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# **Monolingual Dictionary VS Bilingual Dictionary Effectiveness and Dictionaries Features Toward Students' Writing Text in Islamic Senior High School International Standard of Amanatul Ummah**

M. Romdon Asy'ari  
Anna Dewanti

*English Department, Universitas Airlangga*

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## **Abstract**

A dictionary could be one of the best tools to help learners to acquire the second language (L2). There are two kinds of dictionaries compared in this study; they are monolingual dictionary and bilingual dictionary. In this case the writer compares both kinds of dictionaries in order to know the impact of using them in a writing course conducted at the senior high school level. This study may help the learners choose the most appropriate dictionary in their learning process. This study applies a quantitative research method. The writer used purposive sampling to get homogenous students' English proficiency. He used two kinds of tests; they are pre-test and post-test. For calculating the data he used t-test to count the significant difference between those tests. The result of this study showed that both monolingual dictionary and bilingual dictionary did not have significant difference. It means that the monolingual dictionary is as good as the bilingual dictionary. The result of this study also showed that both monolingual dictionary and bilingual dictionary are helpful for students in doing the writing test, even though the result showed that both dictionaries did not significantly increase the students' scores. Nevertheless, both dictionaries can still help students increase their writing scores. Therefore, the writer suggests that teachers should let his or her students use either a monolingual dictionary or a bilingual dictionary in doing their writing class activities.

**Keywords:** monolingual dictionary, bilingual dictionary, writing, t-test

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## **Introduction**

Having much vocabulary becomes the basis for learners in learning a language especially in English. 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 believe that vocabulary is the single most important aspect of foreign language learning (Singleton, 2007). According to Katamba (1994) he said that "An understanding of the nature of words provides us with the keys of opens the door to an understanding of an important aspect of the nature of language in general. It concludes that vocabulary or words are really an important part of learning English.

It can be known that those cases would direct learners to use dictionary in order to know the vocabularies or the target language that they learn. One of the manners to get the meaning of some words is by using a dictionary. By using dictionary learners get the real meaning directly from the dictionary about some vocabularies that they did not understand yet. According to Folse (2004) "ESL Students see the acquisition of vocabulary as their greatest source of problems". From the statement stated by Folse it can be known that vocabulary is one of the main problems in second language (L2) learning process.

This study discusses a lot how the impact of using monolingual and bilingual dictionaries for learners. This study focuses on writing subject in senior high school level. Why the writer prefers this level is because he believes this level is more appropriate level than that of the university. Senior high

school level in the writer's opinion is not too high and it is not too low either. So the level is in the middle.

There are some studies which are related to the writer's study in this research, such as; Schmitt (2002), Hayati (2006), Elly (2008), Azola (2012), and Glover (2012). According to Schmitt (2002), he said that learners have strong preferences for bilingual dictionaries to use in their learning process. He also indicates that bilingual dictionaries are quietly effective to provide preferences and styles". Another research is conducted by Elly (2008) has a similar field to the writer's study, that is to analyse the effectiveness of monolingual and bilingual dictionary. The research gaps between Elly's and the writer's are the objects. His objects are senior high school students, while her study objects are university students. In this matter, the writer will analyse the features, advantages, disadvantages, and the impact of using those two kinds of dictionaries toward the high school students' writing test. Azola (2012) also analysed dictionaries. She analysed, printed dictionary and electronic dictionary and her research was conducted in senior high school. Another research conducted by Golavar (2012) concluded that the bilingual dictionary used by learners is more appropriate than that of monolingual dictionary. The result of his research shows the writing scores of the students who use bilingual dictionary were higher than that of monolingual dictionary.

The reason why the writer conducted his study at this school because the Islamic Senior High School International Standard of Amanatul Ummah (MBI Amanatul Ummah) students have more time to practice English than that of other students in other schools. In this school, students are obliged to use English all day (24 hours). The writer himself has ever stayed in the school for a week to observe the students. Students are prohibited using another language except English and Arabic. If they break the rules, they will get the punishment from their friends or teachers. The reason why the writer conducted his study at this school because the Islamic Senior High School International Standard of Amanatul Ummah (MBI Amanatul Ummah) students have more time to practice English than that of other students in other schools. In this school, students are obliged to use English all day (24 hours). The writer himself has ever stayed in the school for a week to observe the students. Students are prohibited using another language except English and Arabic. If they break the rules, they will get the punishment from their friends or teachers.

