

**THE USED OF E-DICTIONARY AS A MEDIA TO ENHANCE THE
STUDENTS' VOCABULARY**

(A Pre-Experimental Research)



A THESIS

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Degree of Sarjana Pendidikan*

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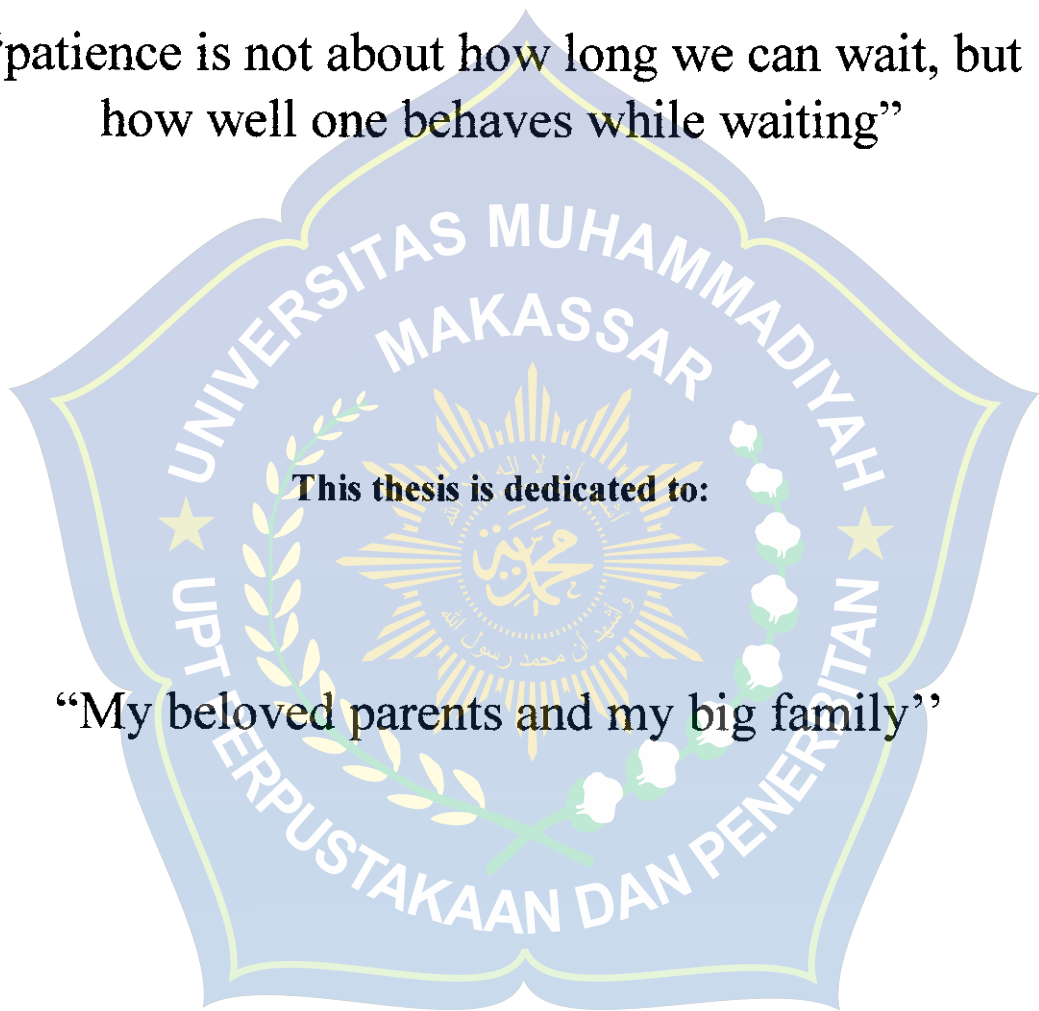
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MOTTO AND DEDICATION

“patience is not about how long we can wait, but
how well one behaves while waiting”

This thesis is dedicated to:

“My beloved parents and my big family”



ABSTRACT

ULANDARI.2022.*The Used of E-Dictionary as A Media to Enhance the Students' Vocabulary. (A Pre-Experimental Research at VII Grade of in the academic year 2021/2022).* Thesis, English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by M. Arief Paturusi and Junaid.

This thesis aims to find out whether or not the E-Dictionary is effective in enhancing the students' vocabulary mastery of VII A class of SMP Negeri 3 Bajeng.

This research was a pre-experimental design that used pre-test and post-test. The population of this research is the VII grade students of SMP Negeri 3 Bajeng and to take the sample researcher used random cluster sampling. The research sample was 30 students. The research instrument was a vocabulary test consisting of 10 items of multiple choice.

The result of the data shows that there was a difference between pre-test and post-test students. The main score of students before giving the treatment was 45 and it improved to 75.33 after applying the E-Dictionary. In addition, from t-test analysis, it was obtained that the t-test value was greater than t-table, and students' vocabulary mastery in total ($14.37 > 2.045$). The hypothesis of this research can be concluded that Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is accepted. It means that E-Dictionary was effective to enhance the students' vocabulary.

Keywords: *E-Dictionary, Vocabulary, Enhancement, nouns.*

ABSTRAK

ULANDARI.2022.*Penggunaan kamus elektronik Sebagai Media Untuk Meningkatkan Kosakata Siswa. (Penelitian Pra Eksperimental Kelas VII Tahun Ajaran 2021/2022).* Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh M. Arief Paturusi dan Junaid.

Skripsi ini bertujuan untuk mengetahui apakah E-Dictionary efektif dalam meningkatkan penguasaan kosakata siswa kelas VII A SMP Negeri 3 Bajeng.

Penelitian ini merupakan penelitian pre-experimental yang menggunakan pre-test dan post-test. Populasi dalam penelitian ini adalah siswa kelas VII SMP Negeri 3 Bajeng dan untuk pengambilan sampel peneliti menggunakan cluster random sampling. Sampel penelitian adalah 30 siswa. Instrumen penelitian berupa tes kosakata yang terdiri dari 10 butir soal pilihan ganda.

Hasil data menunjukkan bahwa ada perbedaan antara siswa pre-test dan post-test. Nilai utama siswa sebelum diberikan perlakuan adalah 45 dan meningkat menjadi 75.33 setelah menerapkan E-Dictionary. Selain itu, dari analisis t-test diperoleh nilai t-test lebih besar dari t-tabel, dan penguasaan kosakata siswa secara total ($14.37 > 2.045$). Hipotesis penelitian ini dapat disimpulkan bahwa Hipotesis Null (H_0) ditolak dan Hipotesis Alternatif (H_1) diterima. Artinya E-Dictionary efektif untuk meningkatkan kosakata siswa.

Kata kunci: E-Dictionary, Kosakata, Peningkatan, kata benda.

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Praise and gratitude to God Almighty, who has given abundant grace and health, so that the author can complete this thesis with the title "*The Used of E-Dictionary as A Media to Enhance the Students' Vocabulary.*", as one of the requirements to complete the Bachelor Program (S1) majoring in English.

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The researcher is fully aware that this thesis is still far from perfect. Therefore, the researcher expects constructive criticism and suggestions from the readers. Hopefully, this research can be useful for readers and other researchers..

Makassar, 19 Juli 2022

The researcher

Ulandari



TABLE OF CONTENT

TITLE	
SURAT PERNYATAAN	v
MOTTO AND DEDICATION	vii
ABSTRACT	viii
ABSTRAK	ix
ACKNOWLEDGMENTS	x
TABLE OF CONTENT	xiii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problem Statement	4
C. Research Objectives	4
D. Significance of The Research	5
E. Scope of The Study	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previous of Related Research Findings	6
B. Some Pertinent Ideas	8
C. Conceptual Framework	21
D. Hypothesis of The Research	22

CHAPTER III RESEARCH METHOD	23
A. Research Design.....	23
B. Population and Sample	24
C. Research variable and indicator	24
D. Research Instrument.....	25
E. Technique of Data Collection	26
F. Technique of Data Analysis.....	26
CHAPTER IV FINDING AND DISCUSSION.....	32
A. Findings.....	32
B. Discussion.....	37
CHAPTER V CONCLUSION AND SUGGESTION	41
A. Conclusion	41
B. Suggestion.....	41
BIBLIOGRAPHY	43
APPENDIX.....	45
CURRICULUM VITAE	89

LIST OF FIGURE

Figure 2.1 Conceptual Framework.....21



LIST OF TABLE

3.1 Classification of Students’ Score.....29

3.2 Scoring Criteria of Vocabulary.....30

4.1 The Students Mean Score.....32

4.2 The Students’ All Score Category.....33



LIST OF CHARTS

4.1 The result of the students’ pre-test and post-test.....34

4.2 Students’ mean score35



LIST OF APPENDICES

APPENDIX 1 Lesson Plan.....46

APPENDIX 2 Pre-test.....62

APPENDIX 3 Post-test.....66

APPENDIX 4 Name of Students.....69

APPENDIX 5 Students Score in Pre-test and Post-test.....71

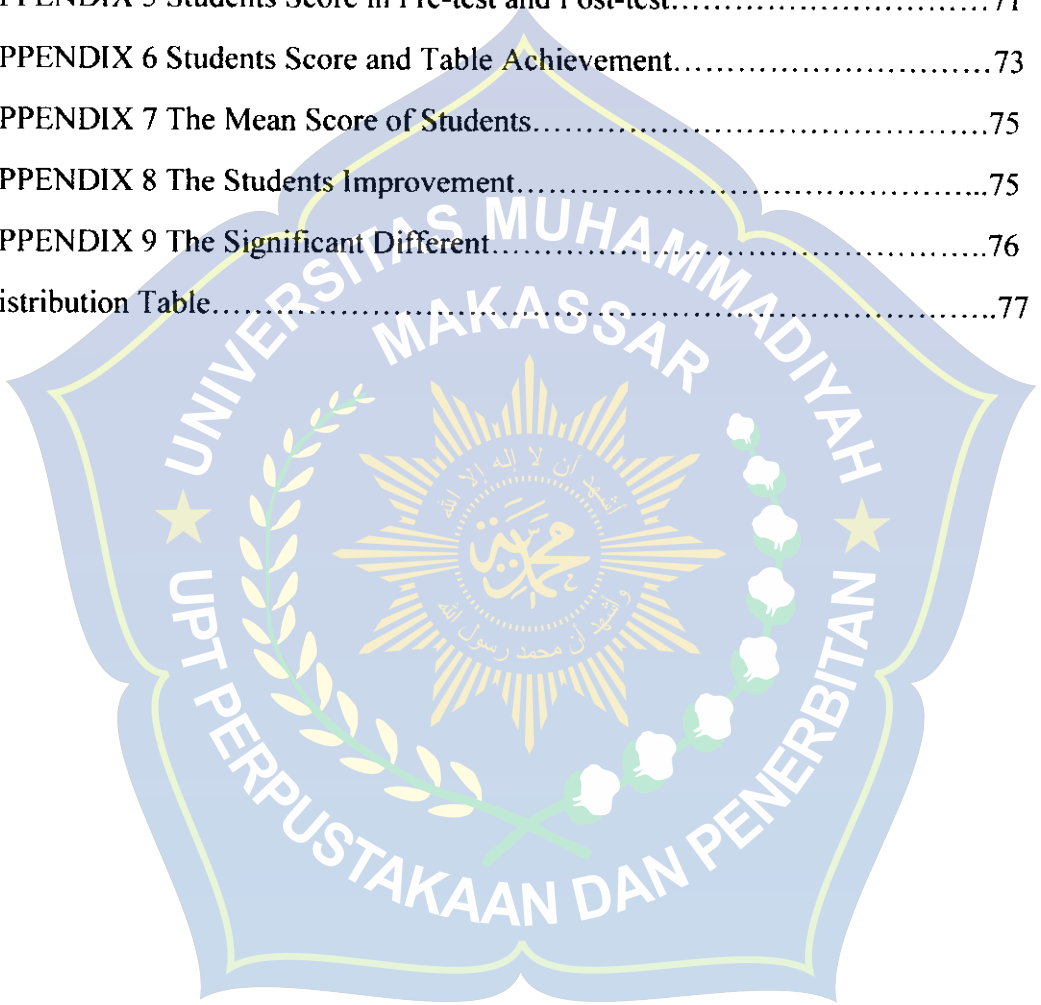
APPENDIX 6 Students Score and Table Achievement.....73

APPENDIX 7 The Mean Score of Students.....75

APPENDIX 8 The Students Improvement.....75

APPENDIX 9 The Significant Different.....76

Distribution Table.....77



CHAPTER I

INTRODUCTION

A. Background

The most frequently spoken language on the globe is English. As a medium of international communication, it is extremely important in all facets of global relations. Because English is used as a medium for international conferences, most countries have made English a compulsory subject in school and higher education. Because of the necessity of being able to communicate in English, we must learn and teach it to the younger generation as soon as feasible.

