THE EFFECTIVENESS OF MOBILE DICTIONARY MEDIA IN TEACHING WRITING FOR THE STUDENTS OF THE TENTH GRADERS AT SMA NEGERI 1 PULUNG ACADEMIC YEAR 2019/2020

THESIS

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ABSTRACT

PUTRA, SASANGKA PERDANA. 2020.*The Effectivnes of Mobile Dictionary Media in Teaching Writing for the Students of the Tenth Graders at SMAN 1 Pulung Ponorogo in the Academic Year 2019/2020.* Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Wiwin Widyawati, M.Hum.

Key Word: Media, Mobile Dictionary, Students' Writing Skill.

Writing is a significant skill in language production. Out of the four fundamental language skills in the language learning process, "competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners".Writing is fundamental skill upon which all formal education depend. People consider Writing as a factor number one to process success learning, so people say Writing is the window in the world. The researcher chose SMAN 1 Pulung as the setting of the research because SMAN 1 Pulung is the most popular senior high school in Pulung, Pudak, Sooko and Ngebel. It has a lot of achievement both in academic and non-academic.One of the achievements is in the English speech contest. However, based on the interview with one of the English teachers there, the students had a low ability in writing. It was proved by the average score of the students' performance in writing. Mobile Dictionary as a media especially in writing class. This media can also make the students more confident to study because used media following teaching learning in era modern. If the students' learning in the class only using (the text book, workbook and white board) as media teaching learning, the students feel so bored. So, Mobile Dictionary media suitable to teaching learning

The purpose of this research was to compare whether students who are taught by using mobile dictionary media get better score in writing than those who are no taught by using mobile dictionary at tenth graders of SMAN 1 Pulung Ponorogo in the Academic Year 2019/2020.

This research applied quantitative approach and used quasi-experimental design. This research used two classes as experimental class and control class. The population was taken from the tenth graders of SMAN 1 Pulung Ponorogo in the Academic Year 2019/2020, total of population 224 students. Total of the sample in this research were 64 students which divided into two classes. Experimental class was 32 students and control class also had the same number. The procedure of data collection was test. To analyze the data, the researcher used t-test formula to know whether students who are taught by using mobile dictionary get better score in writing than those who are no taught by using mobile dictionary.

The result of the research showed that the value of t_0 between students' writing achievement who were taught by using mobile dictionary and students who were no taught by using mobile dictionary was 5,262. The result of computation using t-test formula of 5% significant level was 1,998. The t_0 was higher than t_t, so that H_a was accepted and H_0 was rejected.

So, from the calculation above it can be concluded that students who are taught by using mobile dictionary get better score in writing than those who are no taught by using mobile dictionary at tenth graders of SMAN 1 Pulung Ponorogo in the Academic Year 2019/2020. It is become important for the teacher to increase and develop their ability in teaching writing. The teacher should be able to use the appropriate media in teaching writing to make the students more active and be able to understand the material.

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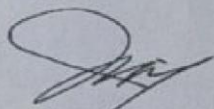STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
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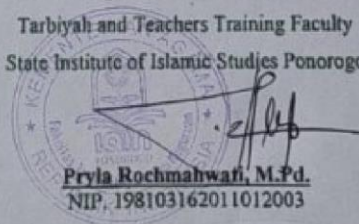
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CHAPTER I

INTRODUCTION

A.   Background of the Study

English is one of the great world language. Most of people in this world use it in communication with the people from different part of places in all over the world. Being international language, English is needed by most people in the world[1]. English is important as a means of international communication. The importance of English can be seen from the fact that most scientific books and technologies are written in English and many occupations require people who have a competence. As Masha Bella in[2], English is the medium of a great deal of the worlds in such areas as Science and Technology. English tool communication universal in world social.

English as a foreign language has become increasingly very important in Indonesia. It is foreign language subject in public school. English also importance subject of language skill to enter prestigious in university. It is compulsory subject to be taught for three years at junior high school, three years at senior high school and elementary school[3]. English includes four language skills: reading, speaking, listening and writing. Those four language skill have instructed separately based

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[1]David Crystal. *English as A Global Language.: second edition*. (Cambridge University Press), 2003), P 45

[2]Ibid.

[3]Beatrice. *More Power Reading.* (United States. Addison wesley press), 1996), P11

On approach and method. Students' must be have mastery about those four language. In fact, study English about four skill is very difficult for beginner. As beginner study English always to try and study hard.

Out of the four fundamental language skills in the language learning process, "competent writingis frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners"[4].Writing is usefully described as a process, something which shows the continuous change in time like growth in organic nature[5]. Some teachers and researcher have stressed quantity of writing rather than quality[6]

Writing is a significant skill in language production. Its significance increases when it comes to writing in the English language which is extensively used for global mediation of knowledge believes that performance in language development is subject to improvement in writing skills.[7].Out of the four fundamental language skills in the language learning process, "competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners[8].

Nunan argues that writing is an extremely difficult cognitive activity that requires the learner to have control over various factors. These factors vary from

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[4]Peha (2011)

[5]Landmark and Horizon. *Teaching Writing*. (United States. Southern Illinois University) 2002)

[6]Ann Raimes. *Techniques in Teaching Writing*. (United Kingdom. Oxford University Press) 1983)

[7]Muhammad Fareed. ESL Learner's Writing Skill : Problem, Factor and Suggestion (E-Journal: NED University of Engineering and Technology, Karachi) 2016)

[8] (Hamp-Lyons, L. & Heasly, B. *Study Writing (2nd Ed.).* Cambridge: Cambridge University Press) 2006)

academic background and personal interest of the writer to various physiological, linguistic and cognitive phenomena[9].The students have the main objective in teaching-learningat junior high school and senior high school. Ironically, there are still some students low writing skills and look so bored especially in writing class because they were limited vocabulary and difficult to find the English term. Writing is fundamental skill upon which all formal education depend. Writing also is essentially factor important in student activity. Writing activity can get information anywhere and anytime. People consider Writing as a factor number one to process success learning, so people say Writing is the window in the world.

Improving students writing not easy and not simple process, must use good media. The teacher always pays attention to improving the quality of personal students. This is taken because the success quality of education depends onthe teaching-learning process. The quality of the teacher also affect success or not on process learning. Teaching and learning processes as systems influence several factors. Therefore, Writing is central to learning process. Many ways to apply teaching in education. One way of the main implementation of education in the field. The teacher must know effective to improve students Writing Skill. Many students think English is difficult especially writing class. The students get difficulties in finding some English words so they need some help from the

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[9]Ibid

teacher. Therefore, the students need appropriate media to solve their problems in the teaching-learning process especially in writing class[10].

It is said that in the teaching and learning process of writing, there are some kinds of media: visual media, audio media and audiovisual media used to improve the students' writing skill[11]. One of the visual media in writing his dictionary. Sarigul said that if the students learn how to use a dictionary effectively, then the dictionary can be a very helpful resource for their studies. Training in the proper use of a dictionary will be of help in selecting the meaning that is appropriate to a given context. The most important basic skill in using a dictionary is to find word or expression one has in mind[12]. Since nowadays the students use the gadget in their everyday life, so a mobile dictionary is suitable to be applied in their writing class. Hulmey argues that among mobile apps, using dictionaries is highly regarded by students because using mobile dictionaries is time efficient and help language learners acquire vocabulary and check verb conjugations. The affordance that is included in mobile dictionaries such as visual media (images, graphics), audio media (pronunciation), multimedia, and searching can also be the reason for better learning when students use mobile dictionaries. As a good teacher, the teacher should know about the media which is suitable for materials. However students still have problems with learning in the classes, especially writing class in junior high school and senior high school until

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[10]Interview, from Mrs. Endah teacher English SMAN 1 Pulung, at 10.45 am. 18 December 2019

[11]Dzamarah & Zain (2006)

[12]Ibid

university[13].One of many ways to improve Writing is applied Mobile Dictionary. Mobile Dictionary is interesting media to teach because education in era modern using media digital the teaching-learning process. The students feel enjoy and happy on teaching-learning using Mobile Dictionary as a media especially in Writing class. This media can also make the students more confident to study because used media following teaching-learning in era modern. If the students' learning in the class only using (the textbook, workbook and whiteboard) as media teaching-learning, the students feel so bored. So, Mobile Dictionary media suitable for teaching-learning. The students become active especially in writing class. If the students learn how to use a dictionary effectively, then the dictionary can be a very helpful resource for their studies. Training in the proper use of a dictionary will be of help in selecting the meaning that is appropriate to a given context. The most important basic skill in using a dictionary is to find word or expression one has in mind[14].The teacher asks the student to use a dictionary frequently to check their spelling. Theylook it up. It is helpful to keep a list of words that they have misspelled so they can learn easily[15].

The researcher chose SMAN 1 Pulung as the setting of the research because SMAN 1 Pulung is the most popular senior high school in Pulung, Pudak, Sooko and Ngebel. It has a lot of achievement both in academic and non-academic.One of the achievements is in the English speech contest. However,

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[13]Edhitia Gloria Simanjuntak. Developing Reading Skills for EFL Students. (Jakarta: departemen pendidikan dan kebudayaan), 1998). P,15

[14]Dr. Ece Sarigul. *The Importance Dictionary in Language Learning and Teaching.* (Selcuk University) 2016).

