THE EFFECTIVENESS OF USING DIFFERENT TYPES OF ENGLISH DICTIONARY ON STUDENTS' WORD CHOICE AND USAGE IN THEIR ENGLISH COMPOSITION

by Umiati Jawas

Proceedings

KONFERENSI NASIONAL
SASTRA, BAHASA, & BUDAYA 2016

Meningkatkan Daya Saing Bangsa Melalui Kajian
Sastra, Bahasa, Budaya, & Pengajaran.

Sabtu, 21 Mei 2016

Fakultas Bahasa dan Sastra

Universitas Kanjuruhan Malang

KONFERENSI NASIONAL SASTRA, BAHASA, & BUDAYA (KS2B) 2016
" Meningkatkan Daya Saing Bangsa Melalui Kajian Sastra, Bahasa, Budaya, dan Pengajaran ".

Malang, 21 Mei 2016

PROSIDING

Penanggung Jawab : Dr. Mujiono, M.Pd.
Ketua : Dra. Zaenab Munqidzah, M.Pd.
Sekretaris : Ayu Liskinasih, SS., M.Pd.
Editor : Prof. Dr. Soedjidjono, M.Hum.
Rusfandi, MA., Ph.D.
Umi Tursini, M.Pd., Ph.D.
Setting dan layout : Afidatul Mahmudah

KATA PENGANTAR

Puji syukur kehadirat Allah SWT atas terselenggarakannya Konferensi Nasional Sastra, Bahasa, dan Budaya (KS2B) 2016 dengan tema **" Meningkatkan Daya Saing Bangsa Melalui Kajian Sastra, Bahasa, Budaya, dan Pengajaran."** yang diselenggarakan oleh Fakultas Bahasa dan Sastra (FBS) pada hari Sabtu, 21 Mei 2016 bertempat di Auditorium Multikultural Universitas Kanjuruhan Malang (UNIKAMA).

KS2B ini merupakan konferensi tahunan yang diselenggarakan oleh FBS dengan tujuan untuk mengembangkan ilmu di bidang, ilmu bahasa, sastra, dan budaya. Melalui KS2B ini berbagai hasil penelitian dengan berbagai sub tema akan dipresentasikan dan diskusikan diantara peserta yang hadir dari berbagai kalangan seperti akademisi dari perguruan tinggi, peneliti, praktisi, tenaga penngajar, dan pemerhati di bidang ilmu bahasa, sastra, dan budaya.

Pada kesempatan ini saya menghaturkan terima kasih kepada nara sumber; Miss. Michiyo Takasaki dari Japan Foundation (JF), Prof. Dr. Sudjidjono, M.Hum., dari Universitas Kanjuruhan Malang, Prof. Dr. Zuliati Rohmah, M.Pd. dari Universitas Islam Negeri Surabaya.

Besar harapan saya KS2B ini menjadi konferensi rutin yang diselenggaran setiap tahun dan dapat memberikan manfaat yang sebesar-besarnya untuk perkembangan di bidang ilmu bahasa, sastra, budaya, dan pengajaran di Indonesia.

Malang, 21 Mei 2016
Dekan Fakultas Bahasa dan Sastra

Dr. Mujiono, M.Pd.

DAFTAR ISI

iv

THE EFFECTIVENESS OF USING DIFFERENT TYPES OF ENGLISH DICTIONARY ON STUDENTS' WORD CHOICE AND USAGE IN THEIR ENGLISH COMPOSITION

Umiati Jawas, Ph.D
Universitas Kanjuruhan Malang

ABSTRACT

It is a well-known fact that English dictionary consultation holds a significant role for English students in achieving their English vocabulary mastery especially of the word choice and usage. Therefore, English dictionary functions as the main reference in finding corresponding English word to the student's native one and knowing in which context the word is appropriately used. Since writing process is naturally not a time-limited process, it can be inferred that English students have sufficient time to consult the dictionary while constructing a composition. The use of dictionary, therefore, can enhance their mastery of word choice and usage and eventually can improve their writing skill. This research is mainly designed to find the effectiveness of the use of different types of English dictionary on students' word choice and word usage in their English writing. The participants were the first semester students who were taking Sentence Writing class. The findings show that

Key words: *effectiveness, types of English dictionary, word choice, word usage, English composition*

A. INTRODUCTION

English dictionary has been the focus of a many researches in trying to determine its role in English language learning. Not only is English dictionary a main reference in finding corresponding English word to the student's native one, but it also provides numerous information of, among others, English pronunciation, English language context, and general grammatical knowledge of certain word. What becomes the concern is how the foreign English students make use of and benefit from these important functions of English dictionary. The preference of certain type of dictionary, the frequency of using, the familiarity with / knowledge of the dictionary sections and abbreviations, the reasons of using, the difficulties in using, and the influence of dictionary use on student's vocabulary mastery are some issues that need to be studied on and identified of in order to be able to get maximal benefits of using English dictionary in English language learning.