With the introduction of mobile devices and applications in recent years, technical advancements have translated into enormous prospects for English as a foreign language (EFL), particularly in terms of students' vocabulary knowledge. In fact, mobile language learning is undeniably important in improving students' abilities. (Thornton & Houser, 2005).

One important aspect of English is vocabulary. The importance of vocabulary in English studies cannot be overstated. Students who mastered grammar but not vocabulary was struggle to communicate what they want to say. A student, on the other hand, is simply learning. Because the meanings of new words are frequently highlighted, whether in books or in classrooms, vocabulary learning is an important aspect of foreign language learning (Alqahtani, 2015).

In learning vocabulary with mobile devices has become one of the most useful ways. The introduction of new technologies, particularly the internet, has led to significant changes in business, education, science, and technological breakthroughs, all of which necessitate a high degree of English proficiency. Not only that, the implementation of the 2013 curriculum in the 21st century several institutions have mandated that teachers stay current with technological advancements in the teaching and learning process.

There has been a widely spread belief that EFL curriculum in Indonesia changed over the time. Different approaches, methods and techniques have been introduced to best facilitate English language learning as well as to meet to the perceived needs and demand both at micro and macro levels (Hakim, Riswanto, & Rafiska, 2016).

Along with the times, information technology is developing rapidly so that the teaching and learning process in a school requires an electronic device or an application that makes it easier for teachers and students to learn existing vocabulary. An application or technology that is very supportive for learning vocabulary for beginners is e-dictionary.

Electronic dictionaries and electronic translators are special devices, the main purpose of which is the translation of words or phrases from a foreign language into the original or in reverse order. Most of these devices are translated by one word. Some types of translators have a very convenient function - visit the translated word or phrase in the required language. And dictionaries and translators work according to a similar system. Each of them

provides several transfer options (depending on the value and scope of each particular concept).

We have entered the era of globalization which is marked by the rapid development of information technology. All forms of information can be obtained quickly anytime and anywhere without any limitations. The up-to-date technology has also changed the way humans learn (Naismith in Rahim, 2014).

In today's world of education, you cannot rely solely on conventional learning methods because the demands of the times are increasing and varied. Likewise, in learning languages, both English and foreign languages, there are several aspects that support the success of language learning, one of which is vocabulary, which can be obtained from rapid technological developments.

Keep in mind that learning a foreign language is not easy. This is certainly very different from learning the mother tongue and Indonesian. There are several things that are serious problems when a student learns a foreign language, one of which is the difficulties experienced by students when making sentences or utterances that require a lot of vocabulary. Therefore it can be said that vocabulary plays a very important role in foreign languages. Furthermore, language is very important in communicating and interacting between one nation and another.

The main problem to be addressed in this study is whether students' vocabulary in learning English can be increased by using a media called an

electronic dictionary. An electronic dictionary is a dictionary created to make it easier to translate foreign languages. The contents are in the form of an unlimited number of vocabulary, and can be adapted to the needs of students.

Thus, students do not feel burdened with a lot of vocabulary, but are given practical guidance so that they can communicate and write in English. This electronic dictionary can be accessed via a mobile phone or laptop, making it easy to carry anywhere (portable). The benefits of this research was expected to be able to provide input in the foreign language teaching system, especially English in an effort to enrich students' vocabulary or vocabulary, in secondary schools.

Unfortunately, research on exploring the used of an electronic dictionary is infrequently found. Therefore, this presented study attempts to fill the gap by research investigating the used of an electronic dictionaries.

According to the reason above, the researcher interested to conduct a research under the title "The Used of E-Dictionary as A Media To Enhance the Students' Vocabulary".

B. Problem Statement

Based on the background of the study, the research question of this study was: Does the use of an E-Dictionary affect students' vocabulary enhancement?

C. Research Objectives

Based on the problem statement, the researcher intended to find out whether or not the use of an E-Dictionary affected students' vocabulary enhancement.

D. Significance of The Research

The researcher expected that the result of this research give contribution to learning and teaching English as follows :

1. For Student

The result of this research for the student was help student to make effective their learning vocabulary used E-Dictionary.

2. For Teacher

The results of this study were expected to help teachers to provide language learning media according to the needs of students who keep up with the times.

3. For next Researcher

The researcher hoped to provided an overview to further researchers related The Used of E-Dictionary as A Media to Enhance The Students Vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

There are some previous finding of some researcher that have relation to this research such as follows:

The first from Park (2006) The findings of this study are particular training sessions about how to use an electronic dictionary resulted in substantial differences across users of the dictionary. Those who had been given instructions showed more positive attitudes towards the utility of the electronic dictionary. The experimental team shows more profitable attitudes towards the used of e-dictionaries. The study thinks that good guidance on the usage of electronic dictionaries and their benefits should have a profitable impact on users based on the above findings. The current study's findings will provide insight into the current state of electronic dictionary usage among Korean students. The instrument used was the researcher's Preliminary Student Usage Questionnaire, as well as a questionnaire survey created by Koyama and Takeuchi (2004) and modified for the study.

Second from Fageeh (2014) with title This study was designed to use an online dictionary to examine the effect of presenting a vocabulary analysis of a new vocabulary of linked words to students in an online environment. Comes with a thesaurus, encyclopedia, and internet features for skill development used to build vocabulary. This study confirmed the results in favor of new techniques for vocabulary learning. H. Etymological analysis

supported by online dictionaries to improve vocabulary learning and induce a positive attitude towards vocabulary education. The results are explained in relation to the hypothesis in the light of the research background presented in the literature review. The study ends with many pedagogical implications and recommendations for further research.

Xie (2019) This study aims to determine the effect of Based on a comparison of E-Dictionary was used on a Chinese-English translation, vocabulary richness in the text before and after the usage of E-Dictionary. This study found: on the one hand, the use of E-Dictionary was encourage middle- and lower pupils to write longer pieces, indicating a growth in their dedication and confidence. in translating them; Applying E-Dictionary, on the other hand, was contributed to enhance its lexical variety and lexical frequency profile, indicating that students use E- Dictionary to purposely use substantially higher terms.

According to the research above, there are significant similarities and differences. The differences of the previous research used descriptive quantitative design and another to improve students' vocabulary mastery, but all the previous research and this research is focuses in how effective the e-dictionary to improve students' vocabulary mastery. Therefore, this kind of vocabulary try to focus on noun only.

B. Some Pertinent Ideas

1. Definition of E-Dictionary

In the process of learning English, which most people think is difficult, actually many ways have been created to make it easier. If in the past students used a dictionary in the form of a thick and troublesome book, then this time we can use a simple and practical electronic dictionary. The electronic dictionary is also now available on the Android operating system. One of them is by innovating a conventional dictionary into a simple computer-based electronic dictionary. The development does not stop there, the last electronic dictionary has developed again into an Android-based electronic dictionary application in which there are not only translation features but also other features that are very helpful for learning English.

In terms of internal and external access structures, electronic dictionaries are very different from paper dictionaries. For example, from one of the indicators that help dictionary users find certain main words on the one hand, not only that, there are indicators that direct them in the entry to get the explanation they need. (Bergenholtz and Gouws, 2007).

According to the Oxford dictionary, Cellular means movable and can be moved easily and a compatible telephone with the equipment to transmit voice over long distances. In this way, Mobile-phone dictionary (MPDs) is more convenient and easy to use. In this digital age of today, millions and millions of people are mobile phone subscribers.

According to Amirian and Heshmatifar (2013: 36) states that the e-dictionary is an electronic aid tool that offers direct access to the intended information clearly and directly to the target information you want to find. The latest technological developments have changed the concept of the dictionary progressively. An E-dictionary is a reference book containing words in a particular language that is presented on a website and can be accessed via the internet. Online dictionaries are available in various languages, such as Indonesian, English, Japanese and others. You only need to access it through a browser on your cellphone or laptop.

This electronic dictionary application used word breaker functions and string manipulation in its search method, so that in addition to being able to search for words correctly, it is also able to provide word references that are as close as possible to those entered by the user if the searched word is not found.

2. E-dictionary as a Learning Media

Learning media is the media used in the learning process learning. In this case, the media has its own meaning in the teaching and learning process. Gagne and Briggs implicitly state that learning media includes tools that are physically used to convey the content of teaching materials.

According to Arsyad (2011) The teaching and learning process will run effectively and efficiently if it is supported by the availability of supporting media. The provision of dynamic, conducive and dialogical

media and educational methodologies is very necessary for the optimal development of the potential of students. This is because the potential of students will be more stimulated when assisted with a number of media or facilities and infrastructure that support the interaction process that is being carried out.

Media in the perspective of education is a very strategic instrument in determining the success of the teaching and learning process. Because its existence can directly provide its own dynamics for students.

3. Kind of E-Dictionary

According to Al-Rabi'I in Omar and Dahan (2011: 258), electronic dictionaries can be divided into two different types, including:

a. Online electronic dictionaries

This dictionary is available on websites which are also known as internet dictionaries. This dictionary can be used directly over the internet. Some of these dictionary websites can be accessed for free and some paid websites. The advantage of using this dictionary is that it can be used in various places as long as an internet connection is available. However, sometimes it takes a lot of time if the internet connection is busy or interrupted.

Here are some examples of online electronic dictionaries that are often used by students in SMPN 3 Bajeng:

1. Google Translate

This is one of the most common electronic dictionaries found on student mobile phones, this application is not only able to translate Indonesian to English or vice versa, but is also able to translate into the 40 languages available here. Google also provides this application with the ability to instantly translate text into 26 languages using only a smartphone camera.

2. Indonesian - English Dictionary

A digital dictionary application that is ready to translate Indonesian to English and vice versa, easily, quickly, and simply. In the application, you only need to type the word you want to know the translation of. And automatically, the Indonesian – English Dictionary will provide accurate translation results according to the database in the application.

3. U-Dictionary

U-Dictionary is developed from previously developed dictionaries, such as Collins Advanced Dictionary, WordNet Dictionary, Native Examples, Synonyms, Antonyms, and so on. The app also provides English videos, games and quizzes to help improve English skills. The features offered by U-Dictionary include being able to check the Oxford dictionary in 12 languages, being able to translate between two languages from

108 languages, translating with a camera phone that can detect 93 languages, and many others.

b. Offline electronic dictionary

This dictionary is available in compact disc (CD) form. This type of dictionary can be used with a computer or smartphone. The advantage of using this type of dictionary is that the user is free from interference with the internet connection and the disadvantage is that it requires expensive tools to access or use it.

By using an E-Dictionary, we can do the following things to improve vocabulary:

- a) Start by looking up the definition of a word you see or hear in English.
- b) Look up the English equivalent of a keyword in your own tongue.
- c) Double-check a word's spelling.
- d) Double-check a noun's plural or a verb's past tense.
- e) Find out more information about a word's grammar.