[15]Marion Field, *Improve Your Written English*, (Oxford. United Kingdom) 2009)

based on the interview with one of the English teachers there, the students had a low ability in writing. It was proved by the average score of the students' performance in writing.

A mobile dictionary can make the teaching-learning process become simple and easy. It is used to help teachers and students in the teaching-learning process. Also in this media is alternative teaching in this era modern. Referring to the statement above, it can apply in SMAN 1 Pulung because the students have difficultiesin using the English term and have limited vocabulary especially in writing class. Students can improve their ability in English especially writing class. For beginners, mobile dictionary application media in smartphones will be quite beneficial. In any deliberate attempt to improve writing ability, the most useful a good mobile dictionary media. While we use mobile dictionary media as a habit in English class or when find difficult word, we can increase our skill in using mobile dictionary media.

The use of mobile dictionary media in SMAN 1 Pulung is one effort to get the habit to use mobile dictionary media especially teaching writing. Using mobile dictionary media, we can easy to apply only typing words and appear the meaning quickly in the mobile dictionary application.

The student average has a gadget and in the school the students bring gadgets. In the era modern, the gadget is a thing very important every student has gadget. Especially in SMAN 1 Pulung Ponorogo, mostly students' has gadget, the gadget can apply to the teaching-learning process. It suitable teaching process in the school. Mobile dictionary is an application can make student enjoy in learning

process because this application is interesting and easy to use only type word and get meaning.

Based on the explanation above, the writer knows there is the effectiveness of mobile dictionary media in teaching writing. Therefore the writer conducts a study entitled**"The Effectiveness of Mobile Dictionary Media in Teaching Writing for The Studentsof the Tenth Graders of SMA Negeri 1 Pulung Academic Year 2019/2010"**.

B. Limitations of The Study

The researcher makes the limitation of the problem to applying Mobile Dictionary only version Kamus Inggris Indonesia V2. For this reason, the problem is limited to the effectiveness of mobile dictionary media in teaching writing for senior high school students of SMAN 1 Pulung of Ponorogo.

C. Statement of The Problem

Is there any effect between the students taught writing using a mobile dictionary get better score and the students who are not taught using a mobile dictionary?

D. Objective The Study

Concerning with the statement of the problem,this research has an objectives described as follow:

To measure the effectiveness of students who are taught Writing using Mobile Dictionary media have better Writing achievement those who are not using taught Mobile Dictionary.

E. Significant of The Study

The result of this study is hoped to be able to increase the student's score in teaching-learning Writing and hoped to be able to effect in teaching-learning writing.

The significances of this research are expected to be helpful for:

1. Theoretically

   a. The result of this study will be used as a contribution scientifically in the field of education.

   b. This study can be used as the information and reference for the other researchers who want to conduct a similar research topic.

2. Practically

   a. Students

   After the English teachers use Mobile Dictionarymedia for teaching writing, the students can improve their performance better in writing skills and the students can more be active and participate when they are learning especially writing class.

   b. Teacher

   This research will be used in the implementation and the positive effect of Mobile Dictionarymedia for teaching writing. Furthermore, the teachers will know how to use the suitable media to support their teaching and learning process.

c. Readers

This study can give scientifically to the readers especially for the students of SMA Negeri 1 Pulung and the students in State Institute of Islamic Studies (IAIN Ponorogo) in enriching references with the effectiveness of Mobile Dictionarymedia for teaching writing.

F. Organization of the Thesis

The researcher writes this research into five chapter, these chapter related one to another. It has purposed that to organization of this research:

1. The first chapter is introduction, this chapter will introduce the whole of the research content which involves: background of the study, scope and limitation of the study, research question, research objective and significances of study

2. The second chapter is review related literature, that describes theories related to variable of the study, previous related study, literature review, conceptual framework and hypothesis.

3. The third chapter is research methodology, this chapter will explain about research method that consist of research design, population and sample, research instrument, data collection technique and data analysis technique.

4. The fourth chapter is finding and discussion, this chapter will discuss about general data description and specific data description.

CHAPTER II
REVIEW OF RELATED LITERATURE

A.   Previous Related Literature

Moh Aris Fahrudi State that there was significant correlation between the use of dictionary and vocabulary mastery to the eight grade students of SMPN 1 Mlarak. It was proven by the result of data analysis which Rxy was 0,623. In standard significant table, for standard significance 5% Rindex was 0,304. While, for standard significance 1% Rt was 0,393. Or can we written aas 0,304 < 0,465 > 0, 393. It means Rxy > Rindex.(Moh Aris Fahrudi, *The Correlation between the Use Of dictionary and Vocabulary Mastery to the Eight Grade Students of SMPN 1 Mlarak in Academic Year 2013/2014*).

Second, Mehrak Rahimi State that there was the mean scores of both groups' pre-test and post-test. The experimental group had higher mean score after the experiment (mean=85.29) in comparison to the control group (mean=77.35). (Mehrak Rahimi, *The Impact of Mobile Dictionary Use on Language Learning*)

Third Cintya Rega Yunita State there was significant effect of teaching using mobile electronic dictionary (cambridge advanced learner's dictionary) toward student's pronounciation to the fourth semester of english education of departement students at STAIN Ponorogo academic year 2013/2014. *(*Rega Yunita Cintya, *The Effectiveness of Teaching using Electronic Dictionary)*

Towards Students' Pronounciation to The Fourth Semester of English Education Departement Students at STAIN Ponorogo in Academic 2013/2014).

B. Writing

1. Definition of Writing

Writing is a significant skill in language production. Its significance increases when it comes to writing in the English language which is extensively used for global mediation of knowledge believes that performance in language development is subject to improvement in writing skills.[16].Out of the four fundamental language skills in the language learning process, "competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners[17]. In era modern, writing ability is an important skill that must have every people.

Writing is derived from writing, which the man is to put down the symbol graphic symbols that represent a language one understands so that order can read these graphic symbols if they know the language and the graphic and representation and then writing is a partial representation language units.[18]

Nunan argues that writing is an extremely difficult cognitive activity which that requires the learner to have control over various factors. These factors

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[16]Muhammad Fareed. ESL Learner's Writing Skill : Problem, Factor and Suggestion (E-Journal: NED University of Engineering and Technology, Karachi) 2016)

[17](Hamp-Lyons, L. & Heasly, B. *Study Writing (2nd Ed.).* Cambridge: Cambridge University Press) 2006)

[18]Robert Lando, *Language Teaching* (India: Tata Mc Graw Hill, 1976), 67

vary from academic background and personal interest of the writer to various physiological, linguistics and cognitive phenomena[19].

2. Teaching

According to Danim states, teaching can be defined as a process of organizing or arranging a number of sources of potential well and properly resulting in the child's learning process.[20] Teaching is educative activity. In the education system, there is an interaction between teacher and students and the teacher as transfer information knowledge or message to the students.

Definition of Brow's Book, teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. In another hand, it can be defined is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with the knowledge, causing to know or understand.[21]

3. Teaching Writing

English also an importance subject of language skills to enter a prestigious university. It is a compulsory subject to be taught for three years at junior high school, three years at senior high school and elementary school[22]. English includes four language skills: reading, speaking, listening and writing.

The purpose of writing, in principle is the expression of ideas, to convey a message to the reader. On the other hand, the writer needs also to pay some

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[19]Ibid

[20]Sudarwan Denim, *Media Komunikasi Pendidikan*, (Jakarta: PT. Bumi Aksara, 1995), 34.

[21]Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Longman, 2000), 7.

[22]Beatrice. *More Power Reading.* (United states. Addison wesley press), 1996), 11.

attention to the formal aspect. Neat head writing, correct spelling and punctuation. It because much highest standard of language are normally demanded in writing that speech more careful constructions, more precise and varied vocabulary and more correctness of expression in general. There are three approaches to teaching writing.[23]

Teaching writing is an important aspect in the teaching-learning process. In teaching writing many aspect must be dominated especially the students in the educational system.

C. Media

1. Definition Media

Media is an intermediary or introductory message from the sender to the recipient of the message. According to, an association of Education and Communication Technology define media is all forms or channels that people use to convey messages or information.

As mentioned, language learners need media to succeed in English-language learning. Media is very important in teaching-learning, especially for teaching writing is not easy and not simple process. Must be good media for teaching writing. For teaching writing, students think difficult because they limited vocabulary and difficult English terms. So, the teacher must find good media for teaching writing. Someone of media for teaching writing is Mobile Dictionary.

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[23]Penny Ur, A Course in Language Teaching; practice and theory, (New York: Cambridge University Press, 1996), 162.

According Scoot C. Greenwood dictionary is a book of meanings, multiple meaning, pronunciation, spelling, grammatical information, and etymologies usually organized alphabetically[24].