My former researches on the use of English dictionary have provided me with some facts that are important to further study the influences of certain English dictionary on certain skill and competence of English students. My first research was on *EFL Students' Opinions Of The Use Of English Dictionary In Improving Their English Writing Skill*. The research revealed that the respondents strongly agreed (80 %) that proper and correct word choice was one of the criteria of a good writing composition (Jawas, 2005). They also agreed (78.42%) of the role of English dictionary in improving English writing skill and they often used the dictionary to improve their word choice and spelling (Jawas, 2005). However, the respondents showed different preference of English dictionary use; they seldom (54.67%) used English-English dictionary but they often (77.33 %) used English-Indonesia dictionary

(Jawas, 2005). They always (82 %) used Indonesia-English dictionary and they often (76%) used printed dictionary (Jawas, 2005).

In addition to the results above, my research also showed that the respondents also had problems in their word spelling and word choice in writing an English composition. It was proved by the frequency of occurrence of word spelling error and word choice error in the assigned 100-word English composition. The frequency of occurrence of spelling error was 3.03 % while that of word choice error was 6.13 % (Jawas, 2005). From these results it can be inferred that in general English students still encounter difficulties in using appropriate and correct word choice especially in writing an English composition and it can be assumed that there is a likely correlation between the use of certain type of English dictionary and the students' word choice.

My other former research was on the choice of dictionary and student's vocabulary mastery of English compound nouns. The research also showed interesting results. The sampled students were given a test on three different kinds of English compound nouns: Adjective + Noun, Verb + Noun, and Noun + Noun while allowing them to consult the assigned dictionary based on their experimental dictionary group during the test. The result of this research was that Indonesia-English dictionary is the most facilitative dictionary in improving students' mastery of English compound nouns (Jawas, 2005). It was proved by the mean score obtained 76.0414 which were the highest among the following three English dictionaries; Indonesia-English dictionary, English-Indonesia dictionary, and English-English dictionary. The lowest mean score was obtained by English-English dictionary group.

The results of Tukey's Post Hoc comparisons of this research indicated that the mean difference of the groups who were taught using Indonesia-English dictionary and English-Indonesia dictionary was 7.2917 at p< .005 (Jawas, 2005). There was a significant difference between the means of the two groups since the p-value was less than .05. Meanwhile, the Post Hoc comparisons also showed that there was a significant difference between the means of the groups who were taught using Indonesia-English dictionary and English-English dictionary since the mean difference of the two groups was 19.3333 at p < .000 where the p-value is less than .05 (Jawas, 2005). The Post Hoc comparisons also showed that there was a significant difference between the means of the groups who were taught using English-Indonesia dictionary and English-English dictionary. The mean difference was 12.0417 at the p-value .000 which was less than .05.

This research is mainly designed by using the results of these previous researches as the anchoring facts to find the effectiveness of the use of certain type of English dictionary on students' word choice and usage in their English writing composition. This research focuses on writing composition because the importance of English writing skill is more existent for English Department students since at the end of their study they are entailed to write English academic composition in the form of student thesis as part of the graduation requirements. In addition, there has been the shift of attention on the importance of the development of writing skill in English language learning which used to be dominantly given to the development of speaking ability of the students (Weigle, 2002: 1). Writing is now deemed to be equally important in measuring the mastery and proficiency of English accomplished by the students.

 However, acquiring English writing skill has its own challenge to the English students and possessing the skill in expected level of proficiency needs the perseverance of continuous and studious self efforts from both the students and their teacher. This primary requirement has led, unfortunately, to the prevalent aversion and ignorance of this skill. According to Alwasillah (2004), writing has been the most neglected skill in Indonesian schools and universities. He proposed several reasons for this disregard of writing skill:

first, it is caused by traditional understanding of literacy among Indonesian people who define it as "the ability to read" rather than "the ability to read and write", second, the teaching of writing has turned out to be the teaching of writing theories and grammar rather than the teaching of how to express ideas (Alwasillah, 2000). In addition, the reluctance of writing teachers and lecturers to do obviously a time-consuming correction of their students' compositions has restricted the chance for students for writing revision and improvement.   Accordingly, it has become quite common to find English students in Indonesia educational institutions that perform poorly in writing.

