

## The Effect of Digitalizing Vocabulary Course Book for The Second Semester Students

<sup>1</sup>Enjang Saraswati, <sup>2</sup>Dwi Putri Hartiningsari  
[esw150696@gmail.com](mailto:esw150696@gmail.com), [poetry.nink15@gmail.com](mailto:poetry.nink15@gmail.com)

<sup>1</sup>Program Studi Pendidikan Bahasa Inggris, STKIP PGRI Trenggalek, Jl. Supriyadi No. 22 Trenggalek, Jawa Timur, 66319, Indonesia

<sup>2</sup>Program Studi Pendidikan Bahasa Inggris, STKIP PGRI Trenggalek, Jl. Supriyadi No. 22 Trenggalek, Jawa Timur, 66319, Indonesia

**Corresponding Author:** Enjang Saraswati ([esw150696@gmail.com](mailto:esw150696@gmail.com))

### Abstrak

*Tujuan dari penelitian eksperimental adalah untuk mengetahui efek atau tidak setelah menggunakan Digitalizing Vocabulary course book. Penelitian ini menggunakan dua variabel. Variabel pertama adalah aplikasi Digitalizing Vocabulary course book. Variabel kedua adalah minat siswa dalam pembelajaran vocabulary. Subjek penelitian adalah mahasiswa semester dua jurusan pendidikan bahasa Inggris di STKIP PGRI Trenggalek. Instrumen yang digunakan adalah mengumpulkan data penelitian ini dengan pre test dan post test. Setelah data dikumpulkan, peneliti menganalisis data dengan menggunakan independent sample T-Test. Berdasarkan uji Sig. (2-tailed) posttest adalah  $0,000 < 0,05$ , maka sebagai aturan dasar pembuatan independent sample t-test, dapat disimpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima. Hasil tes yang dilakukan oleh peneliti yaitu Digitalizing Vocabulary course book lebih interaktif daripada buku cetak bagi siswa jurusan pendidikan bahasa Inggris di STKIP PGRI Trenggalek.*

**Kata Kunci:** Digitalizing, Buku Kursus, Pembelajaran Vocabulary

### Abstract

The aim of the experimental research is to know any effect or not after using the Digitalizing Vocabulary course book. This research was using two types of variables. First variable was application of Digitalizing Vocabulary course book. Second variable was students' interest in vocabulary learning. The subject of the research is second semester student of English language education department in STKIP PGRI Trenggalek. The instrument is to collect the data of this research by pretest and posttest. After the data was collected the researcher analyzed the data by using independent sample T-Test. Based on test the Sig. (2-tailed) of posttest are  $0,000 < 0,05$ , then as the basic rules of making the independent sample t-test, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. The result of test conducted by the researcher; Digitalizing course book is interactive than printed book for students of English language education department in STKIP PGRI Trenggalek.

**Key Words:** Digitalizing, Coursebook, Vocabulary Learning

## INTRODUCTION

Learning of language is important because people in a country must understand it to get communication with other. Because language is a bridge to communicate besides mother tongue, we also have to learn other languages, that is English, which also called second language. The second language referred to here is a foreign language which is generally studied by students in a school environment. Richard and Schmidt (2010:90) have argument that foreign language is a process which involves active in learning language and not out of daily habit. In the school students get material about foreign language, which the language is English. Beside become a foreign language English also become an international language, and that is the reason every people have to know English.

In learning English there are several skills that must be mastered there are consist of speaking, listening, writing, reading where these skills are closely related to support English learning. In addition, there are many ways and materials in every skill, therefore every skill is connected. Beside skill, English also have component that very important that is vocabulary, grammar, and pronunciation. Vocabulary is a crucial component in acquiring and understanding language.

To achieve the success in teaching English, vocabulary is the most important things that must be taught. Besides, Basuki (2017:13) states that in many years, vocabulary subjects are taught for students in higher education as an EFL context.

Learning vocabulary of English language is important because we can understand English well. According to Richards and Renandya (2002:255), vocabulary is important component that very useful to make easier when we learn English like speaking, reading, writing and listening. Mastering vocabulary is the ability to get or to receive lots of words. By having and mastering vocabulary, we will know the meaning of vocabulary in the context. It can also help to avoid making mistakes in understanding a written or spoken text.

Besides, teacher in English Education Department STKIP PGRI Trenggalek teaching the vocabulary with use the printed book, they learn and explain the material manually. The printed book is vocabulary course book that the book composed by the lectures of English Language Department. The course book is Buku Ajar Vocabulary 2 by Yudi Basuki M.Pd, Astried Damayanti M.Pd and Sri Utami Dewi M. Pd. The course book is in the form of printed book. However, in digital era, people need digital-based teaching

materials or media, it can be realized by digitalizing material that is generally in student's course book, so the students are more interested to learning it.

Seeing from previous research, digitalize form of course book was developed by Lu'lu'ul Jannah researcher tried to follow up and to know the effectiveness of the research. This research is purposed to develop digitalizing vocabulary coursebook for the higher education students of English Education Department. The finding of the research is needed crucial learning of English Language students in learning English vocabulary in which the material needs have been sorted in accordance with their complexity, depth, standard and relevance.

Based on the explanation and previous research the researcher tried to examine the effect of digitalizing vocabulary course book and the experiment research focus on learning vocabulary 2 that learn in second semester students of English language education department.

## METHOD

The research design in this research is quantitative research. Quantitative research methods can be interpreted as a method of research based on the philosophy of positivism, the method is also called the scientific method, because the method meets the rules of concrete/ empirical, objective, measurable, rational, and systematic (Sugiyono, 2016:13). The experimental research design of this research is quasi-experimental design. According to Sukardi in Sugiar (2013:32), quasi-experimental study is supposed to reveal the causal relationship by controlling the group, in addition to the experimental group, but the separation of the two groups is not equipped with random techniques. The researcher using Quasi-experimental design because the material vocabulary is learned in second semester and the time to do the treatment is limited. In this research, the sample is divided into two groups, namely experimental group and control group. The experimental group is given treatment by using Digitalizing vocabulary while the control group is taught using the course book of vocabulary.

Pre-test was given to the both group (experimental and control group). After that, vocabulary test was taught to the experimental group using Digitalizing vocabulary. The control group, vocabulary test was taught with course book of vocabulary. Post-test was given after the treatment, both of group (experimental and control group) got the test. Finally, the researcher compared the result of both groups.

The procedures of in this research have 3 stages. The three main stages of research are: planning stage, implementation stage, and report stage (Arikunto, 2013:61).

In this study, the population is the second semester students of English Education Department at STKIP PGRI Trenggalek. Population is a region in general that consist of object or subject with characteristics that determined by researcher to be studied and then define the conclusion (Sugiyono, 2016:117). Population is all of individuals from whom the data collected. In this study, the population is the second semester students of English Education Department at STKIP PGRI Trenggalek. According to Arikunto (2013:174), sample is part of population or representation of the population studied. In this research , researcher takes two classes as the sample of the research that is second semester class A and B. Class A as an experimental class and class B as a control class.

In this research use two variable, first variable is Digitalizing vocabulary as independent variable which is going to give effect to dependent variable. Second variable is vocabulary learning as dependent variable which is going to get the effect from independent variable.

## FINDINGS AND DISCUSSION

### Finding on Normality Test

Normality test is the one way to test the normality of the sample. Normality test is used to analyze whether the sample population from control and experimental class are normally distributed or not.

Table 1. Analysis of Pre-test Result

Data	Score	
	Experimental Group	Control Group
Maximum Score	70	70
Minimum Score	25	10
Mean	47	42,5
Median	45	45
Modus	45	35
Standard Deviation	13,3	16,8

**Table 2. Analysis Pre-test of Normality**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Experiment	,110	20	,200*	,963	20	,605
Control	,121	20	,200*	,968	20	,718

The table above presents the results from two well-known tests of normality by using SPSS, namely Kolmogorov-Smirnov<sup>a</sup> Test and Shapiro-Wilk Test. If the Sig. value of the Shapiro-Wilk Test is greater than 0,05, the data is normal. If it is below 0,05, the data significantly deviate from a normal distribution.

According to the data above Sig. in Shapiro-Wilk of experimental group 0,605 is greater than 0,05 and Sig. in Shapiro-Wilk of Control Group 0,718 is greater than 0,05. It means that the samples in this research are normally distributed.

**Table 3. Analysis of Post-test Result**

Data	Score	
	Experimental Group	Control Group
Maximum Score	95	75
Minimum Score	45	15
Mean	71,5	46
Median	72,5	47,5
Modus	75	50
Standard Deviation	13,9	15,2

**Table 4. Analysis Post-test of Normality**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Experiment	,133	20	,200*	,962	20	,578
Control	,147	20	,200*	,970	20	,760

The table above presents the results from two well-known tests of normality by using SPSS, namely Kolmogorov-Smirnov<sup>a</sup> Test and Shapiro-Wilk Test. If the Sig. value of the Shapiro-Wilk Test is greater than 0,05, the data is normal. If it is below 0,05, the data significantly deviate from a normal distribution.

According to the data above Sig. in Shapiro-Wilk of experimental group 0,578 is greater than 0,05 and Sig. in Shapiro-Wilk of Control Group 0,760 is greater than 0,05. It means that the samples in this research are normally distributed.

### Finding on T-Test

The next step after analysis normality test is T-Test. T-test for pretest and posttest experimental groups are used to find out how the effect of Digitalizing vocabulary course book in vocabulary learning. These are the results of the pretest and posttest t-test experimental groups using paired sample t-test:

**Table 5. Paired Sample Statistics (Pre-test and Post-test Experimental Group)**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	47,0000	20	13,31797	2,97799
	Post-test	71,5000	20	13,96424	3,12250

Based on the “Paired Sample Statistics” experimental group above, it is evident that the value of “Mean” in the posttest is higher than the pretest.

**Table 6. Paired Sample T-Test (Pre-test and Post-test Experimental Group)**

		Paired Differences			T-Test		
		Mean	Std. deviation	Std. error mean	T	df	Sig. (2-tailed)
Pair 1	Pretest-Posttest	-24,50000	14,22563	3,18095	-7,702	19	0,000

From the table above it can be seen that the significance value (2-tailed) of this research is 0.000 ( $p < 0.05$ ). So, the results of the experimental groups pretest and posttest have significant changes.

Meanwhile to find out the students' interest in vocabulary learning between experimental group by using Digitalizing vocabulary course book and control group using conventional methods with course book. Here are the results of independent sample t-test for posttest between experimental and control groups:

**Table 7. Independent Sample T-Test (Post-test Experimental and Control Group)**

		Lavene's Test for Equality of Variances		T-Test for Equality of Means			
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
Posttest	Equal variances assumed	,000	1,000	-5,511	38	.000	-.25,50000
	Equal variances not assumed			-5,511	37,701	.000	-.25,50000

Based on the "Independent Samples Test" the Sig. (2-tailed) of posttest is  $0.000 < 0.05$ , then as the basic rules of making the independent sample t-test, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be concluded that there is a significant difference between the average student learning outcomes in the experimental and control groups. So, digitalizing vocabulary as the treatment of this research is an effective media to help students on vocabulary learning.

### **Finding on Validity Test**

The experts of this content validity are lecturer from English language education department in STKIP PGRI Trenggalek, Dwi Putri Hartiningsari, M.Pd., Vocabulary lecture at second semester, Yudi Basuki, M.Pd. Considering his expertise and experience, his assessment and suggestion are considered to be valid. The researcher arranged the question of the test based on trusted source. After all the items marked and resulted good, the learning materials then claimed valid although there were some revisions and suggestions from the expert.



## Discussions

To know whether there is or there is no significant effect of using Digitalizing vocabulary course book in vocabulary learning, the researcher compares the score post-test of experimental and control group by calculates T-Test.

The hypothesis ( $H_a$  and  $H_0$ ) explained in the following statements:

$H_a$  : “There is a significant effect of using Digitalizing vocabulary course book in vocabulary learning”

$H_0$  : “There is no significant effect of using Digitalizing vocabulary course book in vocabulary learning”

Based on the “Independent Samples Test” the Sig. (2-tailed) of posttest are  $0.000 < 0.05$ , then as the basic rules of making the independent sample t-test, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted.

Based on the result of test conducted by the researcher, Digitalizing course book is interactive than printed book and effective as a learning media for students of English language education department in STKIP PGRI Trenggalek, in line with the theory of Asongu and Laundell (2007:54) together technology and education can bring students to a higher order of thinking. Technology, as it related the mind, depends, upon the thoughts and processes of an individual’s outlook. Technology can also be used to help English Language Learners (ELLs) and struggling readers to increase their vocabulary knowledge and reading comprehension (Boriack, Ganesh, and Waxman, 2015:228).

## CONCLUSION AND SUGGESTION

### Conclusions

The aims of this research is to investigate about the effect Digitalizing vocabulary course book on vocabulary learning and also students’ interest in digitalizing book than course book. Based on the result and discussions in chapter IV, the conclusion with applying Digitalizing vocabulary course book on vocabulary learning it can be proven by the findings that the mean of the post-test scores was higher than pre-test scores. The mean of the post-test control class was 75 while mean of post test experimental class was 95. Thus it can be concluded that the treatment by using digitalizing vocabulary course book was proved useful in learning vocabulary.



Beside it, the independent samples test also explain that the Sig. (2-tailed) of posttest are 0.000, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted.. In summary, Digitalizing vocabulary course book as the treatment of this research is an interactive and effective media to help students on vocabulary learning.

### Suggestions

After giving the conclusion above, there are some suggestion for people especially for students, lecturers, and other researchers. Digitalizing vocabulary course book make students' interest to read the course book by application in the phone and can be accessed everywhere students want without internet access, because the digitalizing vocabulary course book is offline application.

Beside teach by using course book, lecturers can also provide technology media such as digitalizing vocabulary course book to help the learning process more effective and interactive. Then for other researchers who may use the research to finding some information and reference for their research.

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