EFFECT OF MONOLINGUAL AND BILINGUAL MOBILE DICTIONARY ON STUDENTS' WRITING SKILL IN ENGLISH DEPARTMENT AT IAIN PALANGKA RAYA

THESIS

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STUDY PROGRAM OF ENGLISH EDUCATION
2018 M / 1439

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THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

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2018 M / 1439

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MOTTO AND DEDICATION

"Then surely with difficulty comes ease"

(*QS. Al-Insyirah:5*)

This Thesis is dedicated to:

My beloved Father Supiani and Mother Maspah for their valuable endless prayer, sacrifice and support. My beloved brothers Taupik Rahman, Ahmad Rifa'i, Lukmanul Hakim and Muhammad Ilyas

DECLARATION OF AUTHORSHIP

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Yours Faithfully

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ABSTRACT

Norlatifah. 2018. Effect of Monolingual and Bilingual Mobile Dictionary on Students' Writing Skill in English Department at IAIN Palangka Raya**.** Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Luqman Baehaqi, S.S, M.Pd.; (II) Zaitun Qamariah M.Pd.

Key Words : Effect, Monolingual Mobile Dictioary, Bilingual Mobile Dictionary

The research was aimed at investigating the difference of writing skill by the students who use monolingual mobile dictionary and bilingual mobile dictionary in english education study program at IAIN Palangka Raya.

The research used quantitative comparative approach with Ex-post Facto design in finding out the answer of problem of the study. The population of the research consisted students who enrolled in writing class in english education study program at IAIN Palangka Raya. The sample was determined by using purposive sampling technique. The samples were given a test to gain the students' score in writing test. After getting the data of test score, the writer analyzed the data using t_{test} seperated variance formula to test the hypothesis. It was found that the result of $t_{observed}$ was 0,187 and the t_{table} was 2,000 at 5% of significance level with the degree of freedom (df) was 60. It showed that $t_{observed}$ was lower than t_{table}. In addition, the calculation result using SPSS 16 also supported the interpretation of t-test result from manual calculation.

The result using SPSS 16 program calculation showed that $t_{observed}$ was 0,187. It was also lower than ttable at 5% level of significance (2,000). It means that there is no difference of students who use monolingual mobile dictionary and the students who use bilingual mobile dictionary. The result of testing hypothesis determined that the alternative hypothesis (Ha) stated that there is significant difference of students' writing skill who use monolingual mobile dictionary and bilingual mobile dictionary in English department at IAIN Palangka Raya was rejected and the null hypothesis (Ho) stated that there is no significant difference of students' writing skill who use monolingual mobile dictionary and bilingual mobile dictionary in English department at IAIN Palangka Raya was accepted.

ABSTRAK

Norlatifah. 2018. Pengaruh Kamus Monolingual dan Kamus Bilingual Terhadap Kemampuan Menulis Mahasiswa Bahasa Inggris di IAIN Palangka Raya. Skripsi tidak diterbitkan. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Luqman Baehaqi, S.S, M.Pd.; (II) Zaitun Qamariah M.Pd.

Kata Kunci: Pengaruh, Kamus Monolingual Mobile, Kamus Bilingual Mobile

Penelitian ini bertujuan untuk menginvestigasi perbedaan pengaruh kamus monolingual mobile dan kamus bilingual mobile terhadap kemampuan *writing* mahasiswa bahasa inggris IAIN Palangka Raya.

Penelitian ini menggunakan pendekatan komperatif kuantitatif dengan rancangan Ex-post Facto dalam menemukan jawaban dari permasalahan pada penelitian ini. Populasi pada penelitian ini adalah mahasiswa yang mengambil kelas writing pada jurusan bahasa inggris di IAIN Palangka Raya. Sampel dipilih dengan menggunakan tekhnik purposive sampling. Sampel diberikan sebuah test tertulis untuk mendapatkan skor mahasiswa dalam menulis. Setelah mendapatkan data skor mahasiswa, penulis menganalisa data tersebut menggunakan formula t_{test} untuk menguji hipotesis. Hal itu ditemukan nilai hasil dari $t_{observed}$ adalah 0,187 dan t_{table} adalah 2,000 pada level siginifikan 5% dengan tingkat kebebasan (df) sebanyak 60. Hal itu menunjukkan bahwa $t_{observed}$ lebih rendah daripada t_{table}. Sebagai tambahan, hasil kalkulasi lainnya yang menggunakan program SPSS 19 juga mendukung interpretasi dari nilai hasil ttest yang menggunakan perhitungan manual.

Hasil dari perhitungan menggunakan program SPSS 16 menunjukkan bahwa $t_{observed}$ adalah 0,187. Nilai tersebut juga lebih rendah dibandingkan dengan t_{table} pada tingkat level signifikan 5% (2,000). Hal itu berarti bahwa tidak ada perbedaan secara siginifikan dari mahasiswa yang menggunakan kamus monolingual mobile dan mahasiswa yang menggunakan kamus bilingual mobile terhadap kemampuan mahasiswa dalam menulis. Hasil dari pengujian hipotesis ditetapkan bahwa hipotesis alternatif (Ha) menyatakan bahwa terdapat perbedaan yang signifikan antara mahasiswa yang menggunakan kamus monolingual mobile dan mahasiswa yang menggunakan kamus bilingual mobile di IAIN Palangka Raya di tolak, sedangkan hipotesis null (Ho) yang menyatakan bahwa tidak ada perbedaan yang signifikan antara mahasiswa yang menggunakan kamus monolingual mobile dan mahasiswa yang menggunakan kamus bilingual mobile di IAIN Palangka Raya di terima.

ACKNOWLEDGMENTS

The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Drs. Fahmi, M.Pd., for his invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dra. Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Santi Erliana, M.Pd., for her invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, M. Zaini Miftah, M.Pd., for his invaluable assistance both in academic and administrative matters.
5. Her thesis advisors, Luqman Baehaqi, S.S, M.Pd., and Zaitun Qamariah M.Pd, for their generous advice, valuable guidance and elaborated correction during their busy time to the completion of her thesis.d blesses us for what we do and this writing can be useful for all of us.
6. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.

7. All lecturers of Study Program of English Education from whom she gotin-depth knowledge of English and English teaching.
8. The principal of of students who enrolled in writing class for their participant to complete her research at IAIN Palangka Raya.
9. Her classmates of Study Program of English Education, especially the 2014 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish her study.
10. Her beloved parents, Supiani and Maspah, for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all. *Aamiin.*

Palangka Raya, July 13th 2018

The writer

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LIST OF ABBREVIATION

Df : Degree of freedom

SD : Standart Deviation

SE : Standart Error

Ha : Alternative Hypothesis

Ho : Null Hypothesis

SPSS : Statistical Package for the Social Sciences

IAIN : Institut Agama Islam Negeri Palangka Raya

PDAs : Personal digital assistants

CHAPTER I

INTRODUCTION

This chapter discusses the background of study, problem of the study, objectives of the study, hypothesis of the study, assumption of the study scope and limitation of the study, significant of study, and definition of key terms.

A. Background of the Study

One of the difficult skill and the most complex to master is writing (Nacira, 2010, p. 2). In mastering writing skill, the students sometimes find some difficulties in how to make the good writing. Umam (2012, p. 4) states that when student write a text , they often have trouble in writing text. Despite the students have many ideas and experiences but they cannot explain or describe into the written form. The lack of vocabulary that they do not know and the students also still weak in choosing the precise words in composing English text.

According to Bahri (2009, p. 2) appearently some students posses limited vocabulary and poor understanding of grammar. So, they get difficulties in doing their writing task. Byrne (1988, p.4) states that certain psychological , linguistic and cognitive factors make writing a complex and difficult discourse medium for most people in both native and second language. Raimes (1983, p. 13) thinks that when students complain about how difficult it is to write in a second language, they are talking not only about the difficulty of finding the right words and using the correct grammar but also

about the difficulty and expressing ideas and new language. According to Shokrpour and Fallahzadeh (2007, p. 147) students have problem both in language and writing skills, but with a higher percentage of problem in writing skills. Although grammar, vocabulary and syntax are essential for a well written report, other more important areas are significant as well. Language accuracy, although very significant cannot alone result in effective writing on students need is also writing skills.

In learning English as a foreign language the students need a dictionary especially in writing process. According Takahashi (2012, p. 106) Dictionary is one of the common learning tools for second and foreign language learners and also dictionary are popularly used to improve students' productive second and foreign language skill such as writing and speaking. There are kinds of dictionary. Two of them are English-Indonesian (Bilingual) dictionary and English-English (Monolingual) dictionary. Each dictionary has the advantage and the weakness. In improving the students' writing skill, both dictionaries have important role. Because in Indonesia, English is a foreign language, so the dictionary is a second teacher for students besides the English teacher.

In the modern era technology can be used as a medium of English learning. There are many dictionary applications can be use as a learning. The important thing for second language (L2 learners is dictionary (Asswachaipaisan, 2014, p. 10). Some problem and the difficulties on students' writing process are students have limited vocabulary and poor

understanding of grammar. One of the common tools to get the meaning of some words is by using a dictionary. The dictionary will help learners get the real meaning directly from the dictionary about some vocabularies that they did not understand yet. (Asy'ari & Dewanti, n.d., p. 100)

From the explanation above, the writer interested in conducting the research there on research "Effect of Monolingual and Bilingual Mobile Dictionary on Students' Writing Skill"

B. Research Question

Based on the background above, the writer formulates problem of the study as follows:

1. Is there any significant difference on writing skill of the students who use Monolingual Mobile Dictionary?
2. Is there any significant difference on writing skill of the students who use Bilingual Mobile Dictionary?

C. Objective of The Study

Based on the problem of study, the objective of study that want to be achieved are

1. To know the significant difference on writing skill of the students by using Monolingual Mobile Dictionary
2. To know the significant difference on writing skill of the students by using Bilingual Mobile Dictionary.

D. Hypotheses

Based on the problem and objective of the study, there are two forms of hypotheses in this study, they are; Null Hypotheses (Ho) and Alternative hypotheses (Ha) as follows:

Ho : There is no significant difference between students who use Monolingual and Bilingual Mobile Dictionaries on students' writing skill

Ha : There is significant difference between students who use Monolingual and Bilingual Mobile Dictionaries on students' writing skill.

E. Assumption of The Study

In doing this study, the writer assumes that there is significant different between students who use monolingual mobile dictionary and bilingual mobile dictionary. When the writer try to understand monolingual and bilingual mobile dictionary, the writer assume that choosing dictionary it will be influence to students' writing skill.

F. Scope and Limitation of The Study

The study belongs to *ex post facto* research, the researcher will take students who enrolled in the class of Writing Course, particularly in the English Department of IAIN (State Islamic Institute) Palangka Raya, Central Kalimantan, Indonesia. It will be devided into two groups, the first group is the students who use Monolingual Mobile Dictionary, and second groups is the students who use Bilingual Mobile dictionary.

G. Significance of The Study

This study expected to give both positive theoretical and practical significance as follows:

Theoretically, the research product is expected to give a contribution of knowledge to develope in teaching learning process, especially for teaching writing skill. And that it be used as the reference for other researchers who are interested in investigating the writing skill by using dictionary at the students. And it also can be used as the support for theory which states the writing skill.

Practically, the result of this research is expected to be useful for English lecturer the evaluating and knowledge in increasing the abilty of students that can give the effect positively into learning activities of English course and this research can be used as the answer of the researcher's curiosity on the students' writing skill by using dictionary to the students and English lecturer.

H. The Definition of Key Terms

1. The Effect is a change caused by something. That also means a change of something because habitual.
2. Writing is a series of related text-making activities: generating, arranging, and developing ideas in sentences: drafting, shaping, reading the text, editing, and revising. Writing skill is one of the ability of the students in writing English. The students write the text, essay, letter. They do without behind the rules of writing

3. Monolingual Mobile Dictionary is a dictionary that gives additional information. on pronunciation, grammar, meaning, etymology. Such dictionaries are usually meant for the native speakers of the language.
4. Bilingual Mobile Dictionary is a specialized dictionary used to translate words or phrases from one language to another.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of The Study

There are numbers of researchers on writing and dictionary. One of the earliest investigation is carried out by Trang and Hoa (2008). Adopting the case study approach, the researcher analyzed in detail observational data collected by means of in-depth interviews, stimulated recall, and interpretation of the student's written products. Although the students did not pay much attention the grammatical errors and spelling mistakes when found some problems and used a lot of strategies to solve them.