4. Advantages and disadvantages of E-Dictionary

As a service, E-Dictionary was created to assist in translating. E-Dictionary is able to translate vocabulary quickly. Many words that were not previously found in the dictionary have their meanings found on E-Dictionary. It also allows users to translate into various languages. So, with this application, students can actually save more

because they don't need to buy a dictionary to translate into a language.

Nesi (2003: 370) examines the benefits of electronic dictionaries and states that several types of electronic dictionaries provide audio and visual information and exercises in multimedia form. In fact, the wealth of information offered by these electronic dictionaries makes them a reference tool that not only provides information on various aspects of vocabulary knowledge but also as a tool for language learning. In addition to translating as its main function, E-Dictionary also allows users to learn pronunciation. This is an advantage that greatly benefits users when compared to using a book-shaped dictionary.

Several other studies also suggest several advantages of using electronic dictionaries in language learning, including: increasing students' self-study, easy access to spoken and written translations from many languages, speed of use, increasing word form recognition, increasing word meaning recognition, consolidating meaning words, improve reading comprehension, improve vocabulary acquisition, increase positive attitude towards vocabulary learning, design effective vocabulary learning, achieve success in vocabulary tests, and learn vocabulary in authentic texts.

E-Dictionary also has weaknesses. The existing system makes E-Dictionary translate word by word without considering the word

structure so that the result of the translation of a sentence has a much different meaning than the original meaning. In other words, E-Dictionary translates vocabulary so it is very possible for errors to occur if what is translated is in the form of sentences, let alone text. On the other hand, sometimes students do not know which type of electronic dictionary is suitable for their level. However, they must know how to use an electronic dictionary well, interpret words and arrange them in sentences

5. Vocabulary

Vocabulary is all the language and words either used or understood by a person or group of people. An example of vocabulary is all the words that a toddler understands. A list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary. A list of words and, often, phrases, abbreviations, inflectional forms, etc., usually arranged in alphabetical order and defined or otherwise identified, as in a dictionary or glossary.

Hornby, Cowie, & Lewis, (2000) defines a person's vocabulary is defined as all of the words he or she knows or uses; all of the keywords in a specific language; a list of terms including their definitions, notably in a textbook for learning a foreign language, and also the words that humans use when discussing about a specific subject.

Based on its use in language skills, vocabulary in English is divided into active vocabulary and passive vocabulary. Active vocabulary is the words that the speaker can understand and pronounce correctly and use constructionally in speaking and writing skills, while passive vocabulary is the words that the speaker recognizes and understands in the context, but the speaker cannot produce correctly in speaking skills. and writing (Haycraft, 1978:44).

6. Teaching Vocabulary

Language without vocabulary is nonsense, without vocabulary nothing can be conveyed through listening, speaking, reading, and writing. Teaching vocabulary is more than just presenting new words (Harmer, 1991:159).

There are some premises and comments related to the teaching of vocabulary, there are:

- a. New vocabulary items will always be introduced in the structure
- b. Vocabulary will always be taught in normal speech utterances
- c. Not all of the words the students hear during the learning process
- d. Vocabulary will be practiced in question-answer form.

7. The Principle of Teaching Vocabulary

To master the vocabulary, the teacher follows the principle in teaching vocabulary. According to (J.Wallace, 1982: 27-31) as follows:

a. Aims

The teacher should be clear about his or her aims in teaching vocabulary to the students. For example, the teacher should have a goal for the students such as the teacher want, the students are able to make some simple sentences in English using the vocabulary which has been given.

b. Quantity

The teacher may have to decide on the quantity of vocabulary to be learned the actual number will depend on a number of factors varying from class to class and to learner.

c. Meaningful presentation

As well as the form of the word, the students must be a clear and specific understanding of what it denotes or refers mean of them.

d. Situation presentation

It is seen as sensible that the students' will be using words in the situation which is appropriate.

e. Presentation in context

From the words, for begin of the word must appear its natural environment as it is among the words it normal collocated.

8. Vocabulary Enhancement

Vocabulary is one of the most important aspects of language learning for both teachers and pupils. Shortage of adequate vocabulary has always been an important problem that requires a solution in the

teaching and learning of EFL (English as a foreign language). US Nation, (1990, p. 2) said, "Students feel that many of their difficulties in using receptive and productive language are the result of inadequate vocabulary".

According to Stuart Webb, professor of applied linguistics at the University of Western Ontario, a person needs about 800-1000 common vocabulary to be able to follow daily conversations. Common vocabulary is words that are often used in conversation. In general, a person can learn 10-20 new words in 15-20 minutes.

However, if the words being studied do not have a theme and meaning, they will only become momentary memorization and will be quickly forgotten. It is important to consider the quality and not just the quantity of vocabulary. There are many online applications that provide one new vocabulary per day but the words are random and sometimes even words that are not commonly used.

Vocabulary is important in language learning since it aids in the development of linguistic competency. The goal of vocabulary mastery is for pupils to achieve a high level of linguistic proficiency in their language skills. It is contingent on the quality and quantity of vocabulary they have learned.

The more vocabulary that students can master, the higher the level of proficiency they will achieve in using language. As a result,

knowing a word (vocabulary) entails understanding its meaning, word usage, word creation, and word grammar (Harmer, 1991: 158).

The purpose and reason why vocabulary is introduced and learned is that Vocabulary is easy to understand and learn by children because there are no rules or formulas that children need to know like when learning grammar. Vocabulary is a supporter of the four skills and also grammar. When we listen to something in English with a collection of vocabulary that we understand, we can easily get the meaning of what we hear.

9. The Importance of Vocabulary Learning

Vocabulary teaching should be a top priority in teaching English. Learners or students must study well to improve their vocabulary knowledge. In the early stages of learning English, it is better to teach vocabulary than grammar, and the learner or students can learn grammar when finding words in the vocabulary itself if the learner or students have adequate or sufficient vocabulary (Nunan, 1991:17).

Vocabulary enhancement in English skills is an important part of teaching English as a foreign language. Vocabulary is an important part in all languages where the learner or students must continuously learn words when the learner or students are also studying grammar (grammar/structure) and also pronunciation (pronunciation) (Allen & Vallete, 1977:149) . This means that vocabulary is an early stage to be taught before teaching other aspects of language (Subiyati, 1992:18).

Acquiring sufficient vocabulary is important in the use of a second language. Without a broad vocabulary, learners or students will not be able to use the grammar (grammar/structure) and language functions they have learned for broad communication. This means that vocabulary mastery is an important part of learning a second or foreign language.

According to the reasons above about the importance of vocabulary, here are some ways to increase vocabulary:

a. Learn one word in a day

Enhancing vocabulary in English does not have to be in large numbers. As long as the method used is effective, it doesn't matter if you only add one new vocabulary a day. Most importantly, you will continue to remember and understand the next use of the word.

b. Record all new vocabulary

By taking notes of each newly learned word. We can record words and their meanings in a book and use each word as often as possible to keep a journal or diary. In this way, each word you have learned will be easier to remember as you continue to use it. In addition to writing or diaries, you can also use it in conversation.

c. Using a dictionary

It never hurts to open a dictionary often and use it as a reference to increase vocabulary in English. If you come across a new word and don't understand its meaning, you can look up its meaning in a

dictionary. In addition, we can also find out synonyms, antonyms, and how they are used in sentences.



C. Conceptual Framework

In this research, researcher focused on the influence of the used of E-Dictionary for students' English vocabulary enhancement.

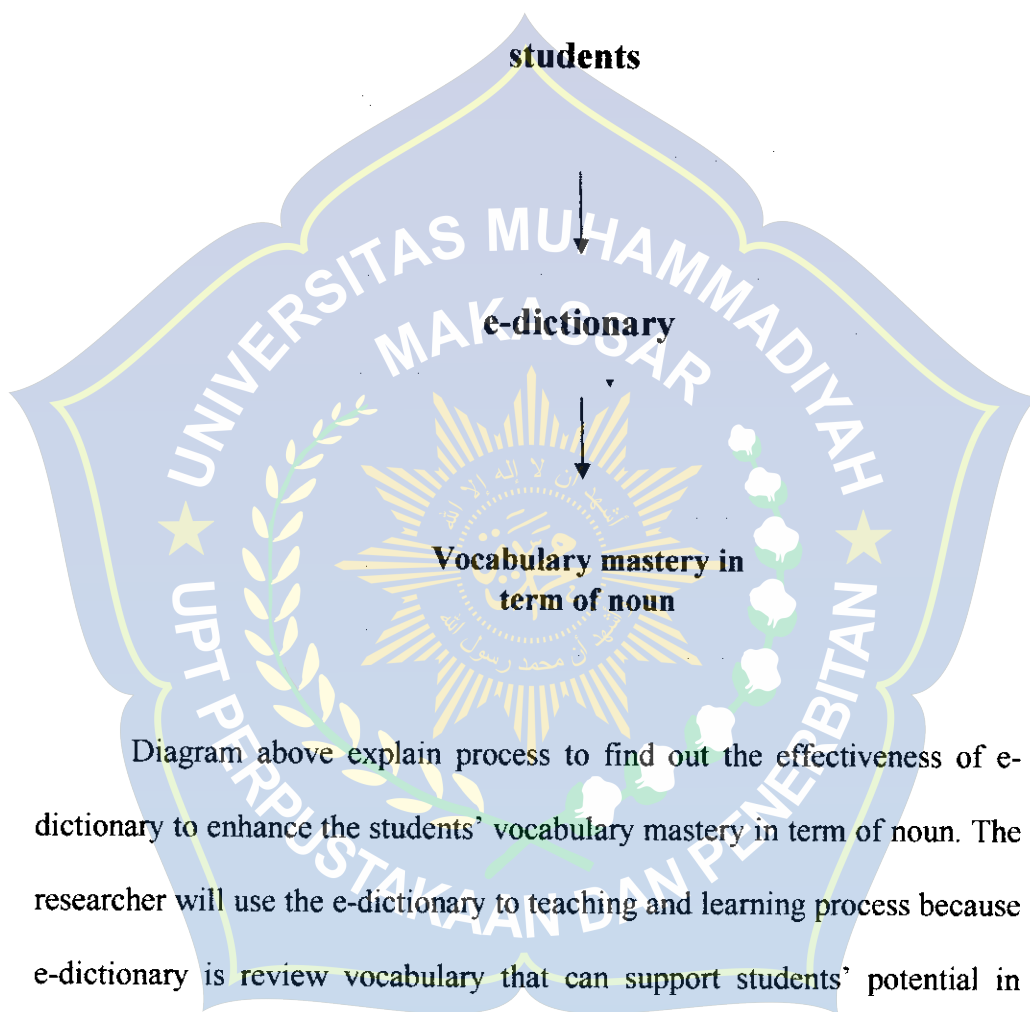


Diagram above explain process to find out the effectiveness of e-dictionary to enhance the students' vocabulary mastery in term of noun. The researcher will use the e-dictionary to teaching and learning process because e-dictionary is review vocabulary that can support students' potential in vocabulary enhancement.

Noun is one of the major parts of English. Noun is word used to identify any classes of people, places, or things. This is the reason why the researcher try to use e-dictionary to improve students' vocabulary mastery in term of noun.

D. Hypothesis of The Research

A hypothesis was a tentative answer to the problem of the research, the hypothesis, that:

H0: There was no significant improvement between the Pre-test and Post-test of the students' Vocabulary enhancement after using E-Dictionary.

H1: There was a significant improvement between the Pre-test and Post-test of the students' Vocabulary enhancement after using E-Dictionary.



CHAPTER III

RESEARCH METHOD

A. Research Design

This study used a quantitative research method with a pre-experimental class research as the research design. The researcher used pre-experimental class because the researcher wanted to measure the development of students' vocabulary enhancement by used E-Dictionary as a media. In this study, the researchers set one class as the class to given treatment, namely the first grade at SMP 3 Bajeng, where this class was given a pre-test and post-test in the form of a vocabulary (nouns) test to saw the results of the treatment given by the researcher. This design was present as follow:



Where :

O_1 : Pre-test

X : Treatment

O_2 : Post-test.