    Furthermore, compared to other English skills, writing is often considered as the most difficult skill for EFL students to master (Richards and Renandya, 2002). This statement is related naturally to the complexity of writing process that requires different level skills. Basically, there are two main level skills English students need to have in writing English composition. The first is higher level skills which deal with the students' abilities in generating and organizing ideas into readable compositions and the second is lower level skills which are their proficiency in language use, word choice and usage, spelling, punctuation, and others (Richards and Renandya, 2002).

    Despite the complex processes required in producing an intelligible written work as mentioned above, writing process, in addition to reading, is naturally not a time-tight activity. In the process of creating a composition the English students have plenty of time for revising not only the content of the composition (idea rethinking, idea reorganizing, idea redrafting, and others) but also the mechanics of the composition (word choice and usage, spelling, punctuation, capitalization, and others). This time allowance basically offers two benefits to the students. Firstly, it can ease the difficulty in generating and organizing ideas to be a comprehensible composition, and secondly, it can provide time for students to check the mechanics of the composition such as in selecting and using appropriate word choice and correct word usage.

    Although word choice and usage is included into writing mechanics but in ESL composition profile it is integrated into the criteria of vocabulary and it covers the range of vocabulary used, effective word and idiom choice and usage, and word form mastery. Word choice is essential in constructing an intelligible writing composition. A good and effective composition is not only the one which has good idea organization but it is also composed by appropriate word choice and usage. Fortunately, appropriate word choice and usage can be accomplished through the use of dictionary. English dictionary, especially a standard one, is the best resource for English students to look up for word choice and usage and in what context the word is used. Since writing process is naturally not a time-limited process, it is assumed that the English students have also much time to consult the dictionary. This statement is the first assumption of this research. The second assumption of this research is the more the English students use the dictionary, the more various word choice and usage they will use in their composition. The use of dictionary, therefore, can enhance their mastery of word choice and usage and eventually can improve their writing skill. This is the last assumption of this research.

B. RESEARCH METHODOLOGY
1. Research Design
    This research involved a study of the effectiveness of the use of five different types of English dictionary on students' word choice and usage in writing English composition. There were five different types of English dictionaries used in this research: electronic English-Indonesia dictionary (Elect EID), electronic Indonesia-English dictionary (Elect IED), printed English-English dictionary (Print EED), printed English-Indonesia dictionary

(Print EID), and printed Indonesia-English dictionary (Print IED). This type of research is classified as an experimental research. It is also included as quantitative research in design because it involved numerical calculation by using ANOVA/SPSS in analyzing the required data to find out the influence of the use of types of dictionary on student's word choice and usage in writing English composition. The research began with the administration of writing pre-test to the five experimental groups. The result of the pre-test was then calculated statistically to see the homogeneity of the groups. After the groups were proved to be homogeneous, the groups were given six treatments of dictionary use focusing on word choice and usage in their English composition. Finally, writing post-test was conducted and the score was calculated statistically by using oneway ANOVA to test the hypotheses of this research which were:

Null Hypothesis (H0): there is no significant difference of the use of different types of English dictionary on student's word choice and usage in writing English composition.

Research Hypothesis (H1): there is significant difference of the use of different types of English dictionary on student's word choice and usage in writing English composition.

2. Research Variables

The independent variable investigated in this research was the use of different types of English dictionary while students' word choice and usage in writing English composition was the dependent variable.

3. Research Population and Sample

The population of this research was the third semester students of Universitas Muhammadiyah Malang who were taking Writing II class. This population was selected because they were assumed to still rely on the use of English dictionary in writing English compositions especially in assisting them in their word choice and usage. Writing II class was also chosen because the objective of this class is on the development of student's ability in constructing a good paragraph. There were eight parallel classes of Writing II with total number of 240 students. With the assumption that each class had much or less similar characteristics in writing ability, two classes, Writing II A and Writing II C were taken randomly to be the sample of this research.

