

**THE EFFECTIVENESS OF USING U-DICTIONARY (AN ONLINE BASED  
APPLICATION) TO INCREASE THE STUDENTS' VOCABULARY  
IN CLASS VIII OF SMP ALKHAIRAAT 1 PALU**



**A THESIS**

*Thesis is Submitted to fulfill One of the Requirements to Obtain A Bachelor's  
Degree of Education (S.Pd.) in major English Tadris Study Program Faculty of  
Tarbiyah and Teacher Training  
UIN Palu*

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## STATEMENT OF THESIS AUTHENTICITY

I hereby declare that this thesis entitled : “The Effectiveness of Using U-Dictionary (An Online Based Application) To Increase The Students’ Vocabulary In **Class VIII** of SMP Alkhairaat 1 Palu” has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

**Palu, Oktober 01<sup>st</sup> 2021**  
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## APPROVAL PAGE

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A thesis by, Moh. Fahrul NIM. 17.1.16.0043 entitled "The Effectiveness of Using U-Dictionary (An Online Based Application) To Increase The Students' Vocabulary In Class VIII of SMP Alkhairaat 1 Palu" which has been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 01<sup>st</sup> Oktober 2021 has met all the criteria for scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

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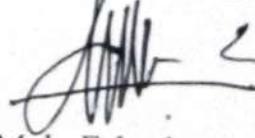
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Palu, Oktober 01<sup>st</sup> 2021

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## ABSTRACT

MOH. FAHRUL (2021). **“THE EFFECTIVENESS OF USING U-DICTIONARY (AN ONLINE BASED APPLICATION) TO INCREASE THE STUDENTS VOCABULARY IN CLASS VIII OF SMP ALKHAIRAAT 1 PALU”** English Tadris Study Program Faculty of Tarbiyah and Teacher Training, Datokarama State Islamic University (UIN) Palu. Under the supervision of Drs. Muhammad Ihsan., M.Ag and Ana Kuliáhana Spd., M.Pd

The importance of using technology in student life in the modern era, overall makes the use of technology very relevant and helps facilitate the learning process. For example, the current technology that helps students learn vocabulary is the U-Dictionary application. The U-Dictionary application is one of the results of technological developments that can be obtained by anyone through their smart phone. This study aims to determine whether the use of the U-Dictionary application can increase the vocabulary of class VIII students of SMP Alkhairaat 1 Palu

In this study the researcher used a quantitative method. The technique of collecting data used was an observation, pre test and post test. The population of the research was class VIII students' of SMP Alkhairaat 1 palu. The sample was were 20 students. Class VIII A as the experimental class and class VIII B as the controlled class. The treatment was held in 8 meetings, 1 x 40 minutes for each. The research used instrument test in form of multiple choice and fill in the blank.

The result of the data analysis shows Total score of Pre-test and post-test students in Experimental class (69972) and pre-test and post-test controlled class (47350). The mean score of pre test the experimental class (84), is higher than the mean score of the Controlled class (68). The result of t-counted (6,2745) which was higher than t-table (2,101). In analyzing the data, The research used a 0.05 level significance and the degree of freedom ( $df=10 + 10 - 2$ ) means that the hypothesis of the research was accepted. In conclusion, the using of the U-Dictionary application can increase the students' vocabulary in class VIII of SMP Alkhairaat 1 palu.

# CHAPTER I

## INTRODUCTION

### *A. Background of Study*

English is an international which is one of the subjects that must be mastered and studied by students in Indonesia, both from primary school to college. By mastering the correct English, we will find it easily to communicate and even establish relationships with strangers. Learning English now is an obligation for us so that in any condition we are required to master the language. In this modern era, learning English is very easy with the help of technology.

The rapid development of technology in the current era of globalization can not longer be avoided by its impact on the world of education. Global demands require the world of education to always and constantly adapt technological developments to efforts to improve the quality of education, especially in the learning process.

One of the information technology that is often used in teaching and learning process is mobile phone. Mobile phone can be used as simple learning media. Even now, the used of mobile phone in the world of education is increasing. Students are very happy and often look for references to lecture materials by mobile phone rather than by reading books. Especially since the Covid 19 pandemic has forced us to implement social distancing policies, or in Indonesia it is more recognized as physical distancing to minimize the spread of Covid .

So, this policy is strived to slow down the spread Corona virus in the community. The Ministry of Education and Culture (Kemendikbud) responds with learning policies from home through online learning. Therefore, during this pandemic we took advantage of the use mobile phone to continue the teaching and learning process. mobile phone have many features such as internet connection, text or message service, video player, music player, camera and last but not least the last application. The existence of mobile phone has its own phenomenon for the world of education, especially for students. Its presence offers sophistication to be able to access all information across the world very quicly, easily and inexpensively. Mobile phone really support teaching and learning process, one of which is through media Aplication U-dictionary.

In learning vocabulary,there are many problems eby students, so that they are very difficult to understand all of materials that her or his teacher explained, they are: First is understanding meaning of word. Most students have found difficulties in understanding meaning of words, because they may not know it when they are learning, so that it is so hard for them could understand the lesson well, and it also might make them disappointed and unmotivated. Besides that, they try to translate it into Bahasa Indonesia, so that they attempt look up it in the dictionary. Second is differentiating the foreign word-spelling. Students have found some similar words and sounds in English, so that it might make them feel confused. Third is using the words. The students forgot word that has been learned before, so that they could not make a sentence well.

When we are talking more about reality, means we are talking the present events, the other problem who faced by students, they were: The teacher mostly teach vocabulary through the traditional method. It seems monotonous method, so that it might make students bored, and lazy in teaching learning process. Beside that, vocabulary is usually taught through memorizing word and drilling pattern. It means that their teacher taught this way to apply the material that would teach, so that it also might make students bored. Moreover, they tend to be difficult in learning vocabulary.