Besides the writer knows that the English curriculum in the school is a little bit similar to the curriculum of the English Department Universitas Airlangga especially for the English skill. Universitas Airlangga (UA) students learn Reading, Speaking, Listening, Grammar and Writing. At school a teacher categorizes English lesson into four: Grammar and Writing, Speaking, Reading, and Listening. Those parts of the English lesson. This study would focus on Writing because writing is the most difficult one than other English skill. In this study, the writer knew that students use monolingual dictionaries and bilingual dictionaries in their Writing class. He believes that the dictionary has an impact on their writing score test.

In this study, the objects of this study are high school students. The writer chose students who are taught how to write a narrative story in their course outline topic. Those are the second year students. In other words, the writer will analyse the effectiveness of using either monolingual or bilingual dictionaries to write a narrative story conducted by students at International Senior Islamic Standard School of Amanatul Ummah (MBI AU). The research questions are as follows:

1. What are the differences in students' narrative writing when they use monolingual and bilingual dictionary?
2. Which dictionary gives more a significant impact towards students writing test?

## **Literature Review**

### **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) the internal structure of the dictionaries covers:

- Navigation the entry (guide the readers, to find the word easily)
- The lemma headword
- Meaning in monolingual dictionary
- Meaning and translation in bilinguals
- Sense indicators
- Grammar
- Contexts
- Vocabulary Types
- Usage
- Other Lemma

### **Monolingual Learner's Dictionary**

Monolingual dictionary can be described as “A type of reference work in which the words of a language are explained by means of that same language, in contrast to Interlingual dictionaries. For most practical purposes and for most languages, the monolingual dictionary (also called ‘general’, ‘explanatory’ or ‘usage’ dictionary) is the prototypical work of reference for native speakers. For the same reason, it has also been the most popular and best studied dictionary genre”. Hartman and James, 2002, p. 95)

Monolingual Learner's Dictionary was the sub-type of monolingual dictionary. Monolingual Learner's Dictionary is intended for language learners. “Monolingual learner's dictionaries are constantly being improved because they are based upon regularly updated corpus data that provide an empirically-based description of the language.” (Rundell, 1998 cited in Hunt, 2007). According to Tickoo that cited in Lukáč (2011) the primary differences between monolingual dictionaries for native speakers and monolingual dictionaries for language learners rely on the definitions of new vocabulary and the number of illustrative examples. (Hunt, 2007)

### **Bilingual Dictionary**

The function of the dictionary is to coordinate the lexical units of one language to the lexical units of another language which have equivalents in their lexical meaning. (Zgusta, 1971, p. 294). Bilingual dictionaries are typically practical tools for interlingual communication and learning, rather than scholarly studies. 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 equivalents.

In a bilingual dictionary, the situation is different from a monolingual dictionary. The user is looking for equivalents rather than analysis. Sometime learners get difficulty to translate the word especially the word that has relation with culture. Bilingual dictionary comes with the features to translate the word from the source language to the target language. Bilingual dictionary helps learners to translate both L1 (first language) and L2 (second language). Where the two languages: L1 and L2 always have fully untranslatable words. By this he means that for every term in L1 there is at least one term of equivalent meaning in L2. (Pawley, Cited in Coward and Grimes 2000)

### **Research Method**

There are two main methods of research that widely used as a research method, first is Qualitative approach and second is Quantitative approach. The quantitative research usually characterized as being linear, each stage being carried out one after the other, research questions are formulated, data is collected then statistically analysed, and findings written up. In contrast, qualitative method is more simultaneous, nonlinear, and iterative (Heigham & Croker, 2009).

The writer applies Quantitative methods for this study. The quantitative approach used in this research may get the accuracy of data on this research by using the quantitative approach. This approach showed us the fact even it's good or not, true or false, better or worse, all those elements

may know from the quantitative approach. The students score may answer the question which kind of dictionary is more effective for student or English learners at Senior High School level. We knew the result directly from the test then the score of students answered the entire question.

The theory for obtaining the sample, the writer used purposive sampling. Using purposive sampling was the suitable ways to collect the sample of data when we saw the data (the students) has quietly same ability in English. According to Creswell (2012) he stated that purposive sampling is used for the homogenous sampling of data. He also stated that the aim of using purposive sampling in order to get the best of data from selecting which data can be useful for this research. Those requirements by selecting the sample had been done by the writer.

## **Findings**

### **The Internal Structure of the Monolingual Dictionary**

#### a. Navigation the entry

Navigation 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. Besides the key symbol appeared in the dictionary, the bold style of word or headword is a kind of navigation entries. It made the users easier to find the headword that they needed. For example the headword “**insert**”, it is written with bold style and beside this word is key symbol. The position of this word is also written differently. It makes readers easy to find the headword.

