THE EFFECT OF BILINGUAL DICTIONARY USE ON THE STUDENTS' NARRATIVE WRITING

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Abstract

The objective of this study is to investigate the effect of bilingual dictionary use on the students' narrative writing. The method is true experimental method by conducting both pre-test and post-test. The instrument of this research was test. Two classes were chosen, they are class VIII B as the experimental group and class VIII C as the control group. The experimental group did the writing process by using bilingual dictionary, while the control group did the writing process without bilingual dictionary. The result showed that bilingual dictionary provided the significant different effect to the students' narrative writing results. Both the mean scores of the experimental group were higher than the control group and the t-values (t_0) were also higher than the t table (t_t) in level 0.05

Keywords: Bilingual dictionary, Narrative text, and Writing.

INTRODUCTION

Writing is a complex activity where the writers need to accustom themselves to discover the ideas and put them into standard written form to make the readers easier to understand the information of the text. The writers need to pay attention to their sentences to avoid error of information. Unfortunately, the learners' desire to learn writing is potentially decrease while nowadays all education institutions demand them to master the skill of writing (Muslim, 2014)

The students need to think the idea and aspects of good writing when they want to write the sentences. Moreover, the written form should be comprehended and accepted in order to emphasize that students use their skill related to grammatical structure, diction, usage, punctuation, spelling, layout and presentation (Ball, 2012). Besides that, the students face a lot of writing assignments while the form of every assignment is related to the course that they have (Bayley, 2006). Teachers should implant the students the meaning of writing in college and convince them that writing assignment will benefit them to be able to write (Crank, 2012).

Writing tends to be the best of the productive skill choice for students to acquire related to its important role in language. That belief happened to the school that the school demands students to have better achievement in writing (Nasir, Naqvi, & Bhamani, 2013). Besides that, writing becomes one several ways to evaluate an assessment even for different fields.

The role of writing as an assessment tool in teaching and learning is very important to be considered. Muslim (2014) claims that writing is a prominent factor that can determine whether the students are in the higher or lower level. Thus, the basics of good writing should be taught and practiced from the early years of learning.

There are many kinds of text including narrative text. Narrative text is focused on the specific participants. The social function is to tell stories or past events and to entertain the readers. It can be in the form of imaginary and factual events including fairy tale, mystery, science fiction,

fable, myth, and legend. Besides that, the basic purpose of the narrative text is to gain, to entertain, and to hold the readers' interest.

Bilingual dictionary often helps the students' problems in writing. Moreover, in perspective of media in teaching learning process, a dictionary is considered as a media to help the learners in setting and arranging language properly and particularly in teaching learning process. In addition, it is considered as a media that helps the students in understanding the language a complete dictionary is used not only for translating word meaning but also supplying them with a complete component of the words (El-Sayed, 2013).

Elola, García, & Winfrey (2008) stated that the dictionary use and dictionary-using-skill by students have positive effect in writing. Especially both when the students were making vocabulary choices in their L2 writing and when the students faced difficulties in searching new vocabulary, a dictionary always helped the students to find their words. In addition, Rohani & Khosravi (2011) in their research also found that, using bilingual dictionary made a significant difference in test takers' L2 writing performance. The EFL participants' performances also perform better when they used bilingual dictionary.

Besides that, Kaneta (2012) also investigated the use of dictionary to the students' writing. He found that when the subjects didn't know the equivalent word of *mukizu* that means *not injured* in English, then the subjects decided to use his bilingual dictionary. The subjects found many words like *unhurt, uninjured, and unwounded* as candidates of their words. At the same time the subjects also corrected the verb inflection like changing the word *breake* to *broken* and the local corrections were successfully revised in the second draft by using their bilingual dictionary. They were also relatively successful in extending their L2 lexical knowledge by using dictionary.

METHOD

A quantitative approach were used in conducting this research. The purpose of quantitative approach was to measure the students' writing ability by using bilingual dictionary. The method of this research is experimental method. Latief (2012) stated that independent and dependent variable are measured in experimental research. The measurements are taken from manipulated and control group which will have different treatments, different effects, and different results.

The variables of this research are dependent variable and Independent variable where the dependent variable is narrative writing and the independent variable is bilingual dictionary.

The population of this research was the second grade students of SMPN 13 Malang consisted of nine classes. After determined the sample randomly, the researcher chose two classes then divided the classes into 2 groups which consisted of 62 students. Class VIII B as the experimental group and VIII C as the control group. Then the researcher tested the hypothesis at .05 level of significant.

The instrument of this research was test. The writing papers and the writing scoring rubric were used to collect the data and to score the students' narrative writing. The researcher administered pre-test and post-test to both groups. Both in the pre-test and post-test, the control group was asked to write the narrative text without bilingual dictionary, while the experimental group was asked to write the narrative text by using bilingual dictionary. Before conducting the test, the researcher divided the writing paper to all students and informed them the time duration to finish their narrative writing. Then the students should submit their papers to the researcher. Some treatments were done by the researcher before administering the post-test to see the progress of bilingual dictionary use to the students' narrative writing.

FINDINGS AND DISCUSSION

This research "is there any statistically different effect of bilingual dictionary use on the students' narrative writing?"

Based on the students' narrative writing results, the researcher analyzed the data by using independent t-test. The researcher tested both the alternative hypothesis and null hypotheses to investigate whether the alternative hypothesis is accepted. The results showed that the t value of Pre-test was 1.951 and t value of Post-test was 2.679, while the degree of freedom (df) is 62. Based on the critical of the table significance in level .05, the df of 62 is 60, then the t critical value is 1.671. It means that the t values of both tests were higher than the t critical value of the table significance in level .05. Thus, there is statistically significant difference between students' narrative writing results of experimental group and control group. Therefore, the alternative hypothesis is accepted.

Based on the test results, it showed that after teaching the students by using bilingual dictionary as a technique, it provided a significance difference between both groups. Bilingual dictionary also improved the students' ability in writing the narrative text. It can be seen from the average scores of experimental group on the pre-test was 64.19 and on the post-test was 74.83, those results were higher than the control group on the pre-test was 53.84 and on the post-test was 65.48. The results were also proven by the t-test formula. Bilingual dictionary could help the students to find new vocabulary to be put to their sentences.

CONCLUSIONS

The analysis showed that there is a significant difference between the students' writing results. The mean scores of both pre-test and post-test of the experimental group were higher than the control group. The t values of both pre-test and post-test of experimental group were higher than t critical in level .05. Thus there was a significant difference between the writing results of experimental group and control group. Therefore, the alternative is accepted, while the null hypothesis is rejected. By using bilingual dictionary, the activeness of the students were also increased and they were easier to overcome the problems of their writing.

APPENDIX
Table 1. Pre-Test Result

Students	B Class (X)	C Class (Y)	X^2	Y^2
1	80	85	6400	7225
2	60	75	3600	5625
3	75	65	5625	4225
4	75	45	5625	2025
5	65	75	4225	5625
6	50	45	2500	2025
7	75	90	5625	8100
8	60	35	3600	1225
9	80	35	6400	1225
10	75	45	5625	2025
11	75	40	5625	1600
12	55	85	3025	7225
13	45	85	2025	7225
14	45	40	2025	1600
15	75	50	5625	2500
16	60	55	3600	3025
17	50	70	2500	4900
18	50	85	2500	7225
19	70	50	4900	2500
20	45	40	2025	1600
21	90	55	8100	3025
22	80	45	6400	2025
23	60	45	3600	2025
24	80	75	6400	5625
25	55	55	3025	3025
26	65	95	4225	9025
27	50	50	2500	2500
28	75	55	5625	3025
29	50	45	2500	2025
30	55	40	3025	1600
31	65	55	4225	3025
SUM	1.990	1.810	132.700	115.650

Table 2. Post-Test Result

Students	B Class (X)	C Class (Y)	X^2	Y^2
1	80	90	6400	8100
2	80	65	6400	4225
3	80	90	6400	8100
4	80	50	6400	2500
5	70	80	4900	6400
6	65	45	4225	2025
7	80	90	6400	8100
8	80	50	6400	2500
9	85	45	7225	2025
10	80	75	6400	5625
11	75	60	5625	3600
12	80	70	6400	4900
13	50	90	2500	8100
14	55	50	3025	2500
15	80	55	6400	3025
16	80	55	6400	3025
17	85	65	7225	4225
18	70	80	4900	6400
19	85	90	7225	8100
20	65	45	4225	2025
21	85	60	7225	3600
22	80	50	6400	2500
23	70	75	4900	5625
24	85	90	7225	8100
25	50	65	2500	4225
26	90	55	8100	3025
27	75	70	5625	4900
28	65	60	4225	3600
29	65	30	4225	900
30	70	70	4900	4900
31	80	65	6400	4225
SUM	2.320	2.030	176.800	141.100

Pre-Test
Find the mean of (X_1) and (X_2)

$$\overline{X}_1 = \frac{\Sigma x_1}{n_1} = \frac{2.060}{31} = 66,4516129032$$

$$X_2 = \frac{\Sigma x_2}{n_2} = \frac{1.810}{31} = 58.387096774$$

Find the variance of Group 1 $(s_1{}^2)$ and 2 $(s_2{}^2)$

$$S_1{}^2 = \frac{\Sigma x_1{}^2}{n_1} - x_1{}^2$$

$$= \frac{142.800}{31} - 66,4516129032^2$$

$$= 4.606,4516129 - 4.415,81685744$$

$$= 190,63475546$$

$$S_2{}^2 = \frac{\Sigma x_2{}^2}{n_2} - x_2{}^2$$

$$= \frac{115.650}{31} - 58.387096774^2$$

$$= 3.730,6451613 - 3.409,0530697$$

$$= 321,5920916$$

Find the standard Error $(SD_{\overline{x}})$

$$SD_{\overline{x}} = \sqrt{\frac{n_1 s_1{}^2 + n_2 s_2{}^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

$$= \sqrt{\frac{31 \times 190,63475546 + 31 \times 321,5920916}{31+31-2}\left(\frac{1}{31} + \frac{1}{31}\right)}$$

$$= \sqrt{\frac{5.909,67741926 + 9.969,3548396}{62-2}\left(\frac{2}{31}\right)}$$

$$= \sqrt{\frac{15.879,0322589}{60}\left(\frac{2}{31}\right)}$$

$$= \sqrt{264,650537648}\,\frac{2}{31} = \sqrt{\frac{529,301075296}{31}}$$

$$= \sqrt{17,0742282354}$$

$$SD_{\overline{x}} = 4,132097316787203$$

Compute the observed t-value

$$t = \frac{\overline{X}_1 - \overline{X}_2}{SD_{\overline{x}}} = \frac{66,4516129032 - 58,387096774}{4,132097316787203}$$

$$= \frac{8,0845161292}{4,132097316787203}$$

$$t = 1,95167623387$$

Post-Test
Find the mean of (X_1) and (X_2)

$$x_1 = \frac{\Sigma x_1}{n_1} = \frac{2.320}{31} = 74,83870967741935$$

$$x_2 = \frac{\Sigma x_2}{n_2} = \frac{2.030}{31} = 65,48387096774194$$

Find the variance of Group 1 $(s_1{}^2)$ and 2 $(s_2{}^2)$

$$S_1{}^2 = \frac{\Sigma x_1{}^2}{n_1} - x_1{}^2$$

$$= \frac{176.800}{31} - 74,838709677^2$$

$$= 5.703,2258065 - 74,838709677^2$$

$$= 5.703,2258065 - 5.600,8324461$$

$$= 102,3933404$$

$$S_2{}^2 = \frac{\Sigma x_2{}^2}{n_2} - x_2{}^2 = \frac{141.100}{31} - 65,483870968^2$$

$$= 4.551,6129032 - 65,483870968^2$$

$$= 4.551,6129032 - 4.288,137357$$

$$= 263,4755462$$

Find the standard Error (SD_X)

$$SD_X = \sqrt{\frac{n_1 s_1{}^2 + n_2 s_2{}^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

$$= \sqrt{\frac{31 \times 102,3933404 + 31 \times 263,4755462}{31+31-2}\left(\frac{1}{31} + \frac{1}{31}\right)}$$

$$= \sqrt{\frac{3.174,1935524 + 8.167,7419322}{62-2}\left(\frac{2}{31}\right)}$$

$$= \sqrt{\frac{11.341,935485}{60}\left(\frac{2}{31}\right)} = \sqrt{189,03225808} + \frac{2}{31}$$

$$= \sqrt{\frac{378,04651616}{31}} = \sqrt{12,195629554}$$

$$SD_X = 3,4922241557$$

Compute the observed t-value

$$t = \frac{x_1 - x_2}{SD_X}$$

$$= \frac{74,838709677 - 65,483870968}{3,4922241557}$$

$$= \frac{9,354838709}{3,4922241557}$$

$$t = 2,6787623852$$

Figure 1. Pre-Test and Post-Test Computation

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