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

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Article Info	Abstract
	This research was a pre-experimental and this study used pre-test and post-test. The seventh-grade students of SMP Negeri 3 Bajeng were the population of this study, and the researchers used cluster random sampling to make samples. This study used 30 participants as the sample. The research tool was a vocabulary test with ten multiple-choice items. The analysis of the data reveals a difference between the pre-test and post-test groups of students. Before the treatment, the students' overall score was 45; after using the E-Dictionary, it increased to 75.33. Additionally, it was discovered from t-test analysis that students' overall vocabulary mastery totaled (14.37>2.045) which stated that the t-test value is greater than t-table. The alternative hypothesis (H1) is accepted while the null hypothesis (H0) is rejected, according to the research's conclusion. This proved that using the E-Dictionary to expand the students' vocabulary was effective. This is an open access article under the CC BY-SA license.

INTRODUCTION

Technical developments have created huge opportunities for English as a Foreign Language (EFL), notably in terms of students' vocabulary knowledge, with the introduction of mobile devices and applications in recent years. In reality, mobile language is definitely crucial for students to learn languages quickly and easily. (Thornton & Houser, 2005).

There is a widespread belief that Indonesia's EFL curriculum has evolved over time. In order to best promote the study of English and to respond to perceived requirements and demands at both the micro and macro levels, various approaches, methods and strategies have been proposed. (Hakim, Riswanto, &Rafiska, 2016).

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

Using a mobile device to acquire vocabulary has emerged as one of the most beneficial methods. A high level of English proficiency is required for all of the enormous advances in business, education, research, and technological advancements brought about by the arrival of new technologies, particularly the internet. Moreover, several institutions have mandated that teachers keep up with technology improvements in the teaching and learning process in order to implement the 2013 curriculum in the 21st century.

The main problem to be addressed in this study is whether students' vocabulary in studying English can be increased by using a media called an electronic dictionary. An electronic dictionary is a dictionary created to make it easier to translate foreign languages. The contents are in the form of an unlimited number of vocabularies, and can be adapted to the needs of students.

LITERATURE REVIEW

Fageeh (2014) with tittle "Effects of Using the Online Dictionary for Etymological Analysis on Vocabulary Development in EFL College Students". This study was designed to use an online dictionary to examine the effect of presenting a vocabulary analysis of a new vocabulary of linked words to students in an online environment. Comes with a thesaurus, encyclopedia, and internet features for skill development used to build vocabulary. This study confirmed the results in favor of new techniques for vocabulary learning. Using etymological analysis in conjunction with online dictionaries can help students learn new words more quickly and develop a positive outlook on vocabulary instruction. In light of the study background described in the literature review, the results are explained with respect to the hypothesis. Numerous pedagogical ramifications and suggestions for additional research are made in the study's conclusion. Park, (2006) with the title "EFL College Students' Perceptions toward The Use of Electronic Dictionaries". The results of this study show that specific instruction in using an electronic dictionary led to noticeable disparities among dictionary users. Students who have received instructions viewed the usefulness of the electronic dictionary more positively.

METHODS

This study used a quantitative research method with a pre-experimental class research as the research design. The researcher used pre-experimental class because the researcher wanted to measure the development of students' vocabulary enhancement by used an E-Dictionary as

a media. In this study, the researchers set one class as the class to given treatment, namely the VII A grade at SMP 3 Bajeng. where this class was given a pre-test and post-test in the form of a vocabulary (nouns) test to saw the results of the treatment given by the researcher.
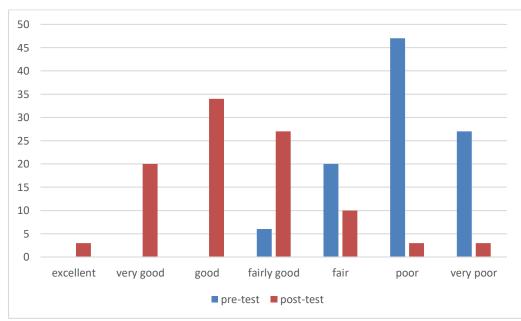
RESULT AND DISCUSSION

Result

This finding explains the result of the research such as students' score pre-test and post-test. The following table shows how the students' vocabulary has improved:

1. The enhancement of the students' noun vocabulary:

Indicator	Pre-test score	Post-test score	Improvement
Students' vocabulary (Noun)	45	75,33	67,4%

The data in the table above demonstrate the improvement in the students' vocabulary total mean scores. Their pre-test total mean score before receiving treatments was 45.3 percent, and their post-test total mean score was 75.3 percent. Thus, it can be said that the students' vocabulary increased by 67,4 percent.

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

Based on the graph above, which compares students' scores before and after using the e-dictionary, it can be seen that the pre-test scores of the students were as follows: 2 (6%) students received "Fairly Good," 6 (20%) students received "Fair," 14 (47%) students received "Poor," and 8 (27%) students received "Very Poor."

Although the post-test results indicate that only one student (or 3%) of the class received a "very poor" grade, 1 (3%) student got "poor",3 (10%) students got "fair", 8 (27%) students got "Fairly Good", 10 (34%) students received "Good", 6 (20%) students got "Very Good", and 1 (3%) student received "Excellent".

According to the justification provided, both the score and the percentage of students who completed the post-test in terms of vocabulary mastery were higher than those who completed the pre-test.

3. Hypothesis testing

Variable	t-test value	t-table
X_2-X_1	14.37	2.045

The final result indicates that the t-test score for the final score of students' vocabulary achievement was (14.37>2.045), which was based on the conclusion that the t-test value was greater than the t-table (T-Test>T-Table). This illustrates that the vocabulary of the students before and after using the E-Dictionary differs significantly. Additionally, it was stated that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

Discussion

The pre-test and post-test results of students in numerical form. The paired sample t-test was used by the researcher in data analysis. The outputs of the paired sample statistic revealed that the mean scores for the pre-test and post-test. The outcomes of the paired sample statistic revealed that the pre-test mean score was 45 and the post-test mean score was 75,33. It may be said that using E-Dictionary as a teaching media improved the students' command of vocabulary.

These finding is also in line with what was found by (Hakim M. A., 2018) The finding of the research shows that the electronic dictionary is effective to be used in teaching and learning English vocabulary. This is due to the ease of use, and the various facilities available in the electronic dictionary, including synonyms, antonyms, word pronunciation, and

practical examples that can help students acquire new English vocabulary more easily and more easily. to memorize them. Finally, they find it easier to answer all questions related to English vocabulary.

Another in line with what have been found by (Fageeh, 2014) This study confirms the results that support a new technique for vocabulary learning. The etymological analysis is supported by online dictionaries to improve vocabulary learning and encourage positive attitudes toward vocabulary education. The research results are explained in relation to the hypothesis by considering the research background presented in the literature review. The study concludes with many pedagogical implications and recommendations for further research.

As a conclusion, there is a difference between those two studies because the investigation was focused on vocabulary in terms of nouns. The findings of this study indicated that students' vocabulary in terms of nouns at seven SMP Negeri 3 Bajeng grades in the academic year 2021/2022 could be improved, and that students' scores after using an E-Dictionary as a media were higher than they had been before the student's received treatment.

In the pre-test for the content component, 2 students, or 6% of the class, were rated as fairly good, 6 students, or 20%, as fair, 14 students, or 47%, as poor, and 8 students, or 27%, as very poor. Whereas the post-test result, 1 student or 3% of the class, was rated as very poor, one student, or 3%, as poor, three students, or 10%, as fair, eight students, or 27%, as fairly good, ten students, or 34%, as good, six students, or 20%, as very good, and one student, or 3%, as excellent.

The mean score on the students' pre-test was 45, which was considered a poor score, and the post-test result was 75,33, which was considered an good score. It revealed that the pupils' post-test average was higher than their pre-test average. Between the pre-test and post-test, there was a 67,4% improvement in the students' vocabulary.

CONCLUSION

Based on the result of data analysis, the researcher found the use of E-Dictionary in the class, students' vocabulary in the VII A grade of SMP Negeri 3 Bajeng could be improved. The researcher used one class of pre-test and post-test results to assess the student data. The results

from the pre-test and post-test made up the data. This outcome demonstrated that the pupils' vocabulary improved as a result of the media.

It is possible that using E-Dictionary to teach vocabulary will help the students learn more words Since the students were compared before and after the treatment. Prior to receiving the treatment, the students' vocabulary was weak, but following the treatment, the students' vocabulary improved thanks to the use of E-Dictionary. It indicates that this medium was successful.

The final result indicates that the t-test score for the final score of students' vocabulary achievement was (14.37>2.045), which was based on the conclusion that the t-test value was greater than the t-table (T-Test>T-Table). This illustrates that the vocabulary of the students before and after using the E-Dictionary differs significantly. Additionally, it was stated that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

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