

## The Implementation of Vocabulary Mastery by Using Cambridge Online Dictionary to Enhance Students’ Speaking Skill in Hortatory Exposition Text

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### ABSTRAK

Di era globalisasi, penggunaan *Technological Pedagogical Content Knowledge (TPACK)* menjadi aspek fundamental dalam proses pembelajaran bahasa Inggris. Cambridge Online dictionary merupakan salah satu web alternative yang dapat digunakan oleh peserta didik dan guru dalam proses pembelajaran bahasa Inggris. Penelitian ini bertujuan untuk meningkatkan kemampuan speaking peserta didik pada teks hortatori. Penelitian menggunakan Penelitian Tindakan Kelas (PTK). Penelitian ini melibatkan 36 peserta didik XI-MIPA 6 SMA 06 Negeri Semarang tahun pelajaran 2022/ 2023. Dalam pelaksanaannya, penelitian ini terbagi menjadi dua siklus. Data kuantitatif diperoleh dari penilaian sebelum peserta didik mendapatkan tindakan, hasil dari siklus pertama dan kedua. Data menunjukkan nilai rata-rata peserta didik sebelum mendapat perlakuan yaitu 70,86%, siklus I 82,69%, dan siklus II 88,11%. Selain itu, data kualitatif diperoleh dari observasi tentang sikap peserta didik dalam proses pembelajaran berlangsung. Hasilnya menunjukkan 51,78% sebelum peserta didik mendapat treatment. Sedangkan pada siklus I meningkat 31,58% menjadi 83,36%. Selanjutnya siklus II menunjukkan 89,50%. Data kualitatif menunjukkan, peserta didik menyambut positif pembelajaran dengan menggunakan Cambridge Online Dictionary. Kamus ini dapat memfasilitasi pembelajaran mandiri, meningkatkan motivasi, dan memperluas pemahaman mereka tentang penggunaan kosa kata sesuai dengan konteks.

**Keywords:** Penguasaan kosakata; Cambridge online dictionary; speaking; Hortatory exposition text

### ABSTRACT

In today’s globalization era, the use of *Technological Pedagogical Content Knowledge (TPACK)* is a fundamental aspect in *English Language Teaching (ELT)*. Cambridge Online dictionary is one of alternative free web that can be used by both students and teachers in English learning process. The study aimed to improve the students speaking skill by implementing vocabulary mastery by using Cambridge online dictionary. The research applied *Class Action Research (CAR)* method. This research involved 36 students of XI-MIPA 6 grade students of SMA Negeri 06 Semarang academic year 2022/ 2023. Conducting this classroom action research, the researcher divided the action into two cycles. The quantitative data were acquired from pre-treatment test, the result of first and second cycle. The data showed the students’ mean score at the orientation 70,86%, 82,69% in the first cycle, and 88,11% in the second cycle. Moreover, the qualitative data were obtained by the observation about the students’ attitude in the learning and teaching process. The result calculated 51,78% in the pre-treatment. Meanwhile, it increased 31,58%, it is 83,36 in the first cycle. Next, for the second cycle showed 89,50%. The qualitative data highlighted positive attitudes among the students, indicating that the online dictionary facilitated independent learning, increased motivation, and expanded their understanding of vocabulary usage in context.

**Keywords:** Vocabulary mastery; Cambridge online dictionary; Speaking; Hortatory exposition text

## 1. INTRODUCTION

### 1.1. Vocabulary Mastery

According to Richards, J. C., & Schmidt, R., (2010), Vocabulary related to a set of lexemes, single words, compound words, and idioms. Moreover, Alqhatani (2015), vocabulary related to the total number of words that are help to communicate ideas and express the speakers' intention.

Vocabulary mastery in English as a Foreign Language (EFL) refers to a learner's comprehensive and proficient understanding, retention, and application of a wide range of words and phrases in the English language. It goes beyond mere memorization of individual words and involves a deep knowledge of word meanings, usage patterns, collocations, synonyms, antonyms, and contextual appropriateness. While, according to Thornbury, (2002, cited in Asyiah, 2017), vocabulary mastery is comprehensive knowledge including meaning, spoken form, written form, grammatical, word deviation, word collocation, word register, word connotation, and also word frequency.