On other hand, a large body of literature on writing and dictionary A. Roohani. A and Khosravi (2012) A challenges the product approach on focusing the process of writing by using Bilingual Dictionary. According to A. Roohani and A. Khosravi, how the trait is understood and whether the system favors the process-oriented or product-oriented views towards the assessment and writing skill. Advocates of writing as product emphasize the finished product in terms of grammar, vocabulary, spelling, and cohesive devices whereas advocates of writing as process focus on what happens when a writer is writing; that is, the process of writing which leads the writer to generate ideas and organize them into a coherent sequence.

Also Ahanga & Dogolsara (2015) conducted as study in the context of students participation in an intermediate EFL learners' vocabulary learning. The study was part of a series of investigation the effect of using two types of dictionaries (monolingual and bilingual) on Iranian intermediate

learner. They investigated the extent to which dictionary have more significant in learning process. Then, they divided into two comparison groups: Monolingual Dictionary (MD) and Bilingual Dictionary (BD) groups. And they do a pretest. Then both groups were given a five-session treatment. The results of Paired-Samples and Independent Samples t-tests revealed that the effect of monolingual dictionary on learners' vocabulary learning was more than that of the bilingual dictionary use.

On the other hand, a large of literature on mobile dictionary (Carla Marello) chellenge students to use android app, the second was given access online versions and the third use paper copies of dictionary. The case study reports similarities and differences in their performances, showing that linguistic proficiency proved determinant than access digital versions. Studens also find some difficulties. They had to overcome when looking for a new words in the dictionaries. To improve in the way pieces of information will displayed of the mobile digital versions.

A study conducted on dictionary usage (Gabriele Stein), argues that foreign language teaching has to include the use of both bilingual dictionaries and those monolingual dictionaries specially written for learners. Dictionary using skills must be taught, and these have to include paraphrasing skills.

B. Writing Skill

Writing is one of the important skill that the students should be equipped. By having this skill, they will expect to be able write papers, reports, journals, and so forth. According Chastain (1988, p. 244) one of the

communicate skill and unique asset on learning process is writing. Widdowson (1983, p. 34) considers it is one of the negotiation of the interactive process. Despite the difficult to provide the cohesive and coherent piece of writing. Since, as Zamel (1987, p. 165 cited in Hyland 2003, p. 11) states, writing has a complex, recursive and non-linear nature requiring a variety of micro skills.

According to Yulianti (2018, p. 20) writing is very important and has several beneficial on learning process. Firstly, writing is a good way to help develop their ability of using vocabulary and grammar, increasing the ability of using language. Secondly, writing is an essential tool to support other skills. If a student has good writing ability, they can speak and read the text more effectively. Thirdly, writing is a way to approach modern information technology as well as the human knowledge. This might be a reason why there is no consensus among second language researchers over the best approach to teach or learn it. (Roohani & Khosravi, 2012)

One of the complex process that allows writers to explore thoughts and ideas is writing, and make them visible and concrete. There is some evidence that writing is a complicated skill for students to master. They are good in speaking but they are poor at writing; they are able to read and understand the symbolic written language on a piece of paper but they encounter many problems in writing, and they can listen to and understand their interlocutor's oral speech although they cannot write well. Those students can perform

listening, speaking, and reading but they find difficulties in writing even when they write simple compositions. (Syafii, 2017, p. 119)

Based on the explanation above writing is the important thing of the students on learning process cause it is a one of the basic on communicative skill.

1. The Definition of Writing

There are a number definition of writing explained by some experts. Langan states that everyone almost hard worked by writing. The good meal by preparing, driving and typing is writing. According to Oshima (1998, p. 3), Writing is the difficult thing because writing needs study and practice to develop the skill and the important to note that writing is a process, not a "product". The process of writing is recursive steps allowing students to move forward and back in order to produce a good composition. In this case, effective writers apply more suitable strategies than ineffective ones.(Sulistyo & Heriyawati, 2017, p. 2)

Writing is also opportunity it allows you to express something about yourself to explore and explain ideas, and to assess the claims of other people formulating, organizing, and finding the right words to present them, you gain power (Trimmer, n.d, p. 2).

Writing skill can be best being developed throught carefully controlled and graged comprehension or precise exercise. Precise writing is not a sterile academic exercise useful only for examination purposes. It

can be used effectively to develop a students' writing ability (Alexander, 1975, p. 9).

From the explanation above the researcher can conclude writing is a process on learning behavior in culturally like driving and typing on learning process.

2. The Characteristic of Writing

There are four characteristic of writing. They are unity, support, coherence and sentence skill (Langan, 2000, p. 90). According to bram (1995, p. 20) unity is synonymous with oness. The sentences of paragraph should be focus on the one thing in the topic sentence. Support is the stages of sulking, blaming others, and trying to understand the reasons behind the disappointment are the reactions people have to a let down. Coherence is the crucical role in making paragraph read well. Each sentence moves on naturally. Sentence skill found and explained briefly by made in the first easy and use the space provided.

So, there are four characteristic of writing they are unity, support, coherence and sentence skill.

3. The Stages of Writing Process

Writing process are not simple. Writer should be notice some steps. Calderonello (1976, p. 5) states there are five common components on process of writing. They are inventing, planning, drafting, revising, and editing.

Inventing is the activity involves discovering and generating by writer. To examine a topic on specific inventing method by taken place at any time, even during drafting, reading, talking, thinking, brainstorming, doodling, going over notes, and using. Planning is one of the strategies designed to formulate writing information. To create and shape your text, need to consider all the ideas, however mundane or unsettling, that come to you. Drafting is one of the strategies designed to organize and develope a piece of writing. Trimmer points that revising is a series of strategies designed to reexamine and reevaluate the choice that have created a piece of writing. Editing is one of the strategies polishing a piece of writing.

Based on the explanation above there are five stages to make a good writing. They are inveting, planning, drafting, revising, and editing

4. The Aspect of Writing

The process of writing test is deal with integrated or with separate factors such as punctuational, spelling, structure, and vocabulary (Lado, n.d, p. 249). The conventions of English capital letters and punctuation are not universal and might have to be taught. Bram also states using correct punctuation is indispensable to careful writing (Gower, n.d, p. 92).

When the students learn new words, they also should learn to spell them (Parkinson, n.d p. 53). Many of us who are learners of English might agree that most English words are spelled strangely. The head of phrase has the same structural function as the total phrase in a particular structure.

Based on the explanation above there are three aspect of writing. They are punctuation, spelling and structure.

5. Kinds of Writing

There are numbers type of writing. They are exposition, argumentation, description and narration.

Exposition is one of four rhetorical modes of discourse, along with argumentation, description and narration. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

Argumentation theory, or argumentation, also called persuasion, is the interdisciplinary study of how humans should, can, and do reach conclusions through logical reasoning that is claims based, soundly or not, on premises. It includes the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both artificial and real world setting. Argumentation includes debate and negotiation, which are concerned with reaching mutually acceptable conclusion. It is used in law, for example in trial, in preparing an argument to be presented to court, and in testing the validity of certain kind of evidence.

Description is one of four rhetorical modes (also known as modes of discourse). It is also the fiction – writing mode for transmitting a mental image or the particulars of a story.

Narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Narration recounts events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Narration thus shapes history (the scene of events, the story of what happened).

According to Barbara Walker, Margaret E. Shippen, Paul Alberto, David E. Houchins, and David F. Cihak (2003), writing also have many types of it, including writing narratives, expository passages, essays, directions, summarises, critiques, and letter writing as developmental writing skills are advanced.

C. Dictionary

1. Definition of Dictionary

Dictionary plays an important role in learning vocabulary. There is little doubt that dictionary is one of the indispensible instruments for vocabulary learning (Zarei & Lotfi, 2013). Dictionary has many words collection it is used to give in one or more specific languages, that listed systematically according alphabet that used to give of information, definitions, etymologies, phonetics, pronunciations, translation, and other information. Dictionaries, as the conventional method of instruction, provide information about the language, usually not found elsewhere. They supply useful information concerning grammatical points, usage, formality or informality, synonym, use of derivative affixes, and

discrimination between spoken and written English which are not generally dealt with in textbooks. Most of the students use their dictionary to get information about the meaning of words that they do not understand about the target language. Holi Ali (2012, p. 1) pointed out, "Dictionaries are as indispensible tools for mastering vocabulary and learning a foreign language in general. It provides learners with access to a vast amount of information about words and their usage. Using dictionaries can be seen as an explicit strategy for learning a foreign language vocabulary or as communication strategy". The use of dictionary in second language and concerning other perspectives of dictionary utilization in terms of advantages, Nation (2008) noted that dictionary can be helpful to the learners in three major fields. He maintains that, by consulting dictionary, learners understand words that they meet in reading and listening, find words that they need for speaking and writing, and remember words. According to Garcia (2012) that dictionary is an effective tool for solving lexical problems in writing and that the subjects use sophisticated look-up strategies, regardless of their proficiency level. Referred to dictionary as a powerful analytic tool in organizing language, providing differentiation from other similar words, which are deemed as necessary for accurate comprehension, and helping fix new vocabulary in the memory by having learners focus their attention to opposite words or words having close meanings.

D. Monolingual Dictionaries

Monolingual dictionary is a type of reference work in which the words of a language are explained by means of that same language. Monolingual dictionary also called by general, explanatory or usage dictionary and it is the prototypical work of reference for native speakers. Monolingual Learner's Dictionary was the sub-type of monolingual dictionary. Monolingual Learner's Dictionary is intended for language learners.

According Al-Mu'tassim (2013, p. 25) Monolingual dictionary is one of the type of book by having words, meanings, and other lexical information that written in same language. Monolingual dictionary is useful because monolingual dictionary provide definition that suitable for students to have free interpretation about the words, monolingual dictionary provide only the meaning of words but also the way to understand other skills such as to spell the word correctly (Cowie, A.P,1999, p. 35).

Monolingual dictionary is one of types to make students easier acquire the language in learning process. Students also get fun the meaning of language by using monolingual dictionary (G, Berwick, & Horsfall, 1996, p. 67). English monolingual Dictionary is the important tool for the students to understand the meaning of unknown vocabulary. The students learnt many aspect of language such as prounouciation, phrases, word speeches and word collocations by using monolingual dictionary. Monolingual dictionary provide some informations such as examples and better

information on grammar, collocations, and register of a word (Chun, Y,V, 2004, p. 3*).*

Monolingual dictionary helps students makes students easier to understand about phonology, because monolingual dictionary has been completed by phonetic symbol that make students easier to pronounce some words correctly. By those several consideration, it might proper to say that, monolingual dictionary is very beneficial tools in language learning because, it provide all of information that students need in acquiring language

According Thomson (1987, p. 2) monolingual is not effective for many learners in terms of rewards word choice. Another problems, has found by Carter. In this occasion he states that even monolingual dictionary has completed with classified defining vocabularies that is no guarantee that the words used will be known by the learner because monolingual dictionary do not provide clearly definitions (Carter, R, 1987, p. 17).

Monolingual Learner's Dictionary was the sub-type of monolingual dictionary. Monolingual Learner's Dictionary is intended for language learners. "Monolingual learner's dictionaries are constantly being improved because they are based upon regularly updated corpus data that provide an empirically-based description of the language." (Rundell, 1998 cited in Hunt, 2007). According to Tickoo that cited in Lukáč (2011) the primary differences between monolingual dictionaries for native speakers and monolingual dictionaries for language learners rely on the definitions of new vocabulary and the number of illustrative examples. (Hunt, 2007)

Based on explanation and information above, it properly make student students feels hurt in using monolingual dictionary and stop to apply monolingual dictionary.

E. Bilingual Dictionaries

Bilingual dictionaries is common in many Asian contexts. According to Lam (2001, p. 93), a bilingual individual is someone who has the ability to communicate in two languages alternately. It has been estimated that approximately 60% of the world's population is either bilingual or multilingual; that is, more than half the people in the world routinely use two or more languages in their daily communication (Maghsoudi, 2008, p. 199).