Writing II A consisted of 26 students while Writing II C consisted of 34 students so there were 60 students altogether as the sample of this research. So, the sample was 25% of the population which fulfilled the requirement of sample selection with more than 100 persons in the population of minimally 15% to 20% of the whole population as suggested by Arikunto (1986: 59). The sample was given pre-test on writing and the score of this pre-test was calculated to see the *mean* score of each group and the result was shown on the following table:

Table 1. *Mean* score of experimental groups' pre-test

Descriptives

writing score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Elect EID Group	13	73.3077	9.41085	2.61010	67.6208	78.9946	60.00	89.00
Elect IED Group	13	73.4615	9.27915	2.57357	67.8542	79.0689	60.00	89.00
Print EED Group	11	74.8182	8.81837	2.65884	68.8939	80.7424	63.00	85.00
Print EID Group	11	74.5455	7.33980	2.21303	69.6145	79.4764	63.00	85.00
Print IED Group	12	70.0000	7.82769	2.25966	65.0265	74.9735	60.00	85.00
Total	60	73.1833	8.49624	1.09686	70.9885	75.3781	60.00	89.00

In addition, the statistical calculation of the experimental groups' pre-test scores showed that the experimental groups were homogeneous. The result of Homogeneity of Variance showed the Levene score was 0.611 with the probability > 0.05 so it could be concluded that the experimental groups were homogeneous. This means that each group was similar in terms of its composition of student's writing ability.

Table 2. Homogeneity of variances

Test of Homogeneity of Variances

writing score

Levene Statistic	df 1	df 2	Sig.
.611	4	55	.656

The pre-test scores were also analyzed statistically to find the probability of difference between groups and as shown by the ANOVA calculation that the F-value was 0.581 at p < 0.678. Since the p value was more than 0.05, it could be concluded that there was no significant difference between the *mean* score of the experimental groups.

Table 3. Oneway ANOVA result of experimental groups' pre-test score

ANOVA

writing score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	172.620	4	43.155	.581	.678
Within Groups	4086.364	55	74.298		
Total	4258.983	59			

As this research was an experimental research, the sample was given treatments of the use of English dictionary on word choice and usage in writing composition. The research ended with the administration of writing post-test that measured word choice and usage selected by the sample in their composition.

4. Instrument Used for Data Collection

After five research treatments, the experimental groups were asked to write an English composition of similar topic or related topic so that it was approximately at the same level of difficulty. Each experimental group used the assigned type of English dictionary according to their experimental group to help them in selecting word choice and usage during writing the composition. As the means to avoid the subjective influence on scoring the post-test, two raters were employed in evaluating the result of post-test. The scores of the post-test given by these two raters were calculated to find the *mean* score and this *mean* score of this writing post-test was then used to test the hypotheses of this research.

5. Data Analysis

The sample's writing composition was scored only on its word choice and usage by using the ESL Writing Profile on vocabulary aspect (Hartfiel et al, 1985). The context of the composition was only used to understand the flow of ideas of the composition and it was not scored nor influenced the score given to the word choice and usage. The scores obtained were the data of this research. The score ranged from 7 to 20 with the following criteria:

   a. 20- 18 excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
   b. 17-14 good to average: adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.
   c. 13-10 fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused/obscured.
   d. 9-7 very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

The scores collected were analyzed by using an ANOVA with SPSS 12.0 to know the significant difference of each group mean. Tuckey Test for Comparison was also used in analyzing the collected data.

C. RESEARCH FINDING AND DISCUSSION

1. Research Finding

The explanation of the finding of this research was based on the result of the ANOVA/SPSS statistical calculation of the writing post-test score of each experimental group.

   a. **The Use of Bilingual Electronic English-Indonesia Dictionary and Students' Word Choice and Usage in Their English Writing Composition.**
   The calculation of the post-test scores of this electronic English-Indonesia dictionary group (Elect EID group) showed that the *mean* score of this group was 13.7692. The score of this group's post-test ranged from 11 to 18 where two students got 11 and only one student got 18. From the distribution of the score within this group, it can be seen that the distribution tended to spread across the lower part of the score range. The *mean* score of this group was the second lowest *mean* score among the five experimental groups of this research.

   b. **The Use of Bilingual Electronic Indonesia-English Dictionary and Students' Word Choice and Usage in Their English Writing Composition.**
   The calculation of the post-test scores of this electronic Indonesia-English dictionary group (Elect IED group) showed that the *mean* score of this group was 16.6923. The score of this group's post-test ranged from 12 to 20 where only one student got 12 and three students got 20. From the distribution of the score within this group, it can be seen that the distribution tended to spread across the higher part of the score range. The *mean* score of this group was the second highest *mean* score among the five experimental groups of this research.

   c. **The Use of Monolingual Printed English-English Dictionary and Students' Word Choice and Usage in Their English Writing Composition.**
   The calculation of the post-test scores of this printed English-English dictionary group (Print EED group) showed that the *mean* score of this group was 13.2727. The score

of this group's post-test ranged from 11 to 17 where two students got 11 and only one student got 17. From the distribution of the score within this group, it can be seen that the distribution tended to concentrate on the lower part of the score range. The *mean* score of this group was the lowest *mean* score among the five experimental groups of this research.