The role vocabulary mastery in EFL is very fundamental. Building vocabulary mastery in EFL is crucial for achieving overall language proficiency and effective communication in English. In this case, lack of vocabulary mastery block the students achieve the speaking competence (Adam, M. A. A., (2016). Taslim, T., Asrifan, A., Chen, Y., & Nurdania, N. R., (2019) stated there is correlation between student's vocabulary mastery and speaking Skill. Their research showed the vocabulary mastery gives 75.33% contribution to the speaking skill of the eleventh grade at SMAN 6 Sidrap. This statement supported by Putri, A., & Refnaldi, R. (2020), there was strong correlation between students' vocabulary

mastery and speaking ability of students at grade 8 of SMP Negeri 26 Padang.

In addition, Makmur, H. (2023) supported these finding. His research used Arikunto's correlation interval with the value of 0.224. It is categorized into "weak" level (0.201-0.400). It means the speaking ability and vocabulary mastery of Grade 8th grade students of SMPN 1 Pringgabaya academic year of 2022/2023 has a significant weak positive correlation. Achieving vocabulary mastery in EFL entails several essential components, including:

**Word Recognition:** The ability to quickly and accurately identify and comprehend English words in various contexts, including written texts, spoken language, and multimedia sources.

**Word Meaning:** A thorough understanding of the definitions, nuances, and connotations of words, allowing learners to grasp the precise meaning and interpret the intended message accurately.

**Word Form and Structure:** Proficiency in recognizing and utilizing different word forms, such as nouns, verbs, adjectives, adverbs, and their corresponding tenses, plurals, comparatives, and superlatives.

**Word Usage and Collocation:** Knowledge of how words are typically used in specific contexts, including common collocations (words that frequently appear together) and idiomatic expressions, which contribute to natural and fluent language production.

**Word Retrieval and Recall:** The ability to retrieve and recall vocabulary items quickly and accurately from memory, enabling effective communication and fluency in speaking and writing.

**Word Expansion:** The continuous growth and expansion of vocabulary through exposure to a wide range of

authentic materials, such as books, articles, podcasts, movies, and engaging in meaningful communication with native or proficient English speakers.

Developing vocabulary mastery in EFL is a gradual and on-going process that involves extensive reading, listening, speaking, and writing practice. Learners are encouraged to actively engage with vocabulary through meaningful and authentic activities, such as word games, vocabulary exercises, word association, and contextualized usage tasks. In this case, students also can access Cambridge Online Dictionary to enhance vocabulary mastery. They can search words, knowing the American and British pronunciation. Moreover, the students can also know the meaning of the words and the using of the word in a sentence.

### **1.2. Cambridge Online Dictionary**

The Cambridge online dictionary is an authoritative and comprehensive digital resource that provides definitions, explanations, and translations of words and phrases in the English language. It is a widely trusted and highly regarded online reference tool created and maintained by Cambridge University Press.

This kind of education web offers a vast collection of up-to-date vocabulary from various fields, including general English, academic disciplines, business, technology, and more. It serves as a valuable tool for language learners, professionals, researchers, and anyone seeking accurate and reliable information about the English language.

This online dictionary not only provides definitions but also offers additional information, such as example sentences, synonyms, antonyms, pronunciation guides, and word usage notes. It strives to offer a comprehensive understanding of the meaning, context, and usage of words and phrases, helping users to improve their English language

skills and enhance their communication abilities. The Cambridge online dictionary is accessible through a user-friendly web interface, making it convenient to search for words, explore meanings, and delve into the nuances of the English language. It is regularly updated and incorporates the latest linguistic developments, ensuring that users have access to current and relevant information. Overall, the Cambridge online dictionary is a trusted and invaluable resource that serves as a reliable guide for understanding and utilizing the English language effectively and accurately.

As a learning web it is appropriate to be used at English Language Teaching (ELT) in this case in learning hortatory exposition text. Based on the previous study, Cambridge Latin Course Explorer Tool has a positive perspective from students (Titcombe, D. (2022). This statement also supported by Alamri, H. R., & Hakami, H. M. (2022), the using electronic dictionaries effective to Improve Vocabulary Learning. They also stated that the students have positive perspective in the using Electronic Dictionaries like Cambridge online dictionary, Google translation, mobile-application than paper dictionary. It can help them to check vocabulary meaning, checking definition, checking accurate pronunciation effectively. Regarding the students' perspective in the using of online dictionary, the research have been done by Mustika, A., Rahman, M., & Mesalina, J. (2021) showed students also prefer to use online dictionary than printed dictionary.

Moreover, students felt Cambridge online dictionary can help them to improve their vocabulary mastery, (Hur, M. Y, (2023). Another research showed the using of Cambridge online dictionary influenced academic writing students regarding pronunciation mastery Ambarwati, R., & Mandasari, B. (2020).

Hence, they proposed online Cambridge dictionary can be one of alternative web to be implemented to solve pronunciation and vocabulary mastery.

### **1.3. Speaking Skill**

Speaking skill in EFL (English as a Foreign Language) refers to the ability to effectively communicate verbally in the English language. It encompasses the proficiency to express oneself fluently, accurately, and appropriately in various social and academic contexts.

Speaking skill involves the integration of linguistic, pragmatic, and sociolinguistic elements, enabling learners to convey their thoughts, ideas, opinions, and feelings to others using spoken language. It encompasses the development of oral fluency, pronunciation, vocabulary usage, grammatical accuracy, discourse organization, and interactional strategies.

Proficient speaking skills in EFL entail the ability to engage in conversations, discussions, presentations, and debates, actively participating and responding to others while utilizing appropriate register and tone. It involves the skill-full use of communication strategies to overcome language barriers, adapt to different interlocutors, and convey intended messages effectively.

In an EFL context, developing speaking skills often involves activities and tasks that promote meaningful oral communication, such as role-plays, debates, pair or group discussions, presentations, and simulations. It requires learners to actively practice and apply their knowledge of vocabulary, grammar, and discourse patterns in real-life communicative situations. But, the researcher faced, the students has lack ability in speaking ability especially in hortatory exposition text. Facing the issue, Wijaya, K. F. (2023) stated there many strategies to overcome foreign language speaking anxiety in Indonesian EFL.

Teachers should built internalization of more innovative L2 speaking learning activities. Moreover, teachers also should design more effective and enjoyable L2 speaking learning circumstances.

Regarding in developing speaking skill, both students and teachers can integrated TPACK. Asratie, M. G., Wale, B. D., & Aylet, Y. T. (2023) stated the students' have positive perceptions towards using educational speaking technology tools. Hence, the using of technology tool can help them in practicing speaking. Chaves-Yuste, B., & de-la Peña, C. (2023) supported the finding, there are many technology tool that can be implemented in English Language Teaching (ELT). BBC Learning English can also be an alternative. His research showed the using BBC Learning English Application had positive impact on students' skill and attitude regarding listening and speaking. Hence, the use of BBC Learning English is recommended.

The development of speaking skills in EFL is crucial for learners to become proficient users of English, as it enables them to engage in authentic communication with native and non-native English speakers, enhancing their intercultural competence and expanding their opportunities for academic, professional, and social success in English-speaking environments.

### **1.4. Hortatory Exposition Text**

Hortatory text is one of several text taught at senior high school 11th grade at the first semester. This text is represents writers' endeavors to have the addressee do something or act in a certain way. It also belongs to influential content (Mills & Dooley, 2014). Moreover, hortatory exposition is a type of text that aims to persuade or convince the readers or listeners to adopt a certain viewpoint or take a particular course of action. It is

commonly used to present arguments and provide recommendations on various social, environmental, or political issues. The primary objective of hortatory exposition is to influence the audience by presenting logical reasoning, providing supporting evidence, and appealing to their emotions.

This type of text typically begins with a clear thesis statement, which expresses the writer's position or opinion on the issue being discussed. The subsequent paragraphs or sections present a series of arguments and supporting evidence to validate the thesis statement. These arguments are often structured in a logical and sequential manner, with each point building upon the previous ones. Then this text ended with suggestions. Another important feature of hortatory exposition is the presence of a recommendation or call to action. The writer suggests a specific course of action or proposes a solution to address the issue discussed in the text. This recommendation is often presented as the logical consequence of the arguments and evidence provided earlier in the text.

Overall, hortatory exposition serves as a persuasive tool to convince the audience to embrace a particular viewpoint or take action. By presenting well-structured arguments, supporting evidence, and a clear call to action, this type of text seeks to influence readers or listeners and bring about a change in their beliefs or behavior.

Inayah, R. O. (2021) stated there are many difficulties faced by the students. Namely in producing sentence, organizing the text and paragraph. The sentence also lack of coherence. In addition, Susilowati, i., & Astuti, N. W. (2023) also stated about the difficulties in reading hortatory expositiontext. Students were difficult to find the main topic of the text, scanning the information, and creating the

conclusion. It is because they lack of vocabulary mastery.