Bilingual students in English as a second language learning context, being able to speak, read and write in the English language is critically important as English is the main language required for school success and interaction with the wider society. However, the role played by bilingual students' first language in such a learning environment is also important. Bilingual dictionaries are typically practical tools for interlingual communication and learning, rather than scholarly studies. (Asy'ari & Dewanti, 2015, p. 102)

In a bilingual dictionary, the situation is different from a monolingual dictionary. The user is looking for equivalents rather than analysis. Sometime learners get difficulty to translate the word especially the word that has relation with culture. Bilingual dictionary comes with the

features to translate the word from the source language to the target language. Bilingual dictionary helps learners to translate both L1 (first language) and L2 (second language). Where the two languages: L1 and L2 always have fully untranslatable words. By this he means that for every term in L1 there is at least one term of equivalent meaning in L2. (Asy'ari & Dewanti, Cited in Coward and Grimes 2000)

Clarkson and Dawe (1994) suggested a need to explore how bilingual students used their languages when doing mathematics, since it was likely that it was in these processes that the cognitive benefit accrued. They suggested that one avenue worthy of further research was the phenomenon of students switching between their languages when solving a mathematical problem. Following Cummins, they speculated that in switching between their languages, students might well be developing the nuances of mathematical notions, and hence gaining a deeper understanding of mathematical ideas and processes. Possibly for some of these students, this process was inadvertent and not a deliberate strategy, yet benefits would still accrue. Clearly, it is in the teacher's interest to be aware of any such strategies that students are employing to solve mathematical problems, either individually or in small group discussion. If, however, the teacher is unaware of students' strategies, then any advice or indeed overt teaching they engage in may well create confusion for the students.

There are a number of notions that need to be considered: whether the students are balanced bilinguals, the level of proficiency that the

bilingual shave in each of their languages, and the environment in which they learn. Balanced bilinguals are bilinguals who have equal proficiency in their languages. There are also bilingual students who are not balanced bilinguals, but have a clear dominance in one of their languages. (Parvanehnezhad & Clarkson, 2008, p. 53)

Bilingualism, defined as possessing two languages, has always been a controversial issue in society. During the early 1990s, bilingualism was considered an unwelcome topic among American professional and politicians. Educators rendered bilingualism responsible for immigrant children's failure in school subject matter. Employers believed that immigrants, due their low competence in English, did not fit the requirements needed to become part of the United States workforce. Bilingual dictionary is kind of lexicographer that always has an explanatory definition about foreign language that followed by free translation by using other language as meaning of vocabulary.

Bilingual dictionary can also said as an activity that aimed to get direct understanding of the target language by meaning with students own language. Some of students use bilingual dictionary use it because it is easy to understand the meaning and helps them dealing with transitive and intransitive verbs meaning. Bilingual dictionary helps the student easly to get the target words meaning in their own language.

According Baker and Kaplan (1994, p. 9) Bilingual has some advantages and one they said bilinguals dictionary are the best equipment in

language learning because it is provide translations that make students easier to prove translation correctly. Bilingual dictionary is the best way to get easier and express understanding about second language, bilingual dictionary has been provided in APPS (application phone system) in smart phone that makes students easier to bring and use everywhere.

According Win (2012, p. 146) using bilingual dictionary makes students difficult to know how words are used based authentic context. Inside of bilingual dictionary were provide the meaning of word with different language that has different context with native vocabularies. Disadvantage of bilingual dictionary the limitation of information that provide on bilingual dictionary that sometimes happened based term and students need.

Based on the explanation above bilingual dictionary has advantage and disadvantage for students. Bilingual dictionary make students easier and express understanding about second language and also bilingual is the best equipment in language learning.

F. Mobile Dictionary

One of the useful tool for English language learning and teaching is Mobile phone (Ajith Jaya, 2017). There are number 1.7 billion mobile phones in use around the world, while the total world population is 6 billion (Keegan, 2004). In the last 10 years, the development of mobile phone technology has been unbelievably swift: from analog to digital, and from plain and simple cell phones to the current 3G smart phone which can serve

as a mini-computer, telephone, or camera, and transfer data as well as video and audio files.

A mobile device can be defined as a small handheld computer that has a touch display or a small keyboard for text input. Mobile phones, smartphones, tablet computers, eBook readers, personal digital assistants (PDAs), and other similar devices can all be defined as mobile devices (Kukulska-Hulme, Sharples, Milrad, Arnedillo-Sánchez, & Vavoula, 2009). Although handheld devices have been available commercially since Apple Computer released the Apple Newton Message Pad in 1993, Palm Inc. released the Palm Pilot in 1996, and Microsoft Corporation released the Tablet PC in 2001. Handheld devices were not very popular and did not have a significant impact in the education market because they were technically ahead of their time (Runnels & Rutson-Griffiths, 2013).

Essentially students would like something more than an electronic dictionary; they would like what (Tarp, 2008, p. 123) called a leximat a lexicographical tool consisting of a search engine with access to a database and/or the internet, enabling users with a specific type of communicative or cognitive need to gain access via active or passive searching to lexicographical data.

Electronic dictionary is an electronic dictionary which contains the entry list of the word that exists in digital form and can be accessed through a number of different media. The electronic dictionary means like the oxford electronic dictionary and any others.

Base on the explanation above mobile dictionary has the important tool to learn English language. To help student on learning process and students also will be easier to access the difficult words on a text.

CHAPTER III

RESEARCH METHOD

In this chapter, the writer presents research type, research design, variables of study, population and sample, reserach instruments, technique for collecting data and technique for analyzing data.

A. Research Type

This study is classified into quantitative research. According to Ary et al (2010, p. 39) it deals with question of relationship, cause and effect, or current status that writer can answer by gathering and statistically analyzing numeric data. Meanwhile Aliaga and Gunderson in Muijs (2004, p. 1) state that Quantitative research is a research which explains phenomena by collecting numerical data that are analyzed using mathematically based method (in particular statistic). The study will compare writing skill of the students who use monolingual and bilingual Mobile dictionaries who enrolled in the class of Writing Course, particularly in the English Department of IAIN (State Islamic Institute) Palangka Raya, in order to find the similarities and the differences. The writer found of casual-effect based relationship or casual comparative research (Ex Post Facto research).

B. Research Design

This ex-post facto research use quantitative comparative approach. Ex-post Facto is conducted after variation in the variable of interest has already been determined in the natural course of events. Ex post facto is ideal for conducting social research when is not possible or acceptable to manipulate

the characteristic of human participant. Ex post facto research uses data already collected, but not necessarily amassed for research purpose. Ex post facto literally means from is done afterwards. The design of this study was Ex-post Facto Research. Ex-post facto research is similar to an experiment, except the writer did not manipulate the independent variable, which has already occurred in the natural course of events. The writer simply compared groups differing on the pre-existing independent variable to determine any relationship to the dependent variable. Because there is no manipulation or control of the independent variable, one must be very careful regarding the conclusions that are drawn about any observed relationship.

In doing this research, the writer select students where their English course from randomly and then placed the chosen students into one of two groups, based on who use monolingual and bilingual Mobile dictionaries.

The group receive the same tests then the writer compared the result of their tests. The design is as follows:

$$to = \frac{M_D}{SE_{MD}}$$

Where:

MD = *Mean of Difference,* The average of the various between variable I and variable II, it can obtain with the design is as follows : $MD = \frac{\Sigma D}{N}$

ΣD = The sum of the various of varibale I (X) and variable II (Y) and it can obtain with the design is as follows:

D = X – Y

N = *Number of Cases*

SE_{MD} = *Standard Error,* it can obtain with the design is as follows:

$$SE_{MD} = \frac{SD_D}{\sqrt{N}-1}$$

SD_D = *Standard Deviation,* it can obtain with the design is as follows:

$$SD_D = \frac{\sqrt{\Sigma D}^2}{N} = \frac{\Sigma D^2}{N}$$

C. Place and Time

The study took place in English Education study program at IAIN Palangka Raya, which is located at Jl. G. Obos, Islamic Center, Palangka Raya. This study will be conducted in two months.

D. Variable of the Study

There are three variables (independent X1, X2 and dependent variable Y) in this study as follow:

1. Independent variable X1 is the student who use Monolingual Mobile Dictionary
2. Independent variable X2 is the student who use Bilingual Smartphone Dictionary
3. Dependent variable Y2 is writing skill

E. Population and Sample

1. **Population**

Population is the larger group to which a researcher wishes to generalize, it includes all members of a defined class of people, events, or objects. According to Peil (1995, p. 32) the elements that make up the population should be identical, either by living together in a defined territory or having a common nationality. Population of this research are students

who enrolled in the writing classroom, particularly in the English Department of IAIN Palangka Raya (State Islamic Institute).

2. **Sample**

Sample is the process of selecting a portion of the population to represent the entire population is known as sample. Alreck and Settle (1985, p. 89) state that it is seldom necessary to sample more than 10% of the population to obtain adequate confidence in your generalization. The sample take in purposive sampling, because the sample of this study take on the certain purpose. Sample of this research are students who enrolled in the writing classroom, particularly in the English Department of IAIN Palangka Raya (State Islamic Institute).

F. Research Instrument

1. **Types of research instrument**

In this study, the data collection is conducted by writing test. The data need to prove and support this study. By collecting data, the researcher can compare writing skill of the students who use monolingual and bilingual mobile dictionaries.

a. Writing test

The writer give a test. The test is to write some of paragraph about 100 words in various types of paragraph such as descriptive, expository, narrative, process, comparison/contrast, argumentative, and definition.

2. **Research Instruments Validity**

According to ary et all (2010, p, 225) one of the most important consideration in developing and evaluating measuring instrument is validity. Validity also refer an instrument measure what it claimed to measure.

Face validity will refer to the extent to which examines believe the instrument is measuring what is supposed to measure. Writing test instrument will use to measure writing score.

Content validity will refer to the degree which sample or items, task or question on a test representative of some defined universe or domain of content.

3. **Research Instruments Reliability**

Reliability is a necessary characteristic of any good test for it to be valid at all. A test must first be reliable as a measuring instrument. It is the degree of consistency with which it measures whatever it is measuring. In addition, reliability is the accuracy of the measurement and the consistency of results.

G. Data Collection Procedures

The writer use interval data. Interval data is a data of measurement that orders objects or events and has points equidistant from one another. The researcher will do an observation before give a test. The writer gave a question to students that students who use monolingual mobile dictionary and bilingual mobile dictionary. Then the writer know which one the

students who use monolingual and bilingual mobile dictionary and divide into two groups.

H. Data Analysis Procedures

The writer analyzes the data in three steps. There are individual scores, Conversion of Percentage Ranges, and then match t-test. To analyze the data, the writer apllies the steps as follows :

1. The writer collected the main data (score);
2. Before the writer arranged the distribution of frequency table, the writer determined the Range of Score, the Class Interval, and Interval of Temporary, using formula:

   The Range of Score (R)

   R = H – L + 1

   Where :

   H = Highest score

   L = Lowest score
3. The writer arranged the collected score into the distribution of frequency of score table.
4. The writer calculated Mean, Median, and Modus using formula.
   a. Mean

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

      Where:

      Mx = Mean value

      Σfx = Sum of each midpoint times by it frequency

N = Number of case 11

b. Median

Mdn $= l + \frac{\frac{1}{2}N - \text{fkb}}{fi} X\ i$

Where :

Mdn = Median

ℓ = Lower limit (lower limit from score that contain Median)

fkb = Cumulative frequency that reside below the score that contain Median

ft = Genuine frequency

N = Number of case

u = Upper limit (upper limit from score that contain Median)

fkb = Cumulative frequency that reside above the score that contain Median

c. Modus

Mo $= \text{u} - \frac{(fa)}{fa + fb} X\ i$

Where :

Mo = Modus

ℓ = Lower limit (lower limit from interval that contain Modus)

fa = Frequency that reside above interval that contain Modus

fb = Frequency that reside below interval that contain Modus

u = Upper limit (upper limit from interval that contain Median)

I = Interval class.1

5. The writer calculated the standard deviation using the formula:

$$SD = \frac{\sum Fx^2}{N} - \frac{\sum Fx^2}{N}$$

Where :

SD = Standard Deviation

Σfx^2 = Sum of the multiplication result betwen each skor frekuency with the squared deviation score.

