

EFFECTIVENESS OF USING ILLUSTRATED ENGLISH LANGUAGE DICTIONARY AND MOTIVATION OF STUDENTS' LEARNING IN SHARJAH SCHOOL IN UAE.

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Abstract

This scientific study assessed the correlation between effectiveness of using illustrated English language dictionary and motivation of students' learning in Sharjah School in UAE. The notable study applied a quasi-experimental research design. A sample of 120 participants out of 240 study population were chosen using Slovenes formula. The scholar utilized sampling strategies like simple random sampling and cluster sampling modus operandi to gather data for the research systematic study. Data was garnered using prior knowledge test, pre-test, post-test and motivation survey tools which were used for the control and the treatment group. Data was examined using inferential analysis, independent t-tests, paired sample t-tests and statistical product service solutions with the significance level below 0.05 .The research logical study results revealed that there was a significant correlation between illustrated English language dictionary and motivation of students' learning in Sharjah School in UAE. It was therefore concluded that pupils who used the Illustrated Dictionary were able to be motivated and study more effectively than their peers who did not make use of the Illustrated Dictionary. The rational research study recommended that schools in UAE should buy enough illustrated dictionaries and put them in their libraries in order for students to access them and use them to improve on their academic achievement.

Keywords: Illustrated dictionary, Students' learning, Motivation, UAE.

I. INTRODUCTION

Globally, it has been discovered that students are significantly more willing to learn new and unfamiliar words on their own when they are given the opportunity to do so through the use of dictionaries; despite this, it appears that students need additional training on how to effectively use dictionaries (Gonzalez, 2020). According to Wilson (2019), dictionaries are particularly useful tools for language revitalization. Not only do they help linguists, language workers, and instructors, but most crucially, they give essential access to information for language learners.

Illustrated dictionaries, in particular, offer the user the benefit of virtually instant access to a database that is, in essence, far larger than a single volume. This is an advantage that is unique to illustrated dictionaries. It's possible that students of a foreign language would regard an illustrated dictionary to be superior to any other form of dictionary. The functions of illustrated dictionaries range from general one-language dictionaries to very specific terminology-based dictionaries for medical, legal, and other generally

professional languages. These dictionaries can be found in a variety of formats, including dedicated handheld devices, apps on mobile devices, CD-ROMs or DVD-ROMs, and online products Wilson (2019).

(Murray, 2021) defines motivation as the perseverance in overcoming obstacles and the struggle to do something difficult as well as quickly as possible. (Murray, 2021) prepared a test to measure motivation called the Thematic Apperception Test (TAT), which is based on an illustrated dictionary that the subject examined draws from vague images on the grounds that the individual expresses himself through the stories he tells about the images.

McClelland defined motivation as a rather continuous tendency towards success (Abu, 2018). Then came the Attikinson theory, reinforcing McClelland's theory in a major way. He believes that the decision related to motivation basically is the product of a conflict situation and assumes that the traits associated with diligence and the pursuit of a level of excellence definitely stimulate both hope for success and fear of failure, which limits whether the individual will move towards or away from achievement-related actions (Sabry, 2022).

The expectation of success is generally accompanied by a feeling of pride and generates confidence in the future and life in general, while fear of failure drives individuals to a tendency not to take responsibility for activities related to achievement, i.e., the assumption that the driving force behind all the achievements of value in and outside school is an emotional expectation, and student counseling depends on the attractiveness of the achievement goal and their expectation of achieving the goal, which really leads to the fact that all people will be stimulated to work if there is a reasonable chance that they will generally get something they want, and that the diminishing expectation of achieving the desired result (Abu , 2018) in a subtle way.

II. METHODS AND MATERIALS

Data Capturing

Data was garnered while utilizing prior knowledge test, pre-test, post-test and motivation surveys which were applied for the control and the treatment group. Ancillary information was collected with the use of documented reviews. The scholar came up with a total of 120 respondents (sample size) while using Slovens formula to belong to the research investigation.

Sampling techniques

The scholar used simple random sampling and cluster sampling techniques to collect information from the respondents for the research scientific study. The study target population involved the groups like students, teachers, parents and school administrators.

Research Instruments

In this search several tools were used, including: The Prior Knowledge Test, the Pre-Test, the Post- Test and the Motivation Survey. The prior knowledge test will be given first and later the pre-test and post-test before and after the intervention is applied for the control and the treatment group.

