

THE INFLUENCE OF ONLINE AND MANUAL DICTIONARY USE, AND INITIAL SKILLS ON ENGLISH LEARNING OUTCOMES OF XITH CLASS STUDENTS SMA NEGERI 1 KAWEDANAN MAGETAN DISTRICT

Masning Suaidah, Ahmad Noor Fatirul, Djoko Adi Waluyo

SMAN 1 Kawedanan, Universitas PGRI Adi Buana, Universitas PGRI

Adi Buana Email: masning.suaidah@gmail.com

Abstract

In practice, almost all students experience problems in learning of all English skills. In order for the problems that arise to be an option, one factor that needs to be considered is the use of media in the form of dictionaries, both online dictionaries and manual dictionaries as well as measuring students' initial abilities, in order to improve learning results. The aims of this study are: 1) To determine the effect of using online dictionaries and manual dictionaries and initial abilities on English learning outcomes, 2) To determine the differences in English learning outcomes for class XI students between students who have high initial abilities and students who have low initial abilities, 3) To determine the interaction between dictionary use and initial abilities on English learning outcomes. This study used an experimental design method. The samples in this study were 120 students of XI class at SMA Negeri 1. Data collection method that used was test. Data analysis in this study used a two-way Anava test. The results showed that the use of dictionaries and initial skills proved to have an influence on the results of learning English in XI class students of SMA Negeri 1 Kawedanan Magetan. The suggestion from this research is that students are expected to be able to improve their ability in English lessons, especially in understanding a text through the use of dictionary so that it can improve students' skills in English and provide good learning outcomes.

Keywords: Online Dictionary, Manual Dictionary, Initial Abilities, Learning Result

INTRODUCTION

Education can be realized through learning which is the overall process of education for each person which includes a person's knowledge, skills and attitudes. A person is said to be learning if it is assumed that there is a process of change in attitudes and behavior in him. These changes are usually gradual and take a long time. How fast or slow a student's learning process is is influenced by the student's own abilities. If students have high abilities, the learning process will be easier and faster, but vice versa, if students' abilities are low, the learning process will tend to be difficult and slow. Apart from the ability of the student's learning process, it is also influenced by the learning methods delivered.

The learning outcomes achieved by a student are the result of interactions between various factors that influence them. Both within oneself (internal factors) and from outside (external factors). Recognizing the factors that influence learning outcomes is very important in order to help students achieve the best learning outcomes. Several factors that influence student learning outcomes include abilities, methods and use of media applied in class. These several factors play a major role in determining maximum

student learning outcomes. If we can know students' abilities, it will make it easier for us in the learning process. Because that way it will be easier for us to direct the abilities that students already have. So a teacher does not need to force certain fields on students and students can choose certain fields according to their abilities. That way the learning process can run smoothly and the learning objectives will be achieved.

One of the factors that influences student learning outcomes is initial ability. This ability is a determining factor in the success of learning English. It is important for teachers to know students' initial abilities before starting learning, because in this way teachers can find out whether students have the prerequisite knowledge to take part in learning and to what extent students already know what material will be presented (Lestari, 2017). By knowing these two things, teachers can design learning well. This is in accordance with Ausubel's theory which states that the learning process will run well if the learning material or new information can adapt to the cognitive structure that a person already has (Lestari & Yudhanegara, 2015).

Once we know the initial abilities that students have, it will make it easier to design and solve the problems they face. In this case, the tendency is that there are difficulties in understanding reading in English, so that students are reluctant to participate in learning. This means that the right approach is needed to solve the problem. According to National Department of Education and Culture (2014), the scope of English subjects includes language skills, namely listening, speaking, reading and writing. However, in practice, almost all students experience problems in learning all English language skills. The most common problems in learning reading skills or understanding reading, problems include problems in finding the main idea of the reading, problems in finding implicit and explicit information, and problems related to the topic and length of the reading. So that problems that arise in learning all English language skills, especially reading skills, are resolved, one factor that needs to be considered is the use of media in the form of dictionaries, both online dictionaries and manual dictionaries. So student learning outcomes need to be linked to this.