(Gay,2011 : 265)

B. Population and Sample

1. Population

The population of this researcher was the first grade of students in SMPN 3 Bajeng in the academic year 2021/2022, according to the data provided by the administration at the school, the population consisting of 5 class, each class 30 students and totaling 150 students.

2. Sample

This research applied a cluster random sampling technique in which the first-grade students of SMPN 3 Bajeng. In this research, the researcher only took one class to represent all of the population. Class VII A was consisted of 30 students.

C. Research variable and indicator

1. Research variable

In this study, there were two variables, namely the independent variable and the dependent variable. The dependent variable was students' vocabulary and the independent variable was E-Dictionary.

2. Research indicator

The indicators of this research were vocabulary enhancement in using E-Dictionary and vocabulary comprehension focused on nouns.

D. Research Instrument

The researcher was collect the data by doing a direct test for the students as follows:

1. Pre-test

The researcher gave a pre-test before giving treatment to the students in the class. A pre-test was conducted to determine students' vocabulary ability. To review students' vocabulary mastery. The pre-test used to measure students' vocabulary before giving treatment, the instrument consists of 10 multiple choice items.

2. Treatment

After giving the pre-test. Researcher was provided a treatment with the E-Dictionary as the media and provide learning material, namely nouns. The process of giving treatment is as follows:

The researcher introduced what is nouns to the students. Furthermore, the researcher gave time for students to collect vocabulary which included nouns, animals, and public buildings around them. Then, students started used electronic dictionaries to found out the English of these words. In the next meeting, the researcher asked students to take turns memorizing the vocabulary they would write earlier and their meaning.

3. Post-test

After the treatment, the students were given a post-test in the form of several questions. That test was a written test consisting of a multiple-

choice vocabulary test. The post-test aimed to found out whether students' vocabulary about nouns enhanced after they have learned in the treatment. The results of this post-test was calculated to determine whether the students' vocabulary improves or not using the E-Dictionary media.

E. Technique of Data Collection

The procedures for collecting the data are as follow:

1. Researcher gave a pre-test before giving treatment in class to determine students' vocabulary ability before being given treatment. The results of the pre-test was compared with the results obtained in the post-test after the researcher gave the treatment.
2. The results obtained from the comparison of pre-test and post-test analyzed and calculated to find out how the effect of E-Dictionary as a media to enhance students' vocabulary.

F. Technique of Data Analysis

In assessing to enhance the students' vocabulary during learning vocabulary material by using an e-dictionary as a media, the researcher used vocabulary assessment. The collecting data in this research analyzed by using the procedures as follows:

The collecting data through the pre-test and post-test by the researcher was analyzed by the following procedure:

1. Scoring the students' correct answers to pre-test and post-test

$$\text{Students' Score} = \frac{\text{The number of students' correct answers}}{\text{Total score}} \times 100$$

Total score

2. T-test

A t-test is a type of inferential statistic used to determine if there is a significant difference between the means of two groups, which may be related in certain ways. The t-test is one of many tests used for the purpose of hypothesis testing in statistics.

The data obtained from the pre-test was analyzed by using the procedure as follows:

- a. To percentage of the students' achievement using

$$P = \frac{F}{N} \times 100$$

Where:

P = Rate of percentage

F = Frequency of the correct answer

N = Total number of students

(Sudjana: 1990)

- b. Calculating the mean score of students' answers in both pre-test and post-test by this formula:

$$X = \frac{\sum x}{N}$$

Note:

X = Mean

$\sum x$ = The sum of all score

N = Number of the subject

(Gay: 2006)

- c. Calculating the improvement of the students' scores on the pre-test and post-test, the researcher used the following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

P = Improvement

X1 = Mean score of pre-test

X2 = mean score of post-test

(Harmer: 2007)

- d. Finding out the significant between pre-test from the calculating values:

$$D = \frac{\sum D}{N}$$

Where:

D = The mean of differences score

$\sum D$ = The sum of score

N = Total number of students

(Gay: 2006)

- e. Finding out the significance between the pre-test and post-test by calculating the value of the test. The following formula is employed:

$$T = \frac{M}{\sqrt{\frac{\sum d^2 (\sum d}{N})^2}}$$

Where:

T = Test of significance

- D = Test difference between the method pairs ($X_1 - X_2$)
 M = The mean of D
 $\sum d^2$ = The sum of the square
 $(\sum d)^2$ = The square of $\sum d$
 N = Number of students

(Subana:2005)

After getting the value of the t-test, the researcher was compared it with the value of the t-table to make the assumption. If the value of the t-test is bigger than the t-table, so the assumption there is a significantly different between Pre-test and Post-test, so using Pre-questioning is good for apply to find out the accelerating students' vocabulary.

3. The classification of the students' scores is as follows:

Table. 3.1 Classify the Student's Score

No	Score	Classification
1	96 – 100	Excellent
2	86 – 95	Very Good
3	76 – 85	Good
4	66 – 75	Fairly Good
5	56 – 65	Fair
6	36 – 55	Poor
7	0 – 35	Very Poor

(Depdikbud,2006)

4. Accuracy in vocabulary

Table 3.2. Scoring Criteria of Vocabulary

Classification	Classification	Criteria
Excellent	96 – 100	Vocabulary apparently as accurate and extensive as that of and education native speaker
Very good	86 – 95	Professional vocabulary broad and précis, general vocabulary adequate to cope with complex practical problems and varied social situation
Good	76 – 85	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacy
Fairly good	66 – 75	Choice of words is sometimes inaccurate and limitations of vocabulary
Fair	56 – 65	Frequently uses the wrong words, conversation somewhat limited vocabulary

Poor	36 – 55	Misuse of words and very limited vocabulary make comprehension quite difficult
Very poor	0 – 35	Vocabulary is inadequate and limitations so extreme for even the simplest conversation

Source: Hughes in Haeril (2011:30)



CHAPTER IV
FINDING AND DISCUSSION

A. Findings

In this finding explain the result of the research such as students' score pre-test and post-test. The improvement of students' vocabulary can be seen in the following table:

1. The improvement of the students' vocabulary in term of noun:

Table 4.1: The students mean score.

Indicator	Pre-test score	Post-test score	Improvement
Students' vocabulary (Noun)	45	75.33	67.4%

Table above show that there is improvement of the students' vocabulary totally mean score in pre-test before gave treatments was 45% and after gave treatments students' vocabulary totally mean score in post-test became 75.3%. Therefore, it could be summarized that students' vocabulary was improve became 67.4%.

2. The students’ rate percentage and Frequency

Table 4.2: The students’ all score category.

No.	Category	Score	Pre-test		Post-test	
			Fre	%	Fre	%
1	Excellent	96-100	-	-	1	3
2	Very Good	86-95	-	-	6	20
3	Good	76-85	-	-	10	34
4	Fairly Good	66-75	2	6	8	27
5	Fair	56-65	6	20	3	10
6	Poor	36-55	14	47	1	3
7	Very Poor	0-35	8	27	1	3
TOTAL			30	100	30	100

The table show that the category, frequency and percentage of students’ vocabulary, there are different between pre-test and post-test. The result of pre-test before used the E-Dictionary, there was no students in category excellent, very good and good. Only 2 students in category fairly good, 6 students in category fair and 14 students in category poor and 8 got category very poor.

The result of post-test after used the E-Dictionary as a media shows there is 1 student in category excellent, 6 students in category very good, 10 students in category good, 8 students in category fairly good and 3 students in category fair and only 1 students in category poor and very poor.

Chart 4.1. The result of The Students' Pre-test and Post-Test



Based on the chart 4.1 above shows the score of students before and after using E-Dictionary, it showed the students' score in pre-test there was 2 (6%) the students got "Fairly Good", 6 (20%) students that got "Fair", 14 (47%) that the students that "poor", 8 (27%) the students that got "Very Poor".

While for the post-test score it shows the students' score in post-test there was 1 (3%) student got "very poor", 1 (3%) student got "poor", 3 (10%) students got "fair", 8 (27%) students got "Fairly Good", 10 (34%) students got "Good", 6 (20%) students got "Very Good", and 1 (3%) student got "Excellent".

Based on the explanation above the score and the percentage of the students' vocabulary mastery of the post-test were better than the pre-test because in percentage of the post-test was higher than percentage of the pre-test.

The mean score students' vocabulary mastery in term of noun

Chart 4.2 Mean score

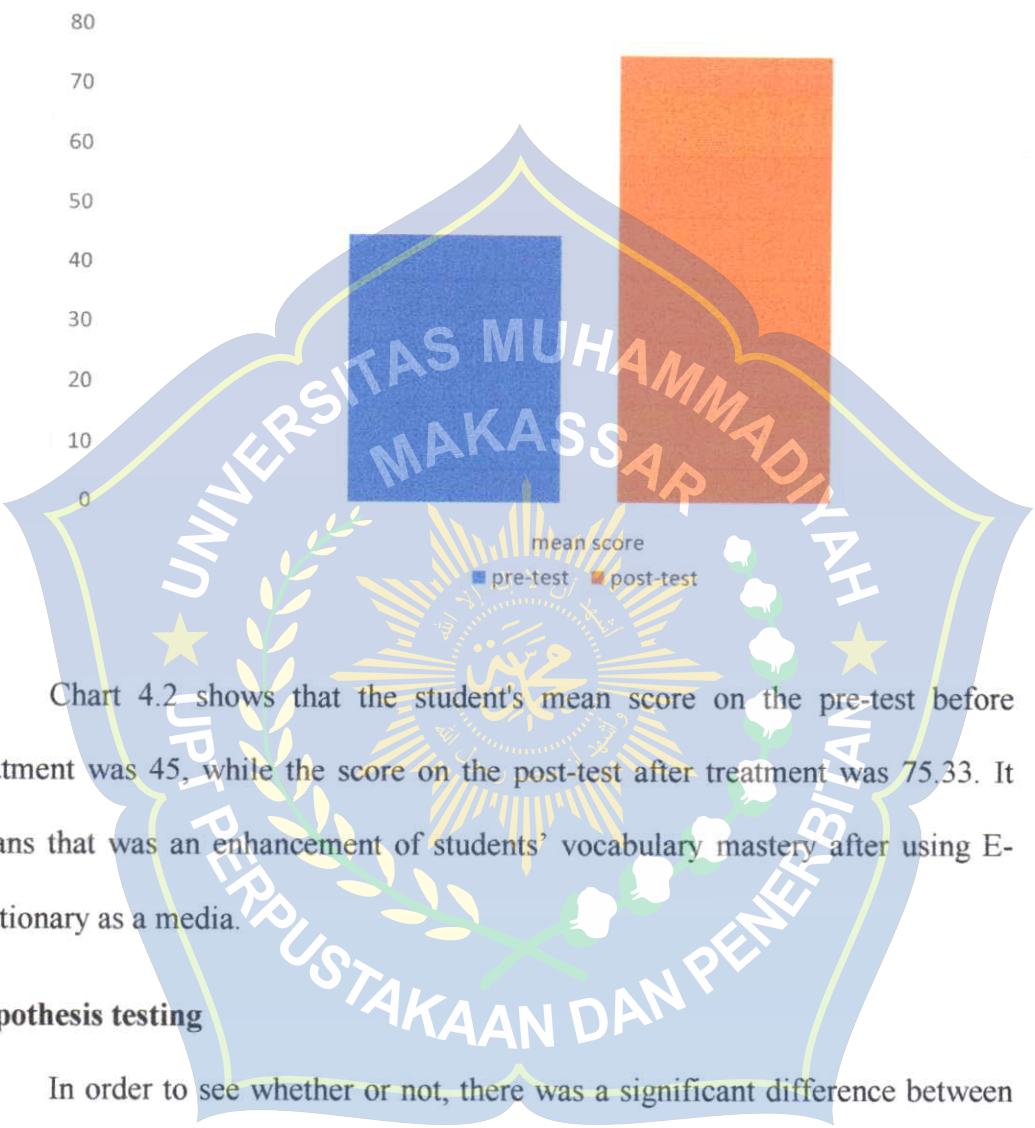


Chart 4.2 shows that the student's mean score on the pre-test before treatment was 45, while the score on the post-test after treatment was 75.33. It means that was an enhancement of students' vocabulary mastery after using E-Dictionary as a media.