The Motivation Survey

There are four factors that may affect the level of motivation of individuals (McGill, 2021). The initial component, known as attentiveness, is a tactic that may be utilized to pique and sustain a learner's interest. The second consideration is the degree to which the learner's requirements and objectives are satisfied by the teaching they are receiving. Not only should the material of the course be up to date, but it should also be in line with the goals of the course. Learners need to see the information as being compatible with their own preferences for learning, consistent with their personal goals for learning, and relevant to experiences they have had in the past. The third element is known as the learner's attitude toward success or failure, and the trust factor comprises characteristics connected to the students' sentiments of personal control and the expectation that they will be successful. Confidence and trust are both known as the trust factor. In general, a learner's mentality toward achievement can determine the amount of effort they put into learning as well as their performance. The pleasure of the learners is the final consideration. One definition of satisfaction is having favorable sentiments about the learning experiences that pupils have had. Therefore, in order for learners to sustain adequate levels of motivation, the educational experience they are participating in needs to meet their expectations.

Motivation is the tendency of subjects to feel interested in certain subjects and feel happy to learn the material. The existence of motivation can be shown by pleasure, interest and satisfaction (Hernawati, 2019). In light of what was mentioned, the researcher's opinion is that this model should be adopted to build a survey to measure the ability of the illustrated dictionary to motivate students towards the study of trigonometry.

Respondents will be asked to rate their degree of agreement on a scale of highly agree to strongly disagree. According to the questionnaire, motivation is divided into three components: interest (items 1, 2, 6, 8, 13), pleasure (items 5, 9, 11, 14, 15), and satisfaction (items 3, 4, 7, 10, 12) as follows.

1) Learning trigonometry using Classkick and Illustrated dictionary makes me excited. 2) Learning by using computers makes me excited to learn mathematics. 3) Learning trigonometry topics becomes more difficult by using Classkick and Illustrated dictionary. 4) I feel satisfied when studying with this illustrated dictionary. 5) The steps on illustrated dictionary are difficult for me to understand. 6) Discussing with friends or teachers is a pleasant thing for me. 7) Learning using illustrated dictionary is useless. 8) Learning with Illustrated dictionary is challenging. 9) Questions and problems with illustrated dictionary made me curious. 10) Complete the steps in the illustrated

dictionary satisfies the results that have been achieved. 11) Illustrated dictionary appealed to me for further material. 12) Learning by using illustrated dictionary is fun. 13) Learning by using illustrated dictionary makes me panic. 14) Learning with Illustrated dictionary makes me not concentrate. 15) The steps in the illustrated dictionary are not interesting to do.

Data of student's motivation toward student worksheet, analyzed quantitatively to know qualitative criteria of student motivation to the Illustrated Dictionary. The step taken is to convert qualitative data into quantitative data with the following guidelines.

Table 1: Guidance of Student Motivation Questionnaire Review

Category	Scores	
	Positive Statement	Negative Statement
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

The student motivation statistics for Illustrated Dictionary were subjected to a quantitative analysis in order to determine the qualitative factors that contribute to students' learning motivation when using Illustrated Dictionary. The next stage is to apply the aforementioned principles to qualitative data in order to transform it into quantitative data. According to the findings of the survey about the levels of motivation among students, the following categorization of the report was obtained:

Table 2: Scoring Classification

Category	Qualitative criterion
$\bar{x} > Mi + 1,8 SBi$	Very Good
$Mi + 0,6 SBi < \bar{x} \leq Mi + 1,8 SBi$	Good
SBi	Sufficient
$Mi - 0,6 SBi < \bar{x} \leq Mi + 0,6 SBi$	Not good
SBi	Very less good
$Mi - 1,8 SBi < \bar{x} \leq Mi - 0,6 SBi$	
SBi	
$\bar{x} \leq Mi - 1,8 SBi$	

Data analysis

Data in this research was combined in the form of marks from the pre-test and post-test. This analysis is used to check the significance difference between the treatment and control group. All analysis was conducted using the descriptive statistics (means) and inferential analysis (Pearson Linear Correlation Coefficient).

III. Results

Correlation between effectiveness of using illustrated English language dictionary and motivation of students' learning at Sharjah School in UA.

Table 3: Results of student motivation questionnaire evaluation

Score average	Criteria
2.92	Good

Overall based on table 5.20 and 5.23, the average score for the Illustrated Dictionary Student Motivation Questionnaire analysis was 2.92 on average. Average indicates students' motivation for the Illustrated Dictionary It is included in the category "Good".