Likewise with student learning outcomes, of course there are many factors that dominate. The success of education in general and the success of learning in particular can be seen from the quality of the students themselves. One benchmark is the student's learning process. Efforts to improve the quality of learning can actually be known through information regarding the success of teachers and students in interacting to achieve predetermined learning goals, while the learning process is the main activity, so student success depends on the learning process itself.

The English dictionary has been the focus of much research in trying to determine its role in English language learning. The English dictionary is not only the main reference in finding English words that match the student's native language, but also provides a lot of information, including English pronunciation, English context, and general grammatical knowledge of certain words. What is of concern is how students in learning English can utilize this important function of an English dictionary. Preference for certain types of dictionaries, frequency of use, familiarity or knowledge of dictionary parts and abbreviations, reasons for use, difficulties in using them, and the influence of using dictionaries on students' vocabulary mastery are some of the issues that need to be studied and identified in order to obtain maximum benefits from using language dictionaries.

METHOD

This research uses an experimental design method by giving different treatments to two sample groups, making them homogeneous. Where there will be two groups, namely the control group and the experimental group. At the end of the lesson or after treatment, each group, both the control and experimental groups, received a test to determine their English learning outcomes. The population in this study were class XI students at SMA Negeri 1 Kawedanan, Magetan district. While, the sample in this study was 120 students (4 classes). Data collecting methods in this research were questionnaire and test. From the collection of test results for each group, they were then analyzed using 2-way Anova.

RESULTS AND DISCUSSIONS

Results

1. Frequency Distribution Results

a. Dictionary Use

An overview of the Dictionary Use variable can be seen in the following table:

Table 1. Frequency Distribution of Dictionary Use Variables

Dictionary Use	Frequency	Percentage(%)
Manual Dictionary	60	50,0
Online Dictionary	60	50,0
Total	120	100

Based on the frequency distribution, it is known that out of 120 respondents, they were divided into two groups, which are the Manual Dictionary group with 60 respondents (50.0%) and the Online Dictionary group with 60 respondents (50.0%).

b. Initial Ability

An overview of the Initial Ability variable can be seen in the following table:

Table 2. Frequency Distribution of Initial Ability

Initial Ability	Manual Dictionary		Online Dictionary	
	Frequency	Percentage(%)	Frequency	Percentage(%)
Low	30	50,0	29	48,3
High	30	50,0	31	51,7
Total	60	100	60	100

Based on the frequency distribution, it is known that out of 120 respondents, 60 people in the manual dictionary group had low initial abilities, 30 respondents (50.0%). Meanwhile, in the online dictionary group, of the 60 respondents, the majority had high initial abilities, 31 respondents (51.7%) had high initial abilities, while 29 respondents (48.3%) had low initial abilities.

c. Learning Outcome

An overview of the Learning Outcome variables can be seen in the following table:

Table 3. Frequency Distribution of Learning Outcome

Learning Outcome	Manual Dictionary		Online Dictionary	
	Frequency	Percentage(%)	Frequency	Percentage(%)
Low	5	8,3	4	6,6

High	55	91,7	56	93,4
Total	60	100	60	100

Based on the frequency distribution, it is known that out of 120 respondents, the majority manual dictionary group had high learning outcomes, 55 respondents (91.7%) and 5 respondents (8.3%) had low learning outcomes. The majority of the online dictionary group had high learning outcomes as many as 56 respondents (93.4%) and low learning outcomes as many as 4 respondents (6.6%).

2. Hypothesis Test

To test the hypothesis, researchers used Anova analysis Two lanes. Calculation results of Two Way Anova analysis using SPSS 25.0 for Windows as follows:

Table 4. Hypothesis Test Results Using Two Way Anova

Tests of Between-Subjects Effects						
Dependent Variable: Hasil_Belajar						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Corrected Model	.862 ^a	3	.287	4.014	.009	
Intercept	439.928	1	439.928	6144.987	.000	
Dictionary_Use	3290.476	1	1645.238	7.953	.003	
Initial_Ability	12.862	1	12.862	12.038	.001	
Dictionary_Use * Initial_Ability	3290.476	1	1645.238	7.953	.003	
Error	8.305	116	.172			
Total	450.000	120				
Corrected Total	9.167	119				

a. R Squared = .704 (Adjusted R Squared = .671)