Hypothesis testing

In order to see whether or not, there was a significant difference between the results of the pre-test was be applied. The test variable (pre-test and post-test) are statistically different on alpha level (α) = 0.05, at the degree of freedom (df) $N-1 = 29$ to see the difference

Table 4.3 : Hypothesis testing

Variable	t-test value	t-table
X1-X2	14.37	2.045

The table 4.6. Indicates that the value of the t-test (14.37) was greater than the value of the t-table (2.045). It means that there was a significant difference between the result of the pre-test and post-test of the students.

Based on the table above, it could be concluded that the t-test value was greater than the t-table ($T\text{-Test} > T\text{-Table}$), so the final result shows that the t-test score for the final score of students' vocabulary achievement was ($14.37 > 2.045$). This shows that there is a significant difference between the students' vocabulary before and after using the E-Dictionary. It was also said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

From the table above, there was a high difference between the t-test and the t-table, so the researchers concluded that teaching vocabulary with the E-Dictionary was effective in improving students' vocabulary achievement.

B. Discussion

In this part, the result of the research on the use of E-Dictionary as a media to enhance students' vocabulary mastery of VII A grade in SMP Negeri 3 Bajeng, by referring to the research objective, are to explain the process of applying E-Dictionary in enhancing vocabulary mastery of VII grade also describes the improvement of students' vocabulary mastery by applying E-Dictionary as a media. To reach the objectives of the research, the researcher conducted some steps. The researcher used test as instrument of the research to get the data. The steps to collect the data there are pre-test, giving treatment for two meetings, and post-test in the last meeting in the class.

The use of the pre-test in this research as an activity to test the level of participants' knowledge of the material to be delivered, the pre-test activity is carried out before the teaching activity is given. The benefit of holding a pre-test is to determine the initial ability of participants regarding the lessons delivered. By knowing the initial abilities of these participants, the facilitator will be able to determine how the lessons will be delivered later.

The post-test in this research is the final evaluation when the material taught on that day has been given in which a facilitator gives a post-test with the intention of whether the participant has understood the material given on that day when using the treatment that has been provided. The benefit of holding this post-test is to get an idea of the abilities achieved after the end of the treatment delivery.

The explanation before, it shows that students' vocabulary mastery was improved, it was supported by students' means score before and after treatment by using E-Dictionary. Based on the finding above, students' vocabulary mastery is significantly increase after getting the treatment by using E-Dictionary as a media.

The form of data students' scores from pre-test and post-test. The researcher analyzed the data by using paired sample t-test. The output of paired sample statistic showed that the mean score of pre-test and post-test. The output of paired sample statistic showed that the mean score of pre-test was 45 and the mean score of post-test was 75.33. It can be concluded that students' vocabulary mastery had been increased after using the treatment of E-Dictionary.

These finding is also in line with what was found by (Hakim M. A., 2018) The finding of the research shows that the electronic dictionary is effective to be used in teaching and learning English vocabulary. This is due to the ease of use, and the various facilities available in the electronic dictionary, including synonyms, antonyms, word pronunciation, and practical examples that can help students acquire new English vocabulary more easily and more easily. to memorize them. Finally, they find it easier to answer all questions related to English vocabulary.

Another in line with what have been found by (Fageeh, 2014) This study confirms the results that support a new technique for vocabulary learning. The etymological analysis is supported by online dictionaries to improve

vocabulary learning and encourage positive attitudes toward vocabulary education. The research results are explained in relation to the hypothesis by considering the research background presented in the literature review. The study concludes with many pedagogical implications and recommendations for further research.

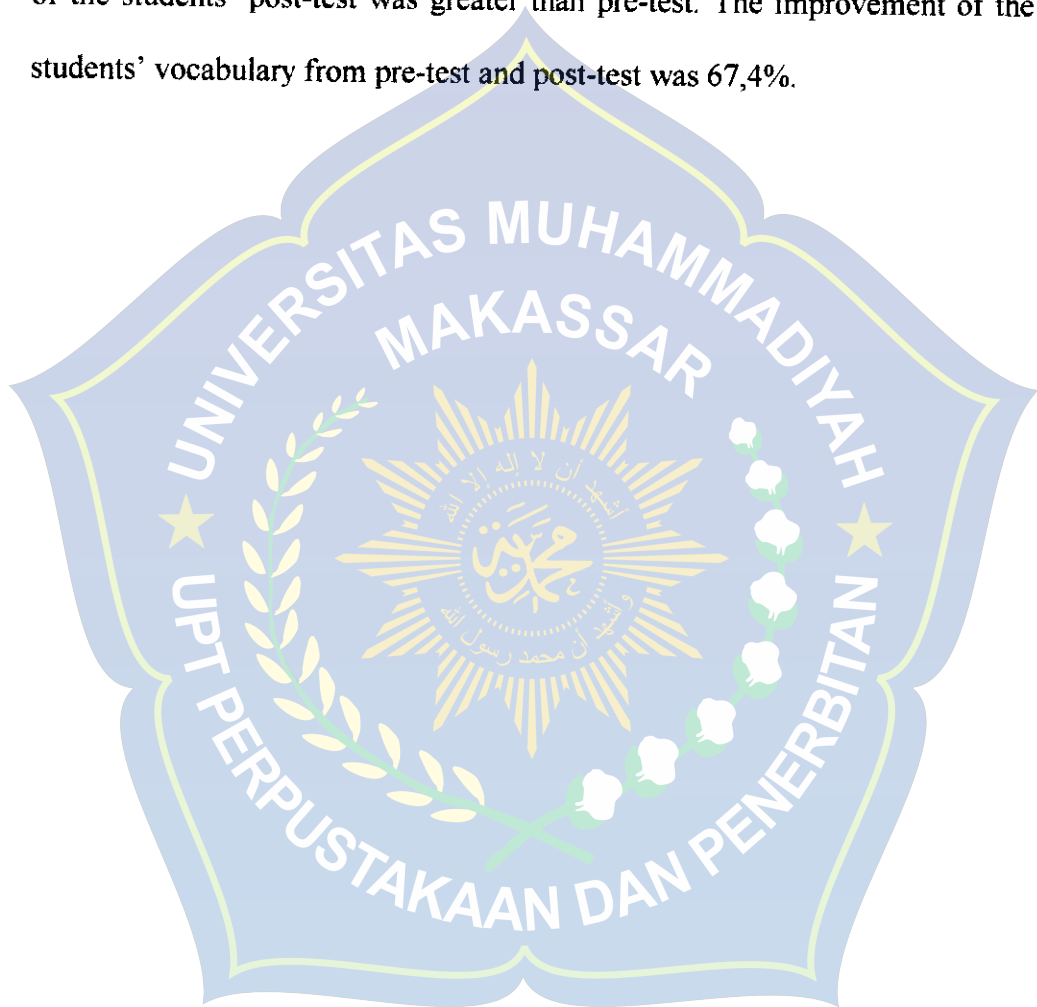
Therefore, the difference between those two studies with the research being conducted by the research were in focused on vocabulary in term of noun. The result of this research showed that the students' vocabulary in term of noun at seven grades of SMP Negeri 3 Bajeng in academic year 2021/2022 could improve and the students' score after applying E-Dictionary as a media was better than before the treatment was given to the students.

The purpose of this research was to find out whether or not the use E-Dictionary was effective to increase students' vocabulary at the seven grade of SMP Negeri 3 Bajeng in academic year 2021/2022. To find out the purpose of this research, the researcher used test as an instrument. The test gave through pre-test and post-test. The population was seven grade of SMP Negeri 3 Bajeng consist of 150 students and the sample was class VII-A consist of 30 students.

In the component of content, in pre-test 2 students or 6% classified fairly good, 6 students or 20% classified into fair, 14 students or 47% classified into poor and 8 students or 27% classified into very poor. While in the post-test 1 student or 3% classified into very poor, 1 student or 3% classified into poor, 3 students or 10% classified into fair, 8 students or 27% classified into fairly

good, 10 students or 34% classified into good, 6 students or 20% classified into very good, and 1 or 3% student classified into excellent.

The mean score of the students' pre-test was 45 classified into poor and post-test was 75,33 classified into good score. It showed that the mean score of the students' post-test was greater than pre-test. The improvement of the students' vocabulary from pre-test and post-test was 67,4%.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the researcher found the use of E-Dictionary in teaching vocabulary could increase the students' vocabulary because at the time before and after given the treatment the students had comparison, before given the treatment the students had weakness in vocabulary and after the treatment, the students' vocabulary increased by using E-Dictionary. It means that this media was effective.

Moreover, another finding in this research was the mean score of students in pre-test was classified as poor classification and after post-test was classified as good classification.

B. Suggestion

Based on the conclusion that had been written, the researcher would like to recommend some suggestion as follows:

1. For teachers
 - a. The teacher should know the students' difficulties in vocabulary in terms of nouns.
 - b. Teachers can use E-Dictionary as a medium that can help in the teaching and learning process to motivate students in vocabulary.
 - c. Teachers should provide more vocabulary exercises to students.
 - d. Teachers must be creative in creating new media and methods in the learning process.

2. For students

- a. Students should pay more attention to the teacher when giving lessons.
- b. Students should make more efforts to enrich their vocabulary.
- c. Students can practice more vocabulary in the form of nouns by using E-Dictionary, so that their vocabulary skills can improve well.
- d. Students must be brave to express their ideas and share their opinions.

3. For the next Researchers

- a. The researchers should be able to take the benefit of this research such as using final project as a reference to do the research on vocabulary and for the next researcher had conducted in the class was s needed to give motivation for the students.
- b. The researchers should be more creative in creating an interesting media to teach and improve the students' vocabulary.
- c. The researchers should be able to develop the use of e-dictionary in teaching learning process especially noun.
- d. The result of this research can also be used as additional references for the further research.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan: SMPN 3 Bajeng	Alokasi waktu: 4 x 60 menit	KD: 3.5 dan 4.6
Mata Pelajaran: Bahasa Inggris	Kelas/Semester: VII/2	Pertemuan: 1 – 4
Tema: Things around us!		

A. KOMPETENSI INTI

KI-1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberidan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait article dan the, plural dan singular)

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

1. Mengidentifikasi binatang, benda, dan bangunan publik di sekitarnya dan dapat menghitung jumlahnya dengan tepat yang ada di sekitar
2. Melafalkan nama dan jumlah binatang, benda, dan bangunan publik di sekitarnya dengan nyaring, jelas, dan tepat yang ada di dalam kelas
3. Mengidentifikasi binatang, benda, dan bangunan publik yang terdapat di lingkungan sekitarnya dan dapat menghitung jumlahnya dengan tepat.
4. Melafalkan nama dan jumlah binatang, benda, dan bangunan publik di sekitarnya dengan nyaring, jelas, dan tepat.

5. Menyebutkan letak binatang, benda, dan bangunan publik di sekitarnya dengan menggunakan preposisi yang tepat

D. Media/Alat, Bahan Dan Sumber Belajar

Media : Worksheet atau Lembar Kerja (Siswa), Lembar Penilaian

Alat/Bahan : Spidol, Papan Tulis, Handphone

Sumber Belajar : Buku Bahasa Inggris Kelas VII, Internet.