d. **The Use of Bilingual Printed English-Indonesia Dictionary and Students' Word Choice and Usage in Their English Writing Composition.**

The calculation of the post-test scores of this printed English-Indonesia dictionary group (Print EID group) showed that the *mean* score of this group was 16.4545. The score of this group's post-test ranged from 14 to 19 where two students got 14 and two students got 19. From the distribution of the score within this group, it can be seen that the distribution tended to concentrate on the higher part of the score range. The *mean* score of this group was the third highest *mean* score among the five experimental groups of this research.

e. **The Use of Bilingual Printed Indonesia-English Dictionary and Students' Word Choice and Usage in Their English Writing Composition.**

The calculation of the post-test scores of this printed Indonesia-English dictionary group (Print IED group) showed that the *mean* score of this group was 17.2500. The score of this group's post-test ranged from 13 to 20 where one student got 13 and three students got 20. From the distribution of the score within this group, it can be seen that the distribution tended to concentrate on the higher part of the score range. The *mean* score of this group was the highest *mean* score among the five experimental groups of this research.

Table 4. Mean score gained by each experimental group

Descriptives

Students' Word Choice Scores

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Elect EID Group	13	13.7692	2.35067	.65196	12.3487	15.1897	11.00	18.00
Elect IED Group	13	16.6923	2.65784	.73715	15.0862	18.2984	12.00	20.00
Print EED Grpoup	11	13.2727	2.00454	.60439	11.9261	14.6194	11.00	17.00
Print EID Group	11	16.4545	1.91644	.57783	15.1671	17.7420	14.00	19.00
Print IED Group	12	17.2500	2.00567	.57899	15.9757	18.5243	14.00	20.00
Total	60	15.5000	2.70279	.34893	14.8018	16.1982	11.00	20.00

In conclusion, the calculation of the each experimental group's mean score reveals that the dictionary group of bilingual printed Indonesia-English dictionary had the highest mean score among other dictionary groups while the lowest mean score was for monolingual printed English-English dictionary group. Therefore, it can be inferred that bilingual printed Indonesia-English dictionary was the most facilitative dictionary while monolingual printed English-English dictionary is the least facilitative dictionary in students' word choice and usage in their English composition.

Table 5. Oneway ANOVA result

ANOVA

Students' Word Choice Scores

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	158.764	4	39.691	8.019	.000
Within Groups	272.236	55	4.950		
Total	431.000	59			

This table shows that the F-value is 8.019 at $p<.000$. Since the p value is less than .05, it can be concluded that there is significant difference between the *means* of the experimental groups.

f. The Effectiveness of Using Different Types of English Dictionaries on Students' Word Choice and Usage in Their English Writing Composition.

The result of Tukey's Post Hoc comparisons, as shown in Table 6, indicates that the *mean* difference of the experimental groups of electronic English-Indonesia dictionary and electronic Indonesia-English dictionary is 2.92308 at $p<.05$. This means that there is a significant difference between the *means* of the two groups at the p-value of .05. Next, the Post Hoc comparisons also show that there is a significant difference between the *means* of the groups of electronic English-Indonesia dictionary and printed English-English dictionary since the *mean* difference of the two groups is 0.49650 at $p<.05$. This means that there is a significant difference between the *means* of the two groups at the p-value of .05. The Post Hoc comparisons then shows that the mean difference of the electronic English-Indonesia group and printed English-Indonesia group is 2.68531 at $p<.05$. This means that there is a significant difference between the *means* of the two groups at the p-value of .05. Finally, the Post Hoc comparisons also shows that there is significant difference between the *means* of the electronic English-Indonesia group and the printed Indonesia-English dictionary since the *mean* difference of the two groups is 3.48077 at $p<.05$.