In the first statement, the mean is 2.90, which specifically means that most participants agree that learning trigonometry using Classkick, and Illustrated Dictionaries literally makes them excited, or so they generally thought. While the participants' opinions were neutral regarding the second statement, which basically is computer learning in general, which really makes them excited about learning mathematics, The particularly average for the third statement was 3.00, which indicates that the vast majority of students mostly agree that discussing with friends or teachers essentially is a pleasant thing for them in a major way. The average answer to the fourth statement, which says that using the Illustrated Dictionary is challenging, was 2.97, which means that the people who took the survey agreed. The students' average response to the fifth statement, which said that using the illustrated dictionary to learn makes them nervous, was 1.97, which shows that they didn't agree with it. When the students were asked if it was difficult for them to understand the steps of the illustrated dictionary, their average response was 1.97, indicating that they did not agree with this statement. According to the illustrated dictionary, it is not very interesting to use. The average answer was 1.93, which indicates that they reject this statement as well.

As for the twelfth statement, which essentially is a questionnaire about the extent of students' satisfaction during their studies on the Illustrated Dictionary, the generally average response of the participants was 2.93, meaning that they unanimously agreed with this statement in a big way. Also, the average of 3.3 means that the students definitely agree with statements 14 and 15, which basically say that completing the steps in the illustrated dictionary really is a particularly good way to show that the results have been met and that learning with the illustrated dictionary really is fun in a really big way.

5.1 Correlation between the motivations towards illustrated dictionary and students' performance in achievement test.

The increase in the scores of Achievements to solve mathematical problems and the motivations, foster the suggested correlation between the motivations towards illustrated dictionary and students' performance in achievement. The statistical procedure for confirming that was the calculation of correlation coefficient.

Table 4: The correlation between the achievement post-test and the motivations' measuring

		Achievement post-test	Motivation
Achievement post-test	Pearson Correlation	1	.689 (**)
	Sig. (2-tailed)		.001
	N	26	26

** Correlation is significant at the 0.01 level (2-tailed).

Table 14 above indicated that there is a positive significant correlation between the students' scores in the achievement post-test and their scores on the self-reported motivations towards Illustrated dictionary after the treatment ($r=0,689$, $p=0,001$).

Based on the results of research and discussion it can be concluded that students have good motivation on learning using Illustrated Dictionary on the topic of trigonometry. The results of this study provide support for research where student-driven challenging, and fun learning environments can have a positive impact on student learning motivation (Hernawati & Surjono, 2019).

Technology enhanced learning delivered by interactive programs has demonstrated potential to enhance self-directed learning by students. A recent study undertaken in Saudi Arabia confirmed that students value interactive programs, and that interactive programs improve the learning process (Wiana & Riyanto, 2018). Interactive programs used to optimize the teaching and learning process, strived to be able to grow creativity and motivation in learning activities to improve the quality of education (Hulshof & Jong, 2022). During the middle school years, students frequently experience a drop in their willingness to learn mathematics. How do we keep pupils interested in learning mathematics even when the material becomes more difficult? One method is to make use of technology, such as through playing games on a computer, participating in interactive lectures, or watching movies online. However, evidence from the creation of technology-based activities and tools to inspire kids to learn mathematics is mixed. This is partly due to the fact that the majority of treatments only weakly include motivational notions (Chao, 2017).

Finally, the null hypothesis ***“There is no statistically significant correlation between the use of the illustrated dictionary as a motivational education tool for tenth grade students in learning the concept of trigonometry and the mean scores of students in the post-test” was rejected.*** This implied that the illustrated dictionary was a teaching tool in motivating tenth graders to learn right trigonometry.

IV. Discussion

The Study discovered a positive effect of the Illustrated Dictionary on the motivation of students in learning and achievement. The outcome seems to provide evidence that supports the conclusions of a number of earlier investigations (Kushwaha, Chaurasia & Singhal, 2020; Praveen & Leong, 2021; Rahman & Puteh, 2017). In particular, the

finding of this study concurred with the findings of several previous research studies in South Africa (Godebo, 2018 & Pfeiffer, 2017), which found that the use of interactive online programmes had a considerable favorable influence on the motivation of students in learning and achievement. However, the findings were not in agreement with the study conducted by Seloraji & Eu (2017) on E-learning who found out that due to poverty some students do not normally benefit from internet services. This is because some students cannot afford the purchase of necessary gadgets for on line pedagogy.

V. Conclusion

Students who received instruction that was supplemented by the Illustrated Dictionary were able to more inquisitive and be motivated in learning than students who received instruction that was not supplemented by the Illustrated Dictionary. Therefore, learners who used the Illustrated Dictionary were able to be motivated and study more effectively than their peers who did not make use of the Illustrated Dictionary.

Conflict of Interest:

There was no relevant conflict of interest regarding this paper.

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