Vocabulary is one aspect in English. Vocabulary is very important for studying English. The students learned grammar without vocabulary, will have difficulty to convey what she or he wants to say. However a students' just learning. Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. However, some of students' in SMP Alkhairaat 1 Palu still have less vocabulary. Sometimes they do not understand what the teacher said. Moreover, the students are still difficult to communicate using English. It can make the students lazy to learning english. The students do not give attention when the teacher explained the material in the class. Furthermore they just keep silent if the teacher asked them in english. So must of students have a just acquired a few vocabularies. This means that the teacher needs to use effective media that can make the interest in learning. Technology is such a big part of the world of which we live, the use of technology and teaching students have to use it has

become a high priority in the public schools Another reason technology is a factor improving learning is the fact that technology is becoming such an integral part of our everyday world.<sup>1</sup> Most jobs today require some type of technology use. Also, students and adults are using technology on a daily basis to communicate, get information in multiple ways.

The prevalent daily use of technology in people's lives overall makes the use of technology very relevant to the students and provides a connection that will greatly benefit student teaching. This means that the use technology can help students' increase their vocabulary. U-dictionary application is one result of technological developments that anyone can get through his smart phone. Thus, this study aims to know the result of enhancing students' vocabulary mastery by using U- Dictionary Application.

From the explanation above, a teacher has to choose a suitable ways, subject or material and how to apply it in the classroom. He or she has to be a creative teacher who succeeds in teaching English vocabulary

From the background described above, the writer is interested in investigating **The Effectiveness of Using U-Dictionary (An Online Based Application) To Increase the Students' Vocabulary of SMP Alkhairaat 1 Palu.**

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<sup>1</sup> Alqhatani, M. (2015). *The importance of vocabulary in language learning and How to be Taught* .Internasional journal of Theacing and Education , 3.

### ***B. Research Problem***

Based on the background of the study described above, the research question is indicated as:

Can the use of U-Dictionary application increase the students' vocabulary of Class VIII of SMP Alkhairaat 1 Palu ?

### ***C. The objective of study***

The main objective of this study is to find the effectiveness of the use of application in increasing the students' vocabulary of class VIII of SMP Alkhairaat 1 Palu.

### ***D. The Significance of Study***

The significant of this study are:

1. U-dictionary application helps students to increase their motivation and this application more enjoyabel for learing. Pratically the result of this study will be useful for the writer to find out the learning strategy.
2. Using U-Dictionary application and the result of this study can be used by writer as input for developing vocabulary learning strategies.
3. In the process of learning english, U- Dictionary application is alternative that can be additional the vocabulary of students.

### ***E. Scope of the research***

In this research the researcher focused on the use U-Dictionary application to increase vocabulary students' in class VIII of SMP Alkhairaat 1 palu.

## CHAPTER II

### REVIEW OF LITERATURE

#### *A. Previous Studies*

The first previous study is conducted by Imas Fitriani researchers from Universitas Nourth Sumatera Medan.<sup>3</sup> The research deals with The contribution of English Dictionary application on student achievement at Mas Raudathul Akmal Batang kuis. She is used method classroom action research (CAR) which the research that consisted 2 cycle and the instrument she is used pre-test, post-test, observation and interview. This is research difference with previous studies by Imas Fitriani. The writer used application U-Dictionary an online based with method quasi experimental design and previous study used classroom action research (CAR).

The second previous study is conducted by Rohmatillah. She is student Universitas Surakarta.<sup>4</sup> The research discusses the effectiveness of use Electronic Dictionary application in improving on student vocabulary at the eight grade of SMP Alfalah mampang prapatan. This research used quasi experimental research which belongs to quantitative method. The research is implemented in two classes, which divided into experimental and controlled class. She found that there were different in student word knowledge taught through Electronic Dictionary and those

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<sup>3</sup> Imas Fitriani. “*The contribution of english Dictionary application on student achievement at Mas Raudathul Akmal Batang kuis.*”Thesis (Medan Sumatera Utara : University of Nourth : 2019 ).P.1

<sup>4</sup> Rohmatillah. “*The Effectiveness of using Electronic application in improve vocabulary at the Eight Grade of SMP Alfalah mampang prapatan* Thesis (lampung : University Surakarta, 2017 ), p. 1

thought by printed dictionaries. She concluded that teaching by using Electronic Dictionary application can give a positive effective than not used application.

From previous studies, there are some differences Place and used application. And The writer this is used application U-Dictionary an online based to increase students' vocabulary at SMP Alkhairaat 1 Palu which used quasi experemintal design and the research instrument used pre–test, treatment and post test. Even though two are some differences described above like application but this research and those researches have same the variable .

Therefore, that could be concluded that the U-Dictionary application could significantly increase the vocabulary ability of the students. Based on the result of data analysis showed that the increasing score. It means that there was the increasing of students' vocabulary ability when they were taught by using U-Dictionary application.

## ***B. Vocabulary***

### 1. Definitions of Vocabulary

According to Oxford advanced learne's dictionary, vocabulary can be defined all the words that a person knows or uses or all the words in a particular language. The words that people use when they are talking about a particular subject.<sup>5</sup> As one of the language elements, vocabulary can help someone to understand clearly in communication. Through the process of recognizing the words in English, the students gain the information easily based on their own words. When students build vocabulary, they can more effectively communicate their ideas, knowledge, and

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<sup>5</sup> A. S Hornby, *Oxford Advanced Learner's Dictionary* ( Oxford University Press, 2000), P.1506

voice,<sup>6</sup> because they learn vocabulary with a practice that is useful to the individual needs and English developmental skills. Vocabulary is one of the most important elements in a language. Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language.<sup>7</sup> It means that people can not write a word or make a sentence well, when they do not master it. Deals with vocabulary, there are many

According to some experts. William Morris stated that: vocabulary is defined as a list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary.<sup>8</sup>

Meanwhile Jack C. Richards and Willy A Renandya said that: vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. it can be concluded that vocabulary is index of words that have. been used by people to communicate, it is usually arranged alphabetically, and it is also part of language component. So, it is very essential when people communicate each other. Other definition vocabulary is classification of the words; those are list an total of words that we know.<sup>9</sup>

According to Kridalaksana, as quoted by Zaenuri stated that: vocabulary is a

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<sup>6</sup> Judy Willis, M.D, (2015) *Teaching the Brain to Read; Strategies for Improving Fluency, Vocabulary, and Comprehension* (Virginia USA: ASCD), P. 80

<sup>7</sup> Virginia French Allen, *Techniques in Teaching Vocabulary*, (Oxford University Press, 1983).p.

