

**THE EFFECTIVENESS OF MONOLINGUAL AND
BILINGUAL DICTIONARIES FEATURES TOWARD THE
STUDENTS NARRATIVE WRITING OF UIN MALANG:
COMPARATIVE STUDY**

THESIS

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**ENGLISH LANGUAGE AND LETTERS DEPARTMENT
FACULTY OF HUMANITIES
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY
MALANG
2014**

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THESIS

Presented to

Maulana Malik Ibrahim State Islamic University of Malang

In a Partial of the Requirements for the Degree of *Sarjana Sastra (S.S.)*

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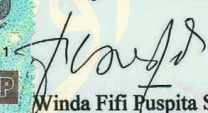
2014

STATEMENT OF THE AUTHENTICITY

I declare that the thesis I wrote to accomplish the requirement for the degree of *Sarjana Sastra (S.S)*, English Language and Letters Department, Humanities Faculty, Maulana Malik Ibrahim State Islamic University of Malang entitled **The Effectiveness of Monolingual and Bilingual Dictionaries Features Toward the Students Narrative Writing of UIN Malang: Comparative Study** is truly my original work. It does not incorporate with any materials previously written or published by another person except those indicated in quotations and references. Due to this fact, I am the only person responsible for the thesis if there are any objections or claims from others.



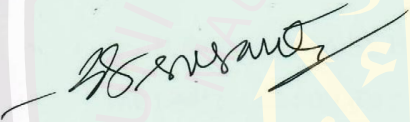
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This is to certify that the Sarjana thesis by Winda Fifi Puspita Sari entitled **The Effectiveness of Monolingual and Bilingual Dictionaries Features Toward the Students Narrative Writing of UIN Malang: Comparative Study** has been approved by the Thesis Advisor for further approval by the Board of Examiners.

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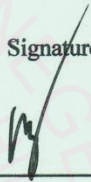

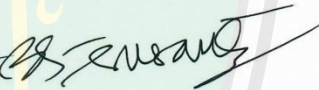
LEGITIMATION SHEET

This is to certify that Winda Fifi Puspita Sari's thesis entitled **The Effectiveness of Monolingual and Bilingual Dictionaries Features Toward Students Narrative Writing of UIN Malang: Comparative Study** has been approved by the board of Examiners as the requirement for the degree of *Sarjana Sastra (S.S)* in Maulana Malik Ibrahim State Islamic University of Malang.

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MOTTO

.....يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

..... Allah will exalt those of you who believe, and those who are given knowledge, in high degrees; and Allah is aware of what you do.(Surah Al Mujadilah 58:11)



DEDICATION

I dedicate my thesis to my beloved family: I would like to say thank you very much to my beloved parents, brother and sister who always support me during my thesis progress. And thank you very much to my family who never stop bring me in their prayer, cares, and loves that make me always spirit.



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ABSTRACT

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Keywords: monolingual dictionary, bilingual dictionary, writing, T-test

Dictionary is one of the ways to get the meaning of some words. The dictionary could be one of the best tools to help learners to acquire second language (L2). In this case there are two kinds of dictionary: monolingual dictionary and bilingual dictionary. In this study the researcher compares both kinds of the dictionary in order to know the impact of using monolingual dictionary and bilingual dictionary. The researcher conducted her research in writing course at the students fourth semester of UIN Malang. This study applies quantitative approach. In this case the researchers use two kinds of test namely pre-test and post-test. The researcher calculates the data using T-test to count the significant difference between pre-test and post-test.

The result of this study showed that both that monolingual dictionary and bilingual dictionary did not have significant difference. It means that monolingual dictionary as good as bilingual dictionary. In this study also showed that both dictionaries are helpful for students in doing writing test, even though the result of both dictionaries did not increase writing score in the student's course. Therefore the researcher suggests that a teacher let his or her students to use either monolingual dictionary or bilingual dictionary in doing writing course.

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Kamus adalah salah satu cara dalam mendapatkan arti dari sebuah kata. Kamus merupakan salah satu alat bantu bagi siswa khususnya siswa yang mempelajari bahasa asing (L2). Dalam hal ini ada dua jenis kamus yaitu kamus monolingual dan kamus bilingual. Dalam studi ini peneliti membandingkan kedua jenis kamus dalam rangka mengetahui dampak penggunaan kamus monolingual dan kamus bilingual. Peneliti melakukan penelitian secara tertulis terhadap mahasiswa semester empat UIN Malang. Studi ini menggunakan pendekatan kuantitatif. Dalam hal ini para peneliti menggunakan dua jenis tes yaitu pre-test dan post-test. Peneliti menggunakan t-test untuk menghitung perbedaan signifikan antara post-test dan pre-test.

Hasil dari studi ini menunjukkan bahwa kamus monolingual dan kamus bilingual tidak memiliki perbedaan yang signifikan. Hal ini menunjukkan bahwa kamus monolingual sama baiknya dengan kamus bilingual. Hasil studi ini juga menunjukkan bahwa penggunaan kamus dapat membantu siswa dalam melakukan tes tulis, meskipun hasil dari kedua kamus tidak meningkatkan nilai writing para siswa. Oleh karena itu peneliti menyarankan kepada para guru agar memperbolehkan para siswa untuk menggunakan salah satu kamus baik monolingual maupun bilingual dalam melakukan mata kuliah writing.

CHAPTER I

INTRODUCTION

This chapter presents about background of study, research questions, objectives of study, scope and limitation, significance of the study, definition of key terms and research method.

I.I Background of Study

English is one of the important languages in the world. Nowadays, many people learn English for several different purposes, for example they learn English for getting a good job, building and maintaining, broadening knowledge. In this case English learners will normally need a dictionary to help achieve these purposes either monolingual dictionary or bilingual dictionary.

Vocabulary is an English component which should be understood and mastered by the English learners, so that they will be able to speak, listen, write and read. Therefore, dictionary becomes an important thing to learn vocabulary. According to Celce-Murcia (2001:285), "vocabulary learning is central to language acquisition, whether the language is first, second, or foreign". In the field of language teaching and learning, many experts believed that vocabulary is the single most important aspect of foreign language learning (Singleton, 2007)

Dictionary is one of the manners to get the meaning of some words. A dictionary is great help to everyone especially students who are learning language. By using the dictionary learners get the real understanding the meaning directly in

the dictionary that did not understanding yet. Dictionary is a book of words that provides definition, pronunciation, origins, parts of speech, spelling and some cases a sample of their use. In this case learners will more easier to learn some vocabularies. According to Folse (2004) “ESL Students see the acquisition of vocabulary as their greatest source of problems”. In this case it can be known that vocabulary is one of the problems in second language (L2) learning process. Therefore learners have to know vocabulary for their L2 and they should know more about their L2 before they learn deeper about it.

This study examines the impact of monolingual and bilingual dictionaries for English learners. This study focuses on the writing test to English students at the fourth semester of UIN Malang. The researcher chooses this level because this level is appropriate level. The students have more time to practice their English. The researcher believes that there will be a lot data found in this level. For example the students may prefer to use a bilingual dictionary than monolingual dictionary.