2. Mobile Dictionary Media

Media are important components in the teaching and learning process. According to Djamarah and Zain, a medium for learning is defined as a learning source that is used to help teachers to develop students' knowledge. They state that the teachers can explain the materials using the learning media in a more concrete way. In general, there are three kinds of media: 1) visual media, for example, pictures, photos, 2) audio media, for example, tape recorder, cassettes, radio and 3) audiovisual media, for example, movies, videos.

Dictionaries are now readily available both as paper or electronic (e-dictionaries). E-dictionaries maybe either online (e.g., the website Dictionary.reference.com), which can also be available apps for portable devices, and smart mobile phones, and can be efficiently used to facilitate reading comprehension and vocabulary acquisition for adult learners of a second/foreign language[25].

Among mobile apps, using dictionaries is highly regarded by students because using mobile dictionaries is time efficient and help language learners' acquire vocabulary and check verb conjugations. The affordance that are included

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[24]Scott C. Greenwood, *The Power of Word* (USA: Rowman & Littlefield Publisers, 2010), 126

[25](Ji, X. H. *Study of contextual guessing and dictionary consulting in incidental vocabulary learning through reading*. (Unpublished master's dissertation, China University of Petroleum, Shangdong) 2009

in mobile dictionaries such as visual media (images, graphics), audio media (pronunciation), multimedia, and searching can also be the reason for better learning when students use mobile dictionaries[26].

If the students learn how to use a dictionary effectively, then the dictionary can be a very helpful resource for their studies. Training in the proper use of a dictionary will be of help in selecting the meaning that is appropriate to a given context. The most important basic skill in using a dictionary is to find word or expression one has in mind.

Ideal for everyone, professionals, students, and academics, as well as anyone who needs a comprehensive and authoritative free offline dictionary app of current English at work or at home. Kamus Inggris Indonesia V2 over 170.000 pronunciation practice of words, names and words related to science and technology. It is the definitive guide to contemporary pronunciation practice for English with Kamus Inggris Indonesia V2.

3. **Dictionary Use**

A single word may have several possible meanings, and the appropriate one can often be determined based on context. Laufer believes that a word in a sentence could look familiar to language learners; however; they may find that this meaning in the given sentence makes no sense. Besides, guesses of the meaning of an unknown word are rarely accurate. Kaivanpanah and Alavi's study confirms that learners' inferences about the meaning of unfamiliar vocabulary are not always reliable. Thus, advocates of dictionary use suggest that teachers should

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[26]Mehrak Rahimi & Sayed Shahab, (*The impact of mobile dictionary use on language learning*) 2014)

encourage learners to use a dictionary to find the particular meaning of an unfamiliar word in a given context. Dictionaries are the essential source for information about words in a language. Hayati and Fattahzadh also recommend that learners consult a dictionary for the meaning of an unfamiliar word to make certain that their assumptions are accurate based on the contextual information. Access to a dictionary helps learners become more autonomous because they can find appropriate interpretations of unfamiliar words in sentences without depending on teachers' explanations[27].

4. Types of Dictionaries

Different types of dictionaries (monolingual and bilingual) have their distinct advantages. Although a monolingual dictionary generally provides more in-depth explanations about pertaining to the function of vocabulary in context, it requires a large amount of vocabulary and grammatical knowledge to understand the meaning of an unknown word. On the other hand, a bilingual dictionary supplies meaning in an accessible fashion, which can be bi-directional reveal that English-language learners prefer a bilingual dictionary to a monolingual dictionary. For example, Qian's study found that the majority of students with intermediate language proficiency consulted a bilingual dictionary when confronted with unfamiliar words. Wei's study also showed that the use of an English-Chinese dictionary was more favored than that of English-English dictionaries by Chinese college students.

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[27]Shufen Huang & Zohreh Eslami, *The Use of Dictionary and Contextual Guessing Strategies for Vocabulary Learning by Advanced English-Language Learners* (De Lin Institute of Technology, Taiwan, 2013)

Even though many prefer bilingual dictionary use, some researchers point out that this type of dictionary has several drawbacks. A bilingual dictionary tends to lead students to depend on a one-to-one correspondence of words between the meaning of an unknown word in the second language and translation in their first language study showed that Japanese learners rely greatly on bilingual dictionaries, which may discourage them from using communication strategies in oral activities. Unlike monolingual dictionaries that supply conversational definitions, bilingual dictionaries tend to provide a single lexical item for meaning[28].

5. **Credibility from Expert about Mobile Dictionary Media**

The innovative finding of the study is related to using mobile dictionaries in language classes and the learning that is extended to environments out of the classroom, into everyday activities, and learning anywhere at any times with the help of one mobile app. "Mobile apps offer a wide range of learning tools [to students that can be downloaded to their mobile devices and used productively at opportune times in a variety of settings and on-the-go". In the case of language learning this feature of mobile learning is a more practical help, as "extending language learning outside of classroom time, especially where in-class language practice time is limited, is essential to language acquisition". Moreover, as foreign language learning needs frequent informal practice, mobile phones provide ample opportunities for learners to have a continuous connection with the target language.

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[28]Ibid

As it stated by Mehrak Rahimi that among mobile apps, using dictionaries is highly regarded by students because using mobile dictionaries is time-efficient and helps language learners acquire vocabulary and check verb conjugations. The affordances that are included in mobile dictionaries such as visual media (images, graphics), audio media (pronunciation), multimedia, and searching can also be the reason for better learning when students use mobile dictionaries[29].

In the same school use a mobile dictionary one of use mobile dictionary in the school is SMKN 1 Surabaya. In the SMAN 1 Surabaya success apply mobile dictionary in teaching English, also in teaching writing. This affectivities use mobile dictionary is significant from the average score of the students'[30].

6. **Benefit and Weakness using Mobile Dictionary Media**

   a. Advantage using mobile dictionary media

      ✓ Application offline

      ✓ Not use connection internet

      ✓ Simple to use because only type word and easy to bring

      ✓ Can use anytime and anywhere

      ✓ Practical

      ✓ One of interesting media to teaching-learning process in era digital

   b. Weakness using mobile dictionary media

      ✓ Seeking for the foreign language caused saturation

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[29]Ibid

[30]https://news.okezone.com/read/2010/08/20/373/365086/mobile-dictionary-buatan-siswa-smk

- ✓ Mobile Dictionary caused boring for the user and can open other application
- ✓ Choice word must be suitable
- ✓ 1 word not only have meaning 1, but have meaning 1 more word.

D.   **Theoretical framework**

When the students write in teaching-learning especially writing class the students think difficult because the students' limited vocabulary and difficulty finding the English term. Good writing must be Coherence, Cohesive and Unity. So the student has problem with writing. The teacher needed to utilize appropriate media to teaching learning especially writing class. Media is very important in the teaching-learning process, teaching writing is not a simple process and not easy. One of the media appropriate to teach writing is Mobile Dictionary. Using Mobile Dictionary the student think enjoy and interesting especially writing class.

The researcher has two variable about research:

Variables X: Mobile Dictionary

Variables Y: Writing Skill

E. **Hypothesis**

In this research, the researcher uses this thesis two variables:

These are X variable and Y variable. Mobile Dictionary is as X variable (independent variable) and Writing isa Y variable (dependent variable).

From two variables above, the researcher concludes the theoretical framework. They are:
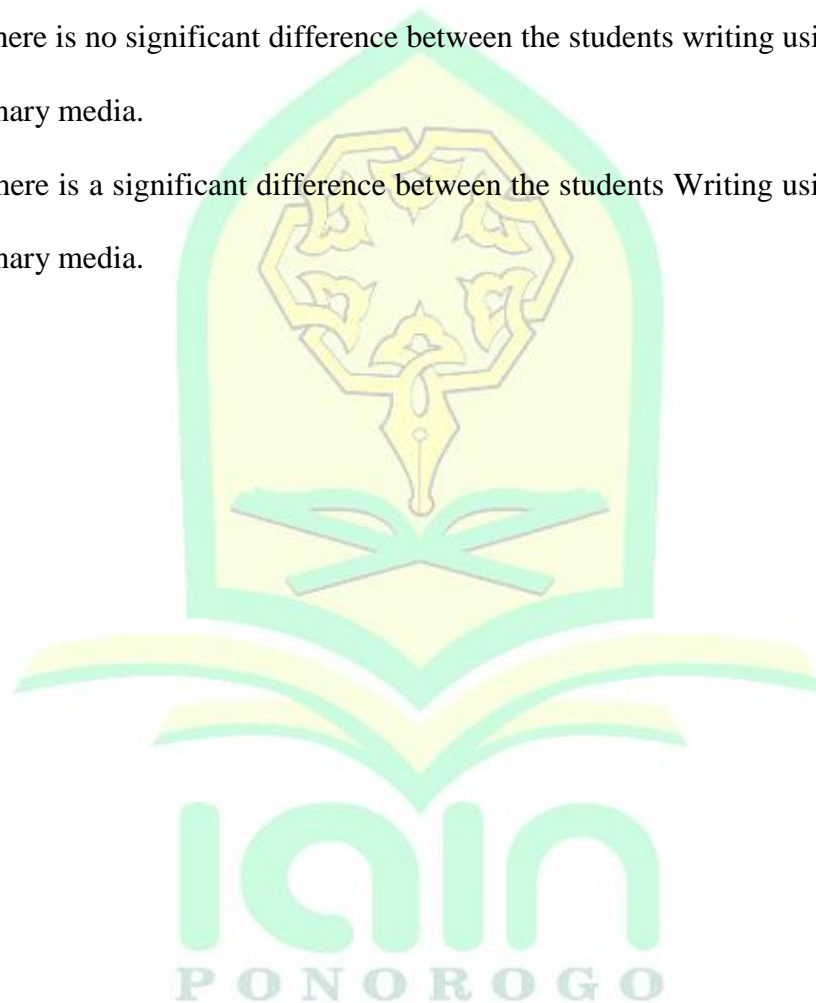
There is a hypothesis.

