Proceeding 2

by Edy Suseno

USING OFFLINE DICTIONARY TO IMPROVE ENGLISH SPEAKING COMPETENCE FOR YOUNG LEARNERS: GRAMMAR TRANSLATION METHOD PERSPECTIVE

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Abstract

The young learners are very potential to grow their knowledge earlier. By having sufficient knowledge in their heads, they have a great opportunity to develop any other knowledge. English, however, is an important language in the world. By using English, the students could know more about anything. There are many kinds of the method used by teachers to teach young learners to speak English. The teacher is often trying very hard to bring the students into a learning atmosphere. Indeed, Both the teacher and students want to get the expected goal. On the other hand, the condition turns to be uneasy when the students are reluctant to respond to their teacher's questions as feedback. It is an important part for the teacher to find another method to help students active. Moreover, vocabulary building is an essential part of delivering the intention to others. By having enough vocabulary list in the students' head, it would ease them to choose the right words to convey. Hence, the use of an offline dictionary could satisfy the students' need. By implementing it while learning grammar and reading, the students could better their vocabulary and pronunciation skills to conduct speaking.

Keyword: *GTM; Podcast; Offline dictionary; young learners; Pronunciation*

INTRODUCTION

Speaking is a kind of way to express their opinion in words used by people since life has started. Learning speaking begins with the people were born. Even some others believe since they had been in the womb. The speaking teacher for people is their mother. She teaches them how to say a word and give them the template on how to construct sentences in daily life. They learn the language from the simple words up to the complicated ones. Thus, learning a new language will be influenced by the use of his mother tongue (Subandowo, 2017).

Moreover, learning a foreign language is something challenging for people all around the world. It seems that they learn a new language for a second opportunity in their life. They start to learn words and sentences to deliver their intention. There are many methods to reach their goal to speak a foreign language. The young learners also learn it as the adults do. They learn many things to conduct speaking among people. On the other hand, children love to do something fun. It affects their way to learn a new language. The teacher should be able to bring their students into a fun atmosphere (Octaviana, 2017).

Indeed, decoding the ideas into words is inviting a problem for EFL learners. They get difficult to choose words. They often fail to express their intention into utterance. This kind

of phenomenon is caused by lacking the vocabulary list in their head. Vocabulary building is a kind of tool to represent the intention of the speaker. Without having sufficient words in the speaker's head, he will get the failure to deliver his intention. Young learners, for example, they need a certain process to build their word collection. They do not only need to know the list of words but also the pronunciation. It is the key for them to decode their intention into words. By having enough words in their head, they will be encouraged to speak up. To reach this kind of goal, they need to be autonomous. They need to build vocabulary anytime and anyplace. On the other hand, to guide the students to make conversation naturally, the teacher should bring his students into an ESL classroom setting (Kayi, 2006)

Moreover, the offline dictionary is a tool to use to help learners be autonomous. This kind of tool provides the translation service from English into Indonesian and vice versa. The students could listen to the pronunciation of the words by clicking the voice icon on the screen. The students could get this kind of application on their cellphone. They could be used anytime and anywhere they want to. This kind of application could be gotten free (Neyman, 2002).

Grammar is a kind of rules on how to construct sentences. implementing grammar properly could lead the sentences to be understood by the reader or listener clear. Using The proper method to deliver grammar review to the students is somehow important. Nevertheless, memorizing a lot of grammar rules could provoke a problem for learners. They will be burdened by implementing such a kind of thing in a real setting. Finding an easy method to convey the review of grammar will help students understand to catch the clarity and implementation of the grammar (Navaz, and Sama, 2017).

On the other hand, GTM or grammar-translation method is often used by the teacher to discuss grammatical patterns. It is often used by teachers to explain the grammatical pattern in structure class. Both the teacher and the students could interact one to another by using bilingual to gain the proper angle of perspective of grammar usage. It seems that by using this method, both the students and the teacher could implement the proper sentence structure in written and spoken (*Elmayantie, 2015).*

Indeed, teaching speaking to young learners is sometimes frustrating. They are forced to speak up in the classroom for practicing the lesson. They tend to be silent or reluctant to say a word when the teacher asks them some questions. It seems that the lack of vocabulary is the problem. They are in need of a certain method to build vocabulary in their heads. By having enough vocabulary lists in their heads, the young learners could choose the right words or phrases to deliver their intention.

Williams in his reasearch said that using an online dictionary to check the definition of difficult words and phrases they heard is very useful. The students could create a vocabulary list to enhance speaking practice. The implementation of this method was by giving some words and phrases to the class. The teacher asked the students to make some sentences by using the words and phrases given. After finishing that step, the teacher asked the students to make conversation in groups by implementing the material they learned (Williams, 2006).

The goal of this research is to prove the effectiveness of using an offline dictionary to better speaking competence through the grammar-translation method to young learners. I would like to see whether using an offline dictionary could bring the young learners to be autonomous when they are finding new words and phrases in speaking class. Moreover, I have hope that the finding of this research could be implemented in Williams' study to gain another benefit to success.

METHOD

This research was conducted at Ma'arif Elementary School in Sidoarjo. It was followed by 23 fifth graders. they were 15 male and 18 female students. There were 6 opportunities of treatment. Before joining the treatment, they did a pre-test. This kind of test was measuring their competence in speaking. The treatment was about the use of the offline dictionary to build their vocabulary and the implementation of GTM to better their speaking skills. They used the books as guidance. The book they used contains learning grammar using GTM and some podcast. The use of comic stripes in the book is to enhace automacy. After completing the treatment, they did a post-test. Nevertheless, I complied with the rubric to fill the score list in both the pre-test and post-test. The two score lists I analyzed to draw a conclusion.

FINDINGS AND DISCUSSION

A.   Before treatment

Before doing the treatment, I prepare something to support the treatmentpractice. First of all, I and the principal adjust the class and timetable. We agreed that the class was followed by 23 students. There would be 8 opportunities for learning. In the first chance, I distribute the books to the students. They are about the material given during the treatment. It contains grammar reviews, short stories, and comic strips. The grammar review discussion is using GTM and the short stories are using podcasts. The balloons on the comic strips are for strengthening the material discussed priorly. It is about filling uncompleted sentences. The cover of that book is seen below:

Picture 1
Cover of the book
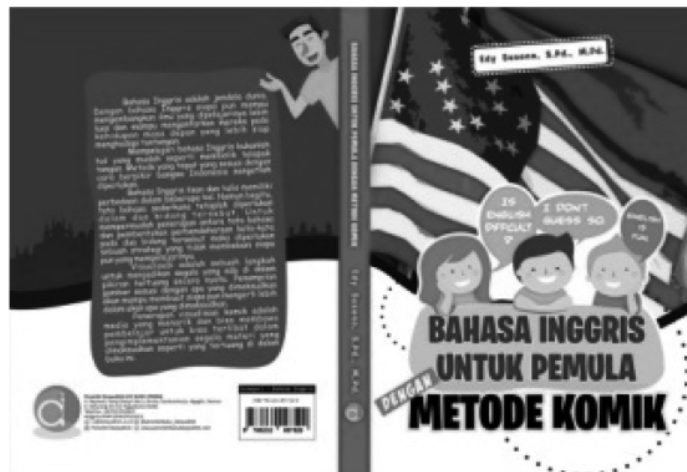
After getting some books, the students did a pre-test. It is the way to measure their competence in speaking before joining the treatment. The form of the test was an interview and describing pictures. Through implementinting this kind of method, I could measure their vocabulary, pronunciation, and fluency. It is very important for me to know as a basis to develop their skill. The form of this test could be seen below:

1.   *Pre-test dan Post-test*
a.   Answer the question below! (Interview)
   1.   Tell me about your family!
   2.   Tell me about your close friend!
   3.   Tell me about some food you love to eat!
   4.   Tell me about your favorite subject! Why?
   5.   Tell me about something you love to do! Why?
   6.   Tell me about your favorite teacher! Why?
   7.   Tell me about your school!
   8.   Tell me about the animal you do not like! Why?
   9.   Tell me about your favorite color! Why?
   10. Tell me about your house!

b.   Describe the picture below as far as you could by choosing one of them!

Picture 2	*Picture 3*

Nevertheless, to fill the score list, I need a guidence to establish the points I should put in the list. It is a rubric. There are 3 rubrics I made to satisfy this requirement. They are vocabulary, pronunciation, and fluency rubric. The essensial of these rubrics was to clarify the students' scores in the pre-test and post-test. It could explain the representative score. It will present the real condition of the students' gain in the test. The form of the rubrics could be seen as follow:

Table 1
Vocabulary

No	Range of Description Scores	Description
1	50-59: Very bad	Getting Difficulty to find the right words in conveying intentions and dominated by a long enough gap to say one or two words.
2	60-69: Bad	Getting Difficulty to find the right words in conveying intentions and being dominated by a pause that is not too long and often happens to say three or more words.
3	70-79: Average	Not experiencing too much difficulty in finding the right words to convey the intent and dominated by a pause that is not too long but does not often occur to say three or more words.
4	80-89: Good	Do not experience problems in choosing the right words to convey the intent but it takes a few moments to be able to remember the words he had learned so that there were some pauses.
5	90-100: Very Good	Not having any problems at all in choosing the right words to convey the intent and the proper pause in the conversation.

Table 2
Pronunciation

No	Range of Description Scores	Description
1	50-59: Very bad	Only being able to say one or two words with a tone of voice that does not lead to a specific purpose.
2	60-69: Bad	Getting Difficulty to find the right words in conveying Saying three or more words with a tone of voice that does not lead to a specific purpose.
3	70-79: Average	Being able to only say one or two words with a tone of voice that leads to a specific purpose.
4	80-89: Good	Saying three or more words with a tone of voice that leads to a specific purpose.
5	90-100: Very Good	Saying the tone of the words smoothly in accordance with the intention to convey.

Table 3
Fluency

No	Range of Description Scores	Description
1	50-59: Very bad	Saying words or phrases with great difficulty regarding to choicing of words, and constructing sentences that can be understood by listeners.
2	60-69: Bad	Saying words or phrases by experiencing difficulties involving to choicing of words, and constructing sentences that can be understood by listeners.
3	70-79: Average	Saying words or phrases with no difficulty regarding to choicing of words, and constructing sentences that can be understood by listeners but they take some pauses to fluent their speaking.
4	80-89: Good	Saying words or phrases with no difficulty regarding to choicing of words, and constructing sentences that can be understood by listeners with a little bit pauses.
5	90-100: Very Good	Saying words or phrases with no difficulty regarding to choicing of words, and constructing sentences that can be understood by listeners fluently.

During the pre-test, I asked some questions to the students based on the pre-test questions. I scored each student by considering the criteria in the rubrics. Each score represented their competence. The range of the scores is 50 to 100 and with the category very bad, bad, fairly good, and very good. these kinds of things are very important to describe the students' gain. The form of the pre-test score list is seen below:

Table 4
Pre-test

No	Fluency	Pronunciation	Vocabulary	Average
1	50	50	50	50
2	50	50	50	50
3	51	51	51	51
4	50	50	50	50

No	Fluency	Pronunciation	Vocabulary	Average
5	50	50	50	50
6	50	50	50	50
7	50	50	50	50
8	50	50	50	50
9	50	50	50	50
10	50	50	50	50
11	50	50	50	50
12	50	50	50	50
13	50	50	50	50
14	50	50	50	50
15	50	50	50	50
16	50	50	50	50
17	50	50	50	50
18	50	50	50	50
19	50	50	50	50
20	50	50	50	50
21	50	50	50	50
22	50	50	50	50
23	50	50	50	50
	Average			50,04348

B. During the treatment

The atmosphere of the teaching-learning process of this research seemed calm and active. The students were enthusiastic to get involved in the activity. Their eagerness to engage in the class was showing their desire to practice their English soon. They did each step of learning. While finding a new word or just check the proper pronunciation, the students used their cellphones to type the words and listen to the pronunciation. Moreover, their activity could be seen below:

Picture 4
Students' activity

C. **After treatment**

After finishing the treatment, the students did a post-test. The material of the post-test was similar to the pre-test because it is measuring the progress of the same thing. The implementation of grammar review by using GTM is a kind of way to lead students into speaking practice through comic strips. Moreover, the use of an offline dictionary and short stories enhance the vocabulary building that they used to deliver their ideas. Their achievement they got after joining the 6 chances of treatment could be seen below:

Table 5
The post-test

| No	Fluency	Pronunciation	Vocabulary	Average
1	82	83	82	82,33333
2	84	83	85	84
3	92	90	91	91
4	81	80	82	81
5	79	78	79	78,66667
6	83	80	82	81,66667
7	85	83	85	84,33333
8	86	86	87	86,33333
9	88	86	90	88
10	81	80	80	80,33333
11	84	83	84	83,66667
12	86	82	86	84,66667
13	80	77	81	79,33333
14	83	80	84	82,33333
15	82	81	83	82
16	84	82	83	83
17	86	85	87	86
18	81	80	82	81
19	80	77	78	78,33333
20	77	75	77	76,33333
21	79	78	80	79
22	83	80	86	83
23	86	83	88	85,66667
	Average			82,69565

D. **Result**

1. **Pre-test**

23 students were joining a pre-test. They all answered what I asked them. the average of their score is 50,04. The rubric I used said that by having that kind of score most of the students are:

- Getting Difficulty to find the right words in conveying intentions and dominated by a long enough gap to say one or two words.

- Only being able to say one or two words with a tone of voice that does not lead to a specific purpose.
- Saying words or phrases with great difficulty regarding the choice of words, and constructing sentences that can be understood by listeners.

