason the researcher conducted this research is because ELA COURSE is a course institution, especially since they recently had a new language dormitory at Yayasan PP. Darussalam, so some research is still rarely done, especially research that focuses on the English language. Therefore, the researchers tried to conduct research on how English, especially speaking skills, is taught and learned at the ELA COURSE course. And in fact, some problems in students were found by researchers and speaking skills need to be emphasized more.

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. So, the total population is 20 students. The data collection method in this study is a quasi-experimental quantitative method.

ABSTRAK

Magfiroh, Elok lailatul, 18112210029. *The Effect Of Using English Dictionary In Speaking Skills For Daily Communication Of Student Intermediate Level At English Learners Association (ELA) Course In Academic Years 2021/2022.* Thesis of the Faculty of Tarbiyah and Teacher Training. English Education study program. Darussalam Institute of Islamic Religion (IAIDA) 2021/2022.

Kata Kunci: english dictionary, speaking skill.

Ada beberapa masalah yang ditemukan oleh peneliti. Diantaranya adalah mayoritas siswa memiliki kesulitan dalam berbicara. kosa kata yang sedikit bisa mempengaruhi pola pikir siswa bahwa berbicara adalah suatu hal yang sulit. Alasan terbesar peneliti mengadakan penelitian ini adalah karena ELA COURSE termasuk lembaga kursus apalagi mereka baru saja memiliki asrama bahasa yang baru di Yayasan PP. Darussalam jadi beberapa penelitian masih jarang dilakukan terutama penelitian yang berfokus pada bahasa inggris. Oleh karena itu peneliti mencoba untuk melakukan penelitian tentang bagaimana bahasa inggris terutama skill berbicara diajarkan dan dipelajari di lembaga kursus ELA COURSE. Dan pada kenyataannya, beberapa masalah pada siswa ditemukan oleh peneliti dan skill berbicara butuh untuk lebih ditekankan.

Penelitian ini membahas tentang Pengaruh Penggunaan Kamus bahasa inggris dalam speaking skills dari Siswa intermediate level. Tujuan dari penelitian ini adalah Untuk mengetahui pengaruh yang signifikan dari penggunaan Kamus bahasa inggris dalam skill berbicara siswa untuk daily communication Untuk mengetahui pengaruh siswa yang diajarkan dengan menggunakan Kamus bahasa inggris terhadap kelancaran siswa dalam berbicara.

Penelitian ini dilaksanakan di intermediate level A dan intermediate level B ELA COURSE tahun ajaran 2018/2019 yang bertempat di pondok pesantren darussalam blokagung banyuwangi tepatnya putri selatan yang menempati di asrama nafahatul musyarofah . Ada dua kelas, yang masing-masing kelas terdiri dari 10 siswa. Jadi, jumlah populasinya adalah 20 siswa. Metode pengumpulan data dalam penelitian ini adalah metode kuantitatif a quasi eksperimental.

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All praise be to Allah the whole God universe, by the grace of Allah the highest finally the writer is able to finish her 'Thesis' after long effort of writing. Peace, blessing, and salutation be upon our great prophet Muhammad, his family, his descendant and his followers who strived in Islam.

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2. Dr. Siti Aimah, S.Pd.I., M.Si. Dean of Faculty of Education and Teacher Training
3. Dr. Hj. Zulfi Zumala Dwi Andriani, MA. Head of Undergraduate Program in English Education Department.
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I do expect this thesis gives advantages to the world of education. For improvement of this thesis, I welcome warmly for any constructive and suggestion.

Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aminn.

Banyuwangi, june, 2nd 2022

The Writer

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CHAPTER I

INTRODUCTION

A. Research Background

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.

... وَ قُولُوا لِلنَّاسِ حُسْنًا ...

"... 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. Based on the description above, the researcher was inspired by :

1. Wiratman's thesis with title The Effectiveness Of Using Mobile Dictionary Towards Students' Vocabulary Mastery At The Second Semester Of The Seventh Grade Of Smpn Terpadu Gunung Pelindung In The Academic Year 2020/2021
2. Umami hayati's thesis with title Using Visual Dictionary In Teaching Students To Improve Vocabularies (A Pre-Experimental Research at the Seventh Grade Students of SMP Negeri 1 Sungguminasa)
3. Yavuz uldirim's thesis with title The Effectiveness Of Using English Dictionary To Improve Students' Vocabulary Mastery A Case of Year Eleven Students of Semesta Senior High School 2009/2010
4. Ida yulianti's thesis with title The Effectiveness Of Using Kamusku Application Dictionary On Students' Vocabulary Mastery At Class X Tkj Smk Islamic Centre Baiturrahman Semarang In Academic Year 2017/2018
5. Iman Santosa, Andriyadi's journal with title The Use Of My Dictionary Application To Improve Students' Vocabulary Mastery

Based on the explanation above, the writer would like to know the effect of using English dictionary for students' vocabulary mastery in speaking

skills at the Intermediate level English Learners association (ELA). She wanted to know whether using English dictionary were effective in speaking skills. Thus, the author will focus on “**THE EFFECT OF USING ENGLISH DICTIONARY IN SPEAKING SKILLS FOR DAILY COMMUNICATION STUDENT OF INTERMEDIATE LEVEL AT ENGLISH LEARNERS ASSOCIATION (ELA) COURSE IN ACADEMIC YEAR 2021/2022**”

B. Research Problem

1. Is there any significant effect of english dictionary in speaking skill for daily communication student at Ela course in academic year 2021/2022?
2. How many percent the effect of english dictionary in speaking skill for daily communication student at Ela course in academic year 2021/2022?

C. Research Objective

1. To find out the significant effect of English dictionary in speaking skill for daily communication student of intermediate level at Ela course in academic year 2021/2022
2. To find out the percentation effect of english dictionary in speaking skill for daily communication student at Ela course in academic year 2021/2022?

D. Research Significances

1. Theoretical

As input for media education experts to further develop the English dictionary as a medium for teaching speaking skills in daily communication student.

2. Practical

a. As input for the teacher concerned to determine learning strategies and choose the right teaching media, especially for teaching English speaking skills.

b. As input for school managers to pay attention to and complete learning facilities and infrastructure, especially media for language teaching

E. The Scope And Limitations Of Reseach

Based on problem identification, the writer focuses on the effect of using English dictionary in speaking skills. This will be done for intermediate level English Learners Association members.

F. The Definition Of Key Term

1. English dictionary 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.

2. Speaking is 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
3. 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.
4. 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. 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.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Literature Related

1. Dictionary

a. Definition Dictionary

A dictionary is a book that has an alphabetical list of words with their definitions explained or written in a different language. or a similar product for use on a computer. a book which gives information about a particular subject, in which the entries (words or phrases) are given in alphabetical order.

A dictionary, according to Young-Kyung Min, is one of the most important resources for language learners. According to research, greater acknowledgement of the value of explicit vocabulary training in L2 learning should be complemented by a deeper understanding of the dictionary's potential.

A dictionary is a collection of terms and their definitions, as well as synonyms and antonyms. Types of dictionary

a) A monolingual dictionary is one that only works with one language. Because meaning and other information are presented in the same language as the target term, monolingual dictionaries, according to Young-Kyung Min, can assist learners build a more firm understanding of collocational partnerships of words.

Monolingual dictionary is a dictionary that contains only one language and the meaning of the words use the same language. Monolingual dictionary helping the user to get the understanding more because they have to know the more vocabulary to get the correct meaning.

- b) Bilingual dictionary is a dictionary that uses two languages.

According to Young-Kyung Min, relying solely on bilingual dictionaries to improve writing vocabulary may be counterproductive because bilingual dictionaries focus on word translations rather than usages.