H_0: $p = 0$

H_1: $p \neq 0$

H_0 : There is no significant difference between the students writing using Mobile Dictionary media.

H_1 : There is a significant difference between the students Writing using Mobile Dictionary media.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables. In turn, it can be measured. Typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of an introduction. Literature and theory, methods. Results, and discussion Creswell. Like qualitative researchers. Those who engage in this form of inquiry have assumptions about testing theories deductively. Building in protections against bias. Controlling for alternative explanationsand being able to generalize and replicate the findings[31].

In educational setting very often it's not possible to select the simple randomly out all the population student. When the researcher can only assign randomly different treatment to two classes, the researcher uses a quasi-experimental research design. The procedure in quasi-experimental research involves fever steps than the true experimental research as follow[32].

The researcher will be use quantitative in this research. The researcher use quasi-experimental study and use pre-test and post-test design. In this research, the researcher does two observation, before the experiment and after the

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[31]John W. Creswell, *Research Design Third Edition*,(USA: University of Nebraska-Lincoln,2009) 4.

[32]Mohammmad Adnan Latief, *Research Method On Language Learning An Introduction*, (Malang: UM Press,2013) 95

experiment. The observation before experiment called pre-test and after experiment called post-test. The variable of experimental research is classified into independent and dependent variable.

A quasi-experimental design is very common in the educational research field. Because the researcher of experimental study frequently use an intact group in the educational field, it makes the quasi experimental study easy to be found in the educational research area. Then, in the end the researcher administered the result of pre-test and post-test out whether the mobile dictionary is effective or not in teaching writing.

B. Population And Sample

1. Population

    The researcher takes the students of the tenth grade of SMA Negeri 1 Pulung, a total of students 234. The Total Class of the tenth graders of SMAN 1 Pulung is seventh class. There are three class X IPS and four class X IPA of the tenth graders of SMAN 1 Pulung.

2. Sample

    The researcher will be taken of the tenth graders at SMA Negeri 1 Pulung Academic Year 2019/2020. The researcher willtake two classes, one class as experimental class the total of students 32 and one class as control class the total of the students also 32. So, total the students experimental class and control class was 64.

3. Technique Population Sampling

    a. Cluster Random Sampling

When the population is large and widely dispersed, gathering a people random sample process administrative problems. Instead of traveling around a city to test all high school students their English achievement, we can select randomly a specific number of school and test all student in those select school (Cohen, L)[33]. A cluster random sampling technique involves the random selection of group that already exists. Instead of selecting a of sample 64 students of Tenth grade from the school population, we can just select Tenth grade classes.

C. Instrument Of Data Collection

Table 3.2The Research Instrument

Title of Research	Variable	Indicator	Item of Instrument
The Effectiveness of Mobile Dictionary for Teaching Writing for the Students of Tenth Graders	Variable : Writing	The students can write the Calendar of Event text	Write down the question "Make the Calendar of Event"

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[33]Mohammad Adnan Latief, *Research method on language learning an introduction*, (UM Press, 2013)

at SMA Negeri 1 Pulung Academic Year 2019/2020.			

Analytical Scoring Rubric for Writing

Grade	Weighting	Score	Criteria
		4	Excellent
		5	Very Excellent
Content	25%	3	Good
		2	Poor
		1	Bad
		5	Calendar of events is coherence and Coherences are correct. The text using chronological order. Calendar

			of events text repeat keywords
		4	Calendar of events is coherence and the coherences are correct. The text using chronological order
Organization	25%	3	The calendar of events text is coherence and some criteria are appropriate enough
		2	Calendar of events is coherence but the coherences among sentences are week
		1	Calendar of

			events text is not coherence
Language Feature	25%	5	Simple Present tense correctly, use relation verb correctly
		4	Use Simple Present tense but almost correctly
		3	Make error of Simple tense use relation words
		2	Error tense, not relation use Simple Present tense
		1	Make error tense totally
		5	All or almost Calendar of Event text words use effectively
		4	Use related to

			necessary information effectively
Vocabulary	25%		
		3	Use some Simple Tense
		2	Mistake some choose words
		1	Make error totally spell words

Before the instrument used in this research, the researcher conduct instrument with two test, the first test is Validity Test and the second Reliability test

1. Test of Validity

Validity means the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose from the assessment[34].Validity basically concern whether we are measuring what we want to measure appropriately.

In this research, the researcher conducted the test of validity in order to know whether the instruments of writing are valid. To count the validity of the instruments, the researcher used the program SPSS 23 for windows.

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[34]H. Douglas Brown, *Language Assessment*: Principles and Classroom Practices, 22

By far the most complex criterion of an effective test and arguably the most important principle is validity, the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment.[35] The researcher counted the validity of the writing test with SPSS 23 to measure the validity this research used product moment. With df or db was n-r 32-2 = 30 in 5% significance the r index was 0.396. When the index of r result (coefficient of correlation) was below the r index it could be concluded that the items were not valid instruments. Thus, the item said to be a valid instrument if the coefficient of correlation was more than 0.396.

To measure the validity of instrument of research, the researcher put the total sample 32 respondents. The researcher gave 10 questions, 5 question matching and 5 question arrange a sentence for this class. So, the researcher calculated the validity test from the result of matching question and arrange questions.From the result calculation item validity instrument, could be shown in table 1.1 as follow:

Table 3.3

The Result of Validity Calculation

Item	"r" Calculated	"r" Index	Criteria
1	0.513	0.396	Valid

[35]H.Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Longman, 2000), 22.

2	0.499	0.396	Valid
3	0.605	0.396	Valid
4	0.683	0.396	Valid
5	0.691	0.396	Valid
6	0.527	0.396	Valid
7	0.471	0.396	Valid
8	0.695	0.396	Valid
9	0.598	0.396	Valid
10	0.527	0.396	Valid

The table above showed the result of the validity test which is

Conducted with 32 respondents. The test used 10 items of writing test.

Based on the statistical calculation, there are 10 valid items.

2. Test Reliability

An instrument of the test is reliable if the measurement is consistent

and accurate in this study, there is one instrument to would be analyzed,

namely writing skills. A reliable test is consistent and dependable. If you

give the same text to the same students or matched students on two

different occasions, the test should a yield similar result.[36]

In this research, to measure the reliability of writing test matching and

arrange sentence, the researcher employs SPSS 23 program for windows.

From the result calculation item reliability instrument, could be shown in

table 1.2 as follow:

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[36]*Ibid.,*20.

The Result of Reliability Calculation

Reliability Statistics

Cronbach's Alpha	N of Items
.742	10

The coefficient of High and low reliability was indicated by a figure called the value of reliability. High reliability was shown by the value of rxy closer to 1. The reliability generally considered quite satisfactory if Alpha = 0.700. If alpha > 0.900 it was mean that the reliability was so perfect. If alpha between 0.70 0-0.900 it stated so high reliability. If alpha is 0.500-0.700 belongs to middle reliability. While, if alpha was 0.500 it belonged to lowreliability. If alpha low, the possibility of a/an or some items not it is reliable[37].

D. **Technique Of Data Collection**

1. Documentation

   Documentation is an official paper giving information or evidence. In this research, collect data with document[38]. The researcher take documentation of the school which take of the research and documenting from the students' writing skill.

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[37]http://unbasuniversity.ac.id/21dc%2-reabilitas-penelitian-dan-koefisien-html.

[38]A S Hornby, *Oxford Advanced Learner's Dictionary*, Sixth edition (New York: Oxford University Press, 2006).

2. Test

The test is some question given for people to show the condition or level of development the people. The fundamental use of testing in an educational program is to provide information for making a decision that is for evaluation[39].

In the other instrument of the data collecting in the research is test. In this research test is used to gather students' writing. In this study, the data are taken from the result of two group samples.

E. **Technique of Data Analysis**

Analysis of data involves a variety of descriptive and inferential statistics. The data has been collected by using a research instrument to be analyzes. Dealing with research construction, it correlates between two variables and two data that were obtained are interval.