<sup>8</sup> William Morris, (2014) *The American Heritage Onary of The English Language*, Boston: American Heritage Publishing Co. Inc. p. 1434

<sup>9</sup> Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching, an Anthology of Current Practice*, ( New York: Cambridge University Press 2002 ).p. 255

component of language that contains all of information about meaning and using word in a language.<sup>10</sup>

From some definitions above, it can be argued that vocabulary not only contains list of words but also contains all of information about using word, and it also contains meaning of word in a language. So, it becomes a basic for people to communicate, because without vocabulary an idea cannot be given in communication.

## 2. Kinds of Vocabulary

There are two types of vocabulary, they are active and passive vocabulary.<sup>11</sup> While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. This two main groups of person's vocabulary are active and passive vocabulary.

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read. The group of passive vocabulary is usually larger than the one of active vocabulary. Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop

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<sup>10</sup> Zaenuri , A.M. Vocabulary 1, ( Jakarta: UIN Jakarta Press, 2016).p. 1

<sup>11</sup> John Read, (2000), Assessing Vocabulary, Cambridge UK: Cambridge University Press, p. 154.

all the four basic language skill; speaking, writing, reading, and listening. Edinburgh Gate divides vocabulary into two categories, namely: active vocabulary and passive vocabulary.

Active vocabulary is the words someone can use, and passive vocabulary is the words someone can understand, but does not use.<sup>12</sup> From some definitions above, it can be concluded that receptive vocabulary has same meaning with passive vocabulary who people only know it without use it when communicate or write something. Productive vocabulary has same meaning with Active vocabulary who people know and it is usually use to communicate or write something.

He also said that: vocabulary was divided into function word and content word. The function words are a closed class we can not add to the prepositions or auxiliaries or modals or any other structure word of the language. The content words are on the other hand, can be added to at any time as new scientific advances make new words and communication about new inventions necessary. It means that to have good English, people have to master not only in grammar but also in vocabulary, so that people have to recognize both of it. Djalinus syah and Azimar Enong classifies vocabulary into general vocabulary and special vocabulary.<sup>13</sup> General vocabulary is the words that are used in general, and special vocabulary is the words that are used in the certain field or job, profession or special science and technology.

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<sup>12</sup> Edinburgh Gate, Longman Dictionary of Contemporary English, International Edition ( England: Pearson Educational Limited, 2015), p. 1843

<sup>13</sup> Djalinusyah and Azimarenong, Tata Bahasa Inggris Modern, p.1

From the definition above, it can be assumed that general vocabulary is no limit of fields or users, and has general in meaning and use, and special vocabulary is has limitation of specification of users or fields.

From all of explanations above, it can be concluded that vocabulary has been said by some experts are have different meaning.

### 3. The Importance of Vocabulary

Vocabulary is one important things to be taught in learning foreign language because it will be imposible to be speak up without variate word .<sup>14</sup> Vocabualry learning is important beacause it is needed by learners to acquire a lot of word so they can use the vocabulary in any needs especially academic needs.<sup>15</sup>

Words are indispensable to human communication and activity, the joys, sorrow, and frustration. It is clear for us that words enable as to understand the people and word around us. In dead the better our understanding or knowledge of words, the better we can choose the words to express our idea. In brief, a good knowledge of words helps us to communication with people all over the world and finds all information from many sources to enrich our knowledge.

Harmed stated that teaching of English vocabulary as a second material in the process of learning, and he said that teaching old vocabulary continuously is more important than teaching new vocabulary each day.<sup>16</sup> It means that the vocabulary that the learners have known or learned must always be used in their daily life.

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<sup>14</sup>Ur, Penny. *A course in language teaching . Practice and Theory*. Cambridge : Cambridge University press,1996.[www.amazon.com](http://www.amazon.com) (21 june 2021)

<sup>15</sup>Komachali and Khodareza,2012 in Elsa Yuriska Sitompul. “*Teaching Vocabulary Using Flash chards and word list.*” [http//www.amazon.com](http://www.amazon.com) (21 June 2021)

<sup>16</sup>Harmer, Jeremy, (2015).*The Practice of English Language Teaching Fourth Edition*. Cambridge: Pearson Education Limited.

After the learner are accustomed with the old vocabulary. The teacher can give them the new ones. In this sense, the learners frequently are able to understand a number of vocabularies in one subject within one week.

#### 4. The Problems of Vocabulary

There are several strong reason for which the vocabulary components of language course needs to be carefully planned. Firstly because different vocabulary gives greatly different return for learning, it is important to make sure that learner have a good control of high frequency words of the language before moving on the less frequent vocabulary. Secondly, most language teaching course make vocabulary learning more difficult that it should be as a result of the way vocabulary in the course is sequenced. Grouping, opposites, synonyms, and items in a lexical set together courses. Interference that result in confusion for the learners it is simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities greatly increased through the careful design of both vocabulary and other skill activities.<sup>17</sup>

Many problems faced when Indonesian students learn a target language such as English in vocabulary is they cannot understand what the connection between the new vocabulary they have learned with the function of the vocabulary word, then they can not apply their new vocabulary in their mind for communication. Term used to classify word based on their functional categories are called part of

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<sup>17</sup> Paul Nation, (2016), *New Ways in Teaching Vocabulary*, Alexandria: Tesol.