The term "bilingual dictionary" refers to a dictionary that includes two languages in one volume. This dictionary makes it simple for nonnative English speakers to learn English. This dictionary's format aids the learner in translating a foreign language into their native tongue.

- c) Online dictionary. Online dictionary is a dictionary that can be used on the internet. Online dictionary is the dictionary that available in website, to use this type of dictionary the learner has to connect to the internet connection. It is easy to use, because this software can translate not only a word, but also a paragraph. Example Google translate.

- d) Application dictionary. Application dictionary is a program designed for a purpose to facilitate in vocabulary learning. This type of dictionary is easy to use because the learner can find the word directly.

2. Speaking skill

People take speaking for granted because it is such an integral part of their daily lives. The average person writes tens of thousands of words every day, while other people, such as auctioneers and politicians, may write considerably more. Speaking is so natural and vital that people forget how hard they worked to acquire this skill—until they had to learn how to do it all over again in a different language, that is. 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.

Because speaking is one of the four basic language abilities, it is an important aspect of language teaching. Speaking capacity, according to Tarigan (in kusmaryati, 2009), is the ability to communicate a speech articulation or speak a talk with the purpose of expressing an idea and a message. speaking ability, which is defined as the ability to recount acts or situations in precise terms, or discourse or articulate a sequence of thoughts fluently. Furthermore, speaking ability is a communicative competence in conveying ideas through the medium of spoken language; and many experts believe that speaking is a channel for interacting with others in terms of exchanging ideas.

Bashir, Azim, and Dogar (2011) add that language learners need to recognize that speaking involves three areas of knowledge:

- a) Mechanics (pronunciation, grammar, and vocabulary): Using the correct words in the correct order and with proper pronunciation.
- b) Transaction and interaction functions: Knowing when accurate comprehension is necessary (transaction/information exchange) and when it is not (interaction/relationship development) is crucial.
- c) Social and cultural conventions and norms (turntaking, speaking rate, length of inter-speaker pauses, participants' relative roles): Knowing how to take into consideration who is speaking to whom.¹

¹ <http://widyawatipalupi.blogs.uny.ac.id/wp-content/uploads/sites/15732/2018/04/Factors-effecting-students-speaking-skill.pdf>

Meanwhile According to Richards (2008), speaking style is an important characteristic of conversation that is relevant to the circumstances. Different speaking styles reflect the roles, ages, genders, and status of participants in conversations, as well as the display of emotions. States that the purpose of speaking can be either transactional or interactional. Analyzing speaking purposes more precisely, Torcky (2006), quoting Kingen, combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

- a) Personal - expressing personal feelings, opinions, beliefs and ideas.
- b) Descriptive- describing someone or something, real or imagined.
- c) Narrative-creating and telling stories or chronologically sequenced events.
- d) Instructive-giving instructions or providing directions designed to produce an outcome.
- e) Questioning-asking questions to obtain information.
- f) Comparative-comparing two or more objects, people, ideas, or opinions to make judgments about them.
- g) Imaginative-expressing mental images of people, places, events, and objects.
- h) Predictive-predicting possible future events.
- i) Interpretative-exploring meanings, creating hypothetical deductions, and considering inferences.

- j) Persuasive-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.
- k) Explanatory-explaining, clarifying, and supporting ideas and opinions.
- l) Informative-sharing information with others

According to the citations and discussions above, speaking is an interactive process between the speaker and the listener in communicating; therefore, the speaker should pay attention to the listener's circumstances in order to avoid misunderstanding. Meanwhile, speaking is defined as good communication in communicating ideas using spoken language, with the goal of expressing, explaining, clarifying, and supporting ideas and perspectives to the listener.²

a. Components of Speaking

Speaking is a difficult talent to master because it consists of numerous aspects or components. Furthermore, because speaking includes so many components, in order to talk effectively, the speaker must consider the five dimensions of speaking ability. Fluency, pronunciation, vocabulary, comprehension, and grammar are five factors that learners or speakers should be aware of, according to

² Mul muliadi "the effect of vocabulary mastery on speaking ability in view of communicative competence of the MA NW NURUL HAROMAIN GRADERS" Global Nusantara Institute of Education (2018)

Brown³. These five characteristics are commonly referred to as the elements of speaking skill, and they can be used to measure oral speaking skills through an oral test.

1) Pronunciation

It include vowel, consonants, stress, and intonation of pattern. In this case, the students who are able to pronounce correctly will be marked has foreign accent. Most people think of pronunciation as the sound we make while speaking. Nuna(2003:23) describes that pronuniation is how pronounce the word, phrase and sentences communicates to other considerable information that we are, and what we are like, as people.

2) Vocabulary

Another important thing that learners should be aware of when learning and teaching speaking is vocabulary. The way students or learners choose suitable words to attain speaking aims is related to vocabulary, which is why it has become an important element in teaching and learning speaking. According to Bogaards and Dvrokin, vocabulary is an important aspect of language learning that students must understand in order to succeed. speaking for its own sake Moreover, in order for students' speaking to be relevant,

³ H. Douglas Brown, Language Assessment Principles and Classroom Practices, (New York: Longman, 2004), p. 157

they must be able to select appropriate words in specific contexts. As a result, the teacher must teach students about vocabulary using various strategies or approaches in order to expand students' vocabulary knowledge and provide them with a large vocabulary.

3) Grammar.

It refers to a person's skill to structure sentences in general. The grammar of a language is a description of how words in that language can change their forms and be joined into sentences. In speaking classes, grammar is really important. The listener will mistrust what we have said if we do not know how to use correct grammar in a sentence.

4) Fluency

It involves the ease and rapidity with which speech flows. According to Nunan (1999), fluency refers to the ability of a speaker to talk suddenly and continue without hesitation. The goals of speaking are to speak without delay, clearly, and with as little pause as possible. Fluency, according to Thornbury, is the capacity to communicate quickly while still being understood and with fewer pauses in order to deliver the conversation's point clearly. It means that speakers can be considered fluent when they speak at a regular tempo with pauses while still expressing information clearly. Brown also agreed with Thornbury that fluency is when

someone speaks spontaneously with pauses and without a script. Comprehension

5) Comprehension

is another factor that learners should consider when teaching and learning to talk. Comprehension is concerned with how we understand and explain what others have said to us in order to attain the goal of speaking. It means that comprehension and speaking are interconnected because, in order for information to be transferred successfully and meaningfully, the listener must first understand the information provided by the speaker in order to respond to the speaker about the information and make the communication meaningful.

b. Purpose of Speaking

According to Chastain (1975) in Muslim, the goal of speaking is to allow students to communicate with others, as speaking is a primary goal in language education. Learners are expected to be able to communicate in the language they are studying. Students can participate in a variety of activities to meet the goals outlined in the 2006 curriculum, including:

- 1) Asking and answering question based on the information given
- 2) Talking about something that will be done

Speaking activities are very important in English classroom. These purposes indicate that teaching English in Indonesian is to make learners to be able to use English for any topics and expression.

According to Lynch and Anderson (1992), in Rosalina: 2009: 10) the purpose of speaking are: to achieve and extend the learners linguistics competence, increase their confidence in using spoken English, sharpen their strategic competence in face to face interaction, and develop their activity to analyze and evaluate spoken performance.