1. **Assumption Test**

After the test is given to the students in the pre and post test, it will be tested. The test is focused on student pre- and post-test. The result from the test will be analyzed by Assumption Test, those are the test of normality and test of homogeneity. It will be calculated using SPSS 23 version. The formula for normality and homogeneity as follows':

a) The Normality Test

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[39]Wahyu Isnani, *The effectiveness of using mind map in teaching writing at the eighth grade of SMPN 1 Siman in Academic Year 2013/2014*, (IAIN Ponorogo, 2014)

Normality Test is used to identify the data is normal or not. The researcher used Kolmogorov-Smirnov formula. After calculating the data, and then compare the maximum result of data analysis with Kolmogorov-Smirnov.80The calculation of normality test used SPSS 23 version.

 b). Homogeneity test

The Homogeneity test is used to know before we compare some of the groups. It is useful to test the homogeneity of variance in compared two or more groups.81 to calculate the homogeneity test, the researcher used SPSS 23 version.

2. **Hypothesis Test**

 After collecting data, the researcher uses SPSS Statistic 23 version to calculate data. That is the hypothesis of the test:

Ho: There is no significant difference score in grammar comprehension for students who are taught by using Mobile Dictionary Media and who are not taught by using Mobile Dictionary Media at the tenth grade students of SMAN 1 Pulung Ponorogo in 2019/2020 academic year.

Ha : There is a significant difference score in Writing for students who are taught by using Mobile Dictionary Media and who are not taught by using Mobile Dictionary Media at the tenth grade students of SMAN 1 Pulung Ponorogo in 2019/2020 academic year.

Ho is accepted if probabilities < 0.05, there is no significant difference score in Writing for students who are taught by using Mobile Dictionary Media and who are not taught by using Mobile Dictionary Media at the tenth grade students of SMAN 1 Pulung Ponorogo in 2019/2020 academic year.

Ha is accepted if probabilities > 0.05, there is significant difference score in Writing for students who are taught by using Mobile Dictionary Media and who are not taught by using Mobile Dictionary Media at the tenth grade students of SMAN 1 Pulung Ponorogo in 2019/2020 academic year.
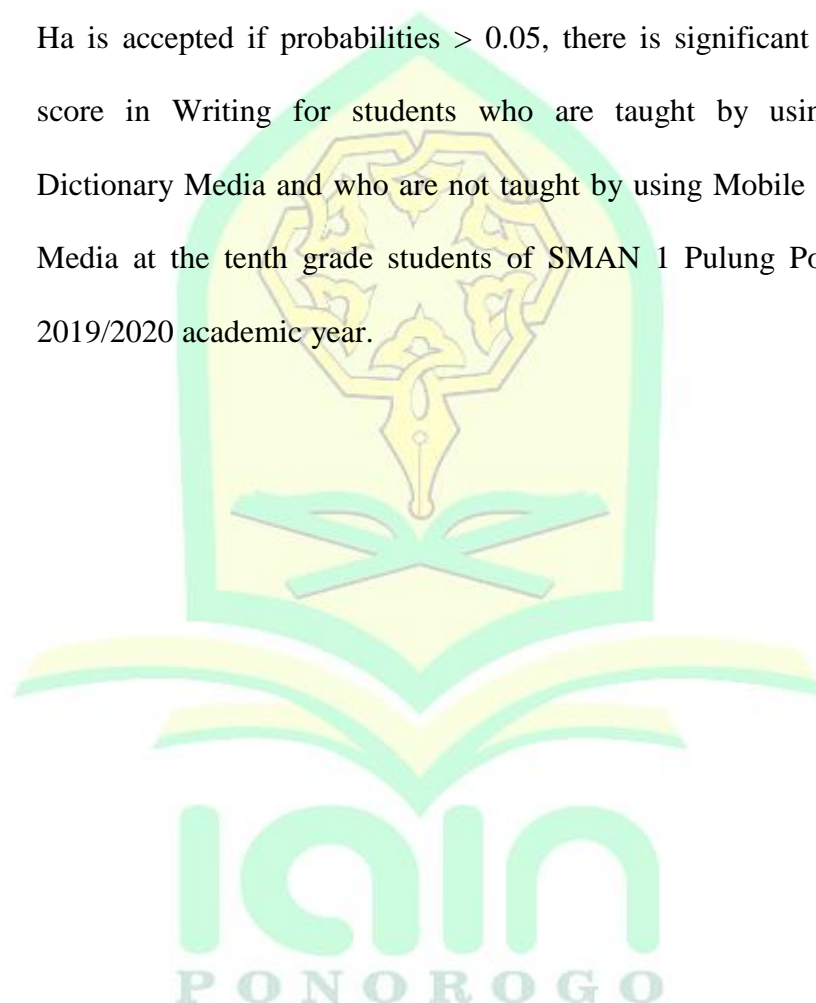
CHAPTER IV

RESEARCH FINDING

A.   Research Location

The research was conducted this research in SMAN 1 PulungPonorogo that located at Jln. Djayengrono, Pulung Merdiko, Ponorogo. After the thesis proposal approved by the advisor, the researcher looked for data related on the problem of teaching English especially in Writing. After the researcher got the data of problem in teaching Writing in the school, the researcher asked the permission from the headmaster of SMAN 1 PulungPonorogo. The classroom is done on the ten grade students of SMAN 1 Pulung Ponorogo especially X IPA 3 class and X IPA 4 class.

B.   The Data Description

In this research, the researcher used quasi-experimental, where the researcher took two class as sample. In this research the researcher took SMAN 1 Pulung as population. The researcher took the sample as random. The researcher conduct class using the lottery method and take one class to experiment and one class to control. The total of the student two class is 64.

In the experimental class, the student weas taught by using mobile dictionary media especially in class writing and in control class the student was not taught by using mobile dictionary media. In the end of the research, the researcher want to compare between the score on the students' using mobile

dictionary media and those who are not, but lecturing or using conventional strategy.

1. The schedule of Research

In the experimental class, the learning process consisted of four meetings. They were pre-test, first and second treatment by using Mobile Dictionary media, and the last was post-test. Furthermore, in the control class, the learning process is also consist of three meetings. They were pre-test, first meeting, second meeting, and the last was post-test. The researcher conducted research in SMAN 1 Pulung based on research schedule as follows:

Table 4.1

The schedule of Experimental class

No	Date	Activities
1	28 January 2020	Pre-Test
2	4 February 2020	Treatment using Mobile Dictionary Media
3	11 February 2020	Post-Test

Table 4.2

The schedule of Control class

No	Date	Activities
1	28 January 2020	Pre-Test
2	4 February 2020	Treatment using Conventional method
3	11 February 2020	Post-Test

2. The procedure of the research in Experiment Class and Control Class

In experimental class, the researcher taught using mobile dictionary media. Before conducted the treatment, the researcher gave pre-test to the students that is consist of ten item test,five item matching and five item arrange focus on Calendar of event text. After conducted pre-test, the researcher conducts treatment. In the treatment, students were guided by teacher in using the application while learning process. These are the steps that applied the mobile dictionaryapplication as a media in the learning process in the experiment class which has been as follows:

1. The teacher download the application Kamus Inggris Indonesia" in play store.

2. The teacher share Mobile Dictionary application to the students' or the students

3. The students' install Mobile Dictionary media in the hand phone or gadget.

4. The students' only type word in the Mobile Dictionary media

5. The students' if find difficult word especially writing class can type in mobile dictionary

Besides that, in control class, the researcher taught the students by using lecturing or conventional strategy. The researcher gave explanation about the learning material to the students during the class. After that, the researcher gave the Calendar of event text to the students and asked the students to

answer some questions related to the material. In control class, the learning

material and form of the test were same like in the experimental class but

different strategy on the way teaching.

The researcher held post-test for experiment and control class, which

purposed to know the students' achievement after having treatment. There

were tests in the form of essay test.

3. The students' score of Experimental class

The table show the result students' writing achievement for student

taught using mobile dictionary media in experimental class. The table show

Pre-test and Post-Test score experimental class.

Table 4.3

Students' writing in score for experimental class

No	Name	Score	
		Pre-Test	Post-Test
1	Aisyah Safrina	60	95
2	Apdulloh Yopi Saputra	60	80
3	Aprilia Candra Dwi Cahyanto	70	70
4	Arina Resti Umami	60	95
5	Asti Diana Sari	80	95
6	Aulia Febrianti	70	100
7	Ave Zangkila Langit	40	100

8	Aviska Ivana Aprilia Padmasari	60	90
9	Bima Arya Saputra	30	75
10	Clara Fabiola Cindy Kristiani	60	90
11	Daffa Pradita Wahyu Pratama	40	65
12	Delta Firda Maysoraya	40	100
13	Difka Vinaya Ratu Maharani	70	90
14	Febrianti Tri Rahayu	70	65
15	Fritamarcelin Baranandita A	80	80
16	Henita Amelia Dwita Sari	60	85
17	Janes Veiliya Harwinda Bella Putri	80	95
18	Ling I Ishe Tri Anjari	60	95
19	Merlinda Lusiani	60	80
20	Mohammad Ilham	70	85
21	Nada Citra Ambar Wangi	60	95
22	Nadila Lesti Ayu Difani	60	90
23	Nanda Agrandis	60	80
24	Nouvendanangtyas	70	95
25	Noviana Triya Sani	80	80
26	Rediva Febriyaningrum	60	80
27	Rico Dwi Cahyono	60	90
28	Saiful Anwar	60	85
29	Sania Amira Salsabi	60	85

30	Selvi Anggarani	60	85
31	Supadria Dwi Kallista	80	100
32	Vernanda Zhumrotul Kholifah	60	90
	Total	1990	2785
	Mean	62.18	86.18

The table above showed the highest and the lowest pre-test scores students' of experimental class. It can be seen that the highest score in the pretest was 80 and the lowest score was 30. Meanwhile, the highest score in the post-test of experimental class was 100 while the lowest score was 65. The total score in the pre- and post-test was 1990 and 2785. The mean of pre-test was 62.18 while the post-test was 86.18.