speech. The classification of the words of a language in this way is dependent on their function in communication. Noun can occur in certain places in sentence and serve certain function. Verb, adjective, and adverb also occur in certain laces in sentences and serve special function. In English, the functional categories include pronouns and interjections<sup>18</sup>

### ***C. U-Dictionary Application***

#### **1. Definition Of U-Dictionary Application**

U-Dictionary is application based online created by a software company in Bandung which name is Kodelokus. U-Dictionary Application is an application that can be found in Google play store or Apple store where its function is to help someone to search the English vocabulary easily and quickly. U-dictionary is one the offline or online. Dictionaries that can be downloaded from an android or smartphone. It is a light application for translating more than 30 languages without internet or used connection.<sup>19</sup>

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 to be used to look up definitions via Collins Dictionary or Wikipedia<sup>20</sup>. 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

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<sup>18</sup> Hall J. Eugene, (2016), *Grammar for Use*, Jakarta: Bina Rupa Aksara, P. 8.

<sup>19</sup><https://jalantikus.com/apps/udictionary-best-english-learning-dictionary>, accessed on mei 19, 2021. 08:17 P.M

<sup>20</sup>[https://en.m.wikipedia.org/wiki/collins\\_english\\_Dictionary](https://en.m.wikipedia.org/wiki/collins_english_Dictionary), accessed on mei 23, 2021. 09:19 A.M

English. with the unique, The use of application U dictionary causes some problem as well. U-Dictionary can prevent students guessing skill and contextualized thinking in vocabulary acquisition . would help them understand the meaning , with the fast speed search functionality of U-Dictionaries,they would immediately look up the meanings of all unknown words and phrases in a sentence while actually getting .U-Dictionary Is one of the best applications on android. You can translate enough by pointing the camera at words. Another interesting thing, this application can be used without internet.

The main purpose learns by using U-Dictionary:<sup>21</sup>

- a. We can easily made to learn various kinds of vocab with Features that available in this application.
- b. Make easily to translate Vocabulary or in a sentence.
- c. Helping for English Learning.

According to Zenitha Authani Ula use U-Dictionary in learn vocabulary or increase our vocabulary with the Five steps which are <sup>22</sup> :

- a. Translating the meaning of a foreign or unknown vocab from a text or a reading.
- b. Learn by looking at an interesting video in English in the U-Dictionary. Here we can also find out new unknown words.
- c. We learn by doing quizzes in the U-Dictionary. As an exercise.

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<sup>22</sup> Zenitha Authani Ula ( 2018) *Using U-Dictionary for E-Learning Vocabulary Internasional journal of Theacing and Education* , 3.

d. Learn with the Listening Method, here learn by listening to an audio available in the U-Dictionary that contains a story, besides there is audio there is a text listed there, We can listen while looking at the script listed, And In the text there is an empty part , which later we are expected to guess after listening to the audio.

e. Learning by playing games in the U-Dictionary we can hone our skills in mastering words, by finding synonyms from the words available in the game.

## 2. The Advantages of U-Dictionary Application

There are some advantages of Using U-dictionary, they are :

- a. This application is easy to access and easy to use.
- b. Give good detail info.
- c. Available in various languages in translation into English
- e. Application U-Dictionary can translate via camera from english to indonesia
- f. Application U-Dictionary can help to check grammar for errors in vocabulary
- g. Application U-Dictionary can additional vocabulary through lookscreen
- h. Vocabulary building.<sup>23</sup>

## 3. The Disadvantages of U-Dictionary Application

There are some disadvantages of Using U-Dictionary, they are :

- a. This application is accessed by using internet connection
- b. Translate by taking pictures not all words are read
- c. In giving examples of sentences not everything is there.

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<sup>23</sup> <https://www.quora.com>. accessed on Feb12, 2021. 11:17 P.m

Based on the explanation, using English Dictionary Application more help for student's and make them essay for translate meaning from the words. And the other that, we can improve our ability about vocabulary.

learning process with U-Dictionaries cannot encourage students' to learn through context and some teacher's point of view in Tangs research, electronic can cause student's antisocial behaviors because instaed of communicating their classmates.

#### 4. The Teaching of Vocabulary using U-Dictionary Aplication

U-dictionary can help students to increase their vocabulary knowledge about words in English, students need to have good capability in building vocabularies. It can be said that at least students can get three beneficial advantages. First, U-dictionary helps students to increases their motivation and make this application more enjoyable. Second, U-dictionary can help students to easily gain new words, because students can directly see material in the application.

In additional, students also can used U-Dictionary application to understand the meaning of the word if they are still confused by new vocabulary in the lesson , They are can open an aplication for english to indonesia, of course this will really help them in increase their vocabulary. U-Dictionary can be played individually in the class after delivering material from the teacher. There are some practical and systematic steps for the students to learn new vocabulary. The teachers can choose and adjust the materials based on the government curriculum in the class. There are several steps to teach vocabulary by using U-Dictionary application :

- a. Provide students with materials based on English book without using U-dictionary application. Students can identify the words used in the text.
- b. After the student understand the words, provide the students with some exercises. The students can be asked to put the words and detail from the text.
- c. After the materials have been delivered to the students, they should be ready to learn using U-dictionary application, if their not understand of vocabulary, they are can transate english to indonesia for increase knowing vocabulary.

To simply help the student to understand the function of each part of U-dictionary application, there are several steps can be conducted in the classroom learning activities as follows:<sup>24</sup>

- a. First, to use the application on mobile phone, the students can download it on Google Play or App Store and install with Android/iOS operating systems.
- b. Second, student can open application to learn translate vocabulary if their not understand.
- c. Third, if student do not understand the theacer's explanation or examination,they can used the camera to translate their needs. At least application U-Dictionary can help to addiotional vocabulay
- d. Fourd, student can check for errors in vocabulary.