#### b. The lemma headword

The headword is “The form of a word or phrase which is chosen for the lemma, the position in the dictionary structure where the entry starts. (Hartman and James, 2002, p. 67). In this study the writer found every dictionary which had this entry structure. 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 English Dictionary (OLPD), the headwords are written clearly and differently compare to other written in the dictionary.

#### c. Meaning in monolingual dictionary

The definition of the lemma headword for example “sabotage” means *deliberate damaging of an enemy's or rival's, equipment, plans, etc.* According to Atkins and Rundell (2008) In Monolingual Dictionary (MD) the obvious way of transmitting the headword is by means of the definition, while in Bilingual Dictionary (BD) it is rarely found. For example: the word “instrument” means *tool or device used for a particular task, especially a practical skill.* This part is only owned by Monolingual Dictionary. This part can help the learners fix some problem of translating word in BD.

#### d. Sense indicators

Sense indicator is a component designed to guide people as fast as possible to the main aims of the entry part (Atkins and Rundell, 2008). They said there are two main types of sense indicator: specifiers (in monolingual and bilingual dictionaries) and collocators (mainly in bilinguals). Specifiers 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.* The example of synonym in OLPD: the word “queer” it has the same meaning with the word “homosexual”.

#### e. 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= determiner, fml= formal, pl= plural, pp= past

participle, eg= for example, [IDM] = idiom, [U] = uncountable, [I] = intransitive, [T] = transitive, pt= past tense, sth= something, many other symbols and abbreviations can be seen in appendix. The writer found some mistakes that written by student in using Monolingual such as: they wrote the word “speaked” and it should be “spoke”, they used to be “is” and it should be “was”. The mistakes (grammatical errors) are not only found in students who use Monolingual Dictionary but also found in Bilingual Dictionary.

f. Vocabulary Types

According to Atkins and Rundell, (2008) vocabulary types determined kind of labelling vocabularies that could be included as archaic word, slang word, jargon word, and the word used in expression. For example the word ‘bust’ means *break something*. In the dictionary, it found the word ‘bust’ added by suffix *ed*, then the word ‘bust’ became busted. So, the dictionary explained this word was categorized as the informal sentence or it can be said this word as a slang word. In the writing test, the writer found some uncommon of using vocabulary that was written by student such as: “respect” it should be “care” and find the slang word like; “damn”.

g. Other Lemma

Within the wide scope of the entry, 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 so much in learners’ dictionaries, the idea being that learners have enough trouble finding, what they want without having to burrow 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 help students to find out the lemma that related to the headword “run”.

### The Internal Structure of the Bilingual Dictionary

a. Navigation the entry

In Bilingual Dictionary that is *Kamus Inggris-Indonesia*, the writer found the navigation entry with the bold style of headword written and it was different from other written in dictionary. This can also be found on top middle of the first written headword on the dictionary page in order to guide users find the word that they need. For example the word “**take**” this word and all the headword are also written in different position

b. The lemma headword

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.

c. Meaning and translation in bilinguals

This is the main reason that makes completely different from monolingual dictionary. Monolingual dictionary does not have this structure from within the dictionary entries. This structure help users find what they need. This structure is the most comfortable for beginner to know the translation part of the word or headword. It guides learners to translate a word from the source into the target language.

d. 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, and paraphrases. The examples of sense indicator in Bilingual Dictionary are: from the word “finish” has a phrase *to finish of, to finish up, finish line*. For synonym it can be seen only in the target language or in translation meaning for

example: the word “face” has meaning on translation *muka, rupa, wajah, and paras*. Those are the synonyms meaning of *muka*.

e. Grammar

This internal structure guides users to use the headword in a sentence, it also guides user to know the grammatical function of word and how the headword usually appears in a sentence. 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 can be found in appendix. In the students writing test, the write found some mistakes in grammatical used (using past tense). Students using past tense and present tense in a sentence. For example they write “when I **was** in junior high school I **have**....”. this sentence should be followed by past tense also.

f. Vocabulary Types

According to Atkins and Rundell, (2008) vocabulary types determines kinds of labelling vocabularies that can be included as archaic, slang and jargon. For example the word “bust” which belongs to slang and when it has suffix or inflection “ed” it means it is slang. In students writing test, the writer found inappropriate word to use in their sentence such as: “*I will story.....*” and it should be *I will tell my story.....*, “the selection is hold” and it should be the selection is held.

g. Other lemma

Other lemmas are not only found in the monolingual dictionary but it is also found in the 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 also has other lemmas such as **relation** (*ilmu yang mempelajari hubungan antar buruh*), labor day (*hari buruh*), labor supply (*persediaan jumlah pekerja*), labor troubles (*kesulitan-kesulitan dalam bidang perburuan*), labored, laboring, to labor over, to be in labor, and many others.