E. MATERI PEMBELAJARAN

Noun

Nouns are used to name all objects and concepts in the world, whether they are physically visible or abstract. If you still remember, according to the Big Indonesian Dictionary, a noun is a noun.

Things: Pen, pencil, laptop, fan

animals: cat, dog, rabbit, lizard, chicken

Place: school, bedroom, class, restaurant

Common Noun

Common means "general", or it can also be referred to as a generic noun. Common nouns are names or items that are still common in a group or category. Because of its nature, this type of noun cannot be written in capital letters, unless it is stated at the beginning of a sentence or included in a title.

Common noun atau kata benda umum adalah kata benda yang merujuk pada item, kelompok, atau tempat umum. Ini berarti bahwa, tidak seperti proper noun, mereka tidak digunakan untuk mengidentifikasi orang, tempat,

atau objek tertentu. Kata benda umum juga tidak dikapitalisasi selain ketika mereka muncul di awal kalimat.

Example of common places noun

no	English	Indonesian
1	<i>Apartment</i>	Apartemen
2	<i>Bank</i>	Bank
3	<i>Book Store</i>	Toko Buku
4	<i>Bus Station</i>	Stasiun Bis
5	<i>Castle</i>	Istana
6	<i>Church</i>	Gereja
7	<i>Cottage</i>	Pondok
8	<i>Department Store</i>	Pasar Swalayan
9	<i>Factory</i>	Pabrik
10	<i>Fortress</i>	Benteng
11	<i>Hall</i>	Aula
12	<i>Hospital</i>	Rumah Sakit
13	<i>Hotel</i>	Penginapan
14	<i>House / Home</i>	Rumah
15	<i>Library</i>	Perpustakaan
16	<i>Market</i>	Pasar
17	<i>Mosque</i>	Masjid
18	<i>Museum</i>	Musium
19	<i>Office</i>	Kantor
20	<i>Police Office</i>	Kantor Polisi
21	<i>Prison</i>	Penjara
22	<i>Railway Station</i>	Stasiun Kereta Api
23	<i>Restaurant</i>	Restoran
24	<i>School</i>	Sekolah
25	<i>Skyscraper</i>	Gedung Pencakar Langit
26	<i>Sport Hall</i>	Gedung Olahraga
27	<i>Stadium</i>	Stadion
28	<i>Stationary</i>	Toko Alat Tulis
29	<i>Store</i>	Toko
30	<i>Temple</i>	Candi
31	<i>Town Hall</i>	Balai Kota
32	<i>Village Hall</i>	Balai Desa

Animals:**Common Insects (Serangga):**

- Ant : Semut
- Bee : Lebah
- Mosquito : Nyamuk
- Butterfly : Kupu-kupu
- Spider : Laba-laba
- Fly : Lalat

Pets (Binatang Peliharaan):

- Sheep : Biri-biri/domba
- Pig : Babi
- Cow : Sapi
- Buffalo : Kerbau
- Horses : Kuda
- Chicken : Ayam
- Goat : Kambing
- Bird : Burung
- Rooster : Ayam jago
- Mouse/mice : Tikus
- Rabbit : Kelinci
- Cat : Kucing
- Dog : Anjing

Concrete noun

Concrete nouns are nouns that are tangible so that they can be seen or touched. So, this noun refers to things with concrete properties. Examples of concrete nouns:

- Whiteboard: Papan tulis putih
- Blackboard: Papan tulis hitam
- Book: Buku
- Chalk: Kapur
- Clock: Jam dinding
- Desk: Meja
- Eraser: Penghapus
- Flag: Bendera
- Globe: Bola dunia
- Map: Peta
- Microscope: Mikroskop
- Notebook: Buku catatan
- Pen: Pena
- Projector: Proyektor
- Broom: Sapu
- Mop: Alat Pel
- Duster: Kemoceng
- Fan: Kipas Angin
- Bell: Bel
- Belt: Ikat Pinggang

- Cap: Topi
- Paper: Kertas
- Trash box: Tempat Sampah
- Watch: Jam Tangan
- Ink: Tinta
- Scissor: Gunting
- Computer: Komputer
- Cable: Kabel
- Laptop: Laptop
- Stove: kompor
- Pan: panci
- Knife: pisau
- Glass: gelas
- Napkin: serbet
- Bottle: botol
- Straw: sedotan
- rice cooker: penanak nasi
- Chopsticks: sumpit
- Bowl: mangkuk
- Bathtub: bak mandi
- Soap: sabun
- Toothbrush: sikat gigi

Singular nouns

The use of Singulars ("a" and "an") Singulars are used when we mention a noun by starting with "a" or "an" before the noun.

Example:

a pencil (sebuah pensil)

a car (sebuah mobil)

an apple (sebuah apel)

an eagle (seekor elang)

The use of "an" is used when a noun begins with a vowel sound (a, i, u, e, and o).

Take note! Sometimes what is written is different from what is said, for example the following words. University is read as a yuniversity, this word begins with a vowel but if it is read it sounds like a "y" or consonant. So the correct use of "a" or "an" for the word above is: A university (correct)

An university (wrong)

Example Usage of "a"

1. a bear (seekor beruang)
2. a cow (seekor sapi)
3. a snake (seekor ular)
4. a banana (sebuah pisang)
5. a melon (Sebuah melon)
6. a soldier (seorang tentara)

Example Usage of "an"

1. an elephant (seekor gajah)
2. an eagle (seekor elang)
3. an avocado (sebuah alpukat)
4. an orange (sebuah jeruk)
5. an author (seorang penulis)
6. an entrepreneur (seorang pengusaha)

Plural nouns

As explained above, this plural is a noun that refers to more than one number.

The explanation of plural nouns is as follows:

In this plural noun we add “-s”, “-es”, “-ies” or “-ves” at the end of the noun we use. Look at the examples below:

- He has **two bikes**, but I have only **one bike**. (Dia memiliki dua sepeda, sedangkan saya hanya memiliki satu sepeda)
- His parents will buy **a new house**. They have **two houses** now. (Orangtuanya akan membeli sebuah rumah baru. Mereka sekarang memiliki dua rumah)
- Please, prepare **two glasses** for both of us. (Tolong, siapkan dua gelas untuk kami)

When to use “-s”, “-es”, “-ies” or “-ves”?

1. At the end of a noun to form a plural or plural word. Plural nouns (plural nouns) are generally formed from singular nouns that are added to the suffix “-s”.

Singular

Plural

2. At the end of the noun to form a plural or plural words ending in "ch, sh, ss, or x" plus the ending -es.

Singular

Plural

3. Single nouns (singular nouns) ending in "o" plus the ending "-es", however some other nouns ending in o only add "-s".

Singular

Plural

Singular

Plural

4. Single nouns (singular nouns ending in) "y" where the previous letter is a consonant, the plural form is added to the suffix "-ies".

Singular	Plural
----------	--------

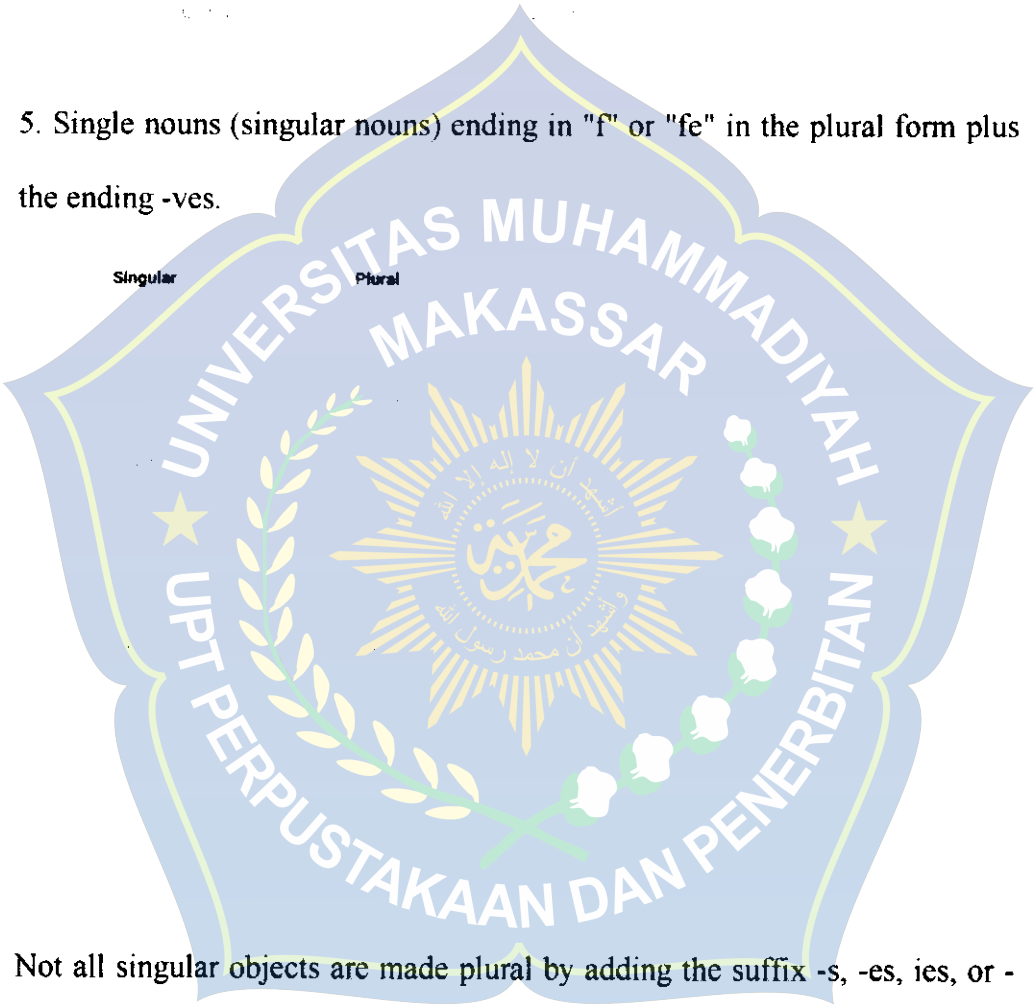
...
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...
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...
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5. Single nouns (singular nouns) ending in "f" or "fe" in the plural form plus the ending -ves.

Singular	Plural
----------	--------



Not all singular objects are made plural by adding the suffix -s, -es, ies, or -ves. But they change to another word or even the same does not change at all.

Look at the table below:

6. A singular word that changes its form when it becomes plural.

Singular

Plural

Singular or Plural marker words

Usually the singular and plural forms have a marker that determines whether the object is singular or plural, here are the marker words that are usually used:

Singular sign

- each ~ setiap
- every ~ setiap
- single ~ tunggal
- a/an ~ sebuah / seekor / seorang
- one ~ satu

Plural sign

- both ~ keduanya

- two ~ dua (bisa ditandai three, four, ten, twenty dll yang menandakan lebih dari satu)
- many ~ banyak
- several ~ beberapa
- various ~ bermacam-macam

F. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Alokasi Waktu
<p>Pembuka:</p> <ul style="list-style-type: none"> • Guru menyiapkan siswa secara psikologis dan secara fisik untuk mengikuti proses pembelajaran. • Guru memberikan motivasi secara kontekstual tentang manfaat dan aplikasi dari materi pembelajaran di kehidupan sehari-hari. • Guru mengisi daftar hadir siswa. • Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang ingin dicapai. • Guru menyampaikan batasan pembelajaran dan mendeskripsikan kegiatan menurut silabus. 	20 menit
<p>Inti:</p> <p>Pertemuan pertama:</p> <ul style="list-style-type: none"> • Sebelum memasuki materi dan menerapkan penggunaan media e-dictionary, siswa 	

diberikan pre-test.