Studies relevant with the present research have been conducted by a number of researchers. Hayati (2006), for example, examines the effect of monolingual and bilingual dictionaries on vocabulary recall and retention of EFL learners”. The result of her study showed that students learned a number of words while reading, whether they used a bilingual or monolingual dictionary. But the two groups learned nearly the same number of words. The types of the dictionary types have no significant effect on learner’s vocabulary recall and retention. Flynn (2007) observed electronic dictionaries, printed dictionaries, and no dictionaries to

the effect on vocabulary knowledge and reading comparison”. This research focused on reading comprehension, this research compared comprehension and the receptive and productive vocabulary knowledge gained from reading an expository text with electronic dictionaries, printed bilingual dictionaries and no dictionaries. This research is focuses on analyzing of using a dictionary represented by students writing test. Another research is conducted by Ibrahim (2012) with the title monolingual dictionaries use in an EFL context. This research focused on monolingual dictionary, EFL context, bilingual, dictionary use training, vocabulary acquisition, bilingualized dictionary. The result of his study revealed that the vast majority of the teachers preferred their students to use monolingual dictionaries because they would help them acquire foreign language more effectively and that the bilingual dictionaries are likely to encourage translation, whereas most of the students would prefer to use bilingual and bilingualized dictionaries because they feel they are practical and easy to use. The study puts forward some recommendations and strategies for the effective use of the dictionary, the basis of a good learner dictionary, challenges of using monolingual dictionaries and possible training strategies for dictionary use.

It can be said that the previous studies above to examine the effect of monolingual and bilingual dictionaries on vocabulary recall and retention of EFL learners. Observed electronic dictionaries, printed dictionaries, and no dictionaries to the effect on vocabulary knowledge and reading comparison and monolingual dictionaries used in an EFL context. However, the present research analyzes the

effectiveness of monolingual and bilingual dictionaries used by the English department students of UIN Malang in learning writing.

1.1 Research Question

In relation to the background of the study presented above, this research is done to answer the following questions:

1. Is there any different achievement of the student's narrative writing when they use monolingual dictionary and bilingual dictionary?
2. What kinds of differences do they make?
3. Which dictionary gives more significant impact towards students' achievement in narrative writing test?

1.2 Objectives of Study

1. To know the differences of students narrative writing when they use monolingual dictionary and bilingual dictionary.
2. To know the kinds of differences in students narrative writing when they use monolingual dictionary and bilingual dictionary.
3. To determine which dictionary gives more significant impact towards the students achievement in narrative writing ability.

1.4 Scope and Limitation

This research investigates the effectiveness of monolingual and bilingual dictionaries features toward students narrative writing of UIN Malang. Effectiveness is to examine the differences of using either monolingual dictionary or bilingual dictionary. The researcher wants to know which dictionary gives

more effective and helpful for learners the researcher only analyzes the differences between monolingual and bilingual dictionary, and which dictionary gives significant impact for narrative writing text.

1.5 Significances of the Study

The result of this study is useful to choose the most in suitable dictionary usage for learning English. This results of this study also provide students and lectures especially writing lecturers a real data of the preferable dictionary used by the students in narrative writing learn. The result of the study may show the effectiveness of monolingual dictionary and bilingual dictionary in the learning process. The learners or the teacher may recommend the students for using some dictionary which are more beneficial to learn English. The researcher hope this research may have continued in analyzing dictionary, and the researcher also hopes this research may help another researcher in the same field to conduct their research.

1.6 Definition of Key Terms

Dictionary : is considered to be an effective tool for helping learn vocabulary in a second or a foreign language. A good dictionary must have certain characteristics mentioned in Crystal (1987as cited in Abdullah, 1995) such as having paper quality, good binding, containing encyclopedic information, clear

definitions, giving guidance to usage, being easily accessible, and having idioms, synonyms, antonyms, etc.

Monolingual Dictionary : Monolingual Dictionary is “a type of reference work in which the words of a language are explained by means of the same language” (Hartmann, 2002:95)

Bilingual Dictionary : Bilingual Dictionary is a kind or type of dictionary that relates vocabularies of two different languages which stay together by means of translation equivalents between the languages used. (Hartmann, 2002:14)

Narrative Writing : the written or oral account of real or fictional story or fictional story (Richard and Schmidt, 2010)

1.7 Research Method

1.7.1 Research Design

This research uses quantitative research because the quantitative research usually characterized as being linear, each stage being carried out one after the other, research question are formulated, data is collected then statistically analyzed, and findings written up (Heigham & Croker, 2009). Quantitative

approach is one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause of effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of the theories), employs strategies of inquiry such as experiments that yield statistical data. In this case we may get the accurate data of this research by using quantitative research.

This study is conducted to find the effectiveness of using monolingual dictionary and bilingual dictionary toward students narrative writing in fourth semester of UIN Malang. The quantitative approach is used to count the data or scores from the respondent. The accurate data can be obtained by using quantitative approach. From this approach will show us the fact even it's good or not, true or false, better or worse, all these elements we will know from quantitative approach. In this case we will know the effectiveness of the dictionary from the student's narrative writing test.

1.7.2 Research Instrument

This research uses observation as a tool. The data taken from the student's narrative writing in fourth semester of UIN Malang. The number of the students is 129. The class consist of six classes those are: A, B, C, D, E, and F. Since the number of the students is quite large, so the researcher took only some students as the population. In this study the researcher took the data from B class. In this class contains of 21 students. But the researcher only takes 20 students that were taken as the data in this study. This class contains the students who equal

capability in English. Before students entered the class, they got several test from teacher in order to know their English proficiency.

1.7.3 Data Source

In collecting the data, the data source is get from students fourth semester of UIN Malang. The data taken from the test of the students. The researcher will find the effectiveness of using monolingual dictionary or bilingual dictionary users in narrative writing test.

1.7.4 Data Collection

To collect the data, the researcher will use the following steps: first is conducting observation. The second step is selecting the intended samples for this study. In this case the researcher took B class. The third step was pre-test conducted by all students. The researcher was divided the students into two groups. First is monolingual dictionary group and the second was bilingual dictionary group. Because they have the same question and they are not allow to use any kinds of dictionaries. In this section the researcher asked the students to write narrative text with the same theme “the worse experience ever in your life”. The fourth step was post-test. The researcher divided students into two groups. First is monolingual dictionary group and the second one is bilingual dictionary group. In monolingual dictionary groups used Oxford Learners Pocket Dictionary, and bilingual dictionary groups used *Kamus Inggris-Indonesia* by John M Echols and Hasan Shadily. In this section the researcher asked them to write narrative text with the theme “the best experience ever in your life”.

1.7.5 Data Analysis

In this part the researcher explains about the data analysis. The researcher will use the following steps: first is correcting all the papers from pre-test and post-test either monolingual dictionary group or bilingual dictionary group. The score were taken from two kinds of test. In this section the teacher to correct student's test papers. The researcher believes that the teacher has more authorities to correct his student's papers because the teacher knew his students proficiency better than the researcher. The second step was classifying into two: first is pre-test and second is post-test. The third step was classifying the scores into two: scores related to the use of monolingual dictionary and the scores related to use of bilingual dictionary.

The fourth step was entering the data in the form of pre-test and post-test in using monolingual dictionary and bilingual dictionary. The fifth step was counting the data from pre-test and post-test (students score) by using t-test. In this matter the researcher used t-test to count the significant differences between the students who use monolingual dictionary and students who use bilingual dictionary in their test. T-test is (in testing and statistics) a quantitative procedure for determining the statistical significance of the difference between the means on two sets of scores. In this matter the researcher uses IBM SPSS Statistics Version 20 to count the significant differences between monolingual dictionary and bilingual dictionary. The sixth step was interpreting the result of the counting. After counting all the data, the researcher interprets the result to conclude which

dictionary has positive impact to the students' achievement. The last step is drawing conclusions.



CHAPTER II

RIVIEW OF RELATED LITERATURE

This chapter discussed about the effectiveness of the dictionary, types of the dictionary, the internal structure of the dictionary, monolingual learners dictionary, bilingual dictionary and writing narrative. In this case the researcher also explains the advantages and disadvantages of using either monolingual dictionary or bilingual dictionary.

2.1 Effectiveness

The aim of this study is to examine the students' achievement of narrative writing between those who use monolingual dictionary and bilingual dictionary. The researcher wants to know which dictionary gives more positive impact to students' achievement in narrative writing. Although the status of the monolingual dictionaries is usually preferable to the bilingual ones, the preference for bilingual dictionaries among language learners is overwhelming that the advantage of this type of the dictionaries cannot be neglected (Baxter, 1980; Tomaszczyk, 1983; Laufer and Kimmel, 1997).