The result of students' test of experimental class can be seen clearly in the following table.

Table 4.4

Frequency Distribution of Pre-Test in Experimental class

SCORE PRE-TEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3,1	3,1	3,1
	40	3	9,4	9,4	12,5
	60	17	53,1	53,1	65,6
	70	6	18,8	18,8	84,4
	80	5	15,6	15,6	100,0
	Total	32	100,0	100,0	

From the table from the table above it was described that the score of students' writing was various. There were 1 students or 3,1% got score 30,3 students or 9,4% got score 40,17 students or 53,1% got score 60, 6 students or 18,8% got score 70, 5 students or 15,6% got score 80. Based on the table above, it can be described in the form of the histogram which is can be seen as follows:
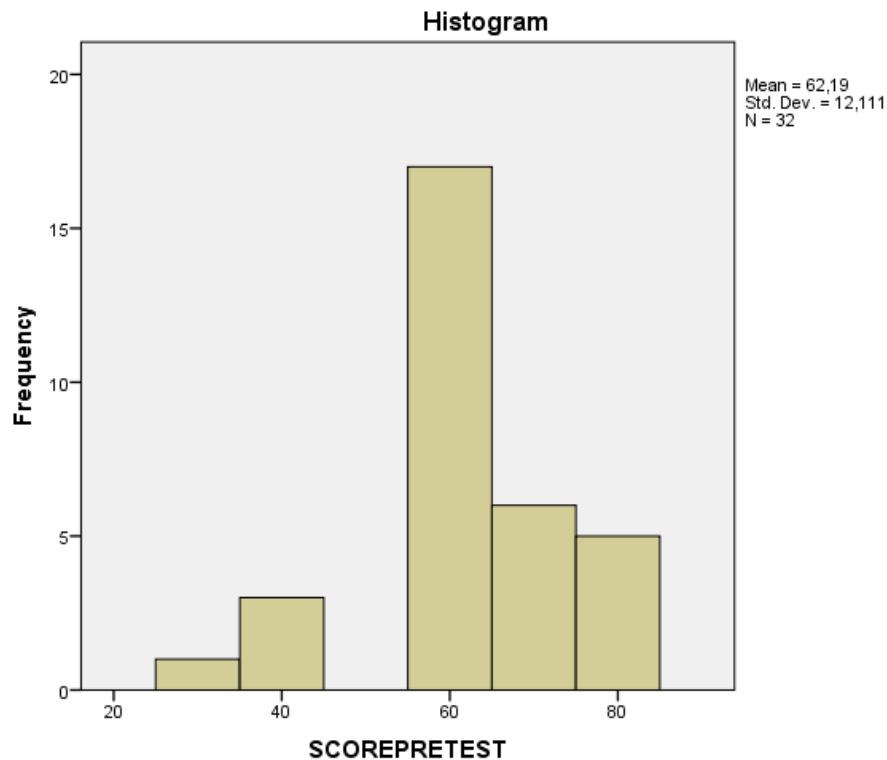
Pre-Test in Experimental class

Figure 4.1

Histogram of Pre-test in Experimental Class

From the histogram above, it showed that the M = 62,19 and SD = 12,111. To determine the category of the students' grammar mastery was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than M + 1.SD (62.19 + 12.111 = 74.301) was categorized into good.

2. Between M – 1.SD (62.19 – 12.111 = 50.079) to M + 1.SD (62.19 + 12.111 = 74.301) was categorized as medium

3. Less than M - 1. SD (62.19 – 12.111 = 50.079) was categorized as low.

Thus, it can be seen that the scores which are more than 74.301 was considered into good, the score between 50 – 74 was categorized into

medium, while the score is less than 50 was categorized into low. That

categorization can be seen clearly in the following table:

Table 4.5

The Categorization of Students' Pre-Test in Experimental Class

No	Score	Frequency	percentage	Frequency
1	More than 74	5	15.6%	Good
2	Between 50 – 74	23	71.9%	Medium
3	Less than 50	4	12.5	Low
	Total	32	100%	

From the table above, it could be seen that the score of students' writing of

experimental class in pre-test showed that 15.6% in the good category, 71.9%

in the medium category, and 12.5% in the low category.

Table 4.6

Frequency Distribution of Post-Test in Experimental class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	2	6,3	6,3	6,3
	70	1	3,1	3,1	9,4

75	1	3,1	3,1	12,5
80	6	18,8	18,8	31,3
85	5	15,6	15,6	46,9
90	6	18,8	18,8	65,6
95	7	21,9	21,9	87,5
100	4	12,5	12,5	100,0
Total	32	100,0	100,0	

From the table from the table above it was described that the score of students' writing was various. There were 2 students or 6.3% got score 65, 1 students or 3.1% got score 70, 1 students or 3.1% got score 75, 6 students or 18,8% got score 80, 5 students or 15,6% got score 85. 6 students or 18.8% got score 90, 7 students or 21.9% got score 95, 4 students or 12.5% got score 100. Based on the table above, it can be described in the form of the histogram which is can be seen as follows:
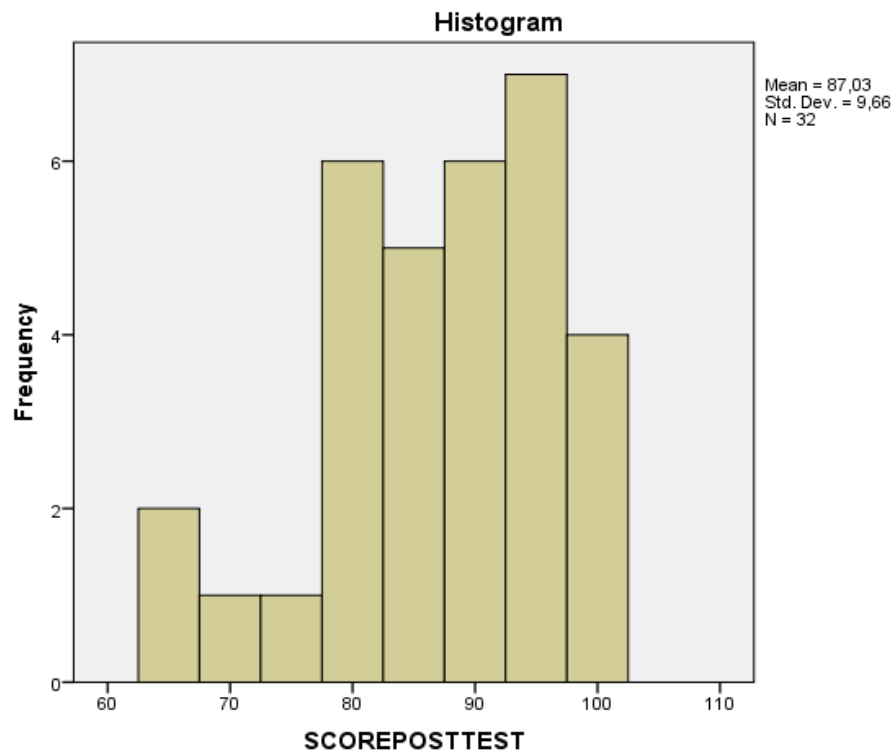
Figure 4.2

Histogram of post-test in Experimental class

From the histogram above, it showed that the M = 87,03 and SD = 9,66. To determine the category of the students' grammar mastery was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than M + 1.SD (87.03 + 9.66 = 96.36) was categorized into good.

2. Between M – 1.SD (87.03 – 9.66 = 77.37) to M + 1.SD (87.03 + 9.66 = 96.36) was categorized as medium

3. Less than M - 1. SD (87.03 - 9.66 = 77.37) was categorized as low.

Thus, it can be seen that the scores which are more than 96 was considered into good, the score between 77 - 96 was categorized into medium, while the score is less than 77 was categorized into low.

That categorization can be seen clearly in the following table:

Table 4.7

The Categorization of Students' Pre-Test in Experimental Class

No	Score	Frequency	percentage	frequency
1	More than 96	4	12.5%	Good
2	Between 77 – 96	24	75%	Medium
3	Less than 77	4	12.5	Low
	Total	32	100%	

From the table above, it could be seen that the score of students' writing of experimental class in pre-test showed that 12.5% in the good category, 75% in the medium category, and 12.5% in the low category.

4. **Students' Writing score of Control class**

The table below showed the result of students' writing for the students who are taught by using conventional or traditional method (control class) or not using Mobile Dictionary media.