- Guru menjelaskan tentang materi yang akan dipelajari.
- Guru menceritakan kisah dalam teks bacaan menggunakan gerakan tubuh dan ekspresi wajah.
- Guru meminta siswa mengulang kata-kata pilihan pada cerita.
- Siswa diminta menerjemahkan kata-kata pilihan menggunakan bahasa asli.
- Guru memberikan tugas kepada siswa untuk dikerjakan di rumah.

Pertemuan Kedua:

- Guru memeriksa tugas yang diberikan di pertemuan pertama.
- Guru kembali mereview materi pertemuan pertama.
- Guru menceritakan kisah dalam teks bacaan dengan topic yang berbeda menggunakan gerakan tubuh ekspresi wajah.
- Guru meminta siswa mengulang kata-kata pilihan menggunakan bahasa asli.
- Siswa diminta membuat kalimat menggunakan kata benda.
- Guru memberikan tugas kepada siswa untuk dikerjakan di rumah

Pertemuan ketiga:

- Guru menjelaskan kepada siswa tujuan penngunaan e-dictionary dengan

<p>memperlihatkan aplikasinya secara langsung kepada siswa</p> <ul style="list-style-type: none"> • Guru meminta kepada siswa untuk membagi beberapa kelompok • Kemudian guru meminta siswa menggunakan e-dictionary. • Siswa diminta mencari benda, hewan dan bangunan yang ada sekitarnya. • Siswa menerjemahkan kata yang mereka dapatkan menggunakan kamus e-dictionary. • siswa mencari tahu apakah kata yang mereka dapatkan sudah termasuk dalam bentuk noun. • Siswa diminta untuk menghafal kata yang mereka dapatkan. <p>Pertemuan keempat:</p> <ul style="list-style-type: none"> • siswa menyeter hasil hafalan secara individual didepan siswa lain dan mengoreksi jika ada yang salah. • siswa diberikan post-test untuk mengetahui apakah ada pengembangan kosa kata setelah dilakukan treatment. 	<p>60 menit</p>
<p>penutup:</p> <ul style="list-style-type: none"> • Siswa dan guru menyimpulkan aktifitas pembelajaran yang didapat dan manfaatnya • Siswa dan guru memberikan feedback pada process dari tujuan pembelajaran. 	<p>10 menit</p>

G. PENILAIAN

- **Penilaian Pengetahuan** : berupa tes tertulis pilihan ganda dan observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
- **Penilaian Keterampilan**: berupa penilaian unjuk kerja dan penilaian proyek.



Appendix 2**PRE-TEST****Name:****Class:**

Choose the correct answer!

1. My father is reading _____ in the office now.

- a. A newspaper
- b. A television
- c. A speaker
- d. A radio

2. We need _____ to bring our school books.

- a. Uniform
- b. Bag
- c. Pencil case
- d. Wallet

3. Will you go with me to the _____ to watch a movie?

- a. Stadium
- b. Cinema
- c. Hospital
- d. Theater

4. Where will you find this thing?



- a. in the school
- b. in the home
- c. in the kitchen
- d. in the office

5. He cleaned up his kitchen sink after finding two ...

- a. Mouses
- b. Mouse
- c. Mice
- d. Mousing

6. ... and flowers may brighten up your living room.

- a. Vass
- b. Vas
- c. Vases
- d. Vased

7. How many ... can we eat per week?

- a. Eggs
- b. Egg
- c. Egs
- d. Egges

8. ... buffalo eats grass.

- a. an
- b. a
- c. are
- d. am

9. Ariana Grande has ten _____ (car) in her garage.

- a. carss
- b. carges
- c. carres
- d. cars



10. there are two _____ in the picture below!



- a. rabbit
- b. rabbittes
- c. rabbits
- d. rabbites



Appendix 3

POST-TEST

Name:

Class:

Choose the correct answer!

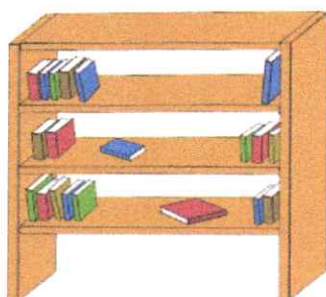
1. We cancel having dinner at the restaurant because all _____ are booked.

- a. Tables
- b. Rooms
- c. window
- d. drinks

2. We must call the _____ to catch the robber.

- a. Hospital
- b. Post office
- c. Police
- d. Ambulance

3. Where will you find this thing?



- a. Stadium
- b. Cinema
- c. Hospital
- d. Theater

4. My little cousin broke three _____ in my grandmother's house.

- a. plate
- b. plates
- c. plant
- d. grass

5. Many ... are parking inside that area

- a. lamp
- b. cats
- c. motorbikes
- d. studio room

6. There is _____ eraser on the table.

- a. are
- b. I
- c. a
- d. an



7. Animals that can swim in water are

- a. goat
- b. fish
- c. pigeons
- d. kangaroo

8. We need many _____ to make french fries.

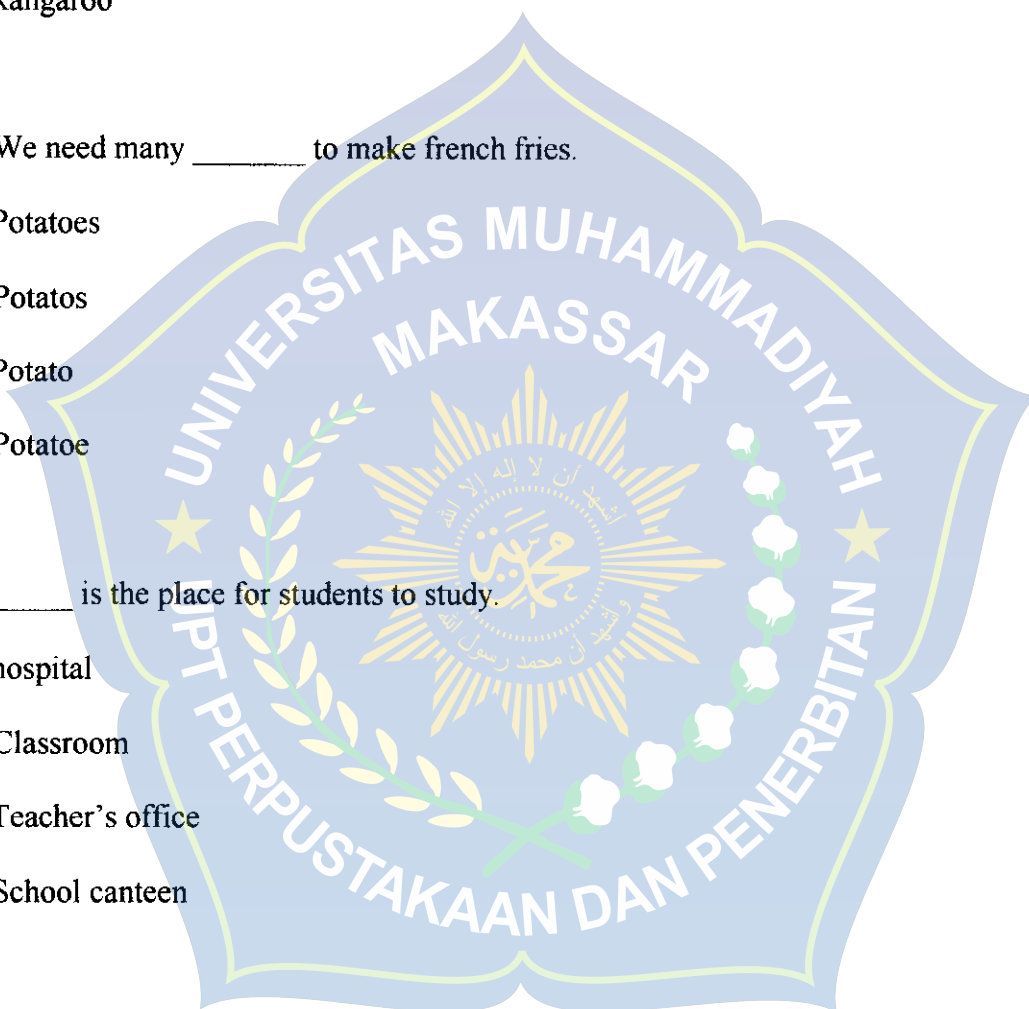
- a. Potatoes
- b. Potatos
- c. Potato
- d. Potatoe

9. _____ is the place for students to study.

- a. hospital
- b. Classroom
- c. Teacher's office
- d. School canteen

10. _____ and flowers may brighten up your living room.

- A. Vass
- B. Vas
- C. Vases
- D. Vased



Appendix 4

Name of students SMP Negeri 3 Bajeng

No.	Students	Code
1.	Lutfia Nafisa	S-1
2.	Inaya Fatina Azzohra	S-2
3.	Muh. Afwan Irwan	S-3
4.	Indra Qurahman	S-4
5.	Muslim Zul Karnain	S-5
6.	Nasril Ihram	S-6
7.	Muh. Zulfahmi	S-7
8.	Rahmat Ibrahim	S-8
9.	Arif	S-9
10.	Nurhidayat	S-10
11.	Yusuf Zhafan	S-11
12.	Rezky	S-12
13.	Muh Al-Iqram	S-13
14.	Tamirullah	S-14
15.	Nurfafizah	S-15
16.	Dwi Evril Yanti	S-16
17.	Nur Atika Citra	S-17
18.	Hikmah Wulan Mentari	S-18
19.	Alifia Nuraini	S-19

20.	Azita Az Shakral	S-20
21.	Haerah Ulvana Nur	S-21
22.	Atifa Mutmainna	S-22
23.	Muh Noval Raihan	S-23
24.	Muh Dzaky M	S-24
25.	Rida	S-25
26.	Filzah Afifah Annaurah	S-26
27.	Kasyifa Azzahra	S-27
28.	Sitti Khadijah	S-28
29.	Nur Indriyani	S-29
30.	Alfiah Amirah Khanza	S-30

Appendix 5

Students score in pre-test and post-test

Students	Pre-test	Post-test
	X ¹	X ²
S-1	60	80
S-2	70	90
S-3	40	80
S-4	50	80
S-5	60	90
S-6	40	60
S-7	50	100
S-8	20	60
S-9	50	90
S-10	50	80
S-11	30	70
S-12	60	80
S-13	60	90
S-14	50	70
S-15	50	70
S-16	30	50
S-17	0	30
S-18	20	70

S-19	50	70
S-20	50	90
S-21	60	70
S-22	60	80
S-23	40	60
S-24	50	70
S-25	50	80
S-26	70	90
S-27	30	80
S-28	30	70
S-29	40	80
S-30	30	80
Total score	1350	2260
Mean score	$\Sigma 45$	$\Sigma 75.33$

Appendix 6

Students' score and table of achievement

Students	All score		D (X ¹ - X ²)	D2
	Pre (X ¹)	Post (X ²)		
S-1	60	80	20	400
S-2	70	90	20	400
S-3	40	80	40	1600
S-4	50	80	30	900
S-5	60	90	30	900
S-6	40	60	20	400
S-7	50	100	50	2500
S-8	20	60	40	1600
S-9	50	90	40	1600
S-10	50	80	30	900
S-11	30	70	40	1600
S-12	60	80	20	400
S-13	60	90	30	900
S-14	50	70	20	400
S-15	50	70	20	400
S-16	30	50	20	400
S-17	0	30	30	900

S-18	20	70	50	2500
S-19	50	70	20	400
S-20	50	90	40	1600
S-21	60	70	10	100
S-22	60	80	20	400
S-23	40	60	20	400
S-24	50	70	20	400
S-25	50	80	30	900
S-26	70	90	20	400
S-27	30	80	50	2500
S-28	30	70	40	1600
S-29	40	80	40	1600
S-30	30	80	50	2500
Total score	1350	2260	910	31500
Mean score	$\Sigma 45$	$\Sigma 75.33$	$\Sigma 30.33$	$\Sigma 1050$

