



THE USE U-DICTIONARY AS A LEARNING MEDIA TO INCREASE THE STUDENTS' VOCABULARY IN TEACHING SPEAKING

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Abstract

The students of SMA Negeri 1 Sei Kepayang Kiri have low motivation in speaking English whether during the English learning proses or speaking in public. Therefore, the researcher conducted a study in which the researchers apply the use of U-Dictionary as a learning media to increase the students' vocabulary in teaching speaking. U- Dictionary is one of English offline dictionary that can be downloaded by every student in every grade. It can be found at playstore, one of application in android phone. It is easy to use either to increase the vocabulary or to improve the ability in pronouncing English word because U- Dictionary not only provides the meaning of a word but also giving the spell of a word. With U-Dictionary, Everyone not only can translate words and short phrases, but also practice the skills in any language. U- Dictionary can be used as an effective learning media to increase the students' vocabulary. From the main tab, everyone can quickly access short tests and mini games to practice any language wanted. By using U- Dictionary as a learning media in teaching speaking particularly increasing the vocabulary, the students' vocabulary has increased significantly. During the research, the students got many vocabulary at least one hundred new words based on the category; noun, adjective, verb and adverb.

Keywords: U Dictionary – Vocabularies - Speaking

I. INTRODUCTION

The lack of speaking competence is influenced by several factors. The first factor is low motivation. The students have low motivation and tend to be passive in English learning process. But, there are also some reasons why the students have low motivation in learning English. Firstly, the use of ancient methods used by the teachers makes English becomes boring. The students are not active, they becomes listener during the learning process. Moreover, the English teachers haven't used the modern media in teaching process which can motivate the students to

learn English actively. Secondly, the students are not confidence in speaking English. There is a shame if a student speaks and makes a mistake. It is one of the bad students' bad habits. If one of their friends makes a mistake in speaking English, others will laugh at him. And thirdly, lack of vocabulary. It is considered as the important factor which influences someone's English competence in speaking. Having more vocabulary means that a student knows more words. Meanwhile, a word can be built to be a phrase and a phrase can be built to be a sentence. And a sentence can be improved to be more



sentences. So, if a student has mastered more vocabulary, the student is able to speak English actively and to be more confidence in speaking English.

The students of SMA Negeri 1 Sei Kepayang Kiri have low motivation in speaking English whether during the English learning proses or speaking in public. Therefore, the researcher will conduct a study in which the researcher will apply the use of U-Dictionary as a learning media to increase the students' vocabulary in teaching speaking. In this study, the eleventh grade students of SMA Negeri 1 Sei Kepayang will become the subject of this study.

Problems of the Study

The problems of the study are formulated as the following:

1. How to use U-Dictionary as a learning media to increase the students' vocabulary in teaching speaking?
2. How can the use of U-Dictionary as a learning media increase the students' vocabulary in speaking English?

Hypothesis

Based on the problems of the research, the hypothesis of the research is stated as the followings:

1. The English teacher of SMA Negeri 1 Sei Kepayang has not used the U-Dictionary as a learning media to increase the students' vocabulary in teaching speaking.
2. The use of U-Dictionary as a learning media can increase the students' vocabulary in learning speaking.

Scope of the Research

The scope of the research will focus on the use of U-Dictionary as a learning media to increase the students' vocabulary in teaching speaking so that the students of SMA Negeri 1 Sei Kepayang can use the vocabulary obtained to speak English actively.

II. REVIEW OF LITERATURE

U-Dictionary

U-Dictionary is one the offline dictionaries that can be downloaded from an android or smartphone. It is a light application for translating more than 30 languages without internet connection. With U-Dictionary, Everyone not only can translate words and short phrases, but also practice the skills in any language. From the main tab, everyone can quickly access short tests and mini games to practice any language wanted. Besides translating a word or text, U-Dictionary can also be used to look up definitions via Collins Dictionary or Wikipedia. Even, everyone can listen to the pronunciation whenever the android smartphone has an Internet connection. The exercises and tests are especially great for improving your fluency in any language you want, particularly English.

Learning Media

Media is means of expressing message and information. When the media brings instructional messages or information that contains learning purposes, it can be called as learning media.

In other hand, Arsyad (2009:6-7) stated that learning media in teaching has some basic criteria as the following:



- a. Learning media has physical meaning that called by hardware. The hardware is an object that can be seen, heard, and touched by five senses.
- b. Learning media has non-physical meaning then we called it software that is the message which wants to deliver for pupil in hardware.
- c. The emphasizing of learning media is in the visual and audio.
- d. Learning media is a tool to help teaching-learning process both inside and outside class.
- e. Learning media used to communicate and interact between teacher and students in teaching-learning process.
- f. Learning media can be used massively (for example: radio, television) big group and small group (for example: film, slide, video, OHP), or individual (e.g.: module, computer, video recorder).
- g. Attitude, act, organization, strategy, and management that related with application of certain knowledge.

Based on the definition above, it can be concluded that the learning media relates to technique, method in teaching and learning process. In other word, learning media is all aids/tools which may be used by teacher and learner to attain certain education objectives.

It is absolutely important to use learning media in teaching because a media can help the students in their study and also the presence of a learning media in teaching process is going to make the teaching and learning process become more interesting and the material taught will

be easier to understand. In addition, by using a learning media, the teaching and learning process is more effective and efficient.

According to Sudjana (2001:64) the function of learning media in teaching and learning process is as the following:

- a. The using of learning media in teaching learning process is not addition function, but it has own function as an aid to express effective teaching learning situation.
- b. The using of learning media is integral part of all learning situation. It means that learning media is one of element that should be developed by teacher.
- c. The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.

In addition, Mulyani in Dewi (2012:13) stated that the function of a leaning media is as the followings:

- a. As an auxiliary tool to create effective learning situation.
- b. As an Integral part of all learning situation.
- c. To concrete the abstract concept, so a learning media can decrease verbal comprehension.
- d. To build up students' motivation to learn.

Whereas, Sahid (2010:3) grouped learning media as follows:

- a. Visual Media: the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.
- b. Audio Media: the media which can show information that just can



- be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.
- c. Projected Still Media: the media that need projector to show the information which inform of no-motion picture/writing. For example: Power Point slide, micro film, etc.
 - d. Projected Motion Media: the media that need projector to show information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer, etc.

Speaking

Harmer (2007:284) states that speaking is the ability to speak fluently and presupposed not only by knowledge of language features but also the ability to process information and language "on the spot". Also, Chaney (1998: 13) stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Meanwhile, Nunan (2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency.

From the three definitions, it can be concluded that speaking is the ability to speak fluently to share the information through the use of verbal and non-verbal symbols quickly and confidently.

Speaking can be divided into two types based on the achievement, good speaking and bad speaking. Speaking can be said as good or bad based on the aspects of speaking. Harris (2004:75) says that aspects of language are:

1. Pronunciation is ways of words are pronounced. One who learns English as a foreign language must be able to use English pronunciation as well as other skills in the language.
2. Grammar is a rule system in a language. Grammar is a system of units and patterns of language.
3. Vocabulary is the words used in a language. Everyone can't speak at all without vocabulary.
4. Fluency is the parameter of the speaking level of someone. Someone who has good fluency will perform or use the language easily and quickly in right order of language.
5. Comprehension denotes the ability of understanding the speaker's intention and general meaning Good comprehension refers to good understanding. If someone's language understanding is good, it will affect the speaking ability.

So in order to make a good speaker those aspects written above have to be fulfilled as the requirement.

Brown (2001:250) classified the types of language into two as the followings:

1. Monologue

The meaning of Monologue is the oral language involves only one people in it. There is only one person who speaks as in lectures, news casting, radio broadcast, etc. Monologue can be divided into two types, planned monologue and unplanned monologue. The meaning of planned monologue is the person who speaks use monologue has prepared a note or text to help him or



her to speak fluently. The meaning of unplanned monologue is the person who speaks in monologue does not use any notes or texts. All words spoken emerge from the speaker's mind naturally and spontaneously.

2. Dialogue

The meaning of dialogue is the oral language involves two or more speaker in it. Based on the function dialogue can be divided into two types, interpersonal and transactional. Interpersonal dialogue is functioned to promote social relationship meanwhile the transactional dialogue is aimed to convey proportional or factual information.

Teaching Speaking

Teaching speaking is one of the important parts in teaching language. Teaching speaking means teach people to be able to interact with the others verbally in the right way. Speaking is developed from the first contact with the language that everyone learn, because someone can transfer the ideas or messages or thought or order to people using speaking.

Language needs interaction (speaking) in the process to fulfill the purpose not just a heap of grammar that students have in the school. Speaking can be understood and mastered if learners feel the situation as if they are in the real condition where the language they learned is used. In that case, researcher use role play as the technique in teaching speaking in order to give the learners sensation of the real experience of English environment.

Finocchiaro (2001:18) states that there are some handful principles in teaching language to the students particularly in teaching speaking. The

principles are:

1. Language items. It should be taught to the learners in situation which will clarify their meaning. The essential features of sound, structure, words (vocabulary) and the arrangements of these in the utterances of language used should be given clearly.
2. Good pronunciation. It should be showed to the learners correctly, so that the learners can differentiate each word and the meaning well when the learners produce the language in speaking.
3. In addition to the sound system, learners must be taught the structure system of the language. It can be applied by giving numerous examples; learners must be given comprehension into word order, inflection, derivation and into the other meaningful features in English.
4. The essential of language through speaking is improving the ability to pose a question or to ask, answer the questions, make statements and response appropriately. Speaking is not the same as writing, so the way to response the question will be different too.
5. Confirming comprehension of the learners. It can be solved by using some steps to teach speaking. First, select the material for intensive "active" presentation. It aims to make the learners interest to participate in speaking in the class enthusiastically. Second, grade it according to its complexity. Giving the material from the easiest to the difficult one. Good arrangement is always making the learners easier to understand. Third, order it according to the criteria of



frequency of use. Fourth, arrange the model utterances in a way which will permit the learners to observe.

6. Learning speaking is different with writing. In spoken language, it is not only necessary to master and understand the language but also it is necessary to learn the culture, gestures and the expressions which give added meaning to the words or sentences. An intonation pattern can also show the feeling of the speaker. It may express some kinds of expression such as the sadness, the happiness, the anger, etc.

III. RESEARCH METHOD

Research Design

The descriptive method is used as the research method. It is used to describe the situation of the object based on the fact in the field. Meanwhile, the research design which will be used in this research is classroom action research design by Lewin (1992) which has four steps:

1. Planning

In this step, the researcher will conduct an observation at the target school and will interview the English teacher of SMA Negeri 1 Sei Kepayang to ask about the problem encountered in teaching speaking to the students. Based on the observation and the interview, it is found that the English teacher faced the problem in teaching speaking to the students due to some factors such as the unsupported environment, limited vocabulary and feels shame when makes a mistake. Therefore, the researcher plan a way to overcome the problem by using U- Dictionary as the

solution to solve the problem "limited vocabulary". Lesson plan, learning media, observation sheet and field noted are prepared to support this study.

2. Action

In this step, the researcher will ask the English teacher of SMA Negeri 1 Sei Kepayang to work during the learning process. The researcher will only work as the observatory and evaluator. The teacher will do the learning process based on the lesson plan that has been designed by the researcher. It means that the researcher conducts a treatment to the eleventh grade students of SMA Negeri I Sei Kepayang.

3. Observing

In this step, the researcher will observe the learning process of the treatment and note the things which occur in the field in observation sheet and field note.

4. Reflecting

The researcher and the English teacher will discuss the result of the treatment, the things that have been achieved, the obstacles faced and also the solution for those obstacles to be used in the next cycle.

Technique and Instruments of Data Collecting

Technique of Data Collecting will apply in this research are measurement and an observation. In measurement, the researcher will measure the students' performances result in each cycle through speaking assessment where students are demanded to memorize every new words obtained and build a sentence using the new words.



There are four Tools of Data Collecting used in this research, namely Speaking Assesment, Field Note, and Observation Checklist. In Field Note, the researcher will asks the English Teacher to write down about the activity of each meeting. And Observation Checklist contains the list of objectives that the research will check when observe the activity in the classroom. Observation checklist will become the guideline for the researcher to give the specific feedback on aspects of the classroom.

Technique of Data Analysis

The technique of data analysis will use the qualitative research technique in which Miles and Hubermann (2010) stated that the data analysis consists of three activities such as:

1. Data reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting and transforming the raw data. In other words, data reduction is the process of minimizing the data required. Here, the researcher will select the data required discard the data which did not concern to the research

2. Data display

Data display is the process of organizing the data. Here, the researcher will arrange the data which consists of some documents.

3. Conclusion drawing

Conclusion drawing will be done after analyzing the data display. Here, the researcher will state the result of data display and conclude the result of this research.

IV. RESULT AND DISCUSSION

Research Result The Students' Vocabulary before Using U-Dictionary as Learning Media

Before using U-Dictionary as a learning media to increase the students' vocabulary, the researcher had conducted the first observation to the research subject. The first observation was done in December 13, 2018 at SMA Negeri 1 Sei Kepayang whereby the research subject was the tenth grade students. The observation took place at the classroom where the English teacher taught the students around 90 minutes. At the first observation, the researcher had done a pre- test to the students to know how many vocabularies that the students had mastered.

Table. Pre-Test Result

N	Nam	Nou	Adjecti	Ver	Adve	Tot
o	a	n	ve	b	rb	al
1	Sw1	7	1	2	0	10
2	Sw2	14	2	1	2	19
3	Sw3	8	2	2	0	12
4	Sw4	18	6	6	0	30
5	Sw5	4	2	5	4	15
6	Sw6	9	1	2	0	12
7	Sw7	8	8	0	2	18
8	Sw8	13	3	6	4	16
9	Sw8	2	1	1	1	5
10	Sw10	5	6	6	3	20
11	Sw11	10	3	4	0	17
12	Sw12	15	10	8	7	40
13	Sw13	6	1	2	0	9
14	Sw14	8	8	3	5	24
15	Sw15	28	6	14	0	48
16	Sw16	1	0	0	0	1
17	Sw17	8	4	5	2	19
18	Sw18	14	8	9	0	31
19	Sw19	1	0	0	0	1
20	Sw20	13	5	7	0	25



21	Sw2 1	13	17	15	11	56
22	Sw2 2	11	8	7	7	33
23	Sw2 3	14	3	2	0	19
24	Sw2 4	13	3	6	0	22
25	Sw2 5	6	0	0	1	7
26	Sw2 6	7	2	5	4	16
27	Sw2 7	11	14	14	7	53
28	Sw2 8	6	4	3	3	16
29	Sw2 9	14	16	17	7	54
30	Sw3 0	14	9	10	6	39
31	Sw3 1	13	3	5	0	21
32	Sw3 2	12	3	2	0	17
33	Sw3 3	14	10	8	6	38
34	Sw3 4	12	6	9	0	27
35	Sw3 5	18	6	8	0	32
36	Sw3 6	-	-	-	-	-

Source: Primary Data

Based on the pre-test result, it was showed that the students only master about fifty words for the four categories; noun, adjective, verb and adverb. It is not a good condition where the senior high schools students only master about fifty words. It is equal to primary students' vocabulary. Even, it is now found that the primary students have mastered about 100 of English words.

Discussion

After conducting and observing this research at SMA Negeri 1 Sei Kepayang which took place from July 13 to August 24, 2019, the researchers found that the students' vocabulary has increased after using U-Dictionary as learning Media in teaching English particularly in teaching vocabulary. The increasing of the students' vocabulary after using U-Dictionary can be seen by the following table:

Table. The Increasing of The Students' Vocabulary

Cycle	Cycle 1		Cycle 2	
Date	20/07/2019	27/07/2019	03/07/2019	10/08/2019
Number of students	0	3	10	36
Percentage	0	8,3%	27,8%	100%

Source: Primary Data

Based on the table above, it can be seen that there is a significant increasing of the students' vocabulary after using U- Dictionary as a media in teaching vocabulary to the tenth grade students at SMA Negeri 1 Sei Kepayang. At the first cycle, the increasing of students' vocabulary in memorizing the vocabulary about noun and adjective is from 0% to 8,3%. Meanwhile, at the second cycle, the increasing of the students' vocabulary is from 27,8% to 100%. Therefore, the researchers did not continue the next cycle because the percentage has denoted that there is 100% of students that has mastered at least 25 of nouns, 25 of adjectives, 25 of verbs and 25 of adverbs.

Conclusion

Based on the research result and discussion, it is concluded that :

1. By using U- Dictionary as a learning media in teaching speaking particularly increasing the vocabulary, the students' vocabulary has increased significantly. During the research, the students got many vocabulary at least one hundred new words based on the category; noun, adjective, verb and adverb.
2. U- Dictionary can be used as an effective learning media to increase the students' vocabulary. U- Dictionary is one of English offline dictionary that can be



downloaded by every student in every grade. It can be found at playstore, one of application in android phone. It is easy to use either to increase the vocabulary or to improve the ability in pronouncing English word because U- Dictionary not only provides the meaning of a word but also giving the spell of a word.

Suggestion

Based on the conclusion, it is suggested to use U- Dictionary as learning media in teaching speaking particularly increasing the students' vocabulary. Moreover, U- Dictionary has more advantages than other English offline dictionaries and it is easy to use by every user.

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