The researchers are facing students difficult in speaking skill of hortatory exposition text. They lack off accuracy, pronunciation and clarity of the words. The teacher also realized, some of students just pronounce a sentence without check it the right pronunciation first. In order to achieve maximum learning targets in speaking skill about hortatory exposition text, teachers must prepare an effective and systematic learning process by implementing TPACK. In this case, the teachers implemented vocabulary mastery using Cambridge Online Dictionary.

Based on the focused problem above, the writer proposed question: How is the students' speaking skill and attitude improvement through the implementation of vocabulary mastery by using Cambridge Online Dictionary?

## **2. RESEARCH METHOD**

This research implemented a Classroom Action Research (CAR). According to Arikunto (2010) classroom action research is a study toward activities that are intentionally appears and held in a class. CAR is a research method commonly used in educational settings to improve teaching and learning practices. According to Sugiyono (2010), a prominent Indonesian researcher in the field of education, CAR is a systematic and cyclical process that involves teachers actively investigating their own teaching practices, making changes, and evaluating the outcomes in order to enhance the teaching-learning process. Sugiyono, (2010), outlines several key characteristics and steps of Classroom Action Research:

- a. Collaboration: CAR involves collaboration between teachers and researchers, promoting a participatory approach to research.
- b. Cyclical process: CAR is an iterative process that consists of

- several cycles. Each cycle typically includes planning, acting, observing, and reflecting stages. In this case, the researcher applied two cycles.
- c. Problem identification: CAR starts with identifying a specific problem or issue in the classroom. This problem could be related to student learning, teaching strategies, assessment methods, or any other aspect of the teaching-learning process.
  - d. Action planning: Once the problem is identified, teachers develop an action plan outlining the steps they will take to address the issue completed with effective assessment.
  - e. Implementation: The action plan is put into action, and the teacher implements the planned strategies or interventions in the classroom.
  - f. Observation and data collection: During the implementation phase, data is collected through various methods such as observation, and. This data helps in evaluating the effectiveness of the interventions. The students are asked to create video about hortatory exposition text. Then the project will be scored by speaking scoring rubric. Moreover, the researcher also observed the student's attitude by using observation instrument.

No.	Students	1	2	3	4
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- g. Data analysis: The collected data is then analyzed to determine the impact of the interventions on student learning or other relevant outcomes both speaking skill and students' attitude improvement.
- h. Reflection and evaluation: Teachers reflect on the data analysis results, evaluate the

effectiveness of the interventions, and make necessary adjustments or modifications to their teaching practices.

- i. Documentation and sharing: The findings and insights gained from the CAR process are documented and shared with other educators, contributing to the collective knowledge and improvement of teaching practices.

The cyclical nature of Classroom Action Research allows teachers to continuously refine their teaching methods, make evidence-based decisions, and foster a culture of reflective practice. It empowers teachers to be active participants in improving the quality of education in their class rooms. This research design carried out descriptive qualitative method. To explore this issue, the researchers need to collect the data by designing lesson plan of hortatory exposition text by implementing TPACK based on the students' need.

In assessing students' speaking skill, the researcher used scoring rubric that adapting from Djwandono, (2008) and Hanik, (2013). They are intelligibility, fluency, accuracy, intonation, and stressing. Every indicator has maximal score 25. After finding the score, the researcher analysed the average, the highest score, the lowest score, students' passed KMM, students did not pass KKM.

#### **Table 1 Students' speaking skill scoring rubric**

Note:

- |                    |              |
|--------------------|--------------|
| 1: Intelligibility | 2: Fluency   |
| 3: Intonation      | 4: Stressing |

Furthermore, to find the students' attitude, the researcher used five indicators. The detail can be seen to the following rubric.

**Table 2 Students' attitude instrument**

No.	Students	1	2	3	4	5
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Note:

- 1: Responding 2: Discussing the topic  
3: Asking 4: Practicing  
5. Submitting the project

Every indicators above has maximal score 4. In addition, to find the percentage of students' attitude the score was multiplied by 25. Moreover, the researcher analyzed and compared the percentage from every indicator.

### 3. FINDING AND DISCUSSION

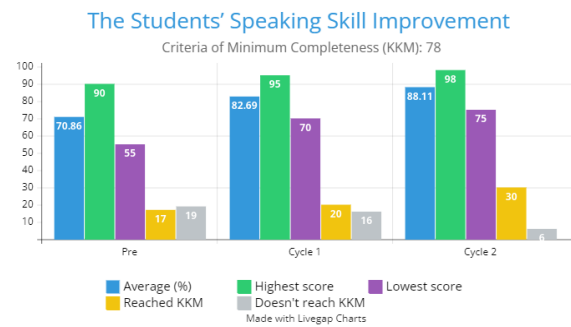
From the data has been calculated, both quantitative and qualitative data showed significance improvement. The researcher showed two kinds of data. The first data related to the students speaking improvement through implementation vocabulary mastery by using Cambridge Online Dictionary. Then, the second data discussed about the students attitudes improvement. The detailed discussion can be seen below.

#### 3.1. Students' speaking skill improvement

Regarding quantitative data analysis, the finding of the research proved that the implementation of vocabulary mastery by using Cambridge Online Dictionary can increase student's speaking skill in hortatory exposition text. The findings revealed a significant improvement in students' speaking ability in hortatory exposition texts after incorporating the Cambridge Online Dictionary. It can be seen from the increasing of the students' means score from orientation to the post test cycle two. The data showed, the students' mean score at the orientation was 70,86%. After given the treatment, the mean score increased to 82,69% in the first cycle. Then, it was

decided to continue to cycle II and obtained the students' mean score was 88,11% in the second cycle. The detail can be showed on the graphic below.

#### Graphic 1 Students' speaking skill improvement based on the pre-treatment, first and second cycle



In the orientation test, the students who passed the KKM were 17 students out of 36 students. In post-test cycle I, the students who got score up to 78 or passed KKM were 20. In post-test cycle II, the students passed KKM were 30 students. The increasing from orientation test to the post-test cycle I was about 25% and the increasing from post-test cycle I to post-test cycle II was about 11.11%.

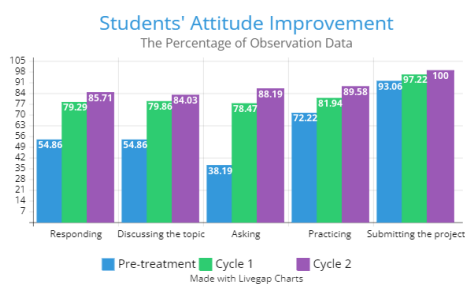
Seeing from data provided above, it can be concluded that the students' speaking skill obtained greater percentage at the end of cycle II after being taught by the researcher by implementing vocabulary mastery by using Cambridge Online Dictionary. Based on the analysis, students had improvement in speaking skill of hortatory exposition text because they had better accuracy, pronunciation and fluency from the pre-treatment.

#### 3.2. Students' attitude improvement

From the data has been calculated, the improvement of students attitude showed significant. Regarding the first indicator: responding, the pre-treatment showed 54,86%, then increased into 79,29% in the first cycle, next it is enhanced into 85,71%. Next, the second indicator; discussing the topic showed

54,86% in the pre-treatment, then the result increased into 79,86% in the first cycle. For the second cycle increased 4.17%, it is 84, 03%. The third indicator showed 38, 19% in the pre-treatment, then increased into 78,47% in the next cycle. For the second cycle calculated 88,19%. Next, for the practicing indicator, showed 72,22% it is increased into 81,94% in the first cycle. At the second cycle showed 89,58%. Furthermore, for the last indicator, displayed 93,06%. It is categorized positive before the treatment given. It is because even the students' usually mispronounce, they always submitted their project on time. The pre-treatment increased into 97,22%, then 100%.

### Graphic 2 Students' attitude improvement based on the pre-treatment, first and second cycle



The result summarized into positive improvement, because the students felt enjoy during the treatment. They practiced with their friend at the class. From all of the indicators summarized 51,78% in the pre-treatment. Meanwhile, it increased 31,58%, it is 83,36 in the first cycle. Next, for the second cycle showed 89,50%. The students' attitude showed positive because Cambridge Online Dictionary facilitated independent learning, increased motivation, and expanded their understanding of vocabulary usage in context.

## 4. CONCLUSION

The findings revealed a significant improvement in students' speaking ability in hortatory exposition texts after incorporating the Cambridge Online Dictionary. The students demonstrated enhanced vocabulary mastery, increased fluency, and improved accuracy in their spoken production. Moreover, the students' attitude also demonstrated positive improvement.

The outcomes of this research contribute to the growing body of knowledge on effective language learning methodologies, particularly in the realm of vocabulary mastery and speaking skills development. The findings suggest that incorporating online dictionaries, such as the Cambridge Online Dictionary, can be a valuable tool for educators in enhancing students' speaking ability and promoting autonomous learning in specific genres, such as hortatory exposition texts. This research provides practical insights and recommendations for language teachers to effectively integrate online dictionaries into their English learning process.

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