Table 6. Post Hoc Tests

Multiple Comparisons

Dependent Variable: Students' Word Choice Scores
Tukey HSD

(I) Experimental Groups	(J) Experimental Groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Elect EID Group	Elect IED Group	-2.92308*	.87264	.012	-5.3842	-.4619
	Print EED Grpoup	.49650	.91144	.982	-2.0741	3.0671
	Print EID Group	-2.68531*	.91144	.036	-5.2559	-.1147
	Print IED Group	-3.48077*	.89063	.002	-5.9926	-.9689
Elect IED Group	Elect EID Group	2.92308*	.87264	.012	.4619	5.3842
	Print EED Grpoup	3.41958*	.91144	.004	.8490	5.9901
	Print EID Group	.23776	.91144	.999	-2.3328	2.8083
	Print IED Group	-.55769	.89063	.970	-3.0696	1.9542
Print EED Grpoup	Elect EID Group	-.49650	.91144	.982	-3.0671	2.0741
	Elect IED Group	-3.41958*	.91144	.004	-5.9901	-.8490
	Print EID Group	-3.18182*	.94866	.012	-5.8573	-.5063
	Print IED Group	-3.97727*	.92868	.001	-6.5965	-1.3581
Print EID Group	Elect EID Group	2.68531*	.91144	.036	.1147	5.2559
	Elect IED Group	-.23776	.91144	.999	-2.8083	2.3328
	Print EED Grpoup	3.18182*	.94866	.012	.5063	5.8573
	Print IED Group	-.79545	.92868	.911	-3.4147	1.8237
Print IED Group	Elect EID Group	3.48077*	.89063	.002	.9689	5.9926
	Elect IED Group	.55769	.89063	.970	-1.9542	3.0696
	Print EED Grpoup	3.97727*	.92868	.001	1.3581	6.5965
	Print EID Group	.79545	.92868	.911	-1.8237	3.4147

*. The mean difference is significant at the .05 level.

From this Post Hoc statistical calculation, it can be inferred that there is significant difference of the use of different types of English dictionary on students' word choice and usage in their English composition with bilingual printed Indonesia-English dictionary was the most facilitative dictionary while monolingual printed English-English dictionary is the least facilitative dictionary in students' word choice and usage in their English composition. Since there was significant difference of the use of different types of English dictionary on students' word choice and usage in writing English composition, therefore, the Null Hypothesis of this research was rejected.

D. DISCUSSION

Results of the data analysis show some points that are interesting to discuss. Although there are still some conflicting ideas about the role of monolingual and bilingual dictionary on the learning outcomes of English learners (Snell-Hornby, 1984, Ard, 1982, Thompson, 1987, Baxter, 1980), this research showed that bilingual dictionary especially Indonesia-English dictionary is the most facilitative in improving students' word choice and usage in their English composition. There are some rationales that can be drawn from this research finding.

First, since the sample of this research can be categorized as beginning English learners/students, it can be assumed that the level of their familiarity with English is still low. These students are still in the beginning stage of developing their English proficiency and are still much influenced by their native language. Consequently, their proficiency on their native language is an influential factor in their second language learning. Bilingual

printed Indonesia-English dictionary eases the process of this second language learning and in terms of the used language in that dictionary the students are more familiar to use this kind of dictionary. This condition explains the statement of Snell-Hornby about the preference of English students to use the bilingual dictionary in their English learning (as quoted in Koren, 1997).

The second rationale is that bilingual printed Indonesia-English dictionary is the most frequently used dictionary. In addition, this type of dictionary is the most available and least costly compared to the other dictionaries; printed English-English and English-Indonesia dictionary and electronic English-Indonesia and Indonesia-English dictionary. Almost every student owns this type of bilingual dictionary. Accordingly, students are more familiar to use this dictionary compared to the other two. The familiarity of a certain dictionary can be an influential factor in assisting students to increase their vocabulary mastery especially on their mastery of word choice and usage. This rationale is in accordance with the finding of my previous research which showed that Indonesia-English dictionary was always used by the students in their writing process while English-Indonesia was often used and English-English dictionary was seldom used (Jawas, 2005). This rationale is also supported by the ideas of Thompson (1987), who is in favor of bilingual dictionaries mainly because in order to use monolingual dictionaries, "the student must know what word to look up". He furthermore stated that the monolingual dictionary has circular definitions that are different from those of students' native language and it can be a block for the students to use this monolingual dictionary in their English learning.

The third rationale is likely related with the type of test used as the instrument. As stated before the instrument used in this research was a writing test that measured students' word choice and usage in English composition. The students were tested on their ability to find and use appropriate English words. In essence, this type of test is a vocabulary test where students were allowed to consult the assigned dictionary while doing the test. It is my personal assumption that the students' understanding and knowledge of the word meaning and usage in their native language, Indonesia, was an influential factor in performing well in the test for the students assigned to use Indonesia-English dictionary. Furthermore, the context of appropriate word use in printed dictionary further benefits the students in word selection to express their ideas in English composition. In conclusion, the students' native language could be a factor that needs to be considered in this type of dictionary consultation research.

However, the additional result of this research revealed that the students' native language somehow also interferes with their selection of English word and its usage since sometimes they tended to select a word based on its direct translation of their native language concept of the word. This direct translation of the word concept in students' native language into English many times resulted in the wrong and inappropriate word choice and usage in English concept. Take for example the use of word 'to enter' which in students' native language can mean 'to enroll' in a school but 'to enter' will be inappropriately used to express school enrollment in English.