N = Number of cases

6. The writer calculated the variance homogeneity :

$$\frac{\text{The Biggest Variance}}{\text{The Smallest Variance}}$$

7. The writer calculated the data by using t-test to test the hypothesis of the study.
8. The writer used the level of significance at 5%. If the result of test is higher than t table, it means Ha is accepted but if the result of test is lower than t table, it means Ho is accepted.
9. The writer used t test to conclude the answer of the problem of the study.
   a. If the tobserved is equal or higher than t value in the table (with t_{table} sign), so the null hypothesis stating that there is no Mean difference from the both sample is rejected. It means the difference is significant.
   b. If the $t_{observed}$ is lower than t_{table}, it means the null hypothesis stating that there is no Mean difference from the both sample is accepted. It means the difference is not significant.
10. The writer calculated the degree of freedom with the formula:

Df= (N1 + N2- 2)

Where :

Df = degree of freedom

N = Number of cases

11. The writer determined the significant level of t observed by comparing the tobserved with the ttable.
12. The writer interpreted the analysis result.
13. The writer gave conclusion.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses both the research finding and the discussion. Research finding appear the students' score of the students who use monolingual mobile dictionary and students who use bilingual mobile dictionary, and then the result of the data analyze using manual analysis and SPSS 16 program.

A. Data Presentation

In this research finding, the writer shows the students' score, and then comparing the result of the data in looking for the significant difference on students' writing skill between the students who use monolingual mobile dictionary and the students who use bilingual mobile dictionary at IAIN Palangka Raya. The population of this research are 150 students who enrolled in writing class at IAIN Palangka Raya and the sample of this research are 62 students that divide into two group. There are 28 students who are use Monolingual Mobile Dictionary and 34 students who are use bilingual mobile dictionary.

1. The students' score who use Monolingual Mobile Dictionary

The data presentation of the score of students who use monolingual mobile dictionary shown by following the table:

Table. 4.1 Description Data Of Students Who Use Monolingual Mobile Dictionary

No	Student's code	Value	Range
1.	AM	86	A
2.	EM	73	B

3	LTU	75	B
4	M	79	B
5	MIF	69	C
6	MH	75	B
7	MO	69	C
8.	MP	60	C
9.	MU	77	B
10.	MUK	73	B
11	NH	80	A
12	NL	71	B
13	RAF	84	A
14	RC	66	C
15	RDU	72	B
16	RM	68	C
17	RWAS	73	B
18	SI	75	B
19	SK	68	C
20	SM	66	C
21	SS	77	B
22	SU	71	B
23	TS	72	B
24	TYP	73	B

25	YHW	74	B
26	WD	76	B
27	WP	72	B
28	WR	64	C

Based on the data above, it can be seen that the student's highest score was 86 and the student's lowest score was 60. The writer determined the range of score, class interval, and interval of temporary. They can be concluded using formula as follows:

The highest score (H) = 86

The lowest score (L) = 60

The range of score (R) = $H - L + 1$

= 86− 60 + 1

= 27

Class interval (K) = 1 + (3.3) × $Log\ n$

= 1 + (3.3) × Log 28

= 1 + (3.3) × 1.4471580313

= 1 + 4.77

= 5.77

= 5

Interval of temporary $= \frac{R}{K} = \frac{27}{5}$

$= 5.4$

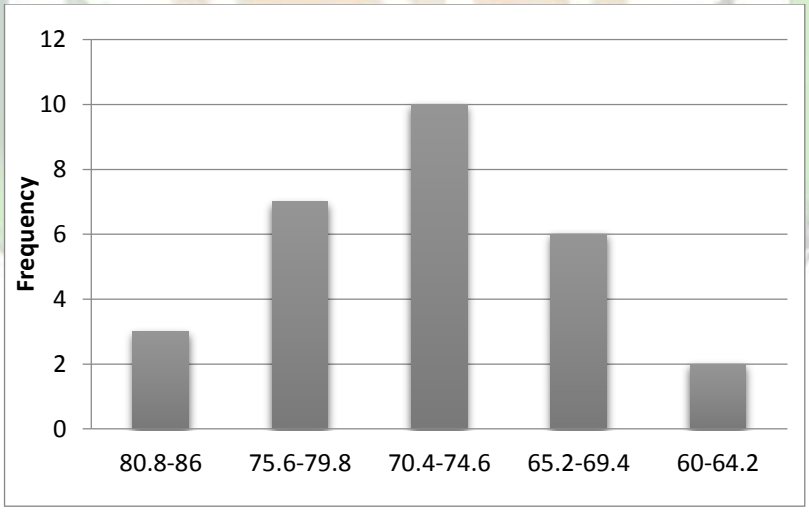
The range of score was 27, class interval was 5, and interval of temporary was 5.4. It was presented using frequency of distribution in the following table:

Table 4.2 Frequency Distribution of Students who use Monolingual Mobile Dictionary

Class (K)	Interval (I)	Freq. (F)	Midpoint (X)	Limitation of each group	Freq. Relative (%)	Freq. Cumulative (%)
1	80.8-86	3	83	81.2-86.5	10.71	10.71
2	75.6-79.8	7	77	75.6-80	25	35.71
3	70.4-74.6	10	72	70.9-75.1	35.72	71.43
4	65.2-69.4	6	67	66.2-69.9	21.43	92.86
5	60-64.2	2	62	60.5-65.2	7.14	100
Total		$\sum F = 28$			$\sum P = 100$	

The distribution of the score of students who join English course can also be seen in the following Chart.

Figure 4.1 The Frequency Distribution of the Score of Students who use Monolingual Mobile Dictionary



It can be seen from the figure above about the score of students who use monolingual mobile dictionary. There are two students who got score between 60-64.2. There are six students who got score between 65.2-69.4. There are

seven students who got score between 70.4-74.6. There are ten students who got score between 75,6 – 79.8. There are three students who got score between 80.8 – 86.

The next step, the writer tabulated the scores into the table for the calculation of mean, median, and modus as follows:

Table 4.3 The Calculation of Mean, Median and Modus of students who Join English Course Test Score

Interval (I)	Frequency (F)	Midpoint (x)	Fx	Fka	Fkb
80.8-86	3	83	249	3	28
75.6-79.8	7	77	539	10	25
70.4-74.6	10	72	720	20	18
65.2-69.4	6	67	402	26	8
60-64.2	2	62	124	28	2
	N=28		∑Fx= 2034		

From the table above, the data could be inserted in the formula of mean. In simple explanation, x is score of student; f is total students who got the score. fx is multiplication both x and f, fkb is the cumulative students calculated from under to the top, in other side fka is the cumulative students calculated from top to the under. The process of calculation used formula below:

a. Mean

$$Mx = \frac{\Sigma f x}{N}$$

$$= \frac{2034}{28}$$

$$= 72.78$$

b. Median

$$Mdn = l + \frac{\frac{1}{2}N - f\,kb}{fi} X\ i$$

$$= 75.5 + \frac{\frac{1}{2}28 - 10}{10} X\ 5$$

$$= 75.5 + \frac{20}{10}$$

$$= 75.5 + 2$$

$$= 77.5$$

c. Modus

$$\text{Mo} \quad = \text{u} - \frac{(fa)}{fa + fb} X\ i$$

$$= 75.5 - \frac{8}{8 + 5} X\ 5$$

$$= 75.5 - \frac{40}{13}$$

$$= 75.5 - 3.076$$

$$= 72.42$$

The calculation above showed of mean value was 72,78, median value was 77,5 and modus was 72,42. The next step, the writer tabulated the score of vocabulary test into the table for the calculation of standard deviation and the standard error as follows:

Table 4.4 The Calculation of Standard Deviation of the Students who use Monolingual Mobile Dictionary

Interval (I)	Frequency (F)	Midpoint (x)	Fx	Fx^2
80.8-86	3	83	249	62001
75.6-79.8	7	77	539	290521
70.4-74.6	10	72	720	518400
65.2-69.4	6	67	402	161604
60-64.2	2	62	124	15376
Total			ΣFx= 2034	ΣFx^2 =4137156

a. Standard Deviation (SD) $= \sqrt{\frac{\Sigma\, Fx2 - \frac{(\Sigma\, Fx)2}{n}}{n-1}}$

$$= \sqrt{\frac{\Sigma\, 4137156 - \frac{(\Sigma 2034)2}{28}}{28-1}}$$

$$= \sqrt{\frac{\Sigma\ 4137156 - \frac{(\Sigma\, 4137156\,)}{28}}{27}}$$

$$= \sqrt{\frac{\Sigma\ 4137156 - 14775.6}{27}}$$

$$= \sqrt{\frac{3989400}{27}} = \sqrt{147} = 5.67$$

b. Standard Error (SE)

$$SEMx1 \quad = \frac{SD}{\sqrt{n-1}} = \frac{5.67}{\sqrt{28-1}} = \frac{5.67}{\sqrt{27}} = \frac{5.67}{5.2} = 1.10$$

After calculating, it found that the standard deviation was 5.67 and standard error was 1.10.

2. The students' score who use Bilingual Mobile dictionary

The data presentation of the score of students who use bilingual mobile dictionary shown by following the table:

Table 4.5 The Description Data of the Students who use Bilingual Mobile Dictionary

No	Student's code	Value	Range
1	A	79	B
2	AKW	80	A
3	ARA	86	A
4	ASA	76	B

5	AY	79	B
6	BFP	68	C
7	DASA	68	C
8	DF	61	C
9	DJN	65	C
10	DR	74	B
11	FH	70	B
12	H	65	C
13	IS	69	C
14	IIR	74	B
15	J	73	B
16	LTU	75	B
17	M	75	B
18	MA	85	A
19	MRF	69	C
20	MY	61	C
21	NFV	79	B
22	NHA	68	B
23	NIM	76	B
24	NMP	73	B
25	NUM	68	C
26	PN	75	B
27	RA	85	A

28	RAF	84	A
29	RAY	74	B
30	RNA	71	B
31	RS	65	C
32	RSE	70	B
33	S	65	B
34	SA	59	D

Based on the data above, it can be seen that the student's highest score was 86 and the student's lowest score was 59. The writer determined the range of score, class interval, and interval of temporary. They can be concluded using formula as follows:

The highest score (H) = 86

The lowest score (L) = 59

The range of score (R) = $H - L + 1$

= 86 − 59 + 1

= 28

Class interval (K) = 1 + (3.3) × $Log\ n$

= 1 + (3.3) × Log 34

= 1 + (3.3) × 1.53147892

= 1 + 5.054

= 6.054

= 6

Interval of temporary $= \frac{R}{K} = \frac{28}{6}$

$= 4.6$

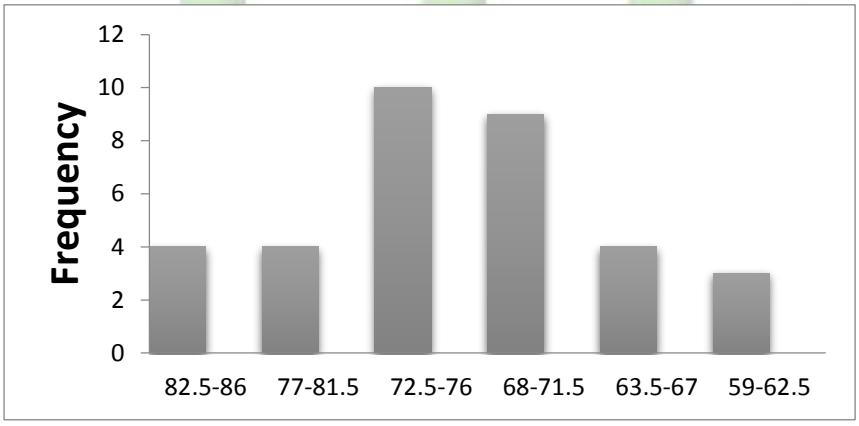
After the writer calculating data by the formula above the range of score was 28, class interval was 6, and interval of temporary was 4.6. It will be useful to look for about the class (K) and interval (I). It was presented using frequency of distribution in the following table:

Table 4.6 Frequency Distribution of Students who use Monolingual Mobile Dictionary

Class (K)	Interval (I)	Freq. (F)	Midpoint (X)	Limitation of each group	Freq. Relative (%)	Freq. Cumulative (%)
1	82.5-86	4	84	83-86.5	11.76	11.76
2	77-81.5	4	78	77.5-82	11.76	23.52
3	72.5-76	10	74	73-76.5	29.42	52.94
4	68-71.5	9	70	68.5-72	26.47	79.41
5	63.5-67	4	65	64-67.5	11.76	91.17
6	59-62.5	3	60.5	59.5-63	8.83	100
TOTAL		∑F=34			∑P= 100	

The distribution of the score of students who use Bilingual Mobile Dictionary can also be seen in the following Chart.