Thus, that kind of score represents their very bad quality in speaking competence. It is clearly stated in the rubric. It means that all the students need some guidance to reach an optimum ability to practice speaking. they have very bad competence in the three points: vocabulary; pronunciation; and fluency. Those points are very important to determine their ability in delivering the intention.
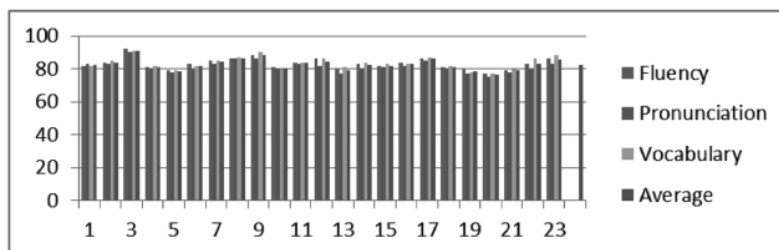
Chart 1
Pre-test
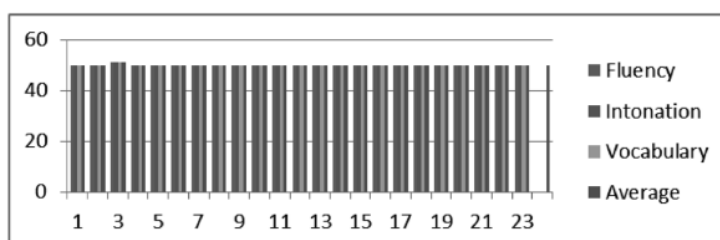
From the chart above is seen that almost the students are having a similar score. It is 50. Just one of them got 51. By frankly speaking that their vocabulary is categorized as bad. They need to develop their vocabulary building. Meanwhile, their way to implement the stress of the words and phrases is also very bad. It does not lead to the intention they deliver. Both their vocabulary and pronunciation skill are provoking their failure in fluency.

2. *Post-test*
   Six opportunities in learning grammar, listening, writing, and speaking through GTM, dictionary application, and comic strips, the students got some progress in their speaking skills. During the treatment, they used the book " Belajar Bahasa Inggris melalui Metode Komik'. It led them to develop their competence in vocabulary building, pronunciation practice, and fluency. This kind of progress could be seen in the chart below:

Chart 2
Post-test

From the chart above could be seen clearly that all the participants got progress in their speaking ability. Although, they got a different level of the progress they had made significant development. Their average score in the post-test is 83. It is categorized as good according to the rubric. This kind score shows that most of the students are:

- Not experiencing problems in choosing the right words to convey the intent but it takes a few moments to be able to remember the words he had learned so that there were some pauses.
- Saying three or more words with a tone of voice that leads to a specific purpose.
- Saying words or phrases with no difficulty regarding the choice of words, and constructing sentences that can be understood by listeners with a little bit pauses.

It means that developing vocabulary by using an offline dictionary could better their pronunciation practice. It is showed by getting their good scores in vocabulary influenced their pronunciation scores. Later on, those two skills bring them into their fluency. In this level, they could deliver their intention to others understandably.

3. The Progress

To see the progress of the student's competence in speaking, I compared their speaking competence between before and after joining the treatment. By comparing these two kinds of scores, I could see the level of progress they had made. What kind of progress did they get after doing the treatment? It could be seen clearly in the chart below:

Chart 3
Pre-test and Post-test
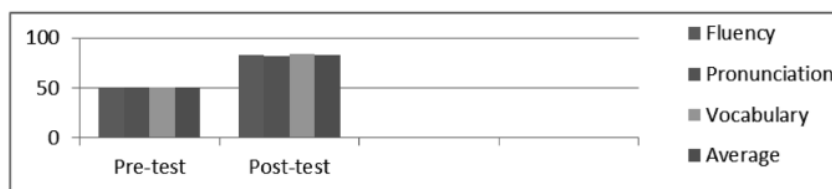
From the chart above is clear that most of the students got progress significantly. They got 31 points of progress. It changes their competence in speaking from very bad into good. it could be said that using dictionary application to learn grammar through GTM supported by podcasts and comic strips could help students to better their speaking skills.

This finding could also be a recommendation for Williams to complete his study to gain the optimum result. It is very essential for developing an educational teaching-learning method. In his study, He asked the students to find out the meaning of words and phrases in the dictionary. Thus, they made some sentences by using the words and phrases the learned to enhance their speaking practice in peers.

CONCLUSION

Teaching speaking to young learners is challenging. The teacher should be able to recognize the barriers experienced by the students. Mostly, the students are reluctant to practice speaking when they are in speaking class. It seems that they do not know what to say. In the digital era, however, both the teacher and the students could get an advantage by using an offline dictionary and podcast. They get them on their cellphone. By implementing them to learn grammar through GTM, they could develop their vocabulary and pronunciation to convey their intention to others. Comic strips, though, are also contributing great progress to learn speaking.

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