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<sup>24</sup> *Ibid.* P.14

#### ***D. Hypothesis***

Based on the Literature Reviews, there are two hypothesis that can be elaborated which could be answered by the results, they are:

1. U-dictionary application does not increase the students' vocabulary in class VIII of SMP Alkhairaat 1 Palu ( $H^1$  rejected/ $H^0$  accepted).
2. U- Dictionary increases the students' vocabulary in class VIII of SMP Alkhairaat 1 Palu ( $H^1$  accepted).

## CHAPTER III

### RESEARCH METODHOLOGY

#### ***A. Research design***

The design of the research is conducted by using quasi-experimental design, especially nonequivalent control group design. In the book of Educational Research, written by L. R. Gay and friends, the nonequivalent control group design should be familiar with the pretest-posttest control group design, the only difference is that involves random assignment of intact groups to treatments, not random assignment of individuals.<sup>24</sup>

This research are using two groups, experimental and controlled group and these groups were chosen by using cluster sampling. The experimental group did pre-test, receiveds the treatment, and did the post-test, therefore the controlled group pre-test and post-test only with conventional method in the class. The treatment was conducted after pre-test. The pre-test is intended to find out the students' prior knowledge of English basic vocabulary before giving the treatment, while the post-test is intended to find out the students' vocabulary improvement after the treatment given. In this research the test are using to test the significance difference. This design involved one group which are pre-test ( $O_1$ ), exposed to treatment (X), and post-test ( $O_2$ ). This design might also be presented as followed:

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<sup>24</sup> Gay, L. R. 2006 Educational Research: *Competencies for Analysis and Applications*.

Experimental Group : A 01 ---- X ---- 02
Control Group : B 03 ----- 04

(Creswell, 2014: 242)

Where :

01 = pre-test for experimental group

02 = post-test for experimental group

03 = pre-test for control group

04 = post-test for control group

X = treatment by using U-Dictionary

### ***B. Subject***

For the subject of the research was conducted at SMP Alkhairaat 1 palu. Which was located at Jl.Sis Aljufrie, No 44 kec. Palu Barat . where the research focuses on the class VIII students' of SMP Alkhairaat 1 Palu.

### ***C. Research Variable***

Variable according to F. N. Kerlinger in Arikunto variable is a concept as well as men in the concept of sex and conviction in the concept of consciousness.<sup>25</sup> The kinds of variable that correlated with research consist of independent and dependent variable. Independent variable is the variable that influences another

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<sup>25</sup> Arikunto, S. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT.Rineka Cipta.

variable to achieve what expected by researcher. Whereas, the dependent variable is the result that expected through implement of the independent variable

Based on the title above, it can be identified that the dependent variable is the Students' vocabulary and the independent variable is the U-Dictionary application.

#### ***D. Population and Sample***

According to Fraenkel and Wallen, population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study.<sup>26</sup> The population of this research was the eight grade students SMP Alkhairaat 1 Palu. The students were chosen based on observation that they were still lack of vocabulary. In this phase, the students need more instruction and learn new vocabulary with an interesting way.

The sample of this research are two class. Class 8A Imam Malik consisting of 10 students, the experimental class which received U-Dictionary application as a treatment. The second class is 8B Imam Ahmad bin Hambali consisting 10 students is the controlled class which did not receive any treatments total sample was 20 students Therefore, the researcher used purposive sampling because two classes cannot be changed and also asking for recommendation from the teacher in the school.

#### ***E. Research Instrument***

To obtain the data, test of vocabulary is applied, namely pre-test and post-test. The test is used to find out the students' increasing vocabulary by using U-

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<sup>26</sup> Jack R. Fraenkel, Norman E. Wallen & Helen H. Hyun, *How to Design and Evaluate Research in Education*, (McGraw-Hill, 2012), 8th Ed., P. 92

Dictionary application. The vocabulary test administered in the pre-test and posttest. The pre-test is intended to assess the students' vocabulary before tread the use of U-Dictionary and the post-test administered to know the result of the application . Both of the pre-test and post-test are inventory test. The test that applied is the vocabulary test.

The test consists of Fill in the blank and multiple choice . The test will be consisted 20 items. Fill in the blank consist of 5 items My holiday and 15 items multiple choice question. Then ordered the students to choose the best answer of the test, the post-test is same as the pre-test

#### ***F. Technique of Colleting Data***

1. Obsevation is conducted it was started in 31 Oktober until 01 November 2020 of SMP Alkhairaat 1 Palu

2. Test

In the test process, the reseach is conducted pre-test, tretment and post- test. It will conducted to test U-Dictionary effective increase the students' vocabulary.

#### ***G. The procedur of quasi- experimental***

The procedur of collecting data is presented ,as follows :

1. Pre-tes

To collect the data in first meeting, the writer is conducted a pre-test to experimental and controlled class in order to know vocabulary the students' before having treatment.

## 2. Treatment

In second meeting at experimental, the researcher explains about material recount text in experimental class, the writer uses U-Dictionary application as a medium. This application played in the classroom individually. The students' were instructed to translate indonesia vocabulary into english with used U-dictionary application about their expericense

In third meeting, the researcher discusses about My Holiday to experimental. In experimental class, the researcher used U-Dictionary application as a medium. After giving an explanation about the materials, the researcher gives the opportunity for students to learn application in 15 minutes. After that students' were instructed to translate about Holiday vocabulary with used via camera U-dictionary and students' memorize the vocabulary they get from U-dictionary Application.

In fourth meeting at experimental, the researcher explains about fitur song In experimental class, after giving an explanation about song , the researcher gives the opportunity for students to learn application in class. After that students' were instructed to screen shoot result learn about song and students' memorize the vocabulary they get from U-dictionary Application.

In fifth meeting, the researcher discusses about learning Games word fishing on the U-Dictionary application. In the meeting students' were instructed will do appllied word fishing After that students' memorize the vocabulary they get from U-dictionary Application

## 3. post-test

In sixth meeting, the researcher reviews the material what have been learned by the students, at the end of this meeting the researcher is conducted post-test to experimental and controlled class. This test is utilized to know students vocabulary after give the treatments. This purpose is to recognize whether U-dictionary application effective students vocabulary .