Figure 4.2 The Frequency Distribution of the Score of Students who use Monolingual Mobile Dictionary



It can be seen from the figure above about the score of students who use bilingual mobile dictionary . There are three students who got score between 59 – 62,5. There are four students who got score between 63,5-67. There are nine students who got score between 68 – 71,5. There are ten students who got score between 72,5 – 76. There are four students who got score between 77,5 – 81,5. There are four students who got score between 82,5 – 86.

The next step, the writer tabulated the scores into the table for the calculation of mean, median, and modus as follows:

Table 4.7 The Calculation of Mean, Median and Modus of students who use Bilingual Mobile Dictionary

Interval (I)	Frequency (F)	Midpoint (x)	Fx	Fka	Fkb
82.5-86	4	84	336	4	34
77-81.5	4	78	312	8	30
72.5-76	10	74	740	18	26
68-71.5	9	70	630	27	16
63.5-67	4	65	260	31	7
59-62.5	3	60.5	181.5	34	3
	N = 34		∑Fx = 2459.5		

From the table above, the data could be inserted in the formula of mean. In simple explanation, x is score of student; f is total students who got the score. fx is multiplication both x and f, fkb is the cumulative students calculated from under to the top, in other side fka is the cumulative students calculated from top to the under. The process of calculation used formula below:

c. Mean

Mx $= \frac{\Sigma \text{ fx}}{N}$

$$= \frac{2459.5}{34}$$

$$= 72.47$$

d. Median

$$\text{Mdn} = l + \frac{\frac{1}{2}N - \text{fkb}}{fi} X\ i$$

$$= 71.5 + \frac{\frac{1}{2}34 - 15}{16} X\ 4$$

$$= 71.5 + \frac{22}{16}$$

$$= 71.5 + 1.4$$

$$= 72.9$$

e. Modus

$$\text{Mo} = \text{u} - \frac{(fa)}{fa + fb} X\ i$$

$$= 71.5 - \frac{3}{3 + 8} X\ 4$$

$$= 71.5 - \frac{12}{11}$$

$$= 71.5 - 1.09$$

$$= 70.41$$

The calculation above showed of mean value was 72.47, median value was 72.9 and modus value was 70.41. The next step, the writer tabulated the score of vocabulary test into the table for the calculation of standard deviation and the standard error as follows:

Table 4.8 The Calculation of the Standard Deviation of Students who use Bilingual Mobile Dictionary

Interval (I)	Frequency (F)	Midpoint (x)	Fx	Fx^2
82.5-86	4	84	336	112896
77-81.5	4	78	312	97344
72.5-76	10	74	740	547600
68-71.5	9	70	630	396900
63.5-67	4	65	260	67600
59-62.5	3	60.5	181.5	32942.25
Total			ΣFx= 2459.5	ΣFx^2 = 1255282

f. Standard Deviation (SD) $= \sqrt{\frac{\Sigma \text{Fx2} - \frac{(\Sigma \text{Fx})2}{\text{n}}}{n-1}}$

$$= \sqrt{\frac{\Sigma\, 1255282 - \frac{(\Sigma 2459.5\,)2}{34}}{34-1}}$$

$$= \sqrt{\frac{\Sigma\, 1255282 - \frac{(\Sigma 6049140)}{34}}{33}}$$

$$= \sqrt{\frac{\Sigma\, 1255282 - 177915.9}{33}}$$

$$= \sqrt{\frac{1077366}{33}} = \sqrt{326} = 7.07$$

g. Standard Error (SE)

$SEMx1 = \frac{SD}{\sqrt{n-1}} = \frac{7.07}{\sqrt{34-1}} = \frac{7.07}{\sqrt{33}} = \frac{7.07}{5.74} = 1.23$

After calculating, it found that the standard deviation was 223.11 and standard error was 35.038.

3. **The Result of Data Analyze**

In order to calculate the ttest, the writer used both manual calculation and SPSS Program Calculation. Both results are expected to support the correct calculation each other.

a. Testing Hypothesis Using Manual Calculation

After knowing S*tandard Deviation* of group I and group II, the writer calculated the "t" value to examine the hypothesis. But, first of all the writer calculated the *variance homogeneity* in order to adjust the formula in calculating the "t" value. It is caused there are some formula to examine the comparative hypothesis with two sample, they are *separated variance, pooled variance,* and *sample paired.* Furthermore, in order to ease the calculation of test of variance homogeneity and test of hypothesis, the writer makes a table to compare the N (number of sample), mean, variance, and deviation standard of two groups.

Table. 4.9 The Data of Test Scores of Students who use monolingual mobile dictionary and bilingual mobile dictionary At IAIN Palangka Raya

No	The Score of students who use Monolingual Mobile Dictionary	The Score of students who use Bilingual Mobile Dictionary
1	86	79
2	73	80
3	75	86
4	79	76

5	69	79
6	75	68
7	69	68
8	60	61
9	77	65
10	73	74
11	80	70
12	71	65
13	84	69
14	66	74
15	72	73
16	68	75
17	73	75
18	75	85
19	68	69
20	66	61
21	77	79
22	71	68
23	72	76
24	73	73
25	74	68
26	76	75

27	72	85
28	64	84
29		74
30		71
31		65
32		70
33		65
34		59
N	**28**	**34**
Mx	75.4	73.1
S_1	234.11	201.12
S_1^2	54807.49	40449.25

1) Variance Homogeneity

$$= \frac{\text{The Biggest Variance}}{\text{The Smallest Variance}}$$

$$= \frac{54807.49}{40449.25}$$

$$= 1.36$$

Moreover, the result variance homogeneity was compared with F table on numerator df (34-1 = 33) and denominator df (28 -1 = 27). Based on those df with significant 5%, than the percentage of F table was 1.40. It found that Fvalue was smaller than Ftable (1.36 < 2,17).

Since the number of sample of those two groups was same (N1 ≠ N2), and the variance was heterogen. Thus, the testing of t observed was used *Seperated variance* formula.

2) Testing of Normality test

Normality test is a test to know about what the writing test had given to the students normally, it showed on :

a) Normality test of Students who use Monolingual Mobile Dictionary

Table 4.10 Normality test of Students who use Monolingual Mobile Dictionary

No	X	Z	table Z	f(Zi)	f(kum)	s(Zi)	F(zi)-S(zi)
1	60	-2.25408	0.4878	0.012096	1	0.035714	-0.02362
2	64	-1.54889	0.4382	0.060704		0.035714	0.02499
3	66	-1.1963	0.383	0.115791	9	0.321429	-0.20564
4	66	-1.1963	0.383	0.115791		0.321429	-0.20564
5	68	-0.8437	0.2996	0.199418		0.321429	-0.12201
6	68	-0.8437	0.2996	0.199418		0.321429	-0.12201
7	69	-0.66741	0.2454	0.252256		0.321429	-0.06917
8	69	-0.66741	0.2454	0.252256		0.321429	-0.06917
9	71	-0.31481	0.1217	0.376451	18	0.642857	-0.26641
10	71	-0.31481	0.1217	0.376451		0.642857	-0.26641
11	72	-0.13852	0.0517	0.444916		0.642857	-0.19794
12	72	-0.13852	0.0517	0.444916		0.642857	-0.19794
13	72	-0.13852	0.0517	0.444916		0.642857	-0.19794
14	73	0.037779	0.012	0.515068		0.642857	-0.12779
15	73	0.037779	0.012	0.515068		0.642857	-0.12779
16	73	0.037779	0.012	0.515068		0.642857	-0.12779
17	73	0.037779	0.012	0.515068		0.642857	-0.12779
18	74	0.214075	0.0832	0.584756		0.642857	-0.0581
19	75	0.390371	0.1517	0.651869	25	0.892857	-0.24099
20	75	0.390371	0.1517	0.651869		0.892857	-0.24099
21	75	0.390371	0.1517	0.651869		0.892857	-0.24099
22	76	0.566668	0.2123	0.71453		0.892857	-0.17833
23	77	0.742964	0.2704	0.771248		0.892857	-0.12161
24	77	0.742964	0.2704	0.771248		0.892857	-0.12161
25	79	1.095557	0.3621	0.863364		0.892857	-0.02949
26	80	1.271853	0.398	0.898287	28	1	-0.10171

27	84	1.977039	0.4756	0.975981		1	-0.02402
28	86	2.329632	0.4898	0.990087		1	-0.00991
TOTAL	2038						
MEAN	72.78						
STDEV	5.672266						
L_{hitung}	0.02499						
L_{tabel}	0.28						

The table showed that Ltest=0.0499 < Ltable=0.28, then the data of students who use monolingual mobile dictionary.

b) Normality test of Students who use Monolingual Mobile Dictionary

Table 4.11 Normality test of Students who use Bilingual Mobile Dictionary

No	X	Z	table Z	f(Zi)	f(kum)	s(Zi)	F(zi)-S(zi)
1	59	-1.9036	0,1713	0.028481	1	0.029412	-0.00093
2	61	-1.62097	0,4474	0.052512	3	0.088235	-0.03572
3	61	-1.62097	0,4474	0.052512		0.088235	-0.03572
4	65	-1.05571	0,3531	0.14555	8	0.235294	-0.08974
5	65	-1.05571	0,3531	0.14555		0.235294	-0.08974
6	65	-1.05571	0,3531	0.14555		0.235294	-0.08974
7	65	-1.05571	0.3531	0.14555		0.235294	-0.08974
8	68	-0.63176	0.2357	0.263771	11	0.323529	-0.05976
9	68	-0.63176	0.2357	0.263771		0.323529	-0.05976
10	68	-0.63176	0.2357	0.263771		0.323529	-0.05976
11	68	-0.63176	0.2357	0.263771		0.323529	-0.05976
12	69	-0.49045	0.1879	0.311908	13	0.382353	-0.07044
13	69	-0.49045	0.1879	0.311908		0.382353	-0.07044
14	70	-0.34913	0.1331	0.363495	15	0.441176	-0.07768
15	70	-0.34913	0.1331	0.363495		0.441176	-0.07768
16	71	-0.20782	0.0793	0.417686	16	0.470588	-0.0529
17	73	0.074814	0.0279	0.529819	18	0.529412	0.000407
18	73	0.074814	0.0279	0.529819		0.529412	0.000407
19	74	0.216129	0.0832	0.585557	22	0.647059	-0.0615
20	74	0.216129	0.0832	0.585557		0.647059	-0.0615
21	74	0.216129	0.0832	0.585557		0.647059	-0.0615

22	75	0.357445	0.1368	0.639621	24	0.705882	-0.06626
23	75	0.357445	0.1368	0.639621		0.705882	-0.06626
24	75	0.357445	0.1368	0.639621		0.705882	-0.06626
25	76	0.498761	0.1879	0.691026	26	0.764706	-0.07368
26	76	0.498761	0.1879	0.691026		0.764706	-0.07368
27	79	0.922707	0.3212	0.82192	29	0.852941	-0.03102
28	79	0.922707	0.3212	0.82192		0.852941	-0.03102
29	79	0.922707	0.3212	0.82192		0.852941	-0.03102
30	80	1.064023	0.3554	0.856341	30	0.882353	-0.02601
31	84	1.629285	0.4474	0.948374	31	0.911765	0.036609
32	85	1.770601	0.4616	0.961686	33	0.970588	-0.0089
33	85	1.770601	0.4616	0.961686		0.970588	-0.0089
34	86	1.911917	0.4719	0.972057	34	1	-0.02794
TOTAL	2464						
MEAN	72.47						
STDEV	7.07636						
L_{hitung}	0.036609						
L_{tabel}	0.33						

The table showed that Ltest=0.036 < Ltable=0.33, then the data of students who use bilingual mobile dictionary.

