STUDENTS' ATTITUDE ON LEARNING ENGLISH USING DIGITAL DICTIONARY

THESIS

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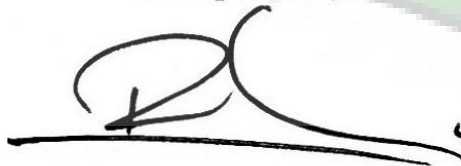Bachelor of Education in English Language Teaching

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i

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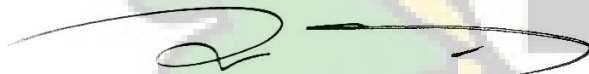
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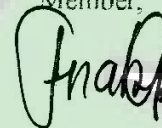Rahmat Yusny, M.TESOL

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ii

SURAT PERNYATAAN KEASLIAN
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Students' Attitude on Learning English Using Digital Dictionary

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 5 Agustus 2020
Saya yang membuat surat pernyataan,

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ABSTRACT

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This research was conducted to determine the student's attitude on learning English using a digital dictionary and to investigate students' reasons that the students frequently use an online dictionary. This research population is all active students of English department language education, from the academic year 2019/2010. The total population is 780 students so that the researcher took 89 students as the sample in this study. This study is quantitative research, and the approach used in this research is descriptive analysis. This research shows that a digital dictionary is a useful tool for learning English vocabulary in a natural environment. Based on the quantitative descriptive data, the students' responses are high enough, and they show a positive attitude toward the digital dictionary.
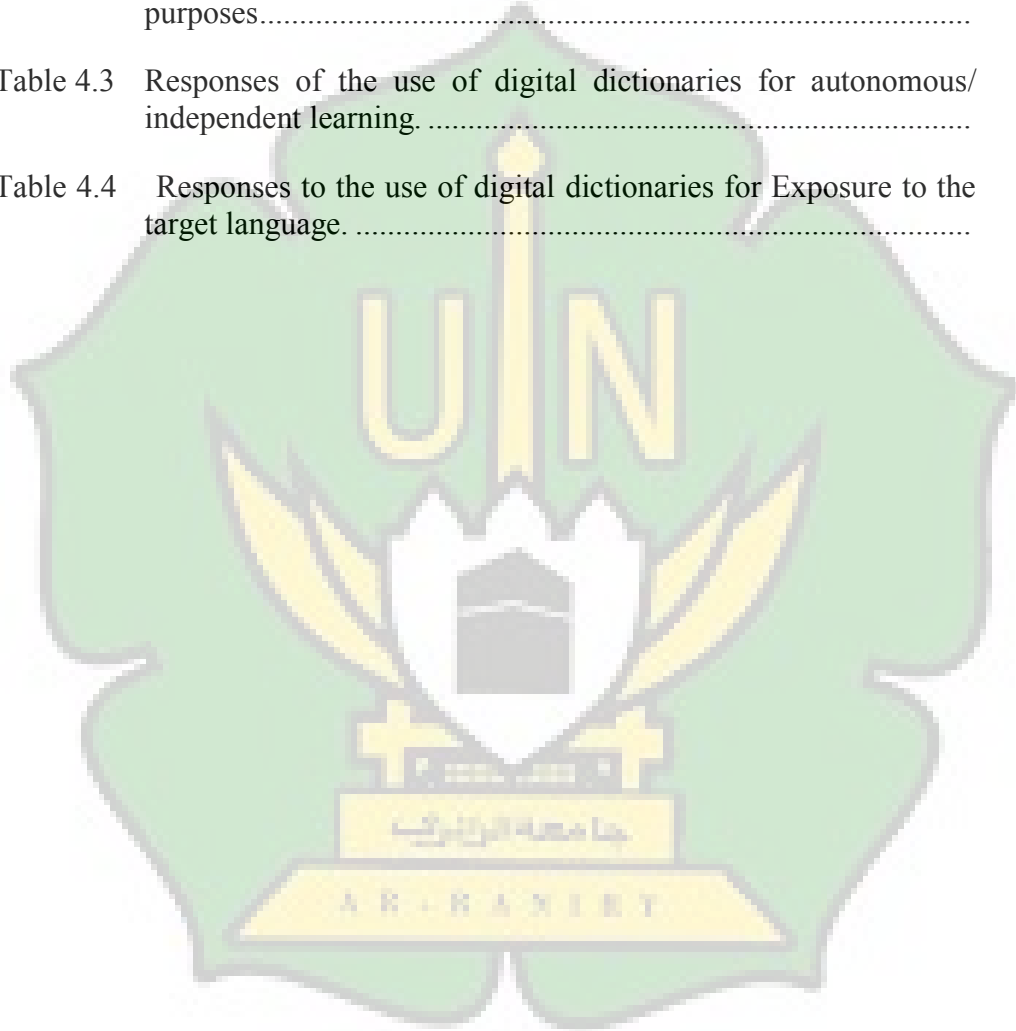
TABLE OF CONTENTS