Another additional finding was that between electronic and printed Indonesia-English dictionary, the printed version of this dictionary is more advantageous to students' word choice and usage in English composition. It is likely related to the more sufficient provision of word context in printed dictionary compared to that in electronic dictionary. The provision of word context as it is seen provides the clues of in what situation the word is appropriately used which the electronic dictionary fails to do so. As a matter of fact, electronic dictionary tends to only provide the synonyms of the word without the examples of the appropriate contexts in which the word will be meaningfully used. This

rationale reemphasizes the benefits of using printed bilingual dictionary where the user is able to see a whole page with other words from the same family, plus idioms, common phrases and phrasal verbs related to the same entry (Koren, 1997). Thus a good printed bilingual dictionary lends itself to learning more words of the same family at a low "cost" of memorizing one meaning, whereas the electronic dictionary enables the learning of one word, one meaning at a time.

In summary, the findings of this research bring the focus of our attention on the two aspects of the role of bilingual dictionary in language learning. Although bilingual dictionary in certain extent beneficially assists the students in their word choice and usage mastery, the use of this type of dictionary is not always advantageous especially when it does not provide contextual clues of where the word is appropriately used. Therefore, it is recommended for the students to not only know the lexical meaning of certain word but they also have to understand the context in which the word will be meaningfully used.

E. CONCLUSION AND SUGGESTION
1) Conclusion
There some conclusions that can be drawn from the results of this research:
1. The bilingual electronic English-Indonesia Dictionary was the second least facilitative dictionary on students' word choice and usage in their English writing composition as shown by the *mean* score of this group which was the second lowest *mean* score among the five experimental groups of this research. In addition, from the distribution of the post-test score within this group, it can be seen that the distribution tended to spread across the lower part of the score range.
2. Bilingual electronic Indonesia-English dictionary was the second most facilitative dictionary on students' word choice and usage in their English writing composition as shown by the *mean* score of this group which was the second highest *mean* score among the five experimental groups of this research.   The distribution of the post-test score within this group tended to spread across the higher part of the score range.
3. Monolingual printed English-English dictionary was the least facilitative dictionary on students' word choice and usage in their English writing composition as shown by the *mean* score of this group which was the lowest *mean* score among the five experimental groups of this research.   The distribution of the post-test score within this group tended to concentrate on the lower part of the score range.
4. Bilingual printed English-Indonesia dictionary was the third most facilitative dictionary on students' word choice and usage in their English writing composition as shown by the *mean* score of this group which was the third highest *mean* score among the five experimental groups of this research.   The distribution of the post-test score within this group tended to spread across the higher part of the score range.
5. Bilingual printed Indonesia-English dictionary was the most facilitative dictionary on students' word choice and usage in their English writing composition as shown by the *mean* score of this group which was the highest *mean* score among the five experimental groups of this research.   The distribution of the post-test score within this group tended to concentrate the higher part of the score range.
6. The calculation of the each experimental group's mean score reveals that the dictionary group of bilingual printed Indonesia-English dictionary had the highest mean score among other dictionary groups while the lowest mean score was for monolingual printed English-English dictionary group.
7. The result of Tukey's Post Hoc comparisons indicates that the *mean* difference of the experimental groups of electronic English-Indonesia dictionary and electronic

Indonesia-English dictionary is 2.92308 at p<.05. This means that there is a significant difference between the *means* of the two groups at the p-value of .05.

8. The Post Hoc comparisons also show that there is a significant difference between the *means* of the groups of electronic English-Indonesia dictionary and printed English-English dictionary since the *mean* difference of the two groups is 0.49650 at p<.05. This means that there is a significant difference between the *means* of the two groups at the p-value of .05.

9. The Post Hoc comparisons then shows that the mean difference of the electronic English-Indonesia group and printed English-Indonesia group is 2.68531 at p<.05. This means that there is a significant difference between the *means* of the two groups at the p-value of .05.

10. Finally, the Post Hoc comparisons also shows that there is significant difference between the *means* of the electronic English-Indonesia group and the printed Indonesia-English dictionary since the *mean* difference of the two groups is 3.48077 at p<.05.

11. From this Post Hoc statistical calculation, it can be inferred that there is significant difference of the use of different types of English dictionary on students' word choice and usage in their English composition with bilingual printed Indonesia-English dictionary was the most facilitative dictionary while monolingual printed English-English dictionary is the least facilitative dictionary in students' word choice and usage in their English composition. Therefore, the Null hypothesis of this research was rejected.

2) Suggestions.

There are some suggestions that I can offer to those who are interested in this research and intends to follow-up this research into a more comprehensive research:

1. It is quite difficult to ensure that the result of the post-test given was based on the use of the assigned dictionary. It is still a possibility that the students have already known which word to use without consulting the dictionary. This limitation offers a challenge for a further research on this area to control other interfering variables that may influence the variables of this type of research.

2. Since this research dealt with writing an English composition, it offers another challenge in selecting writing topics that can maximize the use of English dictionary in students' word choice and usage.

3. This finding of this research will be a lot more convincing if it is supported by other researches on the use of types of English dictionary and its influence on English language learning. Therefore, I encourage other researchers to conduct similar research with different aspect to test so that we can have a more solid agreement and approval on the effectiveness of certain type of English dictionary on English language learning.

BIBLIOGRAPHY

Aitchison, J. 1987. Words in the Mind: An Introduction to the Mental Lexicon. Blackwell. New York.

Ard,J., and S. Gass. 1987. Lexical Constraints on Syntactic Acquisition. *Studies in Second Language Acquisition, 9.*

Ard, J. 1982. The Use of Bilingual Dictionaries by ESL Students while Writing. *ITL Review of Applied Linguistics Volume 58.*

Ary, Donald. 2002. *Introduction to Research in Education*. USA: Wadsworth, Thomson Learning.

Arikunto, S. 1986. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta.

Bachman and Cohen. 1998. Interfaces between Second Language Acquisition and Language Testing Research. Cambridge University Press. United Kingdom.

Bachman, L. F. 1990. Fundamental Considerations in Language Testing. Oxford University Press. Oxford.

Baxter, J. (1980). The Dictionary and Vocabulary Behavior: a Single Word or a Handful? *TESOL Quarterly Volume XIV No 3*.

Bialystok, E., and M. Sharwood Smith. 1985. Interlanguage is not a State of Mind: An Evaluation of the Construct for Second Language Acquisition. *Applied Linguistics, 6*.

Blum-Kulka,S., and E. Levinson. 1983. Universal of Lexical Simplification. In C. Faerch and G. Kasper. Strategies in Interlanguage Communication. London: Longman.

Brown, H. Douglas. 2001. Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition. Longman, Inc. New York.

Faerch, C., and G. Kasper. 1983. Plans and Strategies in Foreign Language Communication. Longman. London.

http//:www.odgen.basic-english.org. Retrieved on June, 2005.
Hartfiel, et al. 1985. Learning ESL Composition. Rowley, Massachusetts; Newbury House Publishers, Inc.

Jawas, Umiati. 2005. *EFL Students' Opinions of the Use of English Dictionary in Improving Their English Writing Skill*. Unpublished Research.

Koren, Shira. 1997. Quality versus Convenience: Comparison of Modern Dictionaries from the Researcher's,Teacher's and Student's Point of View. *Teaching English as a Second or Foreign Language Journal, Volume 2. No. 3*.
Laufer, B. 1990. Sequence and Order in the Development of L2 Lexis: Some Evidence from Lexical Confusions. *Applied Linguistics, 11*.

Luppescu, S., and R.R. Day. 1993. Reading, Dictionaries, and Vocabulary Learning. *Language Learning, 43*.

Marslen-Wilson, W. 1989. Access and Integration: Projecting Sound onto Meaning. MIT Press. Cambridge, MA.

Messick, S. 1989. Construct and Their Vicissitudes in Educational and Psychological Instrument. *Psychological Bulletin, 89*.

Nattinger, J., and J. DeCarrico. 1989. Lexical Phrases, Speech Acts, and Teaching Conversation. *AILA Review, 6.*

Olshtain, E.1987. The Acqusition of New Word Formation Processes in Second Language Acquisition. *Studies in Second Language Acquisition, 9.*

Thompson (1987 Thompson, G. (1987). Using Bilingual Dictionaries. *ELT Journal No 41.*

Tyron, W.W. 1979. The Test-trait Fallacy. *American Psychologist, 34.*

Wesche, M. B. 1987. Second Language Performance Testing: The Ontario Test of ESL as an Example. *Language Testing, 4.*

Yang, L., and T. Givon. 1993. Tracking the Acquisition of L2 Vocabulary. *Technical Report No. 93-11.* Eugene: Institute of Cognitive and Decision Sciences, University of Oregon

THE EFFECTIVENESS OF USING DIFFERENT TYPES OF ENGLISH DICTIONARY ON STUDENTS' WORD CHOICE AND USAGE IN THEIR ENGLISH COMPOSITION