3) Testing of t observed (to)

$$t = \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$t = \frac{72.78 - 72.47}{\sqrt{\frac{50.07487}{28} + \frac{32.1746}{34})}}$$

$$t = \frac{0.31}{\sqrt{1.788388 + 0.946312}}$$

$$t = \frac{0.31}{\sqrt{2.7347}}$$

$$t = \frac{0.31}{1.65369284}$$

t = 0.18745924

t = 0.187

4) The degree of Freedom

Df = N1 + N2 – 2

= 28+34 – 2

= 60

Df 60 at 5% level of significant = 2,000

(Ho was accepted)

Based on the result above, it can be presented by the following table:

Table 4.12 The Result of Tobserved

t_0	t_t	Df
0.18788	2.000	60

Where :

t_o : The value of $t_{observed}$

t_t : The value of t_{table}

Df : Degree of Freedom

Since the calculated value of $t_{observed}$ (0,187) was lower than t table at 5% (2,000) significant level or 0,187 < 2.000, it could be interpreted that Ha stating that there is significant difference on students who use Bilingual Mobile Dictionary and Monolingual Mobile Dictionary was rejected and Ho

stating that there is no any significant on students who use Bilingual Mobile Dictionary and Monolingual Mobile Dictionary was accepted. It meant that there is no any significant difference on students who use Bilingual Mobile Dictionary and Monolingual Mobile Dictionary in English Department at IAIN Palangka raya.

b. Testing Hypothesis Using SPSS Program

Meanwhile, the calculation of T_{test} using SPSS Program can be seen in the following table :

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Bilingual Mobile Dictionary	34	72.47	7.18084	1.25002
Monolingual Mobile Dictionary	28	72.78	5.67227	1.07196

Independent Sample Test

		Nilai	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	2.899	
	Sig	.094	

$t\text{-}_{test}$ for Equality of Means	T		0.187	0.192
	Df		60	58.729
	Sig. (2-tailed)		.830	.827
	Mean Difference		-36147	-36147
	Std. Error Difference		1.67879	1.64671
	95% Confidence Interval of the Difference	Lower	-3.72073	-3.65685
		Upper	2.99779	2.93390

The result of t test using SPSS supported the interpretation of $t\text{-}_{test}$ result from manual calculation. It was shown from the table above that the tobserved was 0.187. It was also lower than t_{table} at 5% (2.000) level of significance. Therefore, it could be interpreted that H_a stating that there is significant difference on students who use Bilingual Mobile Dictionary and Monolingual Mobile Dictionary in English Department at IAIN Palangka Raya was rejected and Ho stating that there is no any significant difference on students who use Bilingual Mobile Dictionary and Monolingual Mobile Dictionary in English Department at IAIN Palangka Raya was accepted at 5% level of significance.

B. DISCUSSION

The result of the analysis showed that there is no any significant difference on students' writing skill who use Bilingual Mobile Dictionary and Monolingual Mobile Dictionary in English Department at IAIN Palangka Raya. It could be proved from students' score that the score of students who use Bilingual Mobile Dictionary was not significant difference with the score of students who use monolingual mobile dictionary. It was found the mean of students who use bilingual Mobile Dictionary (X1) was 72.47 and the mean of students who use monolingual Mobile Dictionary (X2) was 72.78. Furthermore, the deviation standard who use bilingual Mobile Dictionary was 7.698 and the deviation standard of students who use monolingual Mobile Dictionary score was 5.974. Then, those results were compared using T-test with pooled variant formula and it was found that $t_{observed}$ was 0.187 and ttable was 2.000. It meant, from the computation was found that $t_{observed} < t_{table}$.

Furthermore, the result of t_{test} calculation using SPSS also showed that there is no any significant difference of writing skill between students who use bilingual mobile dictionary and monolingual mobile. It is proved by the value of $t_{observed}$ that was lower than t table at 5% significance level (0.187 < 2.000).

The objective of this study was to investigate the significant difference of students who use monolingual mobile dictionary and bilingual mobile dictionary as two common educational instruments in writing learning process.

The findings of this study appear to be in contrast with Ahangari and Dogolsara's (2012) work whose main was to investigate the effect using two types of dictionaries (monolingual and bilingual) on Iranian intermediate EFL learners' vocabulary learning. The result of his study revealed that the effect of monolingual dictionary on learners' vocabulary learning was more than that of the bilingual dictionary use.

These findings seem to be, to some extent, in line with the research study carried out by Asy'ari. M. R and Dewanti. A (2015) whose compares both kinds of dictionaries in order to know the impact of using them in a writing course conducted at the senior high school level. This study may help the learners choose the most appropriate dictionary in their learning process. The result of this study showed that both monolingual dictionary and bilingual dictionary did not have significant difference. It means that the monolingual dictionary is as good as the bilingual dictionary. The result of this study also showed that both monolingual dictionary and bilingual dictionary are helpful for students in doing the writing test, even though the result showed that both dictionaries did not significantly increase the students' scores.

Therefore, the findings of this study, being in line and contrast with those of some other studies mentioned above, can provide a good justification for placing more emphasis on using monolingual dictionary and bilingual dictionaries in writing classes. According to the findings of this study, using monolingual type of dictionary, as the conventional tool of instruction in both

first and second language learning, can be more effective than a bilingual dictionary in learning vocabulary in writing classes.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the writer would like to give conclusion and suggestion about the result of study. The conclusion of the study was the answer of problem of the study as stated in chapter I which the finding was based on the result of data analysis. The suggestions are expected to make better improvement and motivation for students, and writer related to the teaching learning of English writing.

A. Conclusion

The writer analyzed the data from the test result of students who use monolingual mobile dictionary and students who use bilingual mobile dictionary using t-test pooled variance formula to test the hypothesis. It was found that the result of $t_{observed}$ was 0,187 and the t_{table} was 2,000 at 5% of significance level with the degree of freedom (df) was 60. It meant that the $t_{observed}$ was lower than the t_{table}. Furthermore, the writer also used SPSS 16 program to test the hypothesis. It was used to compare the hypothesis result of using manual calculation. The result of t_{test} using SPSS in this study supported the interpretation of t_{test} result from manual calculation. The result of $t_{observed}$ was 0.187, therefore it was also lower than t_{table} at 5% level of significance (2.000).

In addition, The result of testing hypothesis determined that the alternative hypothesis (Ha) stated that there is significant difference between students who use bilingual mobile dictionary and monolingual mobile dictionary was rejected and the null hypothesis (Ho) stated that There is no any significant difference

between students who use bilingual mobile dictionary and monolingual mobile dictionary Bun was accepted.

It means that the students who use bilingual mobile dictionary and monolingual mobile dictionary do not have signficant difference score than the students who use monolingual mobile dictionary. The result of this study showed that there is no any significant difference in writing skill between them.

B. Suggestion

Concerned with the conclusion, the writer would like to propose some suggestions that hopefully would be useful and valuable for the students and the next researchers.

1. For the Students

The writer recommended the students to learn more vocabulary, since the mastery of vocabulary will help them gain the other language skills (listening, speaking, reading and writing). Because the result in this study there is significant difference in the English vocabulary mastery between the students who join in English course and those do not join in English course, so many strategies to learn more about vocabulary.

2. For the Next Researchers

This study Is there any significant difference on writing skill of the students who use Monolingual Mobile Dictionary and Bilingual Mobile Dictionary. It was quantitative study with *ex post facto* design. For the other researchers who would like to conduct the study related to the different in the Dictionary usage, there are some domains can be used, such as the different in

the Dictionary usage with difference teaching method, the different in the English Dictionary usage.

This study was focused on writing class in English education study programe IAIN Palangka Raya. It is possible for other researchers to conduct the same study with different class, or others.

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Appendix 1

No	Name	Criteria					Sum
		Content	Organization	Language Use	Vocabulary	Mechanics	
1	Ayu Rizky	19	18	19	18	5	79
2	Sherina Kusramadhani	17	13	18	16	4	68
3	Anggi Kristiana Wardana	23	17	19	16	5	80
4	Dyah Ayu Sekar A	14	16	17	17	4	68
5	Nia Marlini	14	17	21	19	5	76
6	Lusi Tri Utami	14	17	21	18	5	75
7	Nur Maulinawati	15	17	17	16	3	68
8	Dijah Fatma	14	15	15	13	4	61
9	Rirys Charolina	14	15	18	14	5	66
10	Aula Mukarramah	27	17	22	18	2	86
11	Siti Meryani	14	14	16	15	3	62
12	Renovhya WAS	19	17	17	18	2	73
13	Mukaromah	15	14	17	13	3	62
14	Nurul Hidayati	23	17	19	16	5	80
15	Rina Alya Fitria	25	17	20	17	5	84
16	Wahyutami Dewi	16	17	20	18	5	76
17	M. Hassir	15	15	15	13	4	62
18	Lisma Tiana	14	17	21	19	5	76
19	Molidah	14	16	18	16	5	69
20	Muhammad Iqbal Fadillah	15	15	19	16	4	69
21	Erlin Marlina	20	16	18	16	3	73

22	Riska Dwi Utami	15	17	19	17	4	72
23	Novi Lutfia	14	15	20	17	5	71
24	Sulianur	17	13	15	16	4	65
25	Siti Suryani	14	15	16	16	3	64
26	Murdewi	14	18	22	18	5	77
27	Milah	14	18	23	19	5	79
28	Muhammad Pandriansyah	14	15	16	13	2	60
29	Siti Masniah	19	15	14	14	4	66
30	Wiwit Prasetya	19	16	17	16	4	72
31	Hertaty	19	14	14	15	3	65
32	Rika Soraya	18	14	15	15	3	65
33	Raudah Melawati	17	17	15	15	4	68
34	Raidatul Aslamiyah	20	18	19	17	4	78
35	Supianur	18	15	17	17	4	71
36	Yuda Hadi Wibowo	17	17	19	17	4	74
37	Desy Rachmiati	18	17	18	17	4	74
38	Muhammad Abdurrahman	22	19	20	19	5	85
39	Tirta Yoga Panun	17	17	18	17	4	73
40	Abu Singwan Almadhani	19	17	18	18	4	76
41	Rizal Setiawan	15	17	17	17	4	70
42	Ridha Alifa Yurianti	18	18	17	17	4	74
43	Fuyudhatul Husna	16	17	17	17	4	71
44	Niely Fawaidah Virgin	21	18	19	17	4	79
45	Muhammad Yusuf	14	15	17	13	2	61

46	Saiful Anwar	17	13	13	14	2	59
47	Siska	20	17	18	16	3	74
48	Jenuri	20	17	16	16	4	73
49	Arfiana	21	18	18	18	4	79
50	Rena Apriana	22	18	22	18	5	85
51	Risfa Nur Aisyah	17	17	16	17	4	71
52	Anggun Rizky Amelia	22	19	22	18	5	86
53	Nuning Melati Putri	17	18	17	17	4	73
54	Ida Setiasi	17	17	16	15	4	69
55	M. Ridwan Farid	19	18	18	18	4	77
56	Dewi Jumiarti Ningsih	14	15	15	16	5	65
57	Tuti Sandra	17	17	17	16	5	72
58	Bayu Fitria Pratama	17	16	15	17	3	68
59	Winie Rusanti	14	16	15	16	3	64
60	Putri Nurjanah	14	18	22	18	3	75
61	Muzayyanah	15	17	20	18	5	75
62	Nuriana Humairoh Amini	14	16	16	17	5	68

Appendix 2

Table of Students Who Use Monolingual Mobile Dictionary

No	Student's code	Value	Range
1.	Aula Mukarramah	86	A
2.	Erlin Marlina	73	B
3	Lusi Tri Utami	75	B
4	Milah	79	B
5	Muhammad Iqbal Fadillah	69	C
6	Muzayyanah	75	B
7	Molidah	69	C
8.	Muhammad Padriansyah	60	C
9.	Murdewi	77	B
10.	Mukaromah	62	B
11	Nurul Hidayati	80	A
12	Novi Lutfia	71	B
13	RAF	84	A
14	Rirys Charolina	66	C
15	Riska Dwi Utami	72	B
16	Raudah Melawati	68	C
17	Renovhya WAS	73	B
18	Siska	74	B
19	Sherina Kusramadhani	68	C
20	Siti Masniah	66	C