### The Impact of Using the Monolingual Dictionary

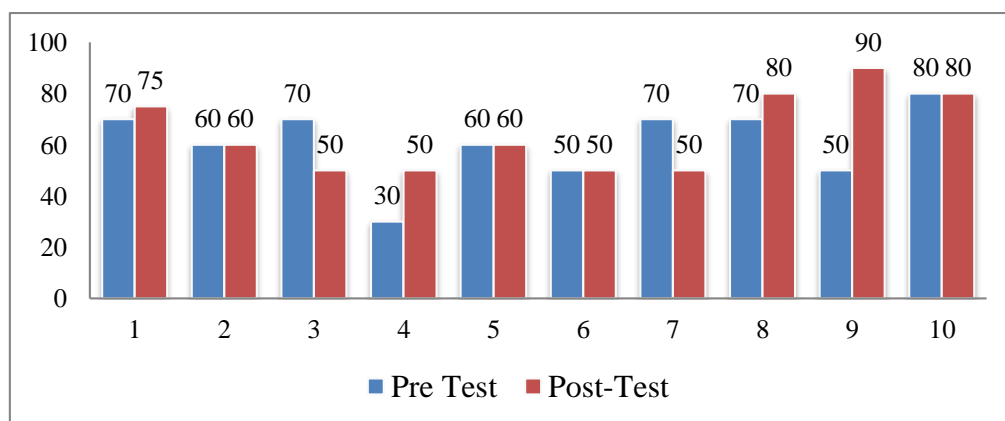


Figure.1 The Score of Monolingual Dictionary's Users

Monolingual Dictionary	Mean	n (Population)	Std. Deviation
Pair 1	Pre_Test	61.	14.49138
	PostTest	64.5	15.35687

Table 4.1 Paired Sample Statistics of Narrative Writing Score (MD Group)

Paired Sample T-Test						
Pair	Pre-test Post-test	Std. Error	Df	Critical t	t	Significance (2 tailed)
		6.677075208	18	2.101	-0.52418161	0.606547485

Table 4.2 Paired Samples Test of students' Writing Tests Scores (MD Group)

From the result students' scores using Monolingual dictionary in their writing tests shows that the result from **significance (2-tailed)** is **0.606547485** higher than  $\alpha$  (**0.606547485 > 0.05**) and the **critical t** is smaller than **t table** (**-0.52418161 < 2.101**) t table can be seen in appendix. it means there is no significant difference. It can be said that monolingual null hypothesis (**H<sub>0</sub>**) was accepted and **HA** (Alternate Hypothesis) is rejected. It can be concluded that there is no significant difference between the students score in pre-test and those score in post-test. Therefore it can be concluded that monolingual dictionary does not help significantly increase the students writing tests score but monolingual dictionary still helps students in their writing course.

### The Impact of Using The Bilingual Dictionary

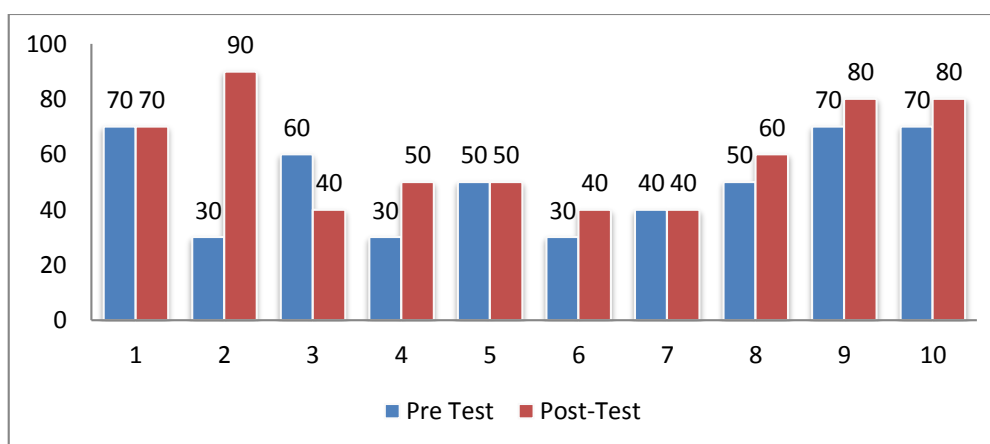


Figure 2 Bilingual Dictionary User's Score in Pre-test and Post-test

Bilingual Dictionary	Mean	N (Population)	Std. Deviation	
Pair 1	Pre_Test	50	10	16.99673171
	PostTest	60	10	18.85618083