Based on Table 3 it can be concluded as follows:

- Corrected Model:** The influence of all independent variables (Dictionary Use, Initial Ability, and Interaction Dictionary Use) with Initial Interaction or "Dictionary Use*Initial Ability together on the dependent variable (Learning Outcomes). If Significance (Sig.) < 0.05 = Significant. Based on Table 3 Significance (Sig.) of the Corrected Model shows 0.009 means the model is valid.
- Intercept:** The value of the dependent variable changes without need influenced by the presence of independent variables, meaning without any the influence of the independent variable, the dependent variable can change value. If Significance (Sig.) < 0.05 = Significant. Based on Table 3 Significance (Sig.) of the Intercept showing 0.000 means the Intercept is significant.
- Error:** The model error value, the smaller the model, the better it is.
- R Squared:** Multiple determination values of all independent variables with dependencies. Based on Table, R Squared shows 0.704, which is close to 1, means a strong influence.

Discussion

The Dictionary Use and Initial Ability Have an Influence on English Learning Outcomes for Class XI Students of SMA Negeri 1 Kawedanan, Magetan district

The Fcount value = 7.953 with a significance (Sig.) of 0.03. where the significance value is <0.05 , so it can be concluded that H_0 is rejected and H_1 is accepted, meaning that there is an influence of dictionary use and initial ability on English learning outcomes for class XI students at SMA Negeri 1 Kawedanan, Magetan Regency. This is because in learning English the ability to understand the meaning of vocabulary is one of the keys to success in obtaining high learning outcomes.

According to Sardiman and Rahardjo in Ridho (2021), learning outcome is an agreed mastery process to assess student success. There are two types of factors that influence learning outcomes: (1) individual factors such as maturity, intelligence, motivation, and personal factors; and (2) social factors such as teachers, family, and educational media. In this research, the use of manual dictionaries and online dictionaries as learning media helps students to understand English vocabulary so that it can improve student learning outcomes. This is supported by research by Fadly et al. (2020), regarding student dictionaries as a medium for learning English vocabulary. This research states that by using a student dictionary, it becomes a tool or communicative learning medium to arouse students' interest and motivation and increase vocabulary mastery so that it can improve student learning outcomes.

Apart from using a dictionary, students' initial ability can have an influence on learning outcome. It is important for teachers to know students' initial ability before starting to learn, because in this way teachers can find out whether students have the prerequisite knowledge to take part in learning and to what extent students know what material will be presented (Hasanuddin, 2020). By knowing these two things, teachers can design learning well. Initial ability is the cognitive capacities that a person acquires from previous learning to the new learning process. According to Astuti (2015), student's initial ability in the teaching and learning process is very necessary, especially to equip students to study higher level material. Students who have higher initial ability will easily understand the subject matter presented by the teacher and will likely get better learning outcomes.

There is a Difference in English Learning Outcomes for Class XI Students Between Students Who Have High Initial Abilities and Students Who Have Low Initial Abilities at SMA Negeri 1 Kawedanan, Magetan District.

Fcount value = 12,038 with a significance (Sig.) of 0.01 where the significance value is <0.05 , so it can be concluded that H_0 is rejected and H_1 is accepted, meaning that there is a difference in English learning outcomes for class XI students between students who have high initial abilities and students who have low initial abilities at SMA Negeri 1 Kawedanan, Magetan Regency. A person's ability to learn includes how learning should be done, what is known and what is not yet known as well as evaluating what is planned. Students who have high initial ability certainly have better theoretical provisions compared to students who have low initial ability (Hanun, 2021). Therefore, it is necessary for a teacher to know students' initial abilities in order to provide the best form in improving student learning outcomes.

Learning is the core and main activity in education. Education can be realized through learning which is the overall process of education for each person which includes a person's knowledge, skills, habits and attitudes (Pioke dkk., 2022). How fast or slow a student's learning outcomes are, one of which is related to the student's initial

abilities. If students have high initial abilities, their learning outcomes will be easier and faster, but in the other hand, if students' initial abilities are low, their learning outcomes will tend to be slow and take a long time so that their learning outcomes will be less than optimal.

According to Kariman dan Mulia (2021), their research shows that the English learning outcomes of students who have high initial abilities are better than the learning outcomes of students who have low initial abilities. This is possible because the initial knowledge that students have is very useful as knowledge capital for them and psychologically students who have high initial abilities are better prepared so that it is easier to absorb the material presented next.

Initial abilities are the basis for selecting optimal learning strategies. This happens because initial abilities can increase the meaningfulness of teaching, which in turn facilitates the internal processes that take place within students when learning. This situation shows that initial ability is an aspect that cannot be ignored in the learning process (Djamaluddin dan Wardana, 2019).

Apart from that, according to Son' Any (2019) in his research, this initial ability is a cognitive state/ability that at least includes the type of knowledge, skills and competencies that students already possess before starting a new lesson as a prerequisite for achieving learning instructional goals. The initial abilities of students in this research are the cognitive abilities that students already have before learning begins. The initial knowledge possessed before the teaching and learning process influences students' abilities, if there is relevance between knowledge and new material which is a prerequisite for learning new material.

There is an Interaction Between the Dictionary Use and Initial Ability on English Learning Outcomes for Class XI Students at SMA Negeri 1 Kawedanan, Magetan district.

Fcount value = 7.953 with Significance (Sig.) 0.03. where the significance value is <0.05 , so it can be concluded that H_0 is rejected and H_1 is accepted, meaning that there is an interaction between the use of a dictionary and initial ability on English learning outcomes for class XI students at SMA Negeri 1 Kawedanan, Magetan Regency. For foreign language learners, dictionaries are the most effective learning support tool for getting to know new vocabulary or for knowing some vocabulary that we don't know the meaning of and how to pronounce it correctly.

According to Manurung dan Sianipar (2022), learning outcomes are influenced by internal and external factors. These internal factors are psychological factors and physiological factors. Psychological factors include intelligence (IQ), attention, interests, talents, motives, motivation, cognitive and reasoning power of students. Meanwhile, physiological factors are physical conditions when receiving lessons. The external factors that influence learning outcomes are environmental, social and instrumental factors, such as temperature and classroom conditions, curriculum, facilities and teachers. The use of a dictionary is an instrumental factor in the form of learning media support so that students can master vocabulary in English.

Along with advances in technology, now dictionaries can be accessed via gadgets and we no longer need to carry printed dictionaries that are quite thick. This causes the use of printed dictionaries to be displaced by the existence of digital dictionaries. With a dictionary digitally, most people are becoming more interested in learning foreign languages, because access is increasingly easy, interesting and complete (Fourtuna dan Intan Fitri Aulia, 2019).

The use of an English dictionary and students' initial abilities both have an important role in improving student learning outcomes in English subjects. According to Sadieda et. al. (2020) in their research said that with a dictionary, students can find the meaning and function of words because the dictionary will make it easier for students to find solutions to their problems. Students often have deficiencies in terms of vocabulary, so with a dictionary, they can know the meaning and function of vocabulary. Once they know about its meaning and function, they can use it in daily activities and their English learning outcomes can improve. Furthermore, research by Tanaiyo dkk. (2020) added that students who have high initial abilities can compile and develop their own knowledge in high-level or complex thinking processes. In this way, students who have high initial abilities are able to further develop their knowledge, and can explain situations and ideas in writing based on problems.

CONCLUSION

Students' English learning outcomes show an improvement after students receive the learning method of using a dictionary. In addition, students who have high initial abilities have better learning outcomes. This shows that the use of a dictionary and initial abilities have an influence on English learning outcomes for class XI students at SMA Negeri 1 Kawedanan, Magetan Regency. Students who have high initial abilities show better learning outcomes than students who have low initial abilities in learning English. This shows the difference in English learning outcomes for class XI students between students who have high initial abilities and students who have low initial abilities at SMA Negeri 1 Kawedanan, Magetan Regency. Students who have high initial abilities show better learning outcomes than students who have low initial abilities in learning English. This shows the difference in English learning outcomes for class XI students between students who have high initial abilities and students who have low initial abilities at SMA Negeri 1 Kawedanan, Magetan Regency.

From this research, teachers are expected to increase their insight, knowledge and creativity in improving the quality of student education and as material for developing learning media through the use of dictionaries.

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