21	Siti Suryani	77	B
22	Supianur	71	B
23	Tutu Sandra	72	B
24	Tirta Yoga Panun	73	B
25	Yuda Hadi Wibowo	74	B
26	Wahyutami Dewi	76	B
27	Wiwit Prasetya	72	B
28	Winie Rusanti	64	C

IAIN PALANGKARAYA

Appendix 3

Tabel of Students who Use Bilingual Mobile Dictionary

No	Student's code	Value	Range
1	Arfiana	79	B
2	Anggi Kristiana Wardana	80	A
3	Anggun Rizky Amelia	86	A
4	Abu Singwan Almadhani	76	B
5	Ayu Rizky	79	B
6	Bayu Fitria Pratama	68	C
7	Dyah Ayu Sekar A	68	C
8	Dijah Fatma	61	C
9	Dewi Jumiarti Ningsih	65	C
10	Desy Rachmiati	74	B
11	Fuyudhatul Husna	71	B
12	Hertaty	65	C
13	Ida Setiasi	69	C
14	IIR	74	B
15	Jenuari	73	B
16	Lisma Tiana	76	B
17	M. Hasir	62	B
18	Muhammad Abdurrhman	85	A
19	M. Ridwan Farid	77	B
20	Muhammad Yusuf	61	C

21	Niely Fawaidah Virgin	79	B
22	Nuriana Humairoh Amini	68	B
23	Nia Marliani	76	B
24	Nuning Melani Putri	73	B
25	Nur Maulinawati	68	C
26	Putri Nurjannah	75	B
27	Rena Apriana	85	A
28	Rina Alya Fitria	84	A
29	Ridha Alifa Yulianti	74	B
30	Risfa Nur Aisyah	71	B
31	Rika Soraya	65	C
32	Rizal Setiawan	70	B
33	Sulianur	65	B
34	Saiful Anwar	59	D

Appendix 4

Name :

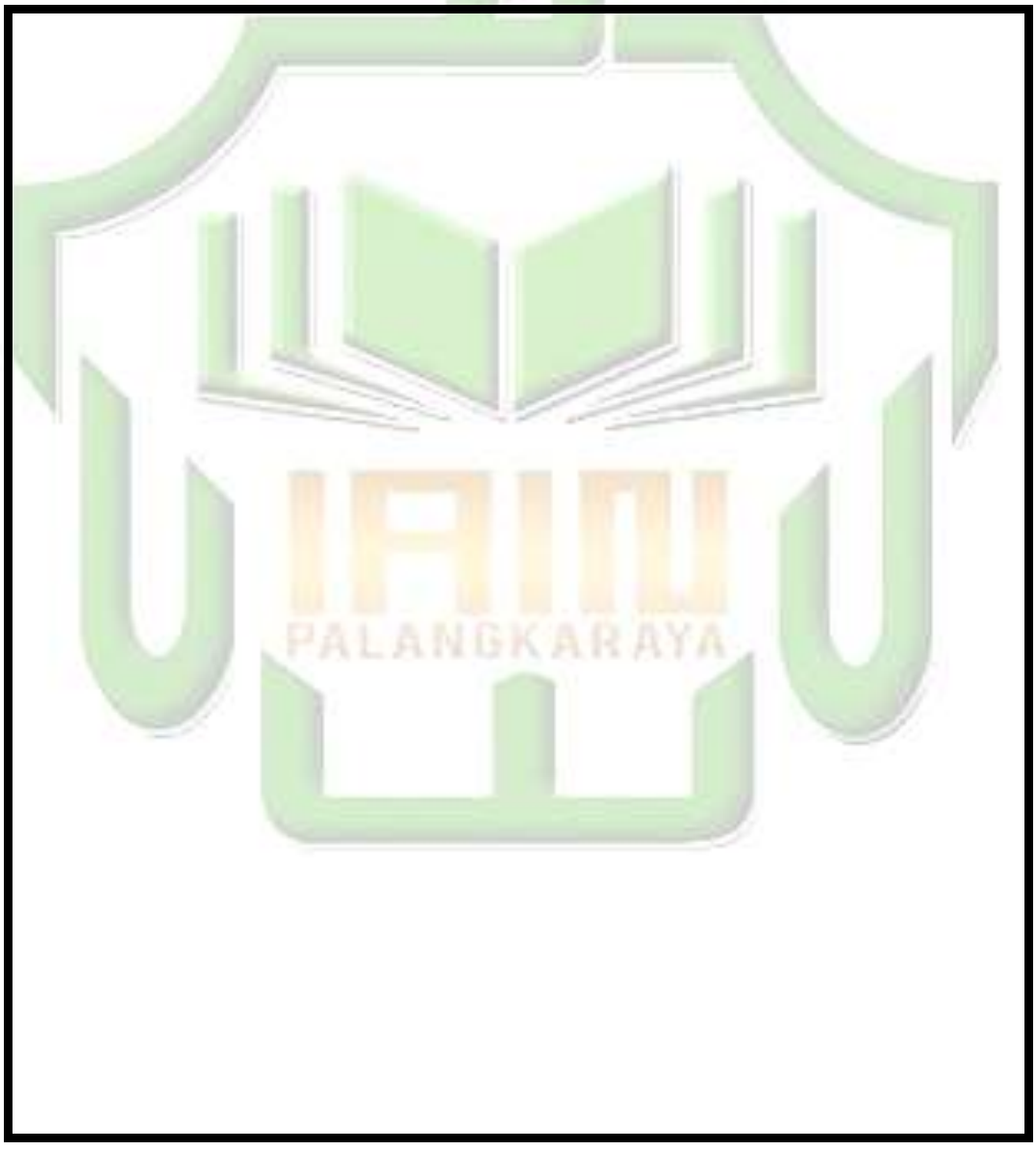
SRN :

Subject :

Class :

Date/Time :

Write a paragraph at least 100 words about your favorite TV channel!



Appendix 5

The Scoring of Writing Test

Component	Score	Level	Criteria
Content	30-27	Excellent tovery good	Very good in mastering he problem the content is very solid complete and comprehensivevery appropriate with the problem and title.
	26-22	Good to Average	Mastering the problem; the content is adequate; almost complete and comprehensive; appropriate with the problem and title, but it is less detail.
	21-17	Fair to poor	The problem mastery is limited the content is not adequate enough; less complete.
	16-13	Very poor	Does not master the problem; the content is not sufficient; not relevant with the title and problem; there is not enough material to evaluate.
Organization	20-18	Excellent to very good	Very harmonious; the main ideas are expressed and developed clearly, organized well, logical order; close relationship among parts (cohesive)

	17-14	Good toaverage	Less harmonious the main ideas are not organized well, less developed logical order but lesscomprehensive.
	13-10	Fair to poor	Not harmonious; the main ideas are not irregular; the sequence is less logically; the main ideas are less developed.
Language Use	25-22	Excellent to very good	Very effective in using simple and complex sentence; less errors in using grammar, sequence sentences, phrase and word form, preposition, etc
	21-18	Good to Average	Effective in using simple sentencessome difficulties in using complex sentencessome errors in using grammar, sequence sentences, phrase and word form, preposition.
	17-11	Fairto poor	Error and difficult in using simple and complex sentences; most errors in using grammar, sequence sentences, phrase and word form, preposition.
	10-5	Very poor	Almost not mastering the grammar full errors in grammar, cannot be understood; not enough material to evaluate.
Vocabulary	20-18	Excellent tovery good	Repertory of word is wide; the chosen and use of exact and effective word; mastery in word form and formation.
		Good	Repertory of word is enough; the chosen and use of words occasional not exactly, but the

	17-14	toaverage	meaning not obscured.
	13-10	Fair to poor	Repertory of words is limited; most errors in choosing words; the meaning is hazy and obscured.
	9-7	Very poor	Repertory of words are very limited until cannot communicate the meaning; less informative to evaluate.
Mechanics	5	Excellent tovery good	Demonstrate mastery of convesions, few errors of spelling, punctuations, capitalizations, paragraphing.
	4	Good toaverage	Occasional erors of spelling,capitalization, paragraphing and not obscured.
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, pargraphing, poor hand writing, meaning confused or obscured.
	2	Very poor	No mastery or convetions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

Appendix 6

Students' Answer Sheets

Name : ANGGUN RIKY AMELIA

SRN : 170112177

Subject : Paragraph Writing

Class : TB1 (A)

Date/Time : Thursday, 10 - 05 - 2018

Write a paragraph at least 100 words about your favorite TV channel!

Honestly, for now i rarely watch tv. But, if i'm having a chance to watch tv, i'm definitely looking for a Trans TV Channel. I really like the trans tv channel. Because there have a quality tv program. I like sciencefiction, and on the trans tv channel always shows fiction movies, and it makes me really love this channel. Usually a fiction movie will be aired during the night until midnight. Sometimes i can watch until late at night if the movie is very stressful. I don't really like the other channels. Because, sometimes they display programs that are less useful to watch. By watching a fiction movie, in addition to get a new vocabulary, also can know about the pronunciation of sentences in English. Sometimes other channels featuring tv programs that should not be watched by a child. Such as romance movies, romance issues, the most important thing about romance, it should be watched by an adult.

Name : Saiful Anuar

SRN : 170 112 1230

Subject : Paragraph Writing

Class : A

Date/Time : 10 mei 2018 / 7:30 – selesai/Finish

Write a paragraph at least 100 words about your favorite TV channel!

My favorite TV chanel is global TV, TransTV, and MNC TV. The reason is in these three tv channels there is tv show wich I like. In global tv channel have to broadcas ~~kartu~~ cartoon I like spongebob squerpant yellow box and pink star. They are friends and behave silly. Although the movie is playing ~~repeatedly~~ repeatedly but I am not bored, because of their silly behavior.

In transtv chanel have broadcas film actron my favorite. Fast furious its broadcas my favorite, because fast furious its cool and tense.

In mnc tv chanel ~~we~~ have to film cartoon upin ~~and~~ ipin. upin ~~and~~ ipin its twin boy funny, and Mail its actor my favorite in the cartoon, because he's good boy and cool.

English – Indonesia

Name : NIA MARLIAH

SRN : 1701121223

Subject : Paragraph Writing

Class : B

Date/Time : 14 may 2019 / 13.00

Write a paragraph at least 100 words about your favorite TV channel!

my Favorite TV channel or Programs tv is Hitam Putih. Hitam Putih is a Trans7 show speech event. The event was hosted by Indonesian mentalist Deddy Corbuzier. Each show presents inspirational themes that are brought in casually. Guest stars are often made helpless when given critical Deddy Corbuzier questions. In the early years, Deddy Corbuzier often slipped his distinctive magic acts on one segment of the show. But later Hitam Putih focus more on the theme and thoughts on the phenomenon raised in the episode that time. The spontaneous nature of Deddy often invited laughter and makes the show interesting. So, my Favorite tv channel is trans7.

Appendix 7

Documentation

Collecting the by giving a test on Thursday, May 10th 2018 to the students at IAIN Palangka Raya

Collecting the by giving a test on Friday, May 11th 2018 to the students at IAIN Palangka Raya

Collecting the by giving a test on Monday, May 14th 2018 to the students at IAIN Palangka Raya

Appendix 8

Research Decrees

BERITA ACARA
SELEKSI JUDUL SKRIPSI MAHASISWA
PRODI TBI JURUSAN PENDIDIKAN BAHASA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN PALANGKA RAYA 2016/2017

Pada hari ini Senin Tanggal 29 bulan Januari tahun 2018 Pukul 09:00 WIB, Tim Seleksi Judul Skripsi Mahasiswa Prodi Tadris Bahasa Inggris Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Semester: Ganjil/Genap*) Tahun Akademik 2017/2018 telah melaksanakan Seleksi Judul Skripsi atas nama:

Nama Mahasiswa : NORLATIFAH

NIM : 1401120992

Judul Proposal : The Effect of Monolingual and Bilingual Mobile Dictionary on the Students' Writing skill

Dinyatakan : Diterima/ Ditolak/ Direvisi*)

Palangka Raya, 29 Januari 2017

Penguji,

Lugman Bachiaji, S.S., M.Pd

NIP. 198008232011011005

Catatan :
Waktu revisi maksimal 1 minggu sejak sidang judul
Berita Acara, Catatan Hasil Seleksi Judul & Hasil revisi diserahkan Ke Panitia Seleksi Judul untuk menentukan Dosen Pembimbing Penulisan Skripsi.