APPENDIX 7

The mean score of the students

The formula of mean:

$$X = \frac{\Sigma x}{N}$$

1. Pre-test

$$\begin{aligned} X &= \frac{\Sigma x}{N} \\ &= \frac{1350}{30} = 45 \end{aligned}$$

2. Post-test

$$\begin{aligned} X &= \frac{\Sigma x}{N} \\ &= \frac{2260}{30} = 75,33 \end{aligned}$$

APPENDIX 8 Calculating the students' score improvement

The formula is:

$$\begin{aligned} P &= \frac{X_2 - X_1}{X_1} \times 100 \\ P &= \frac{2260 - 1350}{1350} \times 100 \end{aligned}$$

$$P = \frac{910}{1350} \times 100$$

$$P = 0,674 \times 100$$

$$P = 67.4\%$$

APPENDIX 9 The significant Different

Finding out the difference between students' in Pre-test and Post-test:

$$D = \frac{\sum D}{N}$$

$$D = \frac{910}{30}$$

$$= 30,33$$

$$T = \frac{D}{\sqrt{\frac{\sum d^2 - (\sum d)^2}{N(N-1)}}$$

$$= \frac{30.33}{\sqrt{\frac{31500 - \frac{(910 \times 910)}{30}}{30(30-1)}}$$

$$= \frac{30.33}{\sqrt{\frac{31500 - \frac{(828.100)}{30}}{870}}}$$

$$= \frac{30.33}{\sqrt{\frac{31500 - 27.603}{870}}}$$

$$= \frac{30.33}{\sqrt{\frac{3.897}{870}}}$$

$$= \frac{30.33}{\sqrt{4.479}}$$

$$= \frac{30.33}{2.11} = 14.37$$

Distribution of T-table

<i>df</i>	<i>Probability(p)</i>			
	0.10	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.941
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.859
6	1.943	2.447	3.707	5.959
7	1.895	2.365	3.499	5.405
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373
∞	1.645	1.960	2.576	3.291

(Gay,1981)



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat Kantor : Jl. Sultan Alauddin No.259 Makassar 90221 Telp. (0411) 866972, 881593, Fax (0411) 866588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Ulandari

NIM : 105351104517

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Amixang Batas
1	Bab 1	40%	10%
2	Bab 2	22%	25%
3	Bab 3	10%	15%
4	Bab 4	6%	10%
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Nomor : 9502/FKIP/A.4.1/IV/1443/2022
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
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Di :
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menugaskan kepada mahasiswa tersebut di bawah ini :

Nama	Ulandi
Stambuk	10519014517
Program Studi	Pendidikan Bahasa Inggris
Tempat, Tanggal Lahir	Bontolaja, 30-04-1999
Alamat	Bontolajadesa Kolakuaung kec. Galesong kab. Takalar

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul : THE USED OF E-DICTIONARY AS A MEDIA TO ENHANCE THE STUDENTS' VOCABULARY

Demikian pengantar ini kami buat atas kerjasamanya diucapkan : *Tazakaumillahi Khairan khalikan*

Wassalamu Alaikum
Warahmatullahi
Wabarakatuh

Makassar, 8 Ramadhan 1443 H
09 April 2022 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860.934



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11 Ramadhan 1443 H

Lamp 1 (satu) Rangkap Proposal

12 April 2022 M

Hal Permohonan Izin Penelitian

Kepada Yth.

Bapak Gubernur Prov. Sul-Sel

Cq Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 9502/FKIP/A.4-II/IV/1443/2022 tanggal 9 April 2022, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : UL ANDARI
No. Stanbuk : 10535 1104517
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul:

"The Used of E-Dictionary As A Media to Enhance The Students' Vocabulary"

Yang akan dilaksanakan dari tanggal 15 April 2022 s/d 15 Juni 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.

NBM 101 7716



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Nomor: 29948/S.01/PTSP/2022
Lampiran: -
Perihal: Izin Penelitian

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Bupati Gowa

di-
Tempat

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Nama: **ULANDARI**
Nomor Pokok: **105351104517**
Program Studi: **Pend. Bahasa Inggris**
Pekerjaan/Lembaga: **Mahasiswa(S1)**
Alamat: **Jl. Sir Alauddin No. 259 Makassar**

Bermaksud untuk melakukan penelitian di daerah kantor saudara dalam rangka penyusunan Skripsi, dengan judul:

" THE USED OF E-DICTIONARY AS A MEDIA TO ENHANCE THE STUDENTS' VOCABULARY "

Yang akan dilaksanakan dari: **Tgl. 19 April s/d 16 Juni 2022**

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Dra. Hj. SUKARNIATY KONDOLELE, M.M.
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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Ulandari
NIM : 105351104517
Tanggal Ujian Prososal : *The Used of E-Dictionary as A Media To Enhance The Students Vocabulary*
Tanggal Ujian Proposal : 05 Februari 2022
Tempat/ Lokasi Penelitian : SMP Negeri 3 Bajeng

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1.	Sabtu, 14 Mei 2022	Permintaan izin penelitian	Baharu, S.Pd	
2.	18, 20 Mei 2022	Pelaksanaan penelitian	Sitti Haslinda, S.Pd	
3.	19, 21 Mei 2022	Pelaksanaan penelitian	Sitti Haslinda, S.Pd	
4.	Selasa, 22 Mei 2022	Penandatanganan surat keterangan telah meneliti	Sitti Haslinda, S.Pd	

Bajeng, 24 Mei 2022

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Pimpinan/Kepala Sekolah

Dr. Umami Khaerati Syam, S.Pd., M.Pd
NBM 977 809

O Baharu, S.Pd
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SURAT KETERANGAN
NOMOR : 019/DISDIK-GW/SMPN 3 BJGN/2022

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 3 Bajeng, menerangkan bahwa,


Nama : ULANDARI
Tempat/Tanggal Lahir : Bontojai, 30 April 1999
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa (S1)
Alamat : Bontojai

Adalah benar telah melakukan penelitian/pengumpulan data di SMP Negeri 3 Bajeng selama kurang lebih 2 bulan dari tanggal 19 April s/d 16 Juni 2022 dengan judul Skripsi "THE USED OF E-DICTIONARY AS A MEDIA TO ENHANCE THE STUDENTS VOCABULARY".

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Bajeng, 24 Mei 2022

Kepala Sekolah


BAHARU, S.Pd
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LETTER OF ACCEPTANCE
0568/BG-FKIP/LOA/B.VII/1444/2022

Dear ULANDARI

It is our pleasure to inform you that, after reviewing your paper:
THE USE OF E-DICTIONARY AS A MEDIA TO ENHANCE THE STUDENTS' VOCABULARY
The manuscript ID: 223

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCT has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

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Makassar, 31 July 2022 M
2 Muharram 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

Documentation





PERPUSTAKAAN DAN PENERBITAN

PRE-TEST

Name: _____

Class: VII A

Choose the correct answer!

1. My father is reading _____ in the office now.

- ☒ a. A newspaper c. A speaker
b. A television d. A radio

2. We need _____ to bring our school books.

- a. Uniform c. Pencil case
☒ b. Bag d. Wallet

3. Will you go with me to the _____ to watch a movie?

- a. Stadium c. Hospital
☒ b. Cinema d. Theater

4. Where will you find this thing?



- ☒ a. in the school c. in the kitchen
b. in the home d. in the office

5. He cleaned up his kitchen sink after finding two _____.

- a. Mouses c. Mice
☒ b. Mouse d. Mousing

6. _____ and flowers may brighten up your living room.

- ☒ a. Vase c. Vases
b. Vas d. Vased

7. How many _____ can we eat per week?

- ☒ a. Eggs c. Egs
b. Egg d. Eggies

8. _____ buffalo eats grass.

- a. an ☒ c. are
b. a d. am

9. Ariana Grande has ten _____ (car) in her garage.

- ☒ a. cars c. carres
b. carves d. cars

10. There are two _____ in the picture below!

- ☒ a. rabbit c. rabbits
b. rabbates d. rabbies

POST-TEST

Name: _____

Class: VII A

Choose the correct answer!

1. We cancel having dinner at the restaurant because all _____ are booked.

- ☒ a. Tables c. windows
b. Rooms d. drinks

2. We must call the _____ to catch the robber.

- a. Hospital ☒ b. Police
c. Post office d. Ambulance

3. Where will you find this thing?



- a. Stadium c. Hospital
☒ b. Library d. Theater

4. My little cousin broke three _____ in my grandmother's house.

- a. plate c. plant
☒ b. plates d. grass

5. Many _____ are parking roads that area.

- a. lamp ☒ b. motorcycles
c. cars d. studio room

6. There is _____ cracker on the table.

- a. are ☒ c. a
b. is d. an

7. Animals that can swim in water are _____.

- a. goat c. pigeons
☒ b. fish d. kangaroo

8. We need many _____ to make french fries.

- ☒ a. Potatoes c. Potato
b. Potatoe d. Potatoo

9. _____ is the place for students to study.

- a. Hospital c. Teacher's office
☒ b. Classroom d. School canteen

10. _____ and flowers may brighten up your living room.

- ☒ a. Vase c. Vases
b. Vas d. Vasol

Koleksi 2

Nama = Nurul Huda Sura

Kls = VII A

Renda

- 1 Kursi = Chair
- 2 Bunka Bed = Double Bed
- 3 Meja = Table
- 4 Rak Buku = Book case
- 5 Bangkai = Sofa
- 6 Pot Bunga = Flower Pot
- 7 Buku gambar = Picture Book
- 8 Gorden = Curtain
- 9 Pintu = Door
- 10 Masker = Mask

Hewan

- 1 Kucing = Cat
- 2 Capung = dragon fly
- 3 Cicak = lizard
- 4 Lebah = Bee
- 5 Kupu-kupu = Butterflies
- 6 Semut = ant
- 7 Lalat = Flies

Nama = Nurul Huda Sura

Kls = VII A

Koleksi 1

- 1 Pintu = door
- 2 Meja = table
- 3 Jendela = window
- 4 Sofa = sofa
- 5 Tempat sampah = Rubbish bin
- 6 Gorden = curtain
- 7 Kupu-kupu = Butterfly
- 8 Potan bunga = flower pot
- 9 Gorden = curtain
- 10 Penghulu = head

Nama hewan

- 1 Kucing = Cat
- 2 Capung = dragon fly
- 3 Cicak = lizard
- 4 Lebah = Bee
- 5 Kupu-kupu = Butterflies
- 6 Semut = ant
- 7 Lalat = Flies

Nama bangunan

- 1 Rumah sakit = hospital
- 2 Puskesmas = Public health center
- 3 Kantor polisi = Police station

Koleksi 1

Nama = Nurul Huda Sura

- 1 Pintu = door
- 2 Meja = table
- 3 Jendela = window
- 4 Sofa = sofa
- 5 Tempat sampah = Rubbish bin
- 6 Gorden = curtain
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- 8 Potan bunga = flower pot
- 9 Gorden = curtain
- 10 Penghulu = head

Nama bangunan

- 1 Rumah sakit = hospital
- 2 Puskesmas = Public health center
- 3 Kantor polisi = Police station
- 4 Sekolah = school

CURRICULUM VITAE



Ulandari was born on April 30, 1999 in Bontojai, South Sulawesi. She is the third child of the marriage of her parents, Baharuddin and Nursiah. She started her education at SDI 115 Galesong and graduated in 2011. She continued her education at SMP Negeri 2 Galesong Selatan and graduated in 2014 then

continued her education at SMA Negeri 4 Takalar and graduated in 2017. In the same year, she continued her education as a student at Universitas Muhammadiyah Makassar majoring in English education, Faculty of Teacher Training and Education.

Because of Allah's blessings and grace as well as prayers and support from her parents and beloved family, the researcher was able to complete her studies at Universitas Muhammadiyah Makassar by compiling a thesis with the title "*The Used of E-Dictionary as A Media to Enhance the Students' Vocabulary*".