#### ***H. Technique of Data analysis***

The technique of data analysis used here is statistical analysis that are descriptive analysis. Statistical analysis is used to test the hypothesis. The formula used to test the hypothesis is t-test with the level of significance 0.05 (95%). Before the t-test, there are some steps which have to be done as follows:

1. The researcher should get the students' scores both of the experiment and control group. The score is checked both pre-test and post-test.
2. The formula that will used to calculate the students' score per person:

$$\text{score} = \frac{\text{Students' Correct Answer}}{\text{Total number of item}} \times 100$$

(depdikbud in sukirman 2010 : 36)

In pre- test and post- test, the research gave the students' of controlled class and experimental class 20 items questions. Fill in the blank consist of 5 items and 15 items multiple choice questions. Classify the score of the student vocabulary test by the following classification

**Table 3****Qualification of students'score**

<b>Classification</b>	<b>Score</b>
90-100	Very Good
70-89	Good
50-69	Fair
30-49	Poor
10-29	Very poor

( Depdikbud in sukirman 2010 )

2. The formula that is used in calculating the mean score of the students

answer is :

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \text{mean score}$$

$$\Sigma X = \text{sum of all scores}$$

$$N = \text{total number of the respondent}$$

4. The formula used to calculate the sum of square both experiment and control group as follows :

$$SS = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

Where : SS = The sum of square

N = Total number of the subject

$\Sigma X^2$  = The sum of all square; each score is squared and all the squares are added up.

5. The formula used in calculating the standard deviation is :

$$SD = \sqrt{\frac{SS}{N-1}} \text{ where } SS = \sum X^2 - (\sum X)^2$$

SD = Standard Deviation

SS = The sum of square

N = Total number of the subject

$\sum X^2$  = The sum of all square; each score is squared and all the squares are added up.

$(\sum X)^2$  = The sum of all square; each score is squared and all the squares are added up.

6. The formula will be applied to find out hypothesis significant. It is to know whether the H1 is accepted or not. For the sake of computation, it will use t- test formula as follows :

$$t = \frac{\bar{X}^1 - \bar{X}^2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

t = test of significance

$\bar{X}^1$  = Mean score of experiment group

$\bar{X}^2$  = Mean score of control group

SS<sub>1</sub> = Sum of square of experiment group

SS<sub>2</sub> = Standard Deviation of control group

$n_1$  = Total number of experiment group

$n_2$  = Total number of control group.<sup>27</sup>

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<sup>27</sup> Gay. *Educational Research Competencies for analysis and application* , Second Edition (Florida: Florida International University,2006).



## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### ***A. Research Setting***

The Findings of this research in the observation pre test and post test. Before Conducting research ,The research did the observation firts . The research meet the vice head master curriculum and public relations of SMP Alkhairaat 1 Palu then got the listense to conducted the research. The research did some interview and conversation with one of the English Teachers and of SMP Alkhairatt 1 Palu and dissused about schedule and the situation of the class. The observation was started 31 oktober until 01 November .

##### 1. Vision

The preeminent student in education ,skill and religious

##### 2. Mission

- a. Increase faith and devotion
- b. Increase the quality of education
- c. Increase student achivement ,interest and creativity
- d. Maintaining, completing educational facilities and infrastructure as a form of improving educational service
- e. Develop and simulate professionals so as to get quality human resources
- f. Improve all personal discipline and performance
- g. Improve cooperative relionships between school, committess, parents and community

- h. Realizing school as wiyata mandala's insight
  - i. Improve accountability and transparency
  - j. Encouraging and helping student achievement and potential
  - k. Increase extracurricular activities
3. Condition of Teachers

The teacher is one of the important components in the learning process, the amount of responsibility and function of the teacher and the teacher must equip himself with skill that can support the implementation of learning process, so that he can become a professional teacher in his duties, as for the teacher at SMP Alkhairaat 1 Palu numbered 42 people, which has been divided from head of SMP Alkhairaat and administration

#### 4. Condition Student

Students are a component that cannot be separated from educational institutions. There are students at SMP Alkhairaat 1 Palu

Based on the description above, it can be understood that SMP Alkhairaat 1 Palu in 2020/2021 has a total of 531 students with 186 class VII students, 190 class VIII students, and 155 class XI students.

#### 5. Students' basic in vocabulary

One of the main problems faced by students was their own basic in vocabulary students is lacks even in deciphering a sentence they still difficult.

Based on the findings in the observation, it was concluded that students were low in vocabulary.

## ***B. Research findings***

The research has investigated and collecting data by doing observation and test instrument. The research analyzed the data obtained form both experimental class and controlled class. The test pre test and post test to both sample class. The result of each test were compared to measure wether using U-Dictionary Aplication to increase students vocabulary or not. In analyzing Data ,The reseach calculated data and used Microsoft exel.

## ***C. Result of the research***

### **1. Pre Test and Post Test of controlled class**

The research was conducted fill in the blank test in pre test and Post Test for cotrolled class. It was follow by 10 students of each class. The resulth of pre test and post test of conntrolled class are :

#### a. Pre-test of controlled class

Table 4 .1  
Pre test of controlled class

No.	Intials	Correct	Score	Category
1	SM	9	45	Poor
2	PA	8	40	Poor
3	SA	10	50	Fair
4	MA	11	55	Fair
5	RA	13	65	Fair
6	ZC	13	65	Fair
7	AM	13	65	Fair
8	AR	15	75	Good
9	AZ	13	65	Fair
10	PA	11	60	Fair
Total		116	585	

After calculating the total score, the researcher analyzed the mean score of pre test of experimental class as follow