CATATAN HASIL SELEKSI JUDUL

Nama Mahasiswa : NORLATIFAH
NIM : 1601209013
Judul Proposal : The Difference of Student' Writing Scores Between The One Who Uses Monolingual And Bilingual Smartphone Dictionaries

Penguji : Luqman Baehaqi, S.S, M.Pd
Catatan Hasil Seleksi Judul :

Change the title to be The effect of Monolingual and Bilingual Mobile Dictionary on Students' Writing Skill

Resear Design → ex post facto

Palangka Raya, 23 January 2017

Penguji,

LUQMAN BAEHAQI, S.S., M.Pd
NIP. 198008232011011005

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA
Jalan G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telp. 0536-3226356 Fax. 3222105 Email: iainpalangkaraya@kemenag.go.id,
Web: http://www.iain-palangkaraya.ac.id.

SURAT PENUNJUKAN PEMBIMBING SKRIPSI
Nomor: 23/In.22/III.1.B/PP.00.9/01/2018

Assalamu'alaikum Wr. Wb.

Berdasarkan surat dari Ketua Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa IAIN Palangka Raya tentang Usulan Penunjukan Dosen Pembimbing Skripsi Mahasiswa, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya menunjuk:

1. Nama : Luqman Bachaqi, S.S, M. Pd
   NIP : 19800823 201101 1005
   Pangkat/Golongan : Penata/ III c
   Jabatan : Lektor
   Sebagai : Pembimbing I

2. Nama : Zaitun Qamariah, M.Pd
   NIP : 19840519201503 2003
   Pangkat/Golongan : Penata Muda Tk. I/ III b
   Jabatan : Asisten Ahli
   Sebagai : Pembimbing II

untuk membimbing penulisan skripsi:

Nama : NORLATIFAH
NIM : 1401120992
Jurusan : Pendidikan Bahasa
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECT OF MONOLINGUAL AND BILINGAUAL MOBILE DICTIONARY ON STUDENTS' WRITING SKILL

Demikian surat penunjukan ini disampaikan agar dilaksanakan sebagaimana mestinya.
Wassalamu'alaikum Wr. Wb.

Palangka Raya, 31 Januari 2018
a.n. Dekan FTIK
Ketua Jurusan Pendidikan Bahasa

Saqli Erliana, M.Pd
NIP. 19801205200604 2003

Tembusan Yth:
1. Dekan FTIK;
2. Ketua Program Studi Pendidikan Bahasa Inggris;
3. Pembimbing I;
4. Pembimbing II;
5. Mahasiswa yang bersangkutan.

1

INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA
Jalan. G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : http://iain-palangkaraya.ac.id

BERITA ACARA
SEMINAR PROPOSAL SKRIPSI MAHASISWA

Pada hari ini Senin Tanggal 02 Bulan 04 tahun 2018
Pukul 15:10 s.d. 16:10 WIB, Tim Seminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Semester Ganjil/Genap*
Tahun Akademik 2016/2017, telah diseminarkan Proposal Skripsi atas nama:

Nama : Norlatifah
NIM : 1404 20992
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris (TBI)/Pendidikan Bahasa Arab (PBA)*
Dinyatakan : LULUS MENGULANG*
*Perbaikan proposal skripsi maksimal ..... hari, apabila perbaikan melebihi waktu yang ditentukan maka proposal skripsi akan diseminarkan kembali.

dengan Judul :
The Effect of Monolingual and Bilingual Mobile Dictionary on Students' writing Skill

Palangka Raya, 02 - 04 - 2018

Pembimbing I	Penguji Proposal
Luqman Bachari. S.S., M.Pd.	Sabarun. M.Pd.
NIP.	NIP.
Pembimbing II	**Notulen/Moderator**
Zartuh Jamoriah. M.Pd.	Avis Sugianto, M.Pd.
NIP.	NIP.

CATATAN HASIL SEMINAR

Nama : Nor latifah
NIM : 1401120992
Penguji Proposal : Sabarun, M Pd.
Pembimbing I : Luyman Bachaqi S.S. M.Pd.
Pembimbing II : Zailun Qamariah M.Pd.

NO	CATATAN PERBAIKAN SEMINAR PROPOSAL SKRIPSI
1)	add in the title where is the research doing
2)	Describe "How" these students use the monolingual and bilingual dictionary.
3.	give more related theory.
4.	Learn about what is expose facto method.
5.	

PalangkaRaya,..... 2017

Moderator,

Aris Suyiamto, M.Pd.
NIP

INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA
Jalan. G. Obos Kompleks Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : http://iain-palangkaraya.ac.id

SURAT KETERANGAN
76/In.22/III.1.B/PP.00.09/04/2018

Ketua Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya menerangkan bahwa:

Nama	:	Norlatifah
NIM	:	1401120992
Jurusan	:	Pendidikan Bahasa
Program Studi	:	Tadris Bahasa Inggris

Telah melaksanakan Seminar dan Perbaikan Proposal Skripsi dengan Judul :

The Effect of Monolingual and Bilingual Mobile Dictionary on Students' Writing Skill in English Education study Program at IAIN Palangka Raya.

Penguji Proposal	:	Sabarun, M.Pd
Pembimbing I	:	Luqman Baehaqi,S.S M.Pd
Pembimbing II	:	Zaitun Qamariah, M.Pd
Moderator	:	Aris Sugianto,M.Pd
Hari, Tanggal	:	Senin, 02/04/2018

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palangka Raya, 06 April 2018
Kajur Pendidikan Bahasa,

Santi Erliana, M.Pd
NIP. 19801205 200604 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan: G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : http//iain-palangkaraya.ac.id

SURAT IZIN PENELITIAN

Nomor: B-533 /In.22/III.1/PP.00.9/04/2018

Berdasarkan surat Saudari Norlatifah, Tanggal 12 April 2018 perihal Mohon Izin Penelitian, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya memberikan izin kepada:

Nama	:	**Norlatifah**
NIM	:	**1401120992**
Jurusan	:	**Pendidikan Bahasa**
Prodi	:	**Tadris Bahasa Inggris (TBI)**
Jenjang	:	**Strata 1 (S1)**

Untuk mengadakan penelitian pada:

Lokasi Penelitian	:	**Prodi TBI Jurusan Pend. Bahasa FTIK IAIN Palangka Raya**
Judul Skripsi	:	**The Effect of Monolingual and Bilingual Mobile Dictionary On Students' Writing Skill in English Education Study Program at IAIN Palangka Raya**
Waktu Penelitian	:	**Selama 2 (dua) bulan, terhitung sejak tanggal 17 April s.d. 17 Juni 2018**

Dengan Ketentuan :

1. Selama melaksanakan penelitian tidak mengganggu perkuliahan;
2. Setelah melaksanakan penelitian agar melaporkan hasilnya secara tertulis kepada Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya U.p. Ketua Jurusan Pendidikan Bahasa FTIK IAIN Palangka Raya untuk mendapatkan surat keterangan telah melaksanakan penelitian.

Demikian surat izin ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di Palangka Raya
Pada Tanggal 16 April 2018

Dekan FTIK,

Dr. Fahmi, M.Pd
NIP. 19610520 199903 1 003

Tembusan Yth.
1. Ketua Jurusan Pend. Bahasa;
2. Ketua Prodi TBI;
3. Kasubbag Mikwa dan Alumni FTIK.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan. G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
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Website : http//iain-palangkaraya.ac.id

SURAT KETERANGAN SELESAI PENELITIAN

Nomor: B-805 /In.22/III.I/PP.00.9/06/2018

Memperhatikan Surat izin penelitian nomor: B-533/In.22/III.1/PP.00.9/04/2018 dan berdasarkan surat permohonan saudari Norlatifah, maka Dekan Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Palangka Raya, dengan ini menerangkan bahwa:

Nama	:	Norlatifah
NIM	:	1401120992
Jurusan/Prodi	:	Pend. Bahasa / Tadris Bahasa Inggris (TBI)
Jenjang	:	Strata 1 / S1
Lokasi Penelitian	:	Prodi TBI Jurusan Pend. Bahasa FTIK IAIN Palangka Raya
Judul Skripsi	:	The Effect of Monolingual and Bilingual Mobile Dictionary On Students' Writing Skill in English Education Study Program of IAIN Palangka Raya

Mahasiswa tersebut telah dinyatakan selesai melaksanakan penelitian di Prodi TBI Jurusan Pend. Bahasa FTIK IAIN Palangka Raya selama 2 (Dua) bulan terhitung dari tanggal 17 April s.d 17 Juni 2018.

Demikian Surat Keterangan ini dibuat untuk diketahui dan digunakan sebagaimana mestinya.

Palangka Raya, 08 Juni 2018
Dekan,

Drs. Fahmi, M.Pd
NIP. 19610520 199903 1 003

INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA
Jalan G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telpon (0536) 3226356, Fax. 3222105, Email : isnpalangkaraya@kemenag.go.id
Website : http://iain-palangkaraya.ac.id

BERITA ACARA
HASIL UJIAN SKRIPSI/MUNAQASAH

Pada hari ini Jumat Tanggal 17 Bulan Juli tahun 2018
Pukul 11.00 s.d. 12.30 WIB. Tim Munaqasah Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Semester Ganjil/Genap*
Tahun Akademik 2017/2018
, telah melaksanakan Munaqasah Skripsi atas nama:

Nama : Nerlatifah
NIM : 1501120332
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris (TBI)/~~Pendidikan Bahasa Arab (PBA)~~*

dengan Judul :
The Effect of Monolingual and Bilingual Dictionary on Students' Writing Skill in English Education Study Program of IAIN Palangka Raya.

Dengan catatan hasil Munaqasah :

NO	CATATAN PERBAIKAN
1	check how to write well the references
2.	check how to write well the citation
3	~~a~~ references and citation ~~style~~ should use APA Style ~~the~~ Edition. (See JEFL).
4	Check chapter III. The Tense should be in past tense.
5	ex post facto : find out possible reasons why the result is "like that"

INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
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Telpon 0536-3226356, Fax. 3222105, Email : iainpalangkaraya@kemenag.go.id
Website : http://iain-palangkaraya.ac.id

NO	CATATAN PERBAIKAN
	Perbaikan Skripsi Maksimal 5 (Five) hari, apabila perbaikan melebihi waktu yang ditentukan maka Skripsi akan diujikan kembali.

TIM PENGUJI:

1. M. Zaini Miftah, M.Pd (Ketua Sidang/Penguji) (.....)
2. Sabarun, M.Pd (Penguji Utama) (.....)
3. Luqman Baehaqi, S.S., M.Pd (Penguji) (.....)
4. Aris Sugianto, M.Pd (Sekretaris/Penguji) (.....)

Keterangan:
*Coret yang tidak perlu

Appendix 9

CURRICULUM VITAE

1. Name	: Norlatifah
2. Place, Date of Birth	: Melati, 21 November 1996
3. Religion	: Islam
4. Nationality	: Indonesian
5. Marital Status	: Single
6. Address	: Jl. Pemuda Km 15,5 Desa Bunga Mawar Mekar Kecamatan Pulau Petak Kuala Kapuas
7. Email Address	: norlatifah1196@gmail.com
8. Phone	: 085849383108
9. Education Background	:
a. Elementary School	: MI Al-Mustajabah
b. Junior High School	: MTs Al-Mustajabah
c. Senior High School	: MA Khazanaturrahmah
d. University	: IAIN Palangka Raya
10. Organization Experience	:

a. LDK (Lembaga Dakwah Kampus)

b. English Comunity (E-Com)IAIN Palangka Raya

Palangka Raya, July 13th 2018

The Writer,

Norlatifah
NIM. 1401120992

IAIN
PALANGKARAYA