LIST OF TABLES

ix

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A.   Background of Study

One of the important language features to be mastered by EFL learners is vocabulary because it is the essence of the language. Emor, Suhartono, and Riyanti (2012, as cited in Edward, 1997) report that "vocabulary is one of the important factors in all language teaching, student must continually be learning words as they learn structure and as they practice sound system". Vocabulary can be defined as the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). However, memorizing vocabulary can be a difficult thing for EFL learners because it must be followed by memorizing its spelling, pronunciation, and definition at the same time. Teachers teaching a foreign language must provide varieties of effective methods for teaching vocabulary. If the methods are easy, interesting, and effective, learning of any words will archive in students' memory for the long-term. The only innovative methods will enable the students to enrich their vocabulary.

The effect of using digital dictionary on learning vocabulary has been studied in extensively in recent years. In the digital era, the availability of authentic materials on the internet not only provides people with more opportunities to read digital text in unfamiliar languages, but also makes online reading an increasingly popular way of acquiring information (Abraham, 2008).

Mobile devices with robust Internet connections have proliferated in educational use since the advent of the iPad in 2010. The new mobile device ecosystems led to the rise of thousands of free or almost free applications (apps), which refer to compute programs designed to run exclusively on mobile devices. For instance, more than 775,000 apps were available as of January 2013 (Pure Oxygen Labs, 2013) that have the potential to help learners individualize immediate learning in ways that have never happened before. Deng and Trainin (2015) stressed, "We believe that many apps can afford innovative opportunities for vocabulary learning, not always the ones that are labeled for vocabulary learning; nevertheless, theory from the field of vocabulary acquisition research combined with affordances of the technology must be used to determine which apps have the potential to impact vocabulary acquisition among English learners" (p.50). Lew and De Schryver (2014) clarify modern dictionaries in the form of apps or online services are probably better seen as collections of structured data and code, rather than hardware.

The general features of digital dictionary are well known. Digital dictionaries solve the problem of cognitive load, allowing students to quickly and efficiently find a definition, etymology, use example, and even listen to the audio of pronunciation (Deng & Trainin, 2015). In some digital applications (example: U-Dictionary, Merriam-Webster Dictionary & Thesaurus) the access occurs with a single touch of a finger over the word without even needing to lift the eyes away from the reading text. Taken together, digital dictionary use combines robust information (old affordance) with ease of access (digital affordance), a promising

strategy for both incidental and intentional vocabulary learning. Deng and Trainin (2015) claim "The use of mobile devices affords authentic and rich context for incidental and intentional vocabulary learning" (p.54).

As the human brain is being the most crucial thing in memorizing vocabulary, the way of memories is significant. Basically, the brain more easily remembers visual, kinesthetic, or audio information. Based on this fact, mnemonics, memorizing by relating information with a particular mechanism, such as images and rhymes, in most cases, helps the brain to memorize vocabulary well.