➤ Mean score

$$\bar{X} = \frac{\sum X}{N}$$

$$X = \frac{585}{10}$$

$$X = 58,5$$

Based on the above, the mean score pretest for controlled class 58,5

b. Post-test of controlled class

Table 4.2  
Post test of controlled class

No.	Intials	Correct	Score	Category
1	SM	10	50	Fair
2	PA	11	55	Fair
3	SA	14	70	Good
4	MA	11	55	Fair
5	RA	15	75	Good
6	ZC	15	75	Good
7	AM	16	80	Good
8	AR	16	80	Good
9	AZ	13	65	Fair
10	PA	11	75	Good
Total		132	680	

After calculating the total score, the researcher analyzed the mean score of pre test of experimental class as follow :

➤ Mean score

$$\bar{X} = \frac{\sum X}{N}$$

$$X = \frac{680}{10}$$

$$X = 68$$

Based on the above, the mean score pretest for controlled class 68

## 2. Pre Test and Post Test of Experimental Class

### a. Pre-test of Experimental Class

Table 4.3

Pre- test for experimental class

No.	Intials	Correct	Score	Category
1	AH	11	55	Fair
2	NU	13	65	Fair
3	ID	9	45	Poor
4	BC	12	65	Fair
5	KH	11	55	Fair
6	MH	13	65	Fair
7	NM	12	60	Fair
8	AK	13	65	Fair
9	LH	12	60	Fair
10	SA	15	75	Good
Total		121	610	

After calculating the total score, the researcher analyzed the mean score of pre test of experimental class as follow :

➤ Mean score

$$\bar{X} = \frac{\sum X}{N}$$

$$X = \frac{610}{10}$$

$$X = 61$$

Based on the above, the mean score pretest for controlled class 61

b. Post Test of Experimental Class

Table 4.4

Post Test of Experimental Class

No.	Intials	Correct	Score	Category
1	AH	18	90	Very good
2	NU	17	85	Good
3	ID	15	75	Good
4	BC	16	80	Good
5	KH	16	80	Good
6	MH	16	80	Good
7	NM	18	90	Very good
8	AK	17	80	Good
9	LH	17	85	Good
10	SA	19	95	Very good
Total		171	840	

After calculating the total score, the researcher analyzed the mean score of pre test of experimental class as follow :

➤ Mean score

$$\bar{X} = \frac{\sum X}{N}$$

$$X = \frac{840}{10}$$

$$\bar{X} = 84$$

Based on the above, the mean score pretest for controlled class 84

### 3. Deviation and square deviation

Table 4.5

Standart deviation pre test and post test in cotrolled class

NO	Intials	Pre- test		Post-Test	
		Score (X1)	X1 <sup>2</sup>	Score (X2)	X2 <sup>2</sup>
1	SM	45	2025	50	2500
2	PA	40	1600	55	3025
3	SA	50	2500	70	4900
4	MA	55	3025	55	3025
5	RA	65	4225	75	5625
6	ZC	65	4225	75	5625
7	AM	65	4225	80	6400
8	AR	75	5625	80	6400
9	AZ	65	4225	65	4225
10	PA	60	3600	75	5625
	Total	585	35275	680	47350

a. Standard Deviation of Pretest

➤ Standar Deviation (SD)

$$SD = \sqrt{\frac{SS}{N-1}} \text{ where } SS = \sum X^2 - (\sum X)^2$$

$$SS = 35275 - \frac{(585)^2}{10}$$

$$SS = 35275 - \frac{342,225}{10}$$

$$SS = 35275 - 34,222,5$$

$$SS = 1052.5$$

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$SD = \sqrt{\frac{1052.5}{10-1}}$$

$$SD = \sqrt{\frac{1052.5}{9}}$$

$$SD = \sqrt{116.94}$$

$$SD = 10.81$$

b. Standard Deviation of Post test

➤ Standar Deviation (SD)

$$SD = \sqrt{\frac{SS}{N-1}} \text{ where } SS = \sum X^2 - (\sum X)^2$$

$$SS = 47.350 - \frac{(680)^2}{10}$$

$$SS = 47.350 - \frac{46.2400}{10}$$

$$SS = 47.350 - 46.240$$

$$SS = 1.110$$

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$SD = \sqrt{\frac{1.110}{10-1}}$$

$$SD = \sqrt{\frac{1.110}{9}}$$

$$SD = \sqrt{123.33}$$

$$SD = 11.10$$

Based on the explanation above, it shown the standart deviation was (10.81), and post test of controlled class was the standart deviation was (11.10)

Table 4.6

Standard Deviation of Pretest and post test in experimental class

NO	Intials	Pre –Test		Post-Test	
		Score (X1)	X1 <sup>2</sup>	Score (X2)	X2 <sup>2</sup>
1	AH	55	3025	90	8100
2	NU	65	4225	85	7225
3	ID	45	2025	85	7225
4	BC	65	4225	80	6400
5	KH	55	3025	70	4900
6	MH	65	4225	80	6400
7	NM	60	3600	90	8100
8	AK	65	4225	80	6400
9	LH	60	4225	85	6197
10	SA	75	5625	95	9025

	Total	610	38425	840	69972
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a. Standard Deviation of Pretest

➤ Standar Deviation (SD)

$$SD = \sqrt{\frac{SS}{N-1}} \text{ where } SS = \Sigma X^2 - (\Sigma X)^2$$

$$SS = 38425 - \frac{(610)^2}{10}$$

$$SS = 38425 - \frac{372100}{10}$$

$$SS = 38425 - 37210$$

$$SS = 1.215$$

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$SD = \sqrt{\frac{1.215}{10-1}}$$

$$SD = \sqrt{\frac{1.215}{9}}$$

$$SD = \sqrt{135}$$

$$SD = 11.61$$

b. Standard Deviation of post test

➤ Standar Deviation (SD)

$$SD = \sqrt{\frac{SS}{N-1}} \text{ where } SS = \Sigma X^2 - (\Sigma X)^2$$

$$SS = 69972 - \frac{(840)^2}{10}$$

$$SS = 69972 - \frac{705600}{10}$$

$$SS = 69972 - 70560$$

$$SS = 588$$

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$SD = \sqrt{\frac{588}{10-1}}$$

$$SD = \sqrt{\frac{588}{9}}$$

$$SD = \sqrt{65.33}$$

$$SD = 8.08$$

Based on the explanation above, it shown t score of Experiment class in the standart deviation was (11.61), and the score post test of experimental class the standart deviation was (8.08)

The standart deviation of students' post test indicated that the mean score in this research seem likely that it does not good dispersion value because the stadart deviation 11,61 for experimental class and 8,03 for controlled class . In other word, the good dispersion value of mean score if the resulth of standart deviation is under the grade of one (<1). If the standart deviationis more or bigger than one,it show that the value dispersion of mean score is quity bad.

#### ***D. Test Significance***

a. Test significance Pre-test Experimental class and Cotrolled class

Calculating t Score as follow :

$$Dik : X_1 \text{ EC} = 61$$

$$X_2 \text{ CG} = 58,5$$

$$SS_1 \text{ EC} = 1052,5$$

$$SS_2 \text{ CG} = 1,215$$

$$n = 10$$

Info:

EG = Experimental Group

CG = Controlled Group

$$t = \frac{X^1 - X^2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{61 - 58,5}{\sqrt{\left(\frac{1052,5 + 1,215}{10 + 10 - 2}\right) \cdot \left(\frac{2}{10}\right)}}$$

$$t = \frac{2,5}{\sqrt{\frac{(1053,7) \cdot (0,2)}{18}}}$$

$$t = \frac{2,5}{\sqrt{58,53 \cdot (0,2)}}$$

$$t = \frac{2,5}{\sqrt{11,706}}$$

$$t = \frac{2,5}{3,42}$$

$$t = 0,7309$$

b. Test significance Post-test Experimental class and Controlled class

Calculating t Score as follow :

$$\text{Dik : } X_1 \text{ EC} = 84$$

$$X_2 \text{ CG} = 68$$

$$SS_1 \text{ EC} = 588$$

$$SS_2 \text{ CG} = 1,110$$

$$n = 10$$

Info:

EG = Experimental Group

CG = Controlled Group

$$t = \frac{X^1 - X^2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \cdot \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{84 - 68}{\sqrt{\left(\frac{588 + 1.110}{10 + 10 - 2}\right) \cdot \left(\frac{1}{10} + \frac{1}{10}\right)}}$$

$$t = \frac{16}{\sqrt{\left(\frac{588 + 1.110}{18}\right) \cdot (0,2)}}$$

$$t = \frac{16}{\sqrt{32,72 \cdot (0,2)}}$$

$$t = \frac{16}{\sqrt{6.544}}$$

$$t = \frac{16}{2.55}$$

$$t = 6,2745$$

Based on the Explanation above, It show the Result of the test of significance was (6,2745)

### ***E. Testing hypothesis***

The last step was testing the hypothesis, the hypothesis this research was the use of U- Dictionary application can increase the students' vocabulary in class VIII of SMP Alkhairaat 1 Palu . To know the hypothesis was accepted or rejected, the research tested the hypothesis ,so that the research using tested the hypothesis, where :

- a. If t- test was higher than the t-table it means that the research was accepted. In other words, the use of U-Dictionary application can effective increase the students' vocabulary in class VIII of SMP Alkhairaat 1 palu.
- b. If t- test was lower than the t-table it means that the research was rejected. In other words, the use of U-Dictionary application cannot effective to increase the students' vocabulary in class VIII of SMP Alkhairaat 1 palu.

Howefer, before decided whether the hypothesis was accepted or rejected, the resarch needed to know the crtitical t-table using 0,05 level significance and the digree of fredom (df)  $n_1 + n_2 - 2 = 10 + 10 - 2 = 18$

Info :

- degree of freedom (df) obtained from the students' number in sample (10 students)
- 2 (two) is variable

Based on explanation result of t -table is 2,101

#### ***F. Discussion***

In this section the research desribed and discussed about the results of the research . This research was conducted in the middle of the corona pendemic, so that some activities of the learning process by using whatsapp.

The firts meeting, the research give the pre test by using whatsapp through file and the other words the research to know the vocabulary students and give the score

The second meeting until fifth meeting. The research applied the treatment using U-dictionary application to the experimental class and controlled class was not. At the last meeting, the research gave a post to the students' so there were a total of six meetings to experimental class and two meetings to controlled class.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### *A. Conclusions*

The students' vocabulary increased to a greater extent through U- Dictionary application. Based on the findings, the conclusion is the students' vocabulary increased to a greater extent through using U-Dictionary application in the class. The total score of students in Experimental class in the post-test is (69972) and (47350) for Controlled class. In addition, the mean score in posttest for Experimental class is (84) and (68) for Controlled class.

The data above shows that students' vocabulary in Experimental class is higher than in Controlled class. The t-test for both classes in posttest is 6,2745 Compared to the t-table with 2,101 for  $\alpha$  0,05% with degree of freedom (df) = 18. Since the score of t-test is higher than the score of t-table, null hypothesis (H0) was rejected and alternative hypothesis (H1) was accepted. It means that the U-Dictionary which was applied in the Experimental class is can to increase vocabulary the students' of SMP Alkhairaat 1 palu.

#### *B. Suggestions*

Based on the data analysis and conclusion, there some suggestion could be recommended, they are:

1. The teacher have to know that U-Dictionary application can be alternative media of the teaching learning process especially vocabulary is a good way to be applied in class learning during.

2. The students should be active to analysis or write the new words they get when process learning U-Dictionary application
3. Focusing on U-Dictionary application is recommended not only for class VIII of SMP Alkhairaat 1 Palu so for people who wants to learn English to help them easy in learning vocabulary
4. The researchers must facilitate and develop students' Pronunciation if doing treatment is not only focused on memorization.