

Asy'ari, M.Romdon. 2014. *Monolingual Dictionary VS Bilingual Dictionary Effectiveness and Dictionaries Features Toward Students' Writing Text in Islamic Senior High School International Standard of Amanatul Ummah*. Submitted as Partial Fulfillment of Requirements for the Sarjana Degree of English Department Faculty of Humanities, Universitas Airlangga Surabaya.

Abstract

The dictionary could be one of the best tools to help learners to acquire the second language (L2). There are two kinds of dictionary 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 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 Monolingual dictionary as good as 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. Anyhow, both dictionaries can still help students increase their writing scores. Therefore the writer suggests that a teacher let his or her students use either monolingual dictionary or bilingual dictionary in doing their writing class activity.

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

CHAPTER 1 INTRODUCTION