The effectiveness of the using of dictionary can be seen in the students' scores. We can say effectives when the students got increasing score in translating narrative text. The researcher also analyzes the features of dictionary in order to know monolingual dictionary and bilingual dictionary features are effective or not by looking at the students of translating narrative text.

2.2 Types of Dictionary

Typologies may be defined as a system of classification and the description of item (Swanepoel, 2001 as cited in Asy'ari, 2014). According to Swanepoel dictionary features may defined as lexical information that was contained in any dictionary such spelling, collocation, grammar, usage in a sentence, meaning in different words, etc. In this case the researcher classified the typologies of dictionaries which depend on the usage and contents. The typologies dictionaries can be determined into some criteria such as:

1. Scholarly dictionary of record

“A type of dictionary compiled by a team of academics as part of a (usually long-term) research project, e.g. linguists working on a historical dictionary or dialect dictionary.” (Hartman and James, 2001) the example of dictionary: *Oxford English Dictionary* (OED)

2. Practical dictionaries for everyday use

Practical dictionaries are kinds of dictionaries used for everyday like *Concise Oxford dictionary*.

3. Pedagogical dictionaries

“A reference work specially designed for practical didactic needs of teachers and learners of language”. (Hartman and James, 2002). They said that the distinction usually made between

dictionary for native speakers (school dictionary) and one for non-native learners (learner's dictionary) is not really helpful.

4. Dictionaries of linguistic phenomena

the dictionary presented for linguistic phenomena such as the Slang word used by people. The example of slang dictionary like: Campus slang, by Connie Eble (1972), the slang jargon of drugs and drink, by Richard A. Spears (1986) and many others.

5. Special-subject dictionaries

kind of the dictionaries which aim into some special subjects or purposes. The example of the dictionaries is: medical dictionaries, law dictionaries, sport and gamers dictionaries.

6. Bilingual dictionary

“A type of dictionary of the reference work on which the words of a language are explained by means of that same language, in contrast to Interlingual dictionaries” (Hartman and James, 2002) example of the dictionary: *Kamus Inggris-Indonesia*, *Kamus Al-Munawir Arabic-Indonesian* and *Indonesian-Arabic*, *English-Chinese (Mandarin)* dictionary.

7. Onomasiological dictionaries

“A type of reference work which presents words or phrases as expression of semantically linked concept, which may be meanings, ideas, notions, word families and similar relationship”. (Hartman and James, 2002). This dictionary helps the user to find the appropriate word for some particular meaning or concept

users needed. The example of Onomasiological dictionary:
Roget's Thesaurus.

2.3 Internal Structure of Dictionary

The dictionary can be shown in the features of the internal structure owned by the dictionaries. According to Atkins and Rundell (2008 as cited in Asy'ari,2014) quoted the internal structure of the dictionaries covers:

1. Navigation of entry (guide the readers, to find the word easily)
2. The lemma headword
3. Meaning in bilingual dictionary
4. Meaning and translation in bilinguals
5. Sense indicators
6. Grammar
7. Contexts
8. Vocabulary types
9. Usage
10. Other lemma

The internal of the entry has the following components such as: headword section, pronunciation section, inflections section, variants section, etymology section, sense section, and lemma section which may be of a number of types: affix, phrase, phrasal verb, compound, adjectival special use, or derivative section. (Weiner, cited in Novriani, 2013). Further explanations could be described:

a. Headword

The headword is the form of a word or phrase which is chosen for the lemma, the position in the dictionary where the entry starts. (Hartman and James, 2002,p. 67)

b. Pronunciation

The pronunciation can be described as “the form, production and representation of speech.” (Hartman and James, 2002, p.112).

Pronunciation is the way a word or language is spoken or the manner someone utter a word. In this case the learners learn how to pronounce and spell the words in correctly.

c. Inflections

Inflection is the making of grammatical function by means of morphology, e.g. to show case or number.” (Hartman and James, 2002, p. 73).

d. Variants

according to Hartman and James (2002) variant is a form of a word which may differ from other forms in spelling form, pronunciation or grammar form, for example: colour/color, ‘controversy/con ‘troversy, got/gotten.

e. Etymology

Etymology is the study of the word origin and history of elements in the vocabulary of a language. The example of etymology is the English word Lexicography derives from Greek

lexis'word' < legein 'gather, speak, and graphia'writing' (via Latin and French). (Hartman and James, 2002, p. 52)

f. Sense

Sense is one of several meanings that can be established for a word or a phrase and covered by a definition in a reference work. (Hartman and James, 2002, p.125). They also said that the sense is a multiple meanings of words, because it becomes particularly core items in the basic vocabulary. So the compilers of dictionaries have tried to rationalize, discriminate, and display these senses for the benefit of users for centuries. (Novariani, 2013)

g. Lemma

Lemma can be described as "the position at which an entry can be located and found the structure of a reference work." The relationships of the lemma in the headwork can be described into two-way; within the overall (e.g. Alphabetical). Macrostructure it constitutes the point of access where the compiler can place and the user can find the information listed. While in microstructure, it establishes the 'topis' on which the rest of the entry is a comment', e.g the definition of the headword," (Hartman and James, 2002, p. 83)

2.4 Monolingual Learners Dictionary

Monolingual learners dictionary is a type of dictionary designed to meet the reference needs of people learning a foreign language. According

to Swanepoel (2001) pedagogical dictionary are the monolingual dictionaries that cognizance linguistic non-native speaker competence and the varieties decoding. Monolingual dictionary was all a tools that can help learners English, even writing, speaking course.

Pedagogical dictionary was categorized as monolingual dictionary such as: Meriam-Webster, Longman Dictionary, Oxford Learners Dictionary, Cambridge Dictionary, and Macmillan English Dictionary for Advanced Learners. Monolingual dictionary is more complex explanation about some words in the same language as well. It can be shown from its internal structure of monolingual dictionary as follows:

- Navigation of the Entry

Navigation of the entry which help users find their way around. When it is opened the printed dictionary contains a lot of words, navigation the entry is represented by bold word form, or it could be shown with key symbol in OLPD.

- The lemma Headword

The headword is the form of a word or phrase which is chosen for the lemma, the position in the dictionary where the entry starts. (Hartman and James, 2002, p. 67). Headword or lemma headword was the first thing seen by users in order to find the word that the users needed. In Oxford Learner Pocket Dictionary (OLPD), the headwords are written clearly and differently compare to other written in the dictionary.

- Meaning in monolingual dictionary

According to Atkins and Rundell (2008) in monolingual dictionary the obvious way of transmitting the headword is by means of the definition, while in bilingual dictionary it is rarely found. For example: the word “instrument” means *tool or device used for a particular task, especially a practical skill*. In this part is only owned by monolingual dictionary. in this case can help the learners fix some problem of translating word in bilingual dictionary.

- Sense indicators

Sense indicators are a component designed to guide people as fast as possible to main aims of the entry part (Atkins and Rundell, 2008). They said there are two main types of sense indicator: specifies (in monolingual and bilingual dictionaries) and collocutors (mainly in bilinguals). Specifies consist of many different types of information: superordinates, synonyms, co hyponyms, typical modifiers, paraphrases, etc. The example of modifiers: the word “pass” had sense indicator for *instance pass away, pass by, pass something on, passer by, pass on, pass something up, pass somebody, pass the time of the day, pass from, pass over something and so on*.

- Grammar

Grammar is commonly used for every dictionary to describe

the function of using headword in sentence. Grammar also guides learners to what type of the headword that they need to know, for example: n= noun, v= verb, adj= adjective, adv=adverb, c=countable, aux v= auxiliary verb, conj= conjunction, det= determine, fml= formal, pl= plural, pp= past participle, eg= for example, [IDM]= idiom, [U]= uncountable, [I]=intransitive, [T]= transitive, pt= past tense, sth= something, and still many others symbols.

- Vocabulary types

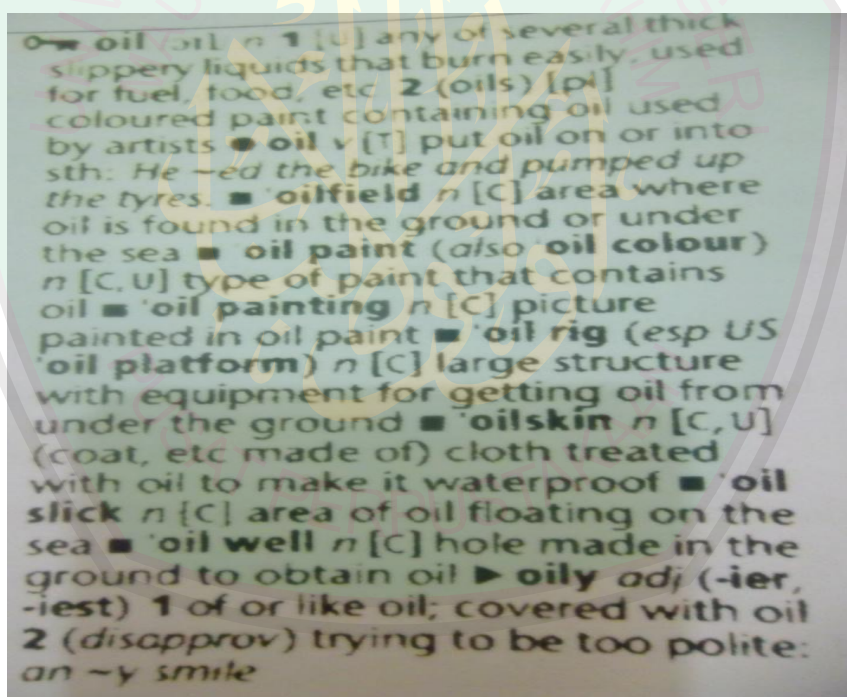
according to Atkins and Rundel, (2008) vocabulary types determined kind of labeling vocabularies that could be included as archaic word, slang word, jargon word, and the word use in expression.

- Other lemma

Atkins and Rundell, (2008) divided into three principal components that carry information about a word related to the entry headword. First-two was secondary headwords and run-ones tend not to be used too much in learner's dictionaries, the idea being that learners have enough trouble finding, what they want without having to borrow around in an entry of a headword that is not the object of their search. The third – cross-references – is fairly standard in most dictionaries. The example of other

lemma in OLPD is to compare the word "run" which had other lemma such as: *run across, run into sb, run to sth, runaway, run-down, run sth up, run its course, run along*. Those other lemma on dictionary helps students to find out the lemma that related to the headword "run".

The example below shows us the internal structure of the monolingual dictionary that is represented by Oxford Learner's Pocket Dictionary Fourth edition:



Oil : Headword

/oil/ : pronunciation or
phonetic symbols

The key pictures and bold written : navigating the entry

n : noun

Number 1 and 2 : other lemmas

[U] : uncountable

[C] : countable

Any of several thick slippery liquid : definition of headword
or meaning in that burn easily monolingual dictionaries

oilfield : collocation

~ : represented headword

in a sentence

In this case that every kind of dictionary have advantages and disadvantages for learners. Flyn explain about the benefit of using monolingual dictionary such as:

- The teacher believes that a monolingual dictionary may help the learners to get more understanding when using monolingual dictionary.
- The teacher believes that monolingual dictionary might fix some uncommon or unclear explanation in a bilingual dictionary.

- Monolingual dictionary might have an accurate explanation about the words that learners needed to know.

After explained the advantages of using monolingual dictionary, now it is going to explain the disadvantages of using monolingual dictionary such as:

- Students got more difficult when using a monolingual dictionary than that of a bilingual dictionary in their learning process. (Flyn, 2007)
- It is difficult to find the necessary expressions in monolingual dictionary. (Hartman, cited in Asma, 2009)
- Monolingual dictionary is appropriate to be used only for the advanced and upper levels of English learners. (Lukac, 2011)
- Monolingual dictionary can only be used for defining words and it cannot be used for translating the words.

2.5 Bilingual Dictionaries

“The basic purpose of bilingual dictionary, according to Zgusta (1971:294), is to coordinate with the lexical units of another language which are equivalent in their meaning”. A bilingual dictionary or translation dictionary is a specialized dictionary and used to translate words or phrases from one language to another. In addition to the translation, a bilingual dictionary usually indicates the part of speech, gender, verb type, declension

model and other grammatical clues to help a non-native speaker use the word. Other features sometimes present in bilingual dictionaries are lists of phrases, usage and style guides, verb tables, maps and grammar references. In contrast to the bilingual dictionary, a monolingual dictionary defines words and phrases instead of translating them. According to Redman (1997) a bilingual dictionary helps the users to understand quickly and easily.

Bilingual dictionary are essential tools for second language learners. A bilingual dictionary may have as its function to help users translate text from one language into another, or its function may be to help users understand foreign language text. According to Yong (2007) “a bilingual dictionary helps to obtain a more active use of the source language and a better understanding of source language texts by providing target language equivalent”. Learners use this kind of dictionary in order to know the direct meaning of any word the target language that they wanted. As well as we know that Dictionary English-Indonesia or Indonesia-English such as *John Echol-Hasan Shadly* they only translate the meaning as well as the real meaning from the target language in to the source language. In this case bilingual dictionary is different situation with monolingual dictionary. Sometime learners get difficulty when using monolingual dictionary in translating some words. As well as monolingual dictionary, bilingual dictionary also has the internal structure as follows:

- Navigation of the entry

In Bilingual Dictionary that is *Kamus Inggris-Indonesia*, the researcher found the navigation of the entry was bold of

headword written or also can be found in the middle of the first written headword on the dictionary page in order to guide users to find the word that they need. For example the word “**plane**” this word and all the headword are also written in the different position.

- The lemma head word

The lemma headword was an important structure in a dictionary. This was what the users need to know both definition and the translation in the target language. Every lemma headword in this dictionary is written in bold style. The position of lemma head word in this dictionary is different from another structure of dictionary entries.

- Meaning in translation in bilinguals

in this structure is the most comfortable for the beginner to know the word. It guides learners to translate a word from the source into the target language. Because bilingual dictionary is a specialized dictionary used to translate words or phrases from one language to another.

- Sense indicators

Sense indicator is a component designed to guide people as fast as possible to the main points of the entry (Atkins and Rundell, 2008). Within the sense indicators, there is a type called specifier. Specifier contains of many different types of

information: superordinates, synonyms, co hyponyms, typical modifiers, paraphrases.

- Grammar

Grammar is the set of structural rules governing the composition of clauses, phrases and words in any given natural language. Grammar also guides learners to know the grammatical function of word. The grammar structure in bilingual dictionary is represented by: *kkt= kata kerja transitip* (transitive verb), *kki= kata kerja intransitip* (intransitive verb), *j.= jamak(plural)* *kb= kata benda* (noun), *kk= kata keterangan* (adverb), *ks.= kata sifat* (adjective), *kstt = kata sandangan tak tentu* (indefinite article), *kst.= kata sandangan tentu* (definite article), *kpel.= kata pelengkap*, and many other abbreviation and symbols.

- Vocabulary types

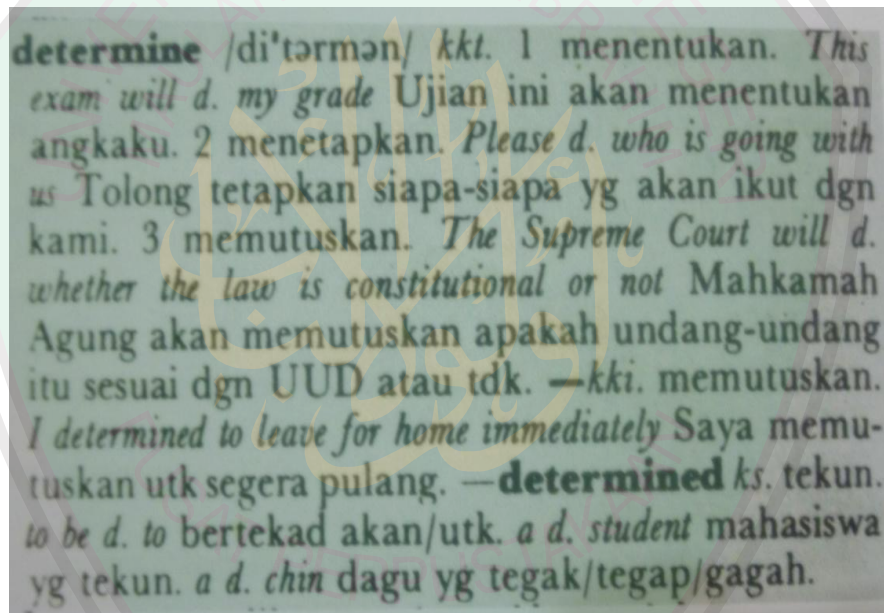
According to Atkins and Rundell, (2008) vocabulary types determines kinds of labeling vocabularies that can be included as archaic word, slang word, jargon word and the word use in expression.

- Other lemma

in this case other lemma are not only found in the monolingual dictionary but it also find in bilingual dictionary. besides on the bilingual dictionary (*Kamus Inggris-Indonesia*) for instance the lemma headword “labor”,

it means *tenaga kerja, buruh, tugas, kerja*. This headword has other lemmas such as **relation** (*ilmu yang mempelajari hubungan antara buruh*), labor day (*hari buruh*), labor supply (*perediaan jumlah pekerja*), labor troubles (*kesulitan-kesulitan dalam bidang perburuan*).

The example below shows us the internal structure of the monolingual dictionary that is represented by *Kamus Inggris-Indonesia* by John M Echol and Hasan:



Determine : Headword

/di'tə:min/ : Pronunciation (phonetic symbols)

Kkt : Sense with grammatical categories (Transitive verb)

Number 1,2 and 3 : Explain other lemmas
(*menentukan, menetapkan.
memutuskan*)

The bold form of the “**determine**” : navigating the entry

d : the initial of replacing
headword

menentukan : the equivalence target
language or translation in
bilinguals

determined : the objective of the headword

this exam will determine my grade : the example of using the word
in English

ujian ini akan menentukan angkaku :translation of the example in
Bahasa.

In this case bilingual dictionary also has the advantages of using bilingual dictionary. The researcher will explain about the advantages of using bilingual dictionary. There will be some advantages that it can be seen below:

- It brings more people into the cultural patterns represented in second or foreign language.

- It increases either the first or the second language users when they use bilingual.
- It can be more effective to some users, especially those who have specific knowledge background related to the words found in the bilingual dictionary. for example, the word 'interest' may be defined *perhatian*, *minat*, in general, but for economist the word interest may mean *bunga* atau *suku bunga bank*.
- Learners are easier to find the necessary expressions in the bilingual dictionary. (Hartman, cited in Asma, 2009)

In this case the researcher also explains the disadvantages of using bilingual dictionary. It can be described below:

- The disadvantage of using bilingual dictionaries is that the semantic information which can be extracted from them is less complete. (Old, 2005)
- Bilingual dictionary may not fix some problems of words like the monolingual dictionary.
- Bilingual dictionary has limited tools (Martin, 1998)
- Bilingual dictionary is only appropriate to be used by lower English learner's level. (Lukac, 2001)

2.5 Writing Narrative

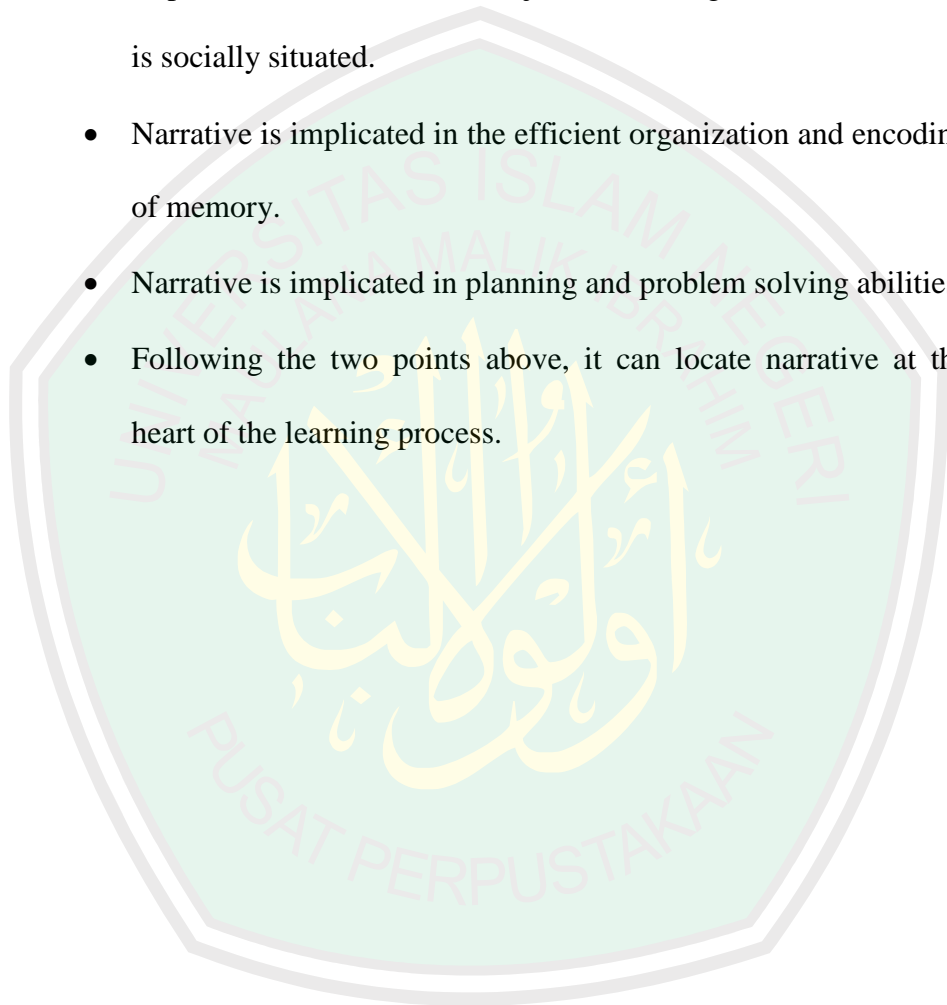
Writing is the important skill in learning language. People may say success in learning language when they can write well. The diction of word and lexical error may be considered important in writing learning process. Santos (1998) found that lexical error rated as the most important problems in EFL (English First Language) writing learners.

Narrative is first and foremost a prodigious variety of genres, themselves distributed amongst different substances – as through any material were fit to receive man's stories. It can be carried by articulated language, spoken or written, fixed or moving image, gesture, and the ordered mixture of all these substances; narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy mime, painting (think of Carpaccio's Saint Ursula). Stained glass windows, cinema, comics, news item, and conversation. (Bartez, cited in Hazel, 2007) Hazel (2007) summarized that narrative may be described as follows:

- Narrative is the primary means of comprehension and expression for our experience of events changing over time.
- Narrative time is subjective, not objective, elastic, and not metronomic.
- Event selection and event sequencing are two crucial function elements of narrative construction, and they are reciprocally

related to the subjective experience of time described in the narrative.

- A narrative is re-presentation of reality from a particular perspective, reality reconfigured to express meaning.
- In practice the structure is subject to reconfiguration as meaning is socially situated.
- Narrative is implicated in the efficient organization and encoding of memory.
- Narrative is implicated in planning and problem solving abilities.
- Following the two points above, it can locate narrative at the heart of the learning process.



CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the findings and the comparison of the students' achievement in narrative writing between those who use monolingual and bilingual dictionaries. The data of this study involve the fourth semester English students of UIN Malang in doing written test. The scores of narrative writing test were taken from two groups. The first group is the students who use monolingual dictionary and the second one is the students who use bilingual dictionary.

3.1 Findings

The findings describe about the data of using monolingual dictionary and bilingual dictionary. The researcher will use the following the steps: 1) explains the result of the use monolingual dictionary and bilingual dictionary to know the different achievement of the students' narrative writing; 2) explains the impact of monolingual dictionary and bilingual dictionary to know which dictionary gives more significant impact.

3.1.1 The Differences Achievement of Using Monolingual Dictionary and Bilingual Dictionaries

In this case the students got two test, first is pre test and the second one was post test. In pre test was conducted by all students with the same question and those students was not allow to open any dictionary. For post test section the researcher divided the students into two groups. First is monolingual dictionary group and the second one is bilingual dictionary

group. Each group consist of ten students, means that 10 students use monolingual dictionary and 10 students use bilingual dictionary.

Monolingual dictionary users were the main focus to investigate their pre-test and post-test scores. The monolingual dictionary's users consist of ten students. In this case the students use the same dictionary (monolingual dictionary) in the post test. In the scoring the test, the researcher asked to the teacher to assess the score his students because the teacher believes that the teacher is the most appropriate to give the students score because the teacher knew the students ability and the students writing test are the same structure as well as the teacher explanation in writing class. The teacher scored 100 as maximum score. The way to obtain the score was applied in pre-test and post-test sections. The result of the test sections can be seen in figure 1.

Figure.1 the Score of Monolingual Dictionary's users

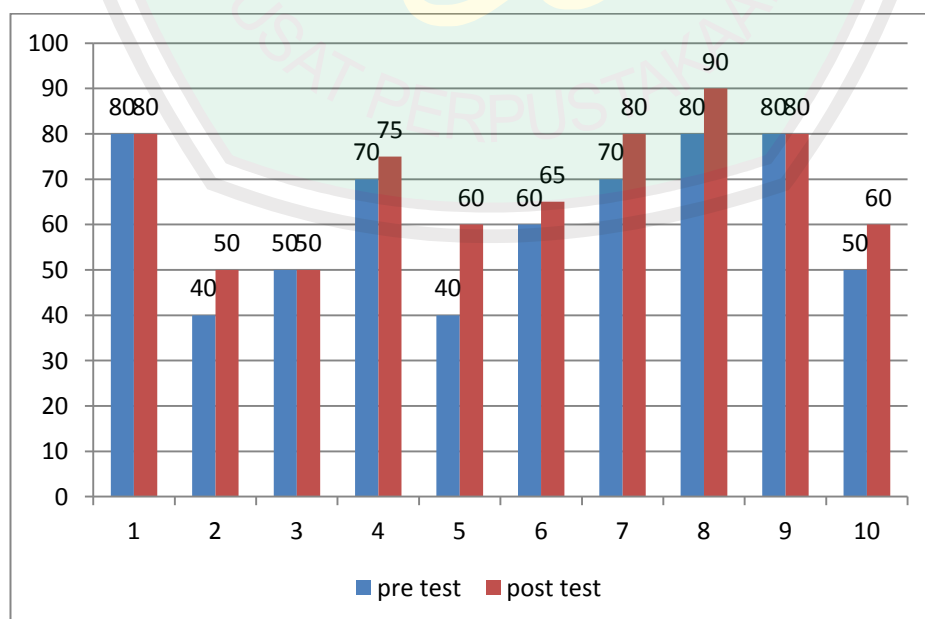
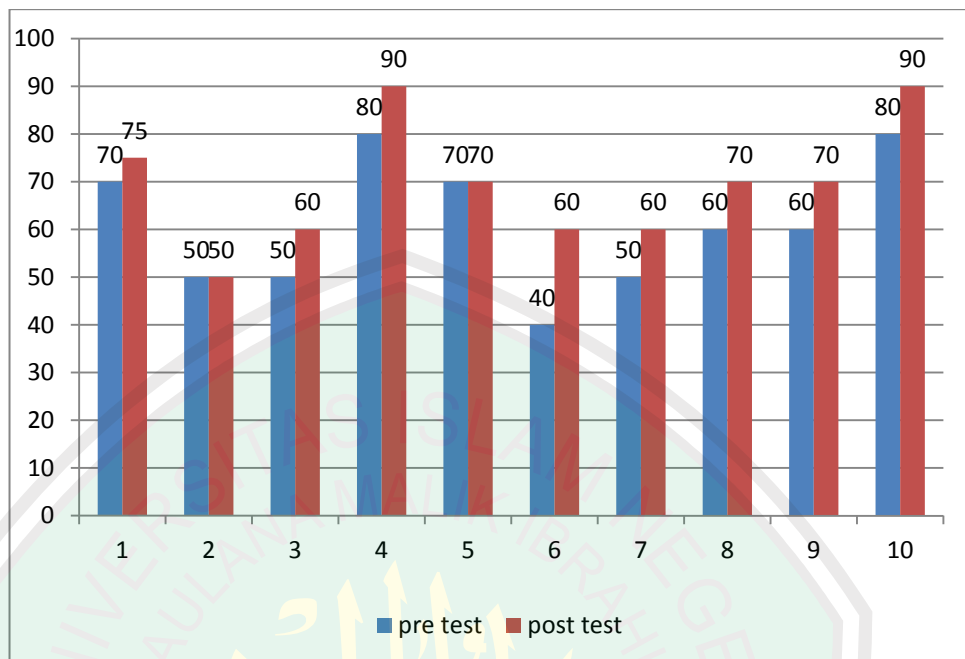


Figure.1 showed that 40% of the students got score under 60, 60% of the students got score above 60, and the higher score was 80 in pre test section, while in post test section there were 60% students who got score above 60, there were 40% of the students who got score under 60, and the highest score in post test was 90. The average score of the pre test was 62 and for post test was 69. It can be said that the average scores were increased.

The average scores of Monolingual Dictionary's (MD) users and that of Bilingual Dictionary's (BD) users were compared; it can be seen on table 3.1 and table 3.2. From those two tables, it is concluded that the average scores of the MD's users was higher than BD's users. It means that almost all MD's users got better score than those of BD's users.

As the same as monolingual dictionary test, the bilingual dictionary test also consists of ten students. In which for pre-test section in bilingual dictionary the students were not allowed to open any dictionary. But in post-test section the students the same dictionary (bilingual dictionary). In those kind of test the researcher give score 100 as the maximum. The way of obtaining the scores was applied in pre-test and post-test sections. The result of those test sections appeared in figure 2.

Figure.2 the Score of Bilingual Dictionary's Users



In figure 2 it might be seen that in the pre test section only 40% of the students got under 60. It could be said that 60% of the students got above 60 in their pre test. For post test 90% of the students got score above 60. It means that 10% of the students got score below 60. From the data it can be seen that there was an increasing score. It can be considered that the increasing score was significant. In order to know the significance of increasing score, the researcher used T-Test to count the data.

3.1.2 The Significant Impact between Monolingual and Bilingual Dictionaries

In this subchapter would explain the significant impact between monolingual and bilingual dictionaries toward students writing narrative text. In this case the researcher uses T-test to analyze the data taken from

pre-test and post-test. T-test is parametric statistics used to determine if the mean of two group's scores are significantly different (Mackey and Gass, 2005, p. 306). In this case the researcher is use paired t-test. Paired T-Test is a type of t-test used when the comparison is between matched samples. In this study the researcher use paired t-test because it is suitable with the data collected by the researcher.

Before seeing the result, it is good to follow the step of analyze the data by using IBM SPSS Statistics Version 20. In this study the researcher has several steps to analyze the data using IBM SPSS Statistics Version 20 program. Those can describe as follows:

1. Open IBM SPSS Statistics Version 20 on device.
2. Enter the student's scores from both tests: pre-test and post-test monolingual and bilingual dictionaries.
3. Analyze the scores into paired sample t-test.
4. Enter the variable 1 and variable 2 from monolingual and bilingual dictionaries scores.
5. Calculate the variable 1 and variable 2.
6. Find the result.

In this study the output can be considered into two kinds. First is paired sample statistics which provide size, mean, population (N), standard deviation, standard error mean. The second output is paired sample test that provides the result of monolingual and bilingual dictionaries in pre-test and post-test.

3.1.3 The Impact of Using Monolingual Dictionary

Table 3.1 Paired Sample Statistics of Narrative Writing Score (MD group)

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	62.0000	10	16.19328	5.12076
Post-test	69.0000	10	13.90444	4.39697

In table 3.1 it can be seen the mean, the students populations (N), standard deviation. The **mean** of the pre test **62.00** and post test is **69.00**. The population (the number of the students) who use monolingual dictionary's in doing the tests are **10**. **Standard deviation** for pre test is **16.19328** and post test **13.90444** from the mean it can be seen that the students' scores in their post test are increasing. So it can be concluded that there is increasing average score seen from student's writing narrative in the pre test and in the post test by using monolingual dictionary (MD).

Table 3.2 Paired Sample Test of student's Writing Test Scores (MD

Group)

Paired Samples Test

	Paired Differences					t	df	Sig.(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test Pair 1 Post-test	-7.00000	6.32456	2.00000	-11.52431	-2.47569	-3.500	9	.007

From the result students scores using monolingual dictionary in their writing test shows that the result of **significance (2-tailed)** is **.007** higher than α (**.007 > 0.05**) and the **t** is higher than **t table (-3.500 > 2.262)** t table can seen in appendix. It means there is no a significant difference. It can be concluded that there is no a significant difference between the students score in pre test and post test. Therefore, it can be concluded that monolingual dictionary does not help significantly increase the students writing tests course.

3.1.4 The Impact of Using the Bilingual Dictionary

Table 3.3 Paired Sample Statistics of Narrative Writing Scores (Bilingual Dictionary Group).

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	61.0000	10	13.70320	4.33333
	Post-test	69.5000	10	13.00641	4.11299

In the table 3.3 the **mean** can be seen the students population (n), standard deviation. The mean of the standard score from pre test score is 61.00 and the post test score is 69.5. The populations in bilingual dictionary's test are 10 students. The standard deviation in pre test is **13.70320** and post test **13.00641** from the Mean scores it can be said that students score in the post test are increasing. So it can be concluded that the average there is increasing scores of the students writing from the pre test and post test when using bilingual dictionary.

Table 3.4 Paired Samples Test of Students Writing Test Scores (BD Group)

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test post-test	-8.50000	5.79751	1.83333	-12.64729	-4.35271	-4.636	9	.001

In this table it can be seen from the result of students score. From the **significance (2-tailed)** is **.001** higher than α (**.001 > 0.05**). From the **t** score is higher than t-table – **4.636 > 2.262** t-tables can see in appendix. It means there is no significant difference. It can be concluded that there is no significant difference between pre test and post test. Therefore, the bilingual dictionary does not help the students significantly increase their writing test but it still help the students writing course.

3.1.5 The Comparison between the use of Monolingual and Bilingual Dictionaries

In this subchapter would explain about the comparison between the use of monolingual and bilingual dictionaries. In this case the researcher wants to know the impact of the result from monolingual dictionary and bilingual dictionary. The differences score between monolingual and bilingual dictionaries group can be seen in the table below.

Table 3.5 Range score between pre test and post test in MD and BD

NO	Monolingual Dictionary	Bilingual Dictionary
1	0	5
2	10	0
3	0	10
4	5	10
5	20	0
6	5	20
7	10	10
8	10	10
9	0	10
10	10	10

The function of the table is to know the significant difference between the students who use monolingual and bilingual dictionaries. From the table above we can see that the students get score 5 in monolingual dictionary and bilingual dictionary it means there is increasing score from the pre-test and post-test 5 points, and students who get score 10 it means that there is increasing score in pre-test and post-test 10 points, and the students who get score 20 it means that there is increasing score in pre-test and post-test 20 points, and the students who get score 0 it means that there is no increasing score in pre-test and post test.

Table 3.6 Paired Sample Statistics Score MD Group and BD Group**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Monolingual	7.0000	10	6.32456	2.00000
	Bilingual	8.5000	10	5.79751	1.83333

In this case the researcher compare between monolingual dictionary group and bilingual dictionary group from the students writing test. From the table above the average or mean value score from monolingual dictionary group is 7.00 and the average of the score bilingual dictionary group is 8.50. The standard deviation of monolingual dictionary group is 6.32456 and the standard deviation bilingual dictionary group is 5.79751. From the table above that bilingual dictionary group scores is the higher than that monolingual dictionary group.

Table 3.7 Paired Sample Test MD Group's and BD Group's Score**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower Upper			
Pair 1	Monolingual bilingual	-1.50000	10.28753	3.25320	-8.85926 5.85926	-.461	9	.656

From the table 3.7, the paired samples test of monolingual and bilingual dictionaries group score indicates that comparative score can be

seen from the result of **significance (2-tailed)** is **656** it is higher than α (**656>0.05**) and **t-table** is greater than **t-value (2.262>-461)** it means that there is no significant difference in using monolingual and bilingual dictionaries in doing writing test. So it can be conclude that monolingual dictionary is as good as bilingual dictionary. And both dictionaries are helps the students in doing writing course.

3.2 Discussion

Based on the research question, the researcher found that monolingual dictionary and bilingual dictionary did not help students to increase in their writing score significantly. It can be seen from the previous average score. For the students who use monolingual dictionary from 62 to 69 and those who use bilingual dictionary is from 61 to 69.5. It can be conclude that monolingual dictionary and bilingual dictionary still increase in their writing score but not significantly. But although the score is does not increase significantly it can be said that the students who use dictionaries they will get better result than that those who does not use dictionaries.

In this case, the difference between pre test (without using the dictionaries) and post test (using monolingual and bilingual dictionaries) can be seen in figure 1 and figure 2. In figure 1 explains about the different score in pre-test and post-test in using monolingual dictionary. And figure 2 explains about the different score in pre-test and pos-test in using bilingual dictionary.

In figure 1 described about some criteria students score. First, it shows that 60% of the students got increasing scores, second 40% of the students show that they do not increase their score. In this dictionary does not significantly help much for the students. It only 62.00 to 69.00 it means only increase 7.00 at average of the students who use monolingual dictionary. In this case the researcher also explains about the advantages and disadvantages using monolingual dictionary. The disadvantages of using monolingual dictionary are, first is the size of the dictionary is smaller than bilingual dictionary, second, it is easier to carry and keep it in pocket, it defines the meaning and does not translate the word. And the disadvantages of using monolingual dictionary are: this dictionary only provides fewer examples than that of bilingual dictionary.

In figure 2 described about the students who use bilingual dictionary. First is 60% increase their scores, second, 40% off the student's did not increased their scores. In this case the researcher also explains about the advantages and disadvantages using bilingual dictionary. The advantages of using bilingual dictionary are: first, bilingual dictionary has a function of translation, it makes the users easier to obtain the target language, the size of the dictionary is bigger than monolingual dictionary and it contains more examples and information about words for example: the use of words, other meanings in target language and those example are providing more that monolingual dictionary (OLPD). And the disadvantages of using bilingual dictionary: the last review of this dictionary is 1975 and it takes a long to review.

In this case both students who used monolingual dictionary and those who use bilingual dictionary in their post test did not have significant difference compared with their pre test score. It may be caused by the time, students who used dictionary need more time. Other interpretation is for students' scores who used BD, there was an increasing score than those who used MD. Meaning that who used BD got higher scores than those who used MD but the score were significantly difference. It may be caused that the BD function is translating not defining the words as well as MD function.

Based on the explanation above it can be concluded that Monolingual Dictionary as good as Bilingual Dictionary. Both dictionaries help the students in their writing tests. Therefore, the researcher suggests teacher let the students use either monolingual dictionary and bilingual dictionary in their writing scores.

CHAPTER IV

CONCLUSION AND SUGGESTION

In this chapter present about conclusion and suggestion. The conclusion is the result of the finding and discussion. Suggestion also present here that are expected to give valuable and meaningful to the reader.

4.1 Conclusion

Dictionary is one of the manners to get the meaning of some words. And a dictionary is great help to everyone especially students who are learning language. Monolingual Dictionary and Bilingual Dictionary are used by learners to help them know some vocabularies they need. In this study the researcher also analyze the internal structure of Monolingual Dictionary and Bilingual Dictionary.

The researchers analyze both monolingual dictionary and bilingual dictionary used by students in pre-test and post-test. In monolingual dictionary group can be concluded that there is no a significant difference between the students score in pre test and post test. Therefore, it can be concluded that monolingual dictionary does not help significantly increase the students writing tests course.

Bilingual dictionary is also a dictionary which was analyzed by the researcher. In this case the researcher analyzed this dictionary for students writing test. In this matter can be concluded that there is no significant difference between

pre test and post test. Therefore, the bilingual dictionary does not help the students significantly increase their writing test but it still help the students writing course.

In this matter the range of scores both dictionaries are compared. It can be seen from the result from both scores. The scores are not significantly different. It means that there is no significant difference in using monolingual and bilingual dictionaries in doing writing test. So it can be conclude that monolingual dictionary is as good as bilingual dictionary. And both dictionaries are helps the students in doing writing course. In this case the teachers who teach in writing recommended the students use either monolingual dictionary or bilingual dictionary in order to help the students write better in their writing course.

4.2 Suggestion

From this research, the researcher admits that there are some weaknesses and limitation of this study and they should be covered by the next researchers. As the present study, in this study analyze the Effectiveness of Monolingual and Bilingual Dictionaries Features Toward the Students Narrative Writing of UIN Malang: Comparative Study. The researcher believes that the result of the analysis is still too general. Therefore, the researchers suggest to the next researcher to investigate the Effectiveness of Monolingual and Bilingual Dictionaries and the dictionary features.

From the research above that the result of the study may show the effectiveness of monolingual dictionary and bilingual dictionary in the learning process. The researcher hope this research may have continued in analyzing

dictionary, and the researcher also hopes this research may help another researcher in the same field to conduct their research.



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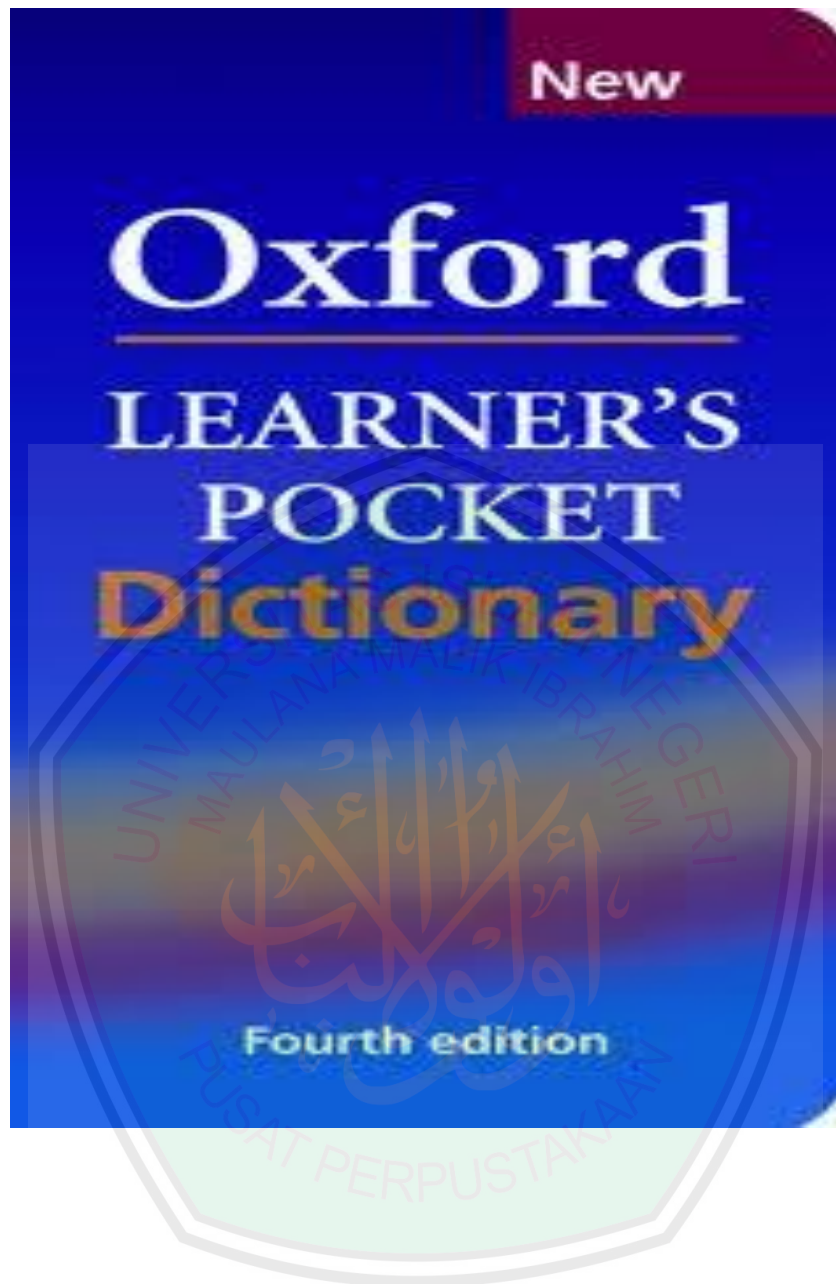
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APPENDENCES

t-Table

sample size n	degrees of freedom df	critical t
10	9	2.262
11	10	2.228
12	11	2.201
13	12	2.179
14	13	2.160
15	14	2.145
16	15	2.131
17	16	2.120
18	17	2.110
19	18	2.101
20	19	2.093
21	20	2.086
22	21	2.080
23	22	2.074
24	23	2.069
25	24	2.064
26	25	2.060
27	26	2.056
28	27	2.052
29	28	2.048
30	29	2.045
31	30	2.042
32	31	2.040
33	32	2.037
34	33	2.035
35	34	2.032
36	35	2.030
37	36	2.028
38	37	2.026
39	38	2.024
40	39	2.023
Infinity	Infinity	1.960

Monolingual Dictionary: Oxford Learner's Pocket Dictionary 4th Edition (OLPD)



Bilingual Dictionary: *Kamus Inggris-Indonesia* by John M. Echols and Hasan Shadily