This table showed pre- and post-test score:

Table 4.8

Students' writing in score for control class

No	Name	Score	
		Pre-Test	Post-Test
1	Adi Cahyono	70	65
2	Aida Rahayu Ningtias	40	75
3	Andry Aprillya Denada	60	70
4	Ardan Maulana Sidqi	70	80
5	Aryasatya Rais Pradana	60	80
6	Avrelia Dwi Saputri	40	65
7	Bela Dwi Permatasari	70	75
8	Brigita Yuni Prestika	40	65
9	Danny Anno Nicksta	50	70
10	Delvin Arohim	60	55
11	Dentino Yunta Pradana	70	60
12	Fatika Ageng Sekar Taji	60	65
13	Feriska Anggelia Agustin	40	90
14	Firgiawan Edo Yanuar Pratama	60	70
15	Fisca Frimaningtyas	90	80
16	Kristin Sulistyani	80	80
17	Mauren Cia Ivanka Yuana	60	75

18	Muhammad Dhani Arista	70	70
19	Nabila Ayu Meylia Putri	60	80
20	Niken Agustina Pratiwi	60	75
21	Nirmala Putri Zahrah Salsabil	50	80
22	Novalia Rizki Rahmadani Putri	70	90
23	Novka Augusti Sarrahisdas	60	90
24	Primalia Febrina Putri Herlambang	40	70
25	Ratih Rahma Marsudi	90	85
26	Renda Intan Kusuma	70	80
27	Rendhi Dwi Cahyono	60	95
28	Rizky Fandika Eka Putranto	80	70
29	Shelfia Devi Aprillia Lestari	40	65
30	Velyza Ardianti	80	65
31	Veronika Supatmi	50	70
32	Yasita Povi Andini	40	40
	Total	1940	2345
	Mean	60.25	73.28

The table above showed the highest and the lowest pre-test scores students' of control class. It can be seen that the highest score in the pretest was 90 and the lowest score was 40. Meanwhile, the highest score in the post-test of control class was 95 while the lowest score was 40. The total score in the pre-

and post-test was 1940 and 2345. The mean of pre-test was 60.25 while the post-test was 73.28.The result of students' test

Of control class will be explained clearly in the following table. It will explore about pre-test and then the result of post-test in the control class.

Table 4.9

Frequency Distribution of Pre-Test in Control class

Pretest Ccontrol Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	7	21,9	21,9	21,9
50	3	9,4	9,4	31,3
60	10	31,3	31,3	62,5
70	7	21,9	21,9	84,4
80	3	9,4	9,4	93,8
90	2	6,3	6,3	100,0
Total	32	100,0	100,0	

From the table from the table above it was described that the score of students' writing was various. There were 7 students or 21.9% got score 40, 3 students or 9.4% got score 50, 10 students or 31.1% got score 60, 7 students or 21.9% got score 70, 3 students or 9.4% got score 80. 2 students or 6.3% got score 90.

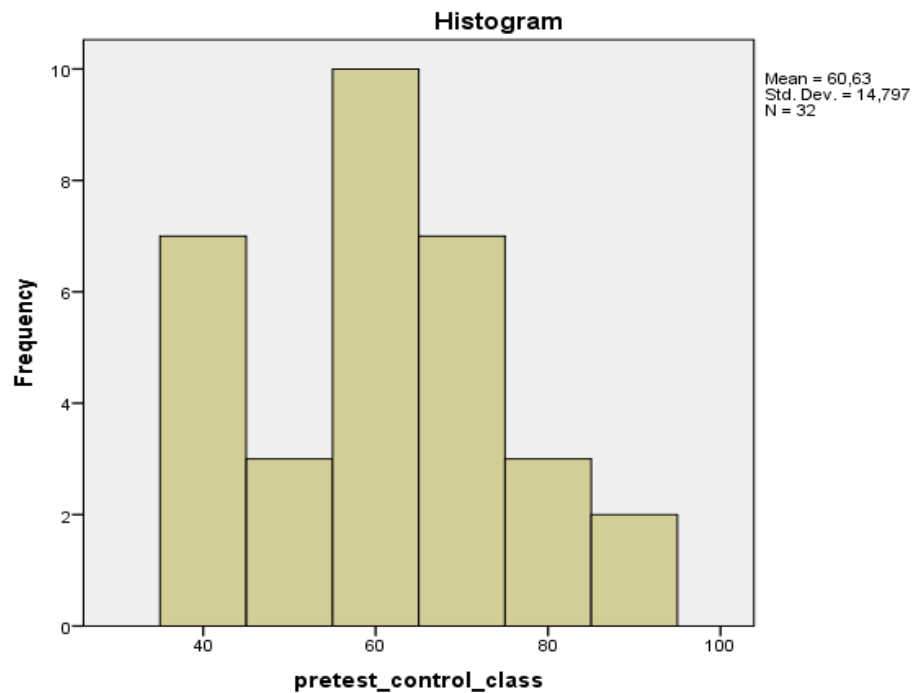Based on the table above, it can be described in the form of the histogram which is can be seen as follows:

Figure 4.3

Histogram of Pre-test in Control Class

From the histogram above, it showed that the M = 60,63 and SD = 14,797. To determine the category of the students' grammar mastery was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than M + 1.SD (60.63 + 14.797 = 75.427) was categorized into good.

2. Between M – 1.SD (60.63 – 14.797 = 45.83) to M + 1.SD (60.63 + 14.797 = 75.427) was categorized as medium

3. Less than M - 1. SD (60.63 – 14.797 = 45.83) was categorized as low.

Thus, it can be seen that the scores which are more than 75.42 was considered into good, the score between 45 – 75 was categorized into medium, while the score is less than 45 was categorized into low. That Categorization can be seen clearly in the following table:

Table 4.10

The Categorization of Students' Pre-Test in Control Class

No	Score	Frequency	Percentage	frequency
1	More than 75	5	15.7%	Good
2	Between 45 – 75	20	62.4%	Medium
3	Less than 45	7	21.9%	Low
	Total	32	100%	

From the table above, it could be seen that the score of students' writing of control class in pre-test showed that 15.7% in the good category, 62.4% in the medium category, and 21.9% in the low category.

Table 4.11

Frequency Distribution of Post-Test in Control class

Post Test Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Vali 40	1	3,1	3,1	3,1

d	55	1	3,1	3,1	6,3
	60	1	3,1	3,1	9,4
	65	6	18,8	18,8	28,1
	70	7	21,9	21,9	50,0
	75	4	12,5	12,5	62,5
	80	7	21,9	21,9	84,4
	85	1	3,1	3,1	87,5
	90	3	9,4	9,4	96,9
	95	1	3,1	3,1	100,0
	Total	32	100,0	100,0	

From the table from the table above it was described that the score of students' writing was various. There were 1 students or 3.1% got score 40, 1 students or 3.1% got score 55, 1 students or 3.1% got score 60, 6 students or 18.8% got score 65, 7 students or 21.9% got score 70. 4 students or 12.5% got score 75, 7 students or 21.9% got score 80, 1 students or 3.1% got score 85, 3 students or 9.4% got score 90, 1 students or 3.1% got score 95.

Based on the table above, it can be described in the form of the histogram which is can be seen as follows:
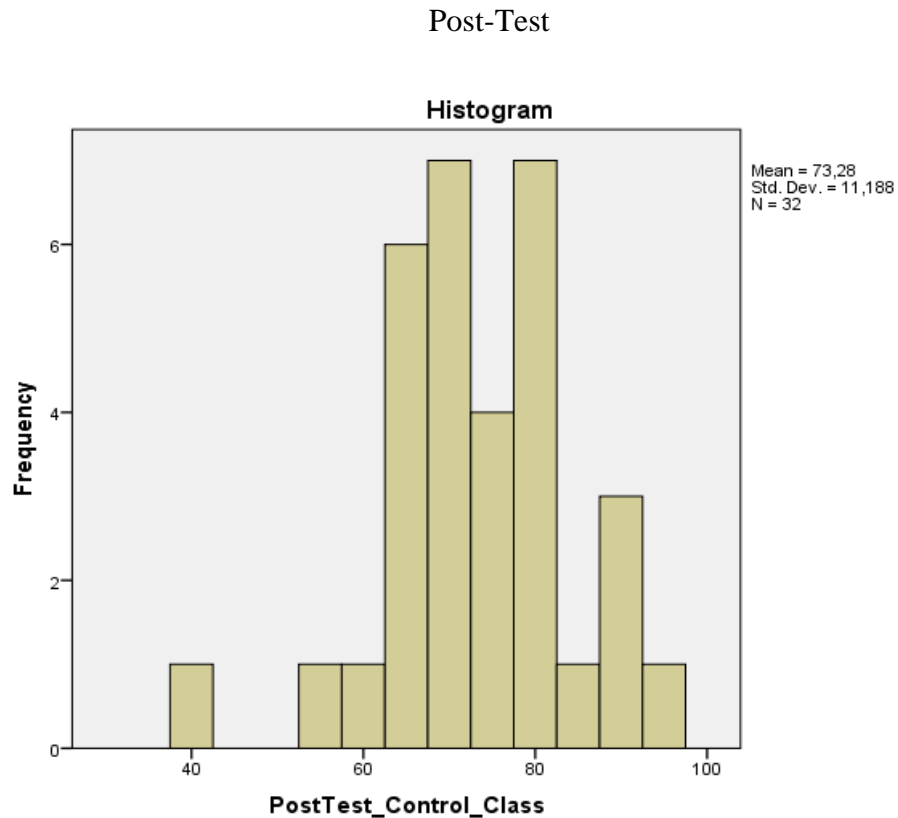
Post-Test

Figure 4.4

Histogram for Post-test in Control Class

From the histogram above, it showed that the M = 73,28 and SD = 11,188. To

determine the category of the students' grammar mastery was good, medium

or low, the researcher grouped scores using the standard as follows:

1. More than M + 1.SD (73.28 + 11.188 = 84.468) was categorized into good.

2. Between M − 1.SD (73.28 − 11.118 = 62.092) to M + 1.SD (73.28 +

11.188 = 84.468) was categorized as medium

3. Less than M - 1. SD (73.28 – 11.118 = 62.092.) was categorized as low.

Thus, it can be seen that the scores which are more than 84.46 was considered into good, the score between 62 – 84 was categorized into medium, while the score is less than 62 was categorized into low. That Categorization can be seen clearly in the following table:

Table 4.12

The Categorization of Students' Post-Test in Control Class

No	Score	Frequency	percentage	frequency
1	More than 84	5	15.6%	Good
2	Between 62 – 84	24	75%	Medium
3	Less than 62	3	9.4%	Low
	Total	32	100%	

From the table above, it could be seen that the score of students' writing of control class in post-test showed that 15.7% in the good category, 75% in the medium category, and 9.4% in the low category.

C. Data Analysis

Before testing the hypothesis the data fulfill the assumption for testing hypothesis. There were Normality and Homogeneity the data.

1. **Normality**

   Normality test is to determine whether the population data is normally distributed or not[40].There are three kind normality test, they are Kolmogorov – Smirnov, Lilieforrsc, and Chi Squere.

   In this research, the research used Kolmogorov-Smirnov formula and the calculation by using SPSS 23 version:

<div align="center">

Table 4.13

Normality Test

One Sample Kolmogorov – Sminov Test

Test of Normality

</div>

	CLASS	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
SCORE	EXPERIMENTAL CLASS	,152	32	,058	,923	32	,026
	CONTROL CLASS	,136	32	,140	,949	32	,132

a. Lilliefors Significance Correction

*This is a lower bound of the true significance.

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[40]Syofian Siregar, Statistik Parametrik untuk Penelitian Kuantitatif(Jakarta: PT Bumi Aksara, 2014), 153.

Based on the calculation of SPSS 23 Version above, it can be seen that the test used one-sample Kolmogorov-Smirnov test. The table above showed the value of sig. In experimental class was higher than α (0,58> 0,05). It means that the data of experimental class is normality distributed. And also in control class, the table swowed that the value of sig, In control class was higher than α (0,140 > 0,05). It means that the data of control class is normality distributed.

2. **Homogeneity**

It was useful to test homogeneity of variance in compared two or more groups[41]. Homogeneity test was done before researcher compare of same group. In this research, the researcher calculated the homogeneity test using SPSS 23 version. The result of calculation as bellow:

Table 4.14

The result of Homogeneity Calculation Test of Homogeneity of Variances

Test of Homogeneity of Variances

Test of Homogeneity of Variances

SCORE

Levene Statistic	df1	df2	Sig.
,230	1	62	,633

---

[41]Retno, *Statistika,* 2012

Based on the calculation of SPSS 23 version above, irt can be seen fro the value of sig. That was higher than α (0,633 > 0,05). It means that data is homogeneous.

3.   **T-test**

The researcher calculated –test by using SPSS 23 version to found if there was a significant difference or not before calculating T-test, the data should have normal distribution and homogeneity. Post-test of the control group and experimental group were normally distributed and homogeneous. The researcher conducted t-test calculation by using SPSS 23 version program. The result of the calculation as follows.

Table 4.15

Mean Score of Experimental Class and Control Class

Group Statistics

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
SCORE	EXPERIMENTAL CLASS	32	87,03	9,660	1,708
	CONTROL CLASS	32	73,28	11,188	1,978

Based on the table above, the result of data analysis showed that the students' means score of Experimental class (students who are taught by using Mobile Dictionary Media) is 87,03 while the students' means a score

of control class (students who are not taught by using Mobile Dictionary

Media or students who are taught Lecturing or Conventional Method) is

73, 28.

Table 4.16

The Result of T-test Calculation

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
SC OR E	Equal variances assumed	,230	,633	5,262	62	,000	13,750	2,613	8,527	18,973
	Equal variances not assumed			5,262	60,710	,000	13,750	2,613	8,524	18,976

From the table above, it can see that the value of T-test is 5,262 and the degree of freedom is 62 (df = db – 2; 64 – 2 = 62). The value of T_{table} in significant 5% is 1,998. To interpret the data above, the researcher formulate hypothesis as bellow:

H_a : There was significant effect teaching of using Mobile Dictionary media in teaching Writing.

H_0 : There was no significant effect teaching of using Mobile Dictionary media in teaching Writing.

The result of the research showed that the value of T-test is higher than T_{table} 5,262 > 1,998). It means that $_{is}H_a$ acceptedand H_1 is refused. It can be conducted that students' who are taught using Mobile Dictionary media get better score in writing calendar of event text than those students' who are no taught using Mobile Dictionary media in writing calendar of event text.

D. Discussion and Interpretation

The research was conducted to find out comparative between students' score who are taught using Mobile Dictionary Media and students' who are no taught using Mobile Dictionary media, especially in writing class. Based computation above, was shown that difference coefficient of students taught using Mobile Dictionary media and students no taught using Mobile Dictionary media is 5,262. The result was used to find out whether the difference coefficient was a significant coefficient or not.

Hypothesis test (t_0) at 5,262 from the computation above would be compared to the "t" index (t_t) with the condition stated below:

1. If the $t_0 > t_t$, H_a was accepted. It meansthat there was a significant different score on students' writing who are taught using Mobile Dictionary Media and who are not.

2. If the $t_0 < t_t$, H_a was refused. It means that there was no a significant different score on students' writing who are taught using Mobile Dictionary Media and who are not.

Db = n1 + n2 – 2

= 32 + 32 – 2

= 62

At the significant standard 5%, the value of 1,998. Then the value of t_t. The value of t_0 is 5,262. So, $t_0 > t_t$. it means that H_a is accepted and $H_0$is refused.

From the calculation above, it can be seen that the students' writing who were taught using Mobile Dictionary got better score than those who are not. So, it can be conducted that there is significant different core on students' writing who are tauught using Mobile Dictionary media and those who are not at the tenth graders students of SMAN 1 Pulung Ponorogo in academic year 2019/2020.

E. Conclusion

Mobile Dictionary media is one of alternative solutions that can be used by teacher to teach writing. Writing which part in English subject needed to be solved by the appropriate way. Mobile Dictionary media tries to make the learning process within the class easily and effectively.

Based on the data carculation of research to the tenth graders students of SMAN 1 Pulung Ponorogo in Academic Year 2019/2020, it can be seen that the students' post test score in experimental class is 86.18, while the post test in control class is 73.28. it is indicate that the students who are taught by using Mobile Dictionary media got the better score that the student who are learn with conventional or lecturing strategy. The conclution can be seen from the result of the statistical calculation in the previous chapter, where the value of Ttest is higher that Ttable (5.262 > 1.998). From the explanation above, it can be conducted that Mobile Dictionary media is an effective way teaching English, especially in writing class to the tenth graders students of SMAN 1 Pulung Ponorogo in Academic Year 2019/2020.

F. Recomendation

Based on the result of the research, the researcher feel necessary to given recomendation as follow :

1. For the English Teacher of SMAN 1 Pulung Ponorogo

   It will better for the teacher to improve the strategy of teaching writing, especially using modern technologies such as mobile dictionary media, so the learning process in the class will be effective and eficient. The writer

expects the teacher of SMAN 1 Pulung Ponorogo be more creative and innovative in delivering the optimal material using current technologies and make the students get optimal benefit of this application and disadvantage of it can be minimized.

2. For the Students of SMAN 1 Pulung Ponorogo

The writer expects that the students at the tenth grade of SMAN 1 Pulung become more active and confidence in English class, especially when teacher applies the Mobile Dictionary media. By using this application, they should not be afraid to explore their creativity and knowladge. Teaching English especially teaching writing to make the students become creative, active and understand the material which given by teacher through the application anywhere and anytime. The use Mobile Dictionary media is very helpful in teaching learning pcocess, so it well be effectively and effeciently.

3. For the futher researcher

The result of this research can be used as reference for the other research who will conduct a research which is realated to this research. But, the researcher realizes that there are some weaknes in this research. So, the furthere researcher should learn from those weakness and fullfill th

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