Table 4.3 Paired Sample Statistics of Narrative Writing Score (BD Group)

Paired Sample T-Test						
Pair	Pre-test Post-test	Std. Error	df	Critical t	t score	Significance (2 tailed)
		8.027729719	18	2.101	-1.2456822	0.22852513

Table 4.4 Paired Samples Test of students' Writing Tests Scores (BD Group)

By using T-Test, it can be seen on the result of students score. It showed that students who use bilingual dictionary have **Std.Error 8.027729719**. The degrees of freedom is **18**. From **Significance (2-tailed)**, the result shows **0.22852513** so it means that **Significance (2-tailed)** is higher than  $\alpha$  which is 0.05 (**0.22852513 > 0.05**). The **critical t** is **-0.52418161**, it shows greater than **t** value which is **2.101** taken from **t table (2.101 > -0.52418161)**. From those results of counting, it means that there is no significant difference between the pre-test and the post-test scores. It can be said that bilingual dictionary is accepted null hypothesis (**Ho**) and rejected Alternate Hypothesis (**HA**). So it can be concluded that bilingual dictionary does not help the students significantly increase their writing tests score but it still helps them in their writing course.

### The Comparison between the Use of Monolingual and Bilingual Dictionaries

No.	Monolingual Dictionary	Bilingual Dictionary
1	5	0
2	0	60
3	-20	-20
4	20	20
5	0	0
6	0	10
7	-20	0
8	10	10
9	40	10
10	0	10

*Table 4.5 Range Score between Pre-test and Post-test in MD and BD*

Type of Dictionary	Mean	n (Population)	Std. Deviation
Pair 1	Monolingual	64.5	15.35687
	Bilingual	60	18.85618083

*Table 4.6 Paired Sample Statistics Score MD Group and BD Group*

Paired Sample T-Test						
Pair	Monolingual Bilingual	Std. Error	Df	Critical t	t score	Significance (2 tailed)
		7.69018133	18	2.101	0.585161755	0.5657032303

*Table 4.7 Paired Samples Test MD Group's Score and BD Group's Score*

Table 4.9 Paired Samples Test MD group's score and BD group's score indicates that comparative score can be seen from: the result **significance 2-tailed** is **0.565703203** it is higher than  $\alpha$  (**0.565703203 > 0.05**) and the **critical t** value is greater than **t table (2.101 > 0.52418161)** it means there is no significant difference. In addition it can be said that null hypothesis (**Ho**) was accepted and **HA** (Alternate Hypothesis) is rejected. It means that there is no significant difference in using monolingual dictionary and bilingual dictionary and in doing the writing test. So monolingual dictionary is as good as bilingual dictionary. After all it can be concluded that both dictionaries help the students in their writing course. So the writer suggests teacher let them use either monolingual or bilingual dictionaries in their writing course.

### Conclusion

The dictionary is one of the important tools for learners to help them in their learning process. Monolingual dictionary and bilingual dictionary are used by learners to help them know some vocabularies they need. In this study the writer analyses the internal structure of Monolingual

Dictionary (Oxford Learner's Pocket Dictionary) and Bilingual Dictionary (Kamus Inggris-Indonesia by John M. Echols and Hassan Sadili). The internal structures analysed by the writer are: Navigation the entry (guide the readers to find the word easily), the Lemma Headword, meaning in monolingual dictionary, meaning and translation in bilinguals, sense indicators, grammar, contexts, vocabulary types, usage, other Lemma.

In a monolingual dictionary students' group it can be concluded that the MD group scores do not have significant difference in the pre-test and post-test. However this dictionary helps students in their writing lesson even the increasing scores are not significantly different.

Bilingual dictionary is also a dictionary which was analysed by the writer, he analysed this dictionary for students' writing tests. Students who use this dictionary the same tests as well as students who use Monolingual Dictionary. In this matter the writer can conclude that students' test-scores are not significantly different. Their scores are increasing, but the increasing scores are not significant. It means that this dictionary helps students in their writing lesson even though the increasing scores are not significant.

Another conclusion is that the range scores between both dictionaries are compared. The result of both scores are counted by using t test. Those scores are not significantly different either. It means that Monolingual Dictionary is as good as Bilingual Dictionary. Therefore, students are recommended to use dictionaries in order to enhance their writing scores.

Based on the information above, the English teachers who teach in MBI Amanatul Ummah are recommended to let their students use either monolingual dictionary or bilingual dictionary in order to help their students write better in their writing course.

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