3. Communication

The English word communicatio is derived from the Latin word communicatio, which meaning "to communicate." The word "same" has the same meaning in this context. Hafied Cangara said the same thing: "Communication comes from the Latin term communis, which means "to bring together" or "to develop togetherness" between two or more individuals." In terminology, communication experts provide an understanding of communication according to their respective perspectives and opinions including: Danil Vardiasnyah revealed several definitions of communication in terms put forward by experts:⁴

⁴ Dani Vardiansyah, Filsafat Ilmu Komunikasi Suatu Pengantar, Cet. II (Jakarta: PT Indeks, 2008) h. 25-26

- a) Type & Kelly mentions “Communication is a process through which a person (the communicator) conveys a stimulus (usually in the form of words) with the aim of changing or shaping behavior other people (audience)”.
- b) Berelson & Stainer “Communication is a delivery process information, ideas, emotions, expertise, and so on. Through the use of symbols such as words, pictures, numbers, etc.
- c) Gode “Communication is a process that makes something out of something originally owned by a person (one's monopoly) becomes owned by two or more people
- d) Brandlun "The need to decrease uncertainty, act successfully, and retain or strengthen the ego" drives communication.
- e) "Communication is a process that connects one"part of life with other parts of life," says Resuch.
- f) Weaver "Communication is the entire process through which one person's mind can affect the mind of another."

4. Intermediate level

Knowledge of foreign languages in the modern world is not only fashionable. Today for many people this is a forced necessity, especially for those who want to get a prestigious job. Most employers require knowledge of English at least at Intermediate level. It is also required for admission to many higher language schools.

Learning English is like a school, we have to go through each stage which is divided into certain classes. These classes are of course adapted to the abilities we have. It doesn't matter one's age to learn English. Some are still small, already proficient in English, some are adults but are just starting out, no problem. Because the measure of ability is yourself, not from others. Often we have studied English, but do not know to what level it is in English. The level in English is the level of ability that has been reached by an English learner. Usually, this level of English is expressed in terms of, for example, “Beginner”, “Intermediate”, or “Advanced”.

This level is obtained from a standardized English test measurement. Usually in English courses, to determine which class is appropriate to be placed in, a learner must take a test first. Only then are they placed in classes according to their level of proficiency. In general, class levels in English are distinguished from beginner (beginner), intermediate (intermediate), to advanced (advanced). However, there are eight levels of English applied in the world. here we discuss about the intermediate level. So intermediate is divided into 3 classes, namely:

a) Pre-Intermediate

The continuation from elementary is the pre-intermediate level. At the pre-intermediate level, English learners are able to communicate in simple English. In addition, students

already understand a little about tenses. And can also apply tenses in conversation.

b) Intermediate

The continuation of the pre-intermediate level is the intermediate level. Where at this level, English learners are able to speak English and use tenses. Grammar has also been added to the conversation, although there are still errors in the vocabulary.

c) Upper Intermediate

At this level, English learners are more proficient in communicating. Using English well, tenses, and good grammar, although sometimes there are still errors and difficulties in understanding complex sentences in English.

After seeing the definition above, where I researched about this research, namely the ELA COURSE, there was only 1 class, namely the intermediate level.

5. Previous Study

The first research paper with the title "Effectiveness of Using English Dictionary to Improve Students' Vocabulary". Case of Class 11 Yavuz Yildirim's "Students at Semesta High School 2009/2010." For the 2009/2010 academic year, data was collected from 60 students in class XI

SMA Semesta. The researcher employed quantitative descriptive analysis to analyze the data. The use of an English dictionary has a considerable impact on pupils' vocabulary proficiency, according to quantitative studies. In this study, the survey method is used to observe Semesta High School pupils as they learn vocabulary. The data are students' scores in learning vocabulary. Then the data is used to describe the effectiveness of the use of English to improve students' vocabulary in Class XI students in the 2009/2010 academic year. Sources of data in this study are primary and secondary. Primary data obtained from respondents. This data is a response to a survey conducted to obtain the information needed during the period. Secondary data needed are regulations, research and literature. Secondary data is collected from the source. The test kit consists of 15 items. This includes an English dictionary, an English dictionary, and vocabulary acquisition considerations. When they get a lot of words, it makes it easier for them to understand the text well, listen, write and speak fluently in English. The difference between my research and previous research is that the object of my research is an English survival level student at a course institution. and I use pre test and post test as a technique to collect data⁵

The second research is The writer found some preliminary studies conducted by other researchers related to the same topic. Other studies are

⁵ Yavuz Yildirim, "The Effectiveness of Using English Dictionary to Improve Students" Vocabulary Mastery a Case of Year Eleven Students of Semesta Senior High School 2009/2010",

considered as useful information that guides the writer in completing this thesis. Those studies are: the first is a study was conducted by ummi hayati muhammadiyah university of makassar (2019) This research aimed finding out the effectiveness using Visual Dictionary App to improve the students' vocabularies mastery at Seventh Grade Students of SMP Negeri 1 Sungguminasa. the instrument used to collect data is a vocabulary test. The researcher divided the class into two, the first was the experimental class which was taught using the Visual Dictionary App compared to the control class which was not taught using the Visual Dictionary App. From this study, the researcher found that the experimental group got a higher score than the control group, which means that using the Visual Dictionary App has a significant effect on students' vocabulary mastery. The similarity with this research lies in increasing students' vocabulary and the research method used, and the difference lies in the use of media used to improve students' vocabulary⁶

B. Conceptual Framework

This learning process is carried out using an English dictionary. The teacher explains the English dictionary. The teacher asks students to name words or sentences that they do not know from the English dictionary. The

⁶ Ummi hayati, "USING VISUAL DICTIONARY IN TEACHING STUDENTS TO IMPROVE VOCABULARIES" (A Pre-Experimental Research at the Seventh Grade Students of SMP Negeri 1 Sungguminasa) MUHAMMADIYAH UNIVERSITY OF MAKASSAR 2019

teacher asks students to answer questions in front of the class. In this study, student achievement is used to make students understand to speak well in English

C. Hypotesis

Statistical inference is the process of drawing inferences about a population based on data from a sample of that population. Converting the survey question to the null hypothesis (H_0) and alternative hypothesis (H_a) is the first stage in testing the hypothesis (Davis, 2006). The following is the hypothesis for this study:

a. Null Hypothesis (H_0)

there is no effect of using english dictionary on the students speaking skill

b. Alternative Hypothesis (H_a)

There is effect of using english dictionary on the students speaking skill

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

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.

Tabel 3.1

Design of the research experiment

Group	Pre-test	Treatment	Post-test
Experimental group	✓	A	✓
Control group	✓	B	✓

Where:

A: Treatment by using English Dictionary

B: without treatment

The study used experimental method in this research and sample were divided into two groups, namely:

1. Experimental group was taught by using English Dictionary
2. Control group was taught without treatment by English dictionary

B. Research Setting

Researchers conducted research at the ELA Course Institute located at the Darussalam Putri Selatan Islamic Boarding School, which is a new language institution that was recently established. This member of the ELA Course Institute is domiciled in the Nafahatul Musyarofah Dormitory. The research will be carried out in March 2022, divided into 5 meetings consisting of Pre-Test at the first meeting, then treatment at the second to fourth meetings, and ending with Post-Test at the last meeting.

C. Population and Sample

The population of this research was the member Ela course in academic year 2021/2022 who consists of 40 students in 3 levels. The sample in this research are intermediate level, class A which consists of 10 students is chosen as experimental class and intermediate B which consists of 10 students as the control group.

D. Research Instrument

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 (surveys, tests, questionnaires, etc.).⁷ The data of this research were collected by giving the english dictionary in experimental group in pre-test and post-test. But in control group without using english dictionary in

⁷ 25 Sugiono. 2008. Metode Penelitian Kuantitatif Dan R & D. Bandung: Alfabet.

pre-test and post-test. The teacher asked the students to retelling short based on the media given. The researcher will give the student thema for their conversation. 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:

Tabel 3.2

Scoring rubic of speaking

Aspect	Percentage	Score	Grade	Max Score
Grammar	15%	15-13	Excellent to very good	15
		12-10	Good to average	
		9-7	Fair to poor	
		6-4	Very poor	
Vocabulary	20%	20-18	Excellent to very	20

			good	
		17-14	Good to average	
		13-10	Fair to poor	
		9-7	Very poor	
Comprehension	20%	20-18	Excellent to very good	20
		17-14	Good to average	
		13-10	Fair to poor	
		9-7	Very poor	
Fluency	20%	20-18	Excellent to very good	20
		17-14	Good to average	
		13-10	Fair to poor	
		9-7	Very poor	
Pronunciation	25%	25-22	Excellent to very good	25
		21-19	Good to average	
		17-11	Fair to poor	
		10-5	Very poor	

Total Score	100
------------------------	------------

Source: *H. Douglas Brown, Language Assessment: Principles and Classroom Practices (San Fransisco: Longman, 2004), 171-173*

E. Data and data source

The subject from which the data can be obtained is the study's data source. In this study, researchers gathered information from the following sources:

- a. Primary data sources, or respondents, are people who respond to the researcher's written and oral questions. Because this study was conducted in an educational institution, specifically the ELA course, the respondents in this study were English survival level teachers and students.
- b. Secondary data sources, which include anything that can provide data but does not come from humans. Secondary data sources in this case are documentation in the form of books, archives, and photographs.

F. Procedure Data Collection

The author used a pre-test and a post-test to collect data. Sugiyono (2015: 308) says that "data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data" This research data was collected by giving a tema for their speaking . The test consists of pre-test and post-test. The test was given to the experimental class and the control class. The pre-test was given at the beginning of the meeting and then the post-test was given at the end of the meeting after 3 treatments. The pre-test was conducted to determine the students' beginning in understanding the lesson, while the post-test was conducted to determine the students' vocabulary knowledge after the test. The researcher gave 45 minutes in both classes to complete the pre-test and post-test. . After that, the scores were used as numerical data to measure students' speaking ability.

a. Pre-Test

The pre-test conducted in the first meeting in order to measure students' speaking ability before get the treatment. And also, the purpose of pre-test is to see the homogeneity of the two classes before the writer determine which one is right to be experimental class and

which one is right to be the controlled class.

b. Post-Test

The post-test conducted in the last meeting of the learning process. The writer gave an oral test again to both classes experimental and controlled in order to find out the progress of two classes before and after using treatment, and also to measure the effect of using english dictionary on students' speaking ability for daily communication.

c. Documentation

In quantitative data, a document is an instrument for measuring. Documentary is a type of vital approach for obtaining data above everything else or variables, such as notes, transcripts, and books. In this study, the researcher relied on paperwork to back up data such as student activity notes, transcripts of students' grades, school profiles, school vision and mission statements, teacher names, and so on.

G. Research Variable

Independent Variables (Free Variables) are variables that affect or cause changes in the specified (dependent) variable. Independent variables

are also called treatment variables, causes, risks, stimulus variables, influence variables, treatment variables, and independent variables. It can be said that the independent variable can affect other variables. Dependent variables are variables that are affected, as a result of the existence of independent variables. It is said to be a variable because the variable is influenced by the independent variable (the independent variable). Dependent variables are also known as influencing variables, output variables, dependent variables, criteria, influenced variables, and effects.

H. Data Analysis

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.

I. Data Validity

The researcher used tests as the research instrument, as previously stated. The purpose of the pre-test and post-test was to assess the pupils' writing abilities. To obtain data, the tests must also meet certain criteria. The validity and reliability of the tests are examined here. It was assumed that because the data was collected using a valid and reliable instrument, the data and results of the research would be valid and reliable as well.

1. Validity

is important when developing research instruments in order for the tests to be accepted and used as research instruments. A test is said to be valid if it measures what it is supposed to measure, according to Arikunto

(2005:65). In the test, researchers employ three types of validity. There are three of them: construct validity, content validity, and item validity. The construct validity is used to ensure that the test is representative and consistent with the theory that underpins the problem at hand.

a. Validity of the content

There is a match between the curriculum objectives and the objectives being tested, which is known as content validity. If the test goal is the same as the curriculum goal, the test is said to have content validity. It's also known as curriculum validity. If the purpose of the test does not conflict with the curriculum goals established by education policy, it is said to be valid. In this scenario, the researcher also looks at the curriculum to see what pupils should be competent of at a specific level.

b. Validity of the construct

When it can be demonstrated that a test only evaluates the abilities that should be measured, it is said to have construct validity (Isnawati, 2012: 29). According to the idea of behavior and language development, construct validity can be used to quantify certain traits. Researchers in this study put students' writing talents to the test by asking them to answer questions.

2. Reliability

The word "reliability" is derived from the word "trustworthiness." The consistency of measurement is what reliability is all about (Walizer, 1987). According to Sugiharto and Situnjak (2006), reliability refers to the belief that the instruments used in research to get information can be trusted as a data collection tool and can reveal real-world data. According to Ghozali (2009), reliability is a method for assessing the validity of a questionnaire that serves as an indication of a variable or construct. If a person's response to a statement is consistent or stable across time, the questionnaire is said to be dependable. The level of stability, consistency, predictability, and correctness of a test is referred to as test reliability. Measurements with a high level of reliability can produce reliable data.

The consistency of a sequence of measurements or measuring instruments is referred to as reliability. This can take the form of determining if the same measuring device (test with retest) produces the same results, or whether two raters give the same score in a more subjective measurement (inter-rater reliability). Validity isn't the same as reliability. This means that a consistent measurement is dependable, but it does not always measure what should be measured. In research,

dependability refers to how consistent a test measurement is after multiple tests on the same subject and under the same conditions. When research produces consistent results for the same measurement, it is called dependable. When repeated measurements produce varied findings, it's unreliable.

CHAPTER IV

FINDING AND DISCUSSION

A. General Description

1. History of the ELA Course

Background The 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 potential 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.

- Vision

To create 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

2. Institution Conditions Ela Course

The 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 Pondok Darussalam Islamic Boarding School Putri Selatan hall when the course activities were carried out in the morning and at the Nafahatul Musyarofah Dormitory in the evening.

a. Profil

Institution Name : English Learners Association (ELA) Course

Address : Pondok Pesantren Darussalam Putri Selatan

Road : PP. Darussalam Blokagung

Village : Karangdoro

District : Tegalsari

Regency : Banyuwangi

b. Struktur Kepengurusan Lembaga ELA Course

Advisor : Mrs. Hj. Ulfa Farida Mubasyir

Head of Institution : Amimatus Sabilah
 Head of ELA Course : Tarisa Zahrotul Rimaya
 Secretary : Aininda Lakhma Khumairo'
 Treasurer : Sa'bani Nisaul Khaq
 Minister of Languages : Maya Nur Af'idah
 : Friska Ayu Endriana

c. ELA Course Institute Lecturer

Tabel 4.1

ELA Course Institute Lecturer

Tabel 4.1

NO	NAME	LESSON
1	Tarisa Zahrotul Rimaya	Basic Speaking
2	Friska Ayu Endriana	Basic Grammar
3	Naslia Kauni Wandira	Intermediate and Advance Speaking
4	Maya Nur Af'idah	Intermediate Grammar
5	Nila Husnul Aribah	Advance Grammar

d. grade level

1. Basic = 10 Siswa

2. Intermediate = 20 Siswa

3. Advance = 10 Siswa

3. Respondent Characteristics

Characteristics of respondents are used to determine the diversity of respondents based on gender, age, occupation and education. It is hoped that this will provide a fairly clear picture regarding the condition of the respondent and its relation to the problem and objectives the research.

a. Respondents by Gender

In this section, we will provide an overview regarding the condition of the respondents in terms of gender. For more clear

Tabel 4.2

Respondent Characteristics Based on Gender

No	Gender	Total	percentage
1	Male	0	0%
2	Female	20	100%

it can be seen that the number female respondents as much as 100% and more than 0% male respondents

b. Respondents by Age

The age of the research respondents can be known from the results the following grouping of respondents based on age

Tabel 4.3

Respondent based on age

No	Age	Total	percentage
1	≤ 10 years old	0	0%
2	11-14 years old	5	25%
3	15-19 years old	15	75%
4	≥ 20 years old	0	0%

Based on the table above, it can be seen that there are no respondents aged less than 10 years or 0%. Then the age of the most respondents was between 15-19 years, namely 15 people or 75%. There were 5 people between 11-14 years old or 25%, and those over 20 years old were absent or 0%. Based on the age of the respondents used in this study, the majority were respondents aged between 15-19 years,

namely 15 people or 75%. This is because most of the ELA COURSE students are between the ages of 14-18.

c. Respondent By Profession

Tabel 4.4

Respondent based on profession

No	profession	Total	Percentage
1	teacher	0	0%
2	Student	20	100%
3	lecture	0	0%
4	doktor	0	0%

Based on the table above, it can be seen that respondents have the same work background, namely students.

d. Respondent By Education

Tabel 4.5

Respondent based on profession

No	education	Total	Percentage
1	Elementary school	0	0%

2	Junior high school	5	25%
3	Senior high school	15	75%
4	college	0	0%

The educational background of the respondents is from SD to studying. the number of respondents with high school education is 15 people or 75%, then respondents with junior high school education were 5 people or 25%.

B. DATA ANALYSIS

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.

1. description about the data

In this section, the researcher uses descriptive statistics to characterize the data gathered as a consequence of the research. The researcher describes the data from students' pretest and posttest from both the experiment and control classes, as the test is the key data instrument in this study.

a. Data result from experiment class

Tabel 4.6

The score test of experiment class

No	Nama	Pre Test	Post Test
1	NAURA OCTA	76	84
2	LUQYANA NURUL H	88	72
3	MITA SEPTYA NINGSIH	60	76
4	JANNATUL FIRDA F	60	80
5	ILMA AINUN NAZILA	60	84
6	ZAHRA FITRI ALFINI	68	84
7	KAMILA QOTRUN NADA	60	68
8	FINA AZKA SALSABILA	76	80
9	AULIA FERDISTA C	52	76

10	ALYA MAFAIS	72	84
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b. Data result of control class

Tabel 4.7

The score test of control class

No	Nama	Pre Test	Post Test
1	DONA WULAN AGUSTIN	60	80
2	HAPPY AYU RAHMAWATI	60	68
3	DEWI INAYATUL HAFISYAH	68	64
4	AZKA AFIFATUL MILATI	60	72
5	DEVI SILFANA	76	64
6	KHUSNUL FITRIANI	52	76
7	FATTA ARTA UTAMI	72	60
8	NAILA UMMAL KHOIR	76	64
9	FARHANA THALIB	72	80
10	SELFIA JAUHARISTA	68	76

c. Overview of the data result

As a result, descriptive statistics were used to summarize the data, which was then compared to acquire an overview of the scores before and after treatment, as well as to see how far each class had progressed.

Tabel 4.8

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre test experiment	10	52	88	67,20	10,799
post test experiment	10	60	84	76,40	7,877
pre test control	10	52	76	66,40	8,044
post test control	10	60	80	70,40	7,351
Valid N (listwise)	10				

2. 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. Tabel 4.6

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. Tabel 4.7

Tabel 4.9

Pre-Tests of Normality

	Class	Kolmogorov-Smirnov ^a	Shapiro-Wilk
--	-------	---------------------------------	--------------

		Statistic	df	Sig.	Statistic	df	Sig.
english learning value	pre test experiment pre test control	,248	10	,083	,924	10	,391
		,187	10	,200*	,915	10	,313

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tabel 4.10

Post-Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	df	Sig.
english learning value	post test experiment post test control	,180	10	,200*	,887	10	,157
		,208	10	,200*	,902	10	,229

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

3. 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

Tabel 4.10

Homogeneity test of pre-test

Levene Statistic	df1	df2	Sig.
,959	1	18	,340

The significant value (Sig.) of the pre-test between the experimental and control classes is 0.340, according to the data in Table 4.8. As a result, if the significance value is greater than the significance (significant level) of 0.05, the data can be stated to be homogeneous. As a result, it can be concluded that the data from the early test results for the

experimental and control classes is homogeneous because the significance ($0.340 > 0.05$) is higher than the significance ($0.340 > 0.05$), and students from the experimental and control classes have the same characteristics to be tested.

Tabel 4.11

Homogeneity test of post-test

Levene Statistic	df1	df2	Sig.
,052	1	18	,822

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.

4. Hypothesis 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.

Tabel 4.12

Group statistic

	Class	N	Mean	Std. Deviation	Std. Error
english learning	pre test experiment	10	67,20	10,799	3,415

								Lower	Upper	
English learning value	Equal variances assumed	,959	,340	,188	18	,853	,800	4,258	-8,146	9,746
	Equal variances not assumed			,188	16,637	,853	,800	4,258	-8,199	9,799

The results of the independent sample test p-value or sig (2-tailed) 0.853. Since the researcher used = 5% as the standard of significance, the null hypothesis was accepted because the p-value or 2-tailed sig (0.853) was higher than = 5% (0.05). This means that there is no statistical significance between the two groups in the pre-test results

Tabel 4.14

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
English learning value	post test experiment	10	76,40	7,877	2,491
	post test control	10	70,40	7,351	2,325

							ce	Low er	Upp er	
English learning value	Equal variances assumed	,052	,822	1,761	18	,045	6,000	3,407	-1,158	13,158
	Equal variances not assumed			1,761	17,915	,045	6,000	3,407	-1,161	13,161

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 (0.045). Because the p-value or 2-tailed sig (0.045) 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 (0.045) is less than = 5 percent (0.05), indicating that the results are statistically significant. post-test.

5. 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.

Tabel 4.16

Effect size

Statistic of post-test	Experiment class	Control class
Mean	76,40	70,40
Std. Deviation	7,877	7,351
Effect size	0,7	

* the result is obtained by manual calculation using Cohen's

d formulaThe formula of Cohen's *d*

$$d = \frac{\bar{x}_1 - \bar{x}_2}{s_{pooled}}$$

where

$$s_{pooled} = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Note

d = Cohen's d effect size

X₁ = Experiment's mean

X₂ = control mean

SD_{pooled} = Standar deviation

N₁ = Total of experiment class student

N₂ = Total of control class student

S₁ = Standar deviation of experiment class

S₂ = standar deviation of control class

Tabel 4.17

Cohen's d Interpretation Criteria

Cohen's standard	Effect size
2-0.8	Large
0.7-0.5	Medium
0.4-0.0	Small

First After calculating and reviewing the data collected from the research, the researcher gathers some information. according to hypothesis testing. The p-value or sig 2-tailed findings of the independent sample test (0.045). Because the p-value or 2-tailed sig (0.045) 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 (0.045) is less than = 5 percent (0.05), indicating that the results are statistically significant.

Second Based on The effect size, or level of significance effect, is 0.7/7%, 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 0.7/7% falls into the mild impact scale, which is only one point away from the strong effect scale.

CHAPTER V

CLOSING

A. 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.

B. SUGGESTION

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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APPENDIX

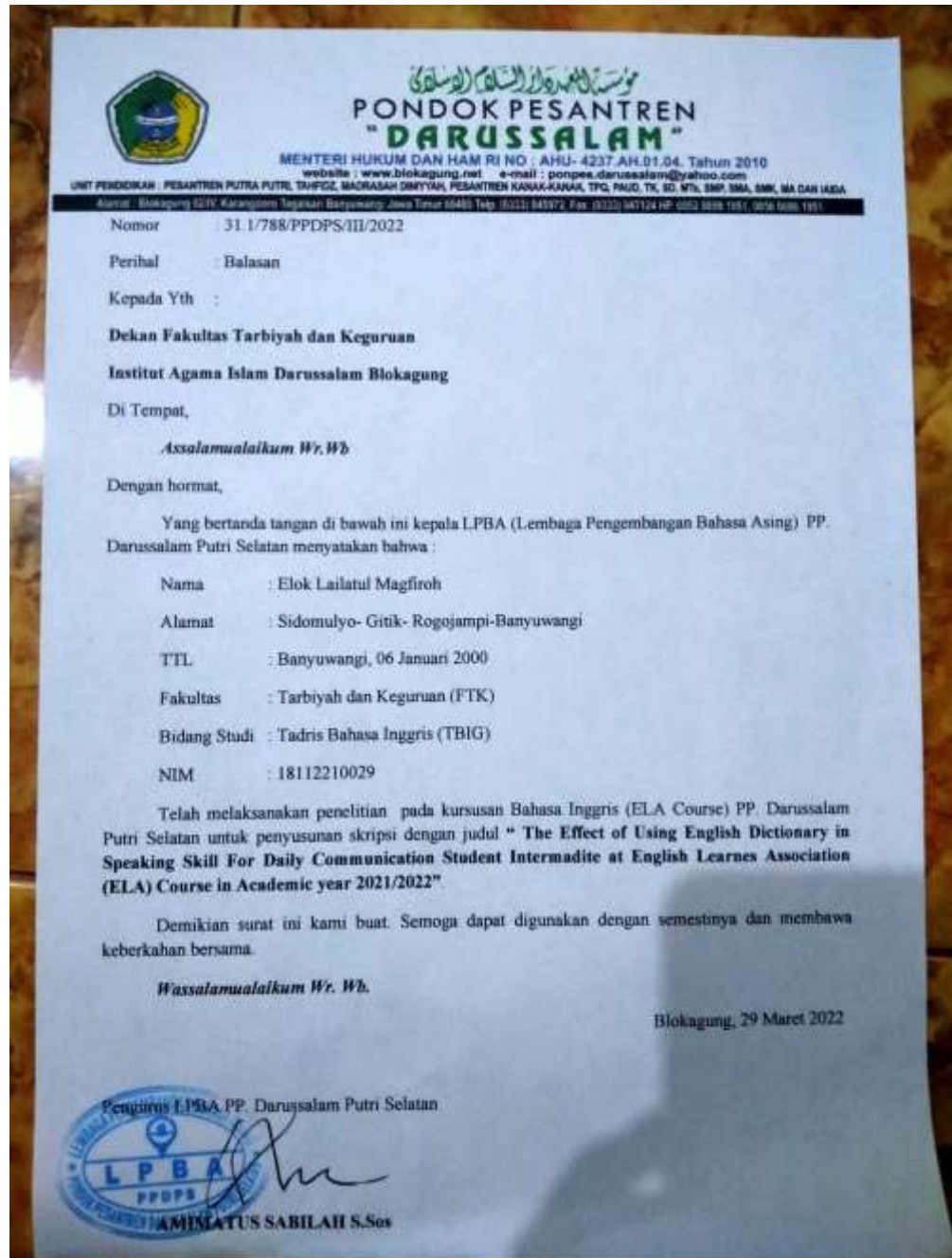
Appendix 1


Research Permissions Letter

 INSTITUT AGAMA ISLAM DARUSSALAM IAIDA FAKULTAS TARBIYAH DAN KEGURUAN TERAKREDITASI BLOKAGUNG - BANYUWANGI	
<small>Blokagung - Peta. Peta. Kecamatan Blokagung, Kabupaten Banyuwangi, Jawa Timur - 36311. No. Reg. 04200432021. Website: www.iaida.ac.id - Email: info@iaidablokagung.ac.id</small>	
Nomor :	31.5/273.21/TBIG/FTK/IAIDA/C.3/1/2022
Lamp. :-	
Hal :	PENGANTAR PENELITIAN
Kepada Yang Terhormat:	
Ketua Lembaga ELA Course	
Di - Tempat	
<i>Assalamu'alaikum warahmatullahi wabarokatah.</i>	
Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:	
Nama	: ELOK LAILATUL MAGFIROH
TTL	: Banyuwangi, 06 Januari 2000
NIM	: 18112210029
Fakultas	: Tarbiyah dan Keguruan (FTK)
Program Studi	: Tadris Bahasa Inggris (TBIG)
Alamat	: Sidomulyo-Gitik-Rogojampi-Banyuwangi-Jawa Timur
HP	: 082339835176
Dosen Pembimbing	: Mohamad Nor Shodiq, M.Pd.
Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.	
Adapun judul penelitiannya adalah:	
<i>The Effect of Using English Dictionary in Speaking Skill for Daily Communication Students Intermediate at English Learners Association (ELA) Course in Academic Year 2021/2022</i>	
Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.	
<i>Wassalamu'alaikum warahmatullahi wabarokatah.</i>	
Blokagung, 01 Februari 2022	
Dekan	
 Dr. Siti Ainiyah, S.Pd.L., M.Si. NIPY. 3150801058001	

Appendix 2

Research certificate letter





پونديک پيسانترن داروسلام
PONDOK PESANTREN
"DARUSSALAM"
 MENTERI HUKUM DAN HAM RI NO : AHU-4237.AH.01.04. Tahun 2010
 website : www.blokegung.net e-mail : ponpes.darussalam@yahoo.com
 UNIT PENDIDIKAN : PESANTREN PUTRA PUTRI, TAUFIQ, MADRASAH DIMIYAH, PESANTREN KANAK-KANAK, TPQ, PNUJ, TK, SD, MTs, SMP, SMA, SMK, MA DAN IAINA
 Alamat : Blokagung RTV Karangdalem Tegayak Batujayung, Jawa Timur 6446. Telp. (0321) 843972. Fks. (0322) 847124 HP. 0853 8828 151 / 0856 8828 151

Nomor : 31.1/788/PPDPS/III/2022

Perihal : Balasan

Kepada Yth :

Dekan Fakultas Tarbiyah dan Keguruan
Institut Agama Islam Darussalam Blokagung

Di Tempat,

Assalamualaikum Wr. Wb.

Dengan hormat,

Yang bertanda tangan di bawah ini kepala LPBA (Lembaga Pengembangan Bahasa Asing) PP. Darussalam Putri Selatan menyatakan bahwa :

Nama : Elok Lailatul Magfiroh
 Alamat : Sidomulyo- Gitik- Rogojampi-Banyuwangi
 TTL : Banyuwangi, 06 Januari 2000
 Fakultas : Tarbiyah dan Keguruan (FTK)
 Bidang Studi : Tadris Bahasa Inggris (TBIG)
 NIM : 18112210029


Telah melaksanakan penelitian pada kursusan Bahasa Inggris (ELA Course) PP. Darussalam Putri Selatan untuk penyusunan skripsi dengan judul " **The Effect of Using English Dictionary in Speaking Skill For Daily Communication Student Intermedite at English Learnes Association (ELA) Course in Academic year 2021/2022**"


Demikian surat ini kami buat. Semoga dapat digunakan dengan semestinya dan membawa keberkahan bersama.

Wassalamualaikum Wr. Wb.

Blokagung, 29 Maret 2022

Pengurus LPBA PP. Darussalam Putri Selatan


AMINATUS SABILAH S.Sos



APPENDIX 3

GUIDANCE CARD

NIM	18112210029	
NAMA	ELOK LAILATUL MAGFIROH	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20212	
JUDUL	the effect of using english dictionary in speaking skills for daily communication of student intermediate level at english learners association ELA course in academic years 20212022	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	04 Juni 2022	11 Juni 2022	Approval revision	Approved
2	20212	02 Februari 2022	15 Februari 2022	chapter 4 n 5	revision
3	20212	13 Januari 2022	25 Januari 2022	chapter 3 n 4	correction
4	20212	06 Januari 2022	10 Januari 2022	chapter1 n 2	correcting chapter 1 n 2
5	20212	23 Desember 2021	30 November 2021	wrong variables in titilem	correcting the variable
6	20212	09 Desember 2021	20 Desember 2021	background	correcting the background
7	20212	02 Desember 2021	08 Desember 2021	correcting the title	correcting the variables
8	20212	21 November 2021	30 November 2021	title	proposing the title

APPENDIX 4

PLAGIARISM

Plagiarism Checking Result for your Document

.Page 1 of 26

Plagiarism Checker X Originality Report



Plagiarism Quantity: 14% Duplicate



Date	Wednesday, June 29, 2022
Words	1803 Plagiarized Words / Total 13272 Words
Sources	More than 228 Sources Identified.
Remarks	Low Plagiarism Detected - Your Document needs Optional Improvement.

THIS IS THE EFFECT OF USING ENGLISH DICTIONARY IN SPEAKING SKILLS FOR DAILY COMMUNICATION STUDENT OF INTERMEDIATE LEVEL AT ENGLISH LEARNERS ASSOCIATION (ELA) COURSE IN ACADEMIC YEAR 2021/2022 BY : ELOK LAILATUL MAGFIROH NIM. 18112210029 ENGLISH EDUCATION DEPARTEMEN FACULTY OF EDUCATION AND TEACHER TRAINING ISLAMIC INSTITUTE OF DARUSSALAM BLOKAGUNG BANYUWANGI 2022 REQUIREMENT FOR DEGREE THE EFFECT OF USING ENGLISH DICTIONARY IN SPEAKING SKILLS FOR DAILY COMMUNICATION STUDENT OF INTERMEDIATE LEVEL AT ENGLISH LEARNERS ASSOCIATION (ELA) COURSE IN ACADEMIC YEAR 2021/2022 THESIS Presented to the Faculty of Education and Teacher Training In a Partial Fulfillment of the Requirement for Degree of Strata 1 In English Education Department BY ELOK LAILATUL MAGFIROH NIM.

18112210029 ENGLISH EDUCATION DEPARTEMENT FACULTY OF EDUCATION AND TEACHER TRAINING ISLAMIC INSTITUTE OF DARUSSALAM BLOKAGUNG BANYUWANGI 2022 ADVISOR APPROVAL SHEET This is certify that the thesis of ELOK LAILATU MAGFIROH has been approved by the advisor for further approval by the board of examiners. Banyuwangi, June, 04th 2022 Program Advisor (Mohammad Nor Shodiq, M.Pd) NIYP.3151427067901 AGREEMENT This is to certify that the thesis of ELOK LAILATUL MAGFIROH has been approved by the board of examiners.

Banyuwangi, 05th Juni 2022 Examiner 1 (Mohammad Nor Shodiq, M.Pd) NIYP.3151427067901 Examiner 2 (Adib Ahmada, M.Pd) NIYP 3150930068601 Examiner 3 Moh Mahmud, MPd.) NIYP 3150506057801 Acknowledgement by Decan of Education and Teacher Training Faculty Head of English Education Departement Dr. SITI AIMAH, S.Pd. I., M.Si. NIPY. 3150801058001 Dr. Hj. Zulfi Zumala Dwi Adriani, MA NIYP: 3150722128401 DECLARATION OF AUTHORSHIP Bismillahirrohmanirrohim Herewith, I: Name : ELOK LAILATUL MAGFIROH NIM : 18112210029 Study Program : English Education Department Adress : Blokagung Tegalsari Banyuwangi Declare that: This thesis has never submitted to any other tertiary education for any other academic degree.

This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person. If a later time it is found that the thesis is product of plagiarism, I am willing to accept any legal consequences that imposed to me. Banyuwangi, june, 04th2022 Declator Elok Lailatul Magfiroh Ikuti kata hatimu, dengarkan suara hatimu, berhentilah peduli tentang apa yang orang lain pikirkan (Roy T.

file:///C:/Users/Mr.%20Adib/Documents/PlagiarismCheckerX/report.html

6/29/2022

APPENDIX 5

work program

ELA COURSE PERIODE 2021/2022

❖ **JANGKA PENDEK :**

1. Praktik speaking di kamar
2. Pengaktifan kegiatan vocabulary pagi
3. Praktik conversation di halaman

❖ **Pencapaian materi**

Basic Level

- **Grammar : Part of speech**

Tenses

Question word

Writing

- **Speaking : Number**

Greeting

Telling times

Directions

Days

Daily activity

Reading

Speak up

Intermediate Level

- Grammar : Passive voice
 - Causative verbs
 - Modal auxiliaries
 - Conditional sentence
 - Degree of comparison
 - Procedure text
- Speaking : Speaking with foreigner
 - Language function in presentation

Advance level

- Grammar : Reported speech
 - Gerund
 - Infinitive
 - Clause
 - News item
- Speaking : Language function in presentation

APPENDIX 6

SCEDULE ELA COURSE

n o	Class	@	Saturda y	Sunday	Monda y	Wednesd ay	Thursd ay
1	ADVANCE	Lesso n	Gramm ar	Speakin g	Gramm ar	Speaking	Extra
		Tutor	Ms. Nila	Ms. Dira	Ms. Nila	Ms. Dira	
		PONDOK KANAK KANAK BAWAH					
2	INTERMEDIA TE	Lesso n	Speakin g	Gramm ar	Speaing	Grammar	Extra
		Tutor	Ms. Dira	Ms Maya	Ms Dira	Ms. Dira	
		PONDOK KANAK KANAK BAWAH					
3	BASIC A	Lesso n	Speakin g	Gramm ar	Gramm ar	Speaking	Extra
		Tutor	Ms. Tarissa	Ms. Friska	Ms. Friska	Ms. Tarissa	
		ASRAMA U (MALAM)					
4	BASIC B	Lesso n	Gramm ar	Speakin g	Speakin g	Grammar	Extra
		Tutor	Ms. Friska	Ms. Tarissa	Ms. Tarissa	Ms. Friska	
		ASRAMA U (PAGI)					

APPENDIX 7**LESSON PLAN****SCHOOL : ELA COURSE****LESSON : Bahasa Inggris****CLASS/SEMESTER: Itermediate/-****BASIC MATERIAL : Speaking****TIME ALLOCATION : 3 x 45 Menit****MEETING TO : 1-3****A. Learning Objectives**

1. Students can understand the meaning of english dictionary
2. Students can understand the kinds of dictionaries
3. Students can give examples of conversations using an English dictionary

B. Learning Materials

1. English dictionary
2. Conversation

C. Learning Method

lecture and question and answer

D. Learning Activity

Stages	Learning Activity		Time
Introduction	Greetings, praying, asking for student attendance, motivating, and appreciating the learning objectives		15 Menit
core activities	Kegiatan Guru	Kegiatan Siswa	Waktu
	Teacher explain meaning english dictionary	students listen to the material explained	30 Menit
	Teacher explain the kinds of dictionary	students listen to the material explained	45 Menit
	the teacher asks students' understanding of the english dictionary material	students answer the questions asked by the teacher	30 Menit
	the teacher writes an example of each convertation using english dictioanry	students write the examples given in the notebook	30 Menit
	Teacher ask the students make	Students make conversations with	45 Menit

	converation with friends	friends	
Closing	Evaluate the material that has been submitted in oral and explain the plan for the next meeting		15 Menit
Time	Total time allocation		180 Menit
Media/Tools&Learn ing materials	Whiteboard, boardmarker, sheet material		
Learning resources	English dictionary		

E. Assessment of learning outcomes

1. Attitude assessment: Observation
2. Knowledge assessment: Oral Test, conversation
3. Skill assessment: Performance

Knowing, 25 March 2022

Practical People

Elok Lailatul Magfiroh

NIM.18112210029

APPENDIX 8**EXAMPLE CONVERSATION****Conversation 1**

Student 1 : hi, how are you ?

Student 2 : i am fine, how about you?

Student 1: i am fine, have you finish your homework?

Student 2 : did'nt, i can not do my english homework

Student 1 : do you find it difficult

Student 2 : yes, i can not explain the descriptive text, i think i need your help to teach the descriptive text

Student 1 : of course, i will help you

Conversation 2

Student 1: What is your hobby?

Student 2 : I like reading.

Student 1: Wow, what book do you enjoy reading?

Student 2 : I enjoy reading novels

Student 1: what novels do you often read?

Student 2: romantic genre.

Student 1: how many novels have you read?

Student 2 : There are so many novels that I have read and sometimes I also read other than the romantic genre

Student 1:That must be exciting.

Student 2 : Yes, I really enjoy reading for hours on end

APPENDIX 9**SCORING RUBIC STUDENT****EXPERIMENT CLASS**

NO	NAME	CRITERIA OF SCORING TEST					SCORE
		V	G	P	C	F	PRE-TEST
1	NAURA OCTA	18	10	15	15	18	76
2	LUQYANA NURUL H	20	15	18	17	18	88
3	MITA SEPTYA NINGSIH	13	10	15	10	12	60
4	JANNATUL FIRDA F	15	13	10	12	10	60
5	ILMA AINUN NAZILA	12	10	13	10	15	60
6	ZAHRA FITRI ALFINI	18	10	14	12	14	68
7	KAMILA QOTRUN NADA	15	12	10	10	13	60
8	FINA AZKA SALSABILA	18	12	15	18	13	76
9	AULIA FERDISTA C	12	9	10	8	13	52
10	ALYA MAFAIS	17	13	14	15	13	72

EXPERIMENT CLASS

NO	NAME	CRITERIA OF SCORING TEST					SCORE
		V	G	P	C	F	POST-TEST
1	NAURA OCTA	20	15	15	15	19	84
2	LUQYANA NURUL H	20	12	15	14	13	72
3	MITA SEPTYA NINGSIH	18	13	15	15	16	76
4	JANNATUL FIRDA F	20	14	15	15	17	80
5	ILMA AINUN NAZILA	20	15	17	15	17	84
6	ZAHRA FITRI ALFINI	20	17	15	14	18	84
7	KAMILA QOTRUN NADA	15	12	14	14	13	68
8	FINA AZKA SALSABILA	20	15	15	18	12	80
9	AULIA FERDISTA C	20	12	15	15	14	76
10	ALYA MAF AIS	18	16	18	15	17	84

CONTROL CLASS

NO	NAME	CRITERIA OF SCORING TEST					SCORE
		V	G	P	C	F	PRE-TEST
1	DONA WULAN AGUSTIN	15	10	12	15	13	60

2	HAPPY AYU RAHMAWATI	13	10	15	12	10	60
3	DEWI INAYATUL HAFISYAH	18	10	15	13	12	68
4	AZKA AFIFATUL MILATI	15	12	15	10	13	60
5	DEVI SILFANA	20	10	13	18	15	76
6	KHUSNUL FITRIANI	15	9	10	8	10	52
7	FATTA ARTA UTAMI	15	12	14	15	16	72
8	NAILA UMMAL KHOIR	20	12	14	18	12	76
9	FARHANA THALIB	20	12	15	12	13	72
10	SELFIA JAUHARISTA	15	10	14	15	14	68

CONTROL CLASS

NO	NAME	CRITERIA OF SCORING TEST					SCORE
		V	G	P	C	F	POST- TEST
1	DONA WULAN AGUSTIN	20	15	18	15	12	80
2	HAPPY AYU RAHMAWATI	18	10	15	12	13	68

3	DEWI INAYATUL HAFISYAH	14	10	15	13	12	64
4	AZKA AFIFATUL MILATI	18	12	15	14	13	72
5	DEVI SILFANA	15	10	13	14	14	64
6	KHUSNUL FITRIANI	20	15	15	13	15	76
7	FATTA ARTA UTAMI	15	10	10	12	13	60
8	NAILA UMMAL KHOIR	15	12	14	13	10	64
9	FARHANA THALIB	20	15	18	12	15	80
10	SELFIA JAUHARISTA	20	13	18	13	12	76

APPENDIX 9

Result of data calculating

Pre-Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
english learning value	pre test experiment	,248	10	,083	,924	10	,391
	pre test control	,187	10	,200*	,915	10	,313

Post-Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
english learning value	post test experiment	,180	10	,200*	,887	10	,157
	post test control	,208	10	,200*	,902	10	,229

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

English learning value	Equal variances assumed	,959	,340	,188	18	,853	,800	4,258	-8,146	9,746
	Equal variances not assumed			,188	16,637	,853	,800	4,258	-8,199	9,799

Independent Samples post-Test

	Levene's Test for Equality of Variance	t-test for Equality of Means								
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error	95% Confidence Interval of the Difference	
									Lower	Upper
English learning value	Equal variances assumed	,052	,822	1,761	18	,095	6,000	3,407	-1,158	13,158
	Equal variances not assumed			1,761	17,915	,095	6,000	3,407	-1,161	13,161

Effect size

Statistic of post-test	Experiment class	Control class
Mean	76,40	70,40
Std. Deviation	7,877	7,351
Effect size	0,7	

* the result is obtained by manual calculation using
Cohen's d formula. The formula of Cohen's d

$$d = \frac{\bar{x}_1 - \bar{x}_2}{s_{pooled}}$$

where

$$s_{pooled} = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Note

d = Cohen's d effect size

X_1 = Experiment's mean

X_2 = control's mean

SD_{pooled} = Standar deviation

N_1 = Total of experiment class student

N_2 = Total of control class student

S_1 = Standar deviation of experiment class

S_2 = standar deviation of control class

Cohen's d Interpretation Criteria

Cohen's standard	Effect size
------------------	-------------

2-0.8	Large
0.7-0.5	Medium
0.4-0.0	Small

DOCUMENTATION



BIOGRAPHY



Elok Lailatul Magfiroh is the name of the author of this thesis. The author was born to the couple Mr. H. muslih and Mrs. kiptiyah who is the first child of 2 siblings. Writer was born in Banyuwangi on January 6, 2000. Author having its address at Gitik Village, Rogojampi District, Banyuwangi Regency, East Java. The author can be contacted via email elokbwi777@gmail.com.

The History of Formal Education

1. TK Khadijah 157 Rogojampi (2005– 2007)
2. SDN 1 Rogojampi (2007 – 2012)
3. SMP PLUS Darussalam (2012 – 2015)
4. SMA Darussalam (2015 – 2018)
5. IAI Darussalam (2018 – now)