There were several studies previously done about improving Language Learners Vocabulary acquisition developing students' vocabularies by using digital dictionary. One of them is the study by Dwaik (2015), a student from English Department, Hebron University, Hebron, Palestine, entitled English Digital Dictionaries as Valuable Blended Learning Tools for Palestinian College Students. There were two differences between this research and the previous research. First, this research is using digital dictionary in developing students' vocabulary. Second, this research wants to know the significant differences between the printed dictionary and digital dictionary.

An experimental study in Department of Foreign Languages, Putian University, Fujian, Tiongkok compares patterns of use and perceptions of Pocket Electronic Dictionaries (PEDs) and paper dictionaries (PDs). The study also proves that there are no significant differences between PED and PD use in

comprehension, production and retention of vocabulary although the speed of the former is significantly faster than the latter (Chen, 2010).

Another study was conducted by Deng and Trainin (2015), in which their article focuses on how mobile devices can be used to facilitate vocabulary learning for English learners. The conclusion applied to theoretical approach coupled with studies in vocabulary acquisition. They also found that the use of mobile devices (especially iPads) has been increasingly used in educational settings and was found prominent to help users to become more effective learners, new apps often bring uncertainty to students and teachers of English learners as to how to use it to support language development.

In this research present the rationale for selecting apps that support vocabulary learning and select some examples that enhance such learning. The writer believe that many apps can afford innovative opportunities for vocabulary learning, not always the ones that are labeled for vocabulary learning; nevertheless, theory from the field of vocabulary acquisition research combined with affordances of the technology must be used to determine which apps have the potential to impact vocabulary acquisition among English learners. In addition, this research is a preliminary attempt to identify and describe theory-based vocabulary learning mobile apps that will support English vocabulary acquisition in and out of the classroom.

The previous research was focusing on the using a digital dictionary as valuable blended learning tools in learning English. The previous research was

using digital dictionary to know students' familiarity with the features of electronic and online dictionaries and to check their purposes for using them. The previous research showed that the students made improvements in using an online digital dictionary. This fact showed that the result of post-experiment was higher than pre-experiment. After that, the average number of students got the highest scores after using an online digital dictionary.

B.   Research Questions

This study investigates:

1. What are the PBI students' attitudes on using digital dictionaries?

2. What are the students' reasons that the students frequently use an online dictionary?

C.   Research Aim

In line with research question, the purposes of this study are:

1. To find out PBI students' attitude using digital dictionary.

2. To find out the reasons that the students frequently use an online dictionary.

D.   Significance of the Study

This study is expected to be a benchmark for students in learning and exploring more about students' attitudes on learning English using digital dictionary. The strength of this study focused on the responses of students who have experienced using online dictionary in the classroom. This investigation was

designed to provides students the information about "Students' Attitude on Learning English Using Digital Dictionary".

E.   Research Terminologies

Before going deeper into this research, some basic terms need to define as they might cause misunderstanding if they were not.

1. Attitude

According to The Concise Oxford Dictionary, attitude is a "settled behavior, as indicating opinion", or a "settled mode of thinking" (Sykes, p.56). İnal, Evin, and Saracaloğlu (2003, p. 41) state that "attitude refers to our feelings and shapes our behaviors towards learning". Hence, attitude plays an important role in second language learning as it determines to a large extent the learners' behaviors, that is action taken to learn, or efforts exerted, during the learning process. Likewise, several researchers stress the significance of attitude in language learning. For instance, İnal, Evin, and Saracaloğlu (2003) assert that identifying the attitude of the students is important for both the learner and the academic program. Chen, Chang, Lin, & Yu (2009) argue that students' attitudes of learning from context depend on their attitudes towards learning the English subject itself.

2. Digital Dictionary

The categorization of digital strategies is determined by how the learners use the devices or the program/APP. Brand (2012) stated innovation is viable in making learning open for all understudies by growing and fortifying help for

equivalent access, quality projects, and fitting administrations. They are additionally depicted innovation can encourage the achievement of learning objectives for people with wide contrasts in their capacities to see, hear, move, read, compose, get English, continue consideration, sort out, connect with and recall.

3. Dictionary

According to Nation (2001), dictionaries fill three needs: 1) perception – look into obscure words or affirm word found from setting during tuning in, perusing, or deciphering; 2) generation – look into obscure words or word parts required for expressing, composing, and interpreting; 3) learning – advance information of referred to words, for example, historical background or distinctive relevant uses'.
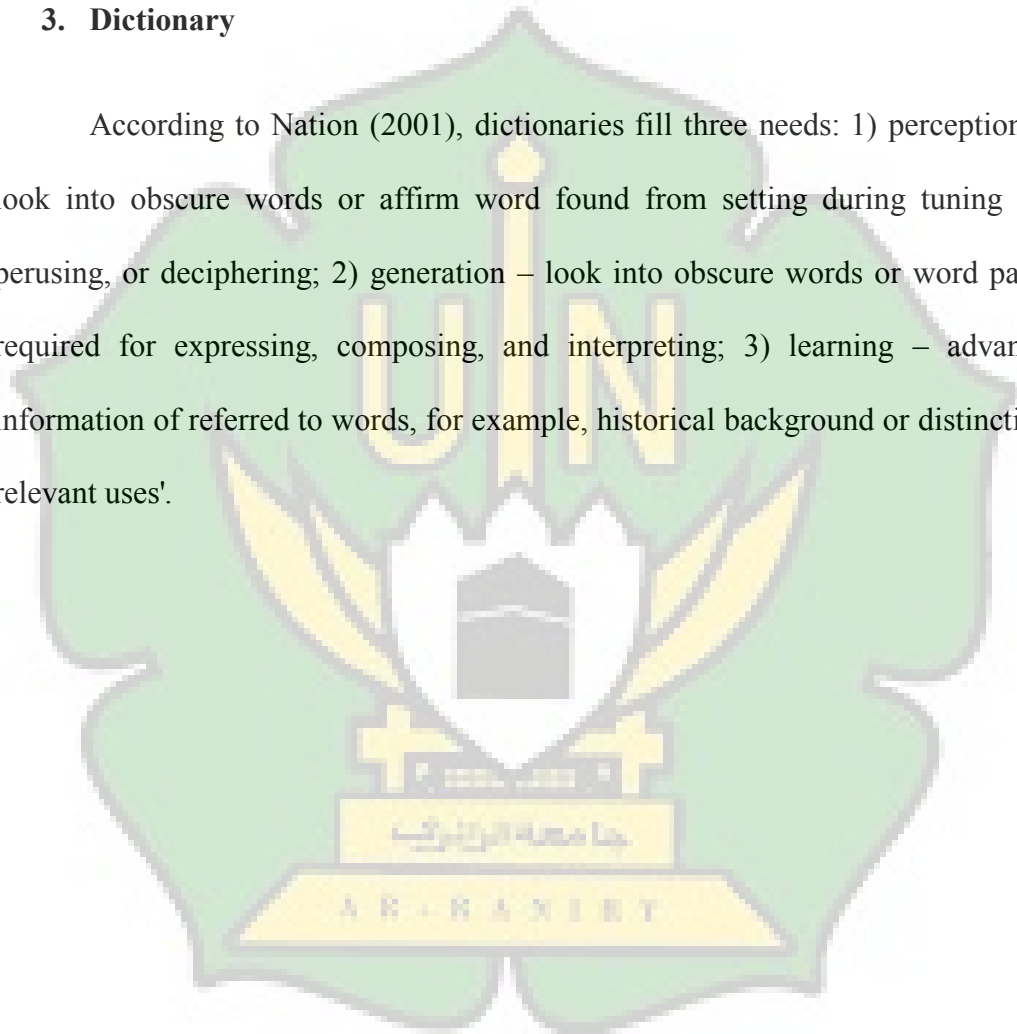
CHAPTER II

LITERATURE REVIEW

A.   **Vocabulary**

1. **Definition of Vocabulary**

There may be different writing that needs comparable definitions of vocabulary. Jackson and Amvela (2007) characterize vocabulary as the downright expression done a dialect. Furthermore, Oxford Learner's word reference (2016) provide for a rundown about three definitions alluding of the expression 'vocabulary', which are: (1) the whole vocabulary that an individual knows or uses, (2) every last one of expressions to a specific language, (3) the expressions that need aid used to discuss a specific subject. In addition, Luntz (2007) express that those expressions taught in the remote dialect might pretty nearly make depicted concerning illustration those vocabularies.

In brief, vocabulary is the full expression in any dialect that an individual knows and uses it in speaking with different expression in distinctive circumstances. Vocabulary may be a standout amongst the large portion fundamental dialect parts obliged by outside dialect learners in the transform about procuring those target dialects. Hosting those target language's vocabulary respectably empowers learners to upgrade their abilities in listening, speaking, perusing also composing in that dialect. Folse (2008) states that in place to enhance open, more profitable aptitudes over outside language, English dialects of the learners need nonstop vocabulary information. He included that whether an essential level of vocabulary empowers learners to express certain degree, and it

might reasonably be expected to impart exceptional though scholars discover that is only the tip of the iceberg expressions. Without sufficient learning of vocabulary, it may be troublesome for scholars to improve their capacity in reading, writing, tuning in and talking an outside dialect. In vocabulary acquisition, it is not importance to memorizing those vocabularies' type as well as comprehending its hugeness that legitimately utilize it for a specific circumstance.

Those expressions for vocabulary need an importance base. Vocabulary may be a rundown or situated about expressions for specific language alternately an rundown or set of expressions that distinct speakers of a language might use. According to Nation (2008) vocabulary can be separated into three or four great levels on the basis of frequently it happens it occurs in the language and how widely it occurs. First, high frequency words are the group of words that occur very frequently in all kinds of the uses of the language. Second, academic words consist of a word family that occurs for particular purposes, such as academic writing. Third, technical terms which are very important for anyone who specialized in a specific area. The last is low frequency words which are rarely occurred. Those analysts expects that vocabulary must be a chance to be beat eventually perusing the people so as to upgrade student's capacity for utilizing English, Celik & Toptas (2010, as cited in Maki & Thomas, 2015) A person needs various vocabularies; he will have the ability on talk effortlessly. In delivering thought to English, scholars will be supportive the point when they bring incalculable words, (Richards, 2002, as cited in Maki & Thomas, 2015). Then, the

profits of Hosting great deal of vocabulary would clinch alongside national examination. Finding a considerable measure about expressions to huge numbers writings previously, English will be a chance to be those cases to people on they do not bring preparation for mastering vocabulary. Therefore, for scholars who have at that point arranged will expert a considerable measure about vocabularies, they will discover the shortcut without any impediment.

2. Dictionaries and Vocabulary

Vocabulary is the knowledge of knowing the implications of words and therefore, the purpose as a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – type definition, or an equivalent word in their own language. In learning vocabulary, "automatically they have to know the meaning of words themselves and can utilize it in sentences" (McKee, Malvern, & Richards, 2000, p. 4). Harmer (1991) summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar. In addition, Vocabulary is "the total number of words within a language; all the words known as an individual or utilized in a specific, book, subject, and so on.; a list of words of their meaning, especially one that accompanies a textbook" (Mofareh, 1995, p. 24).

Clearly, nowadays, electronic dictionaries are frequently used by language learners and the use of these new types of dictionaries is becoming commonplace. However, According to Pastor and Alcina (2010), the ultimate success and

achievement in vocabulary learning could not be attributed to the use of a specific type of dictionary but to the way they are used by the language learner.

B.   The Function of Learning English Using Digital Dictionary

1. Definition of Digital Dictionary

Digital dictionary is a kind of electronic dictionary which serves through the internet network. Nesi (2013, p. 458) states that "an electronic dictionary is a dictionary whose data exists in computerized shape and can be accessed to through various media". Nesi (2000) also says the term electronic dictionary (or ED) can be used to refer to any reference material stored in electronic form that gives information about the spelling, meaning, or use of words. Therefore, spelling checkers in word processing programs, devices that translate printed words, glossaries for web based showing materials, or electronic versions of respected hard dictionaries are all ED types, which are characterized by the similar storage system and recovery.

The advancement of new innovation and the Internet has progressively changed the dictionary concept. Electronic dictionaries can be found in several platforms, including software installed on tablets or desktop computers, cellular applications, web applications, and built-in e-reader functions. They may be free or require installment.

Electronic dictionaries can be grouped into different sorts as indicated by various rules. One case of an electronic dictionary typology is that by De Schryver (2003). He centers on specialized and metalexicographic evaluation. This

author recognizes between online or offline dictionaries based on specialized evaluation. Offline dictionary comprises printed electronic dictionaries (PEDs) and PC dictionaries. PC dictionary includes dictionaries in CD-ROM, floppy disk and other formats. Based on meta(lexicographic) evaluation, this typology distinguishes between electronic dictionaries based on their paper adaptations, and recently developed electronic dictionaries, as well as electronic dictionaries with both print and innovative appearances.

In this classification, Jacquet-Pfau (2002) distinguishes between newly developed electronic dictionaries (last development) and electronic versions of paper dictionaries (based on paper). Nesi (2000, p. 140) states that "electronic dictionaries are more efficient than electronic dictionaries adapted from paper versions". Electronic dictionaries will be most effective if designed from the start with computer capabilities and computer searching system. Hamilton (2000, p. 85) say that "electronic dictionaries can be easily and regularly updated". Also based on Jacquet-Pfau (2002) and De Schryver (2003) allow a quicker, more precise, and exhaustive search, in which a variety of search criteria can be combined.

Nesi (2000) demonstrates the advantages of EDs and expressed that different sorts of electronic dictionaries offer audio and visual data and exercises in multimedia format. In fact, the rich data offered by these dictionaries is such that it makes them a reference instrument which not only provides information on different parts of vocabulary knowledge but also serves as a

language learning device. Laufer and Hill (2000) put the attention to that the high speed and the ease of access of electronic dictionaries encourages the language learners to make frequent use of them in the process of vocabulary learning. They proceed to make a critical point that utilizing ED expands the opportunity of securing the query words. Electronic dictionary can possibly take a part to language learning and instruction. Al-Jarf (2007, p. 1) says that "high and beyond the fact that electronic dictionaries play a significant role in vocabulary learning, they also have positive effects on motivation of language learners". It is the truth that learners learn more vocabularies when the act of vocabulary learning is fascinating and engaging. Al-Jarf (2007) also illustrates that those students who delighted vocabulary learning through the use of electronic dictionaries had the most elevated gains in vocabulary. Another researcher, the electronic dictionary innovation has improved since its adolescence. Liu (2007) mentions the functions such as pronunciation are often synthetic and unclear, and the lexical content is incomplete. This is a recovery framework, not information content that makes an electronic dictionary utilize a progressive encounter contrasted with counseling a printed dictionary.

Books compose data particularly in direct manners, which are fitting for semantic and pragmatic similarities, their valence patterns and collocations, or only their letters as in a simple spell checker. The spot of the A-Z arrangement is in a sequence that is almost meaningless, clarify the connection between words that are far in alphabetical order, make it hard to track down expressions and

idioms. ED text search, on the other hand, gives moment access to word bunches in any field of data made during its improvement.

The results of the study show that electronic dictionary got across the board as another mechanical instrument for vocabulary learning among L2 students will be used more broadly by language learners. Also, electronic dictionaries can positively affect learning, especially in vocabulary learning.

2. **The Types of Digital Dictionary**

The use of mobile devices affords authentic and rich context for incidental and intentional vocabulary learning. It is extremely useful for English students who do not have any acquaintance with certain words and the implications. Meanwhile, in this time where innovation called online word reference exist, people started to use it more regularly than to use printed dictionary.

An electronic dictionary is a portable electronic device that serves as the digital form of any kind of dictionary. Online dictionary turns into a decision for those who want easiness, tie efficient, and something simple. The language learners could get some free online dictionary references through the internet. There are numerous things that online dictionary can give for the language learners such as translation, the meanings of words, phonetics transcription plus its PC voice, thesaurus which contains synonyms and antonym, grammar lesson, etc. The highest point from online dictionary is its availability of pronunciation voice. With the goal that the students can impersonate it. It is extremely helpful for English language learners.

According to Nichol (2012), there are five types of particular dictionaries; reverse dictionaries, visual dictionaries. Beginners; learners' dictionaries, translation dictionaries, and unusual-words dictionaries. Reverse dictionaries gives the word searcher a spot to compose the expression that they know. In learning a new language, people frequently discover troubles to locate the specific word. The majority of them know the expression or the significance of the word however overlook the word itself. In this case, the reserve dictionary helps the language learners locate the specific word.

The second type of dictionary is visual dictionary. Visual dictionary provides a dictionary that uses pictures of animate and inanimate things. This kind of dictionary is the most suitable for kindergarten or beginner student. The third type of dictionary is the beginners' / learners' dictionaries. The point of this dictionary is to help the English language learners of any age without being adolescent in the introduction. The basic appearance and its completeness are expected to help the beginner learners to learn English particularly for talking expertise.

The fourth type of dictionary is Translation Dictionary. This kind of dictionary gives the students a spot to locate the significance of a word in another dialect for instance from English to target language. This online dictionary is the most loved and reliable in this time, because of the easiness of it. The improvement of innovation particularly in media transmission has illuminated the language students through internet and smartphone. The fifth type of dictionary is

Unusual-Words Dictionary. This type of dictionary has seldom-used and/or offbeat words.

According to Yongwei (2012), there are types of online dictionary; "clicks-and-mortar" dictionaries, one-stop dictionaries, and DIY dictionaries. The "clicks-and-mortar" dictionary is the online forms of some current paper word references, for example, OALD becomes oxford advanced learners dictionary. LDOCE becomes Idoceonline, Cambridge becomes dictionary.cambridge.org and MacMillan becomes macmillandictionary, in which they exchange from print out dictionary becoming digital dictionary.

The second type of online dictionary is one-stop dictionary sites. It is also known as dictionary aggregators because this dictionary locale works "one-stop shopping". The one-stop dictionary site provides a website which can show the readers the meaning of some words sourced from several online dictionaries, for example, Dictionary.com, OneLook.com, The Free Dictionary.com and Wordnik. The last type of online dictionary is DIY dictionaries. It can be said that the author of this dictionary is thousands of people. Almost no editorial team is required as for all intents and purposes any individual who visits the site can contribute their own entrances of edit existing ones (Yongwei, 2012).

Using the first of the eight sets of criteria for checking online dictionaries proposed by Pearsons and Nichols (2013) in the accompanying article *Toward a Framework for reviewing Online Dictionaries*, Yamada correlated the following six online dictionary websites with reference to the amount and type of

information provided, the presentation, and the access structure: Dictionary.cambridge.org, Dictionary.com, Macmillandictionary.com, M-w.com, Oxforddictionaries.com, Yourdictionaries.com (Yamada, 2013)

There are several website for online dictionary and free app on android mobile phone that can be used for learning or training English. Some dictionaries offer facilitates, such as Dictionary.cambridge.org that provide give importance of word as well as sound. Cambridge Online Dictionary on the grounds that just give importance from English to English. So, the language users also easy to learn pronunciation and articulation by emulating which centered in English.

C.   **Teaching Vocab for EFL Learners**

1. **Vocabulary Mastery**

After clarifying the meaning of vocabulary, the researcher would like to explain the definition of mastery. There are some definitions of mastery dependent on experts. The first is, according to Swannel (1994), who defines that mastery is controlling information by learning and understanding it. Meanwhile, Porter (2001) states mastery is learning or understanding something totally with no trouble in using it. From these definitions, it can be concluded that dominance implies a capacity to fully understand and to apply something learnt. Vocabulary mastery is continually being a basic piece of English. so, the definition of vocabulary mastery is a rundown of expressions of a specific language which must be learnt and understood totally. Mastering vocabulary is significant for students, because students cannot do well in comprehension without large

vocabulary, but, learning vocabulary is not only learning the meaning but also different parts of it.

According to Williams and Wright (1991), there are some aspects of vocabulary mastery. The first is articulation and spelling. They said that learners have to know what a word sound like (its pronunciation) what it resembles (its spelling). Williams & Wright (1991) also mention that tenses and punctuation is also a fundamental item that should be mastered by learners, because when learning a new verb, they also have to know the use in certain tense, for example the word "fly" will become "flew" in past tense and they have noted if it is transitive or intransitive. When they were studying about noun, they also have to know the singular and plural form of the word, for example, the word "person" is singular form meanwhile the plural is "people".

By all of those aspects, the researcher limits the aspects of her research including; the meaning in term of translation, the spelling and the pronunciation of vocabulary.

2. Methods in Teaching Vocabulary

This segment gives an account of exploring the strategies a teacher of English in introducing the importance and type of vocabulary. Commonly, there are several techniques in teaching vocabulary. However, most English instructors need to recollect that there are a hardly any things in the event that they need to introduce new vocabulary or lexical items to their students. It means that the English instructors want students to remember new vocabulary in each meeting.

Grauberg (1997) mentions that the process of learning vocabulary involves four stages, there are:

a.   Discrimination

The first stage is recognized those resonances. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading; to keep them distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent source of error.

b.   Understanding the meaning

This implies seeing the idea of the remote expression or phrase. The expression needs numerous implications the place it will be in distinctive idea of the sentence. This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English.

c.   Remembering

Those following venture after presenting Also demonstrating the new material may be to guarantee its maintenance. Once learners have found out the intending of a word, they have to repeat it often alternately they will overlook those saying.

d. Consolidation and extension of meaning

Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use. Individuals may be able assign some sort of meaning to them, even though they may not know the full subtleties of the distinction. The point when he could use them for those same about familiarity that characterizes the expressions, he employments in as much local language, Meara (1996, as cited in Grauberg, 1997).

To conclude, students probably do not have the option to execute vocabulary learning strategies on their own and they should be prepared and urged to use and to acquire new vocabulary by themselves (Cameron, 2001; Schmitt, 2000). In the same way, Ranalli (2003) argues that a good knowledge of procedures and the capacity to apply them in fitting circumstances will considerably help students simplify the process of learning new vocabulary. Therefore, it is important to set the strategy training to be involved in a vocabulary development program where instructors could conceivably present an assortment of vocabulary learning strategies to the students so that they could decide which strategies would probably be appropriate for them in learning vocabulary.

3. The importance of Teaching Vocabulary

The emergence of VLS (Vocabulary Learning Strategy) is on the grounds that students should be assisted with improving the manner in which they learn vocabulary. As an addition, the capacity to build up their own vocabulary learning strategy would become 'a powerful approach' in vocabulary acquisition (Ali & Kalajahi, 2012). According to Nation (2001, p.27), the significance of vocabulary learning strategies is elaborated by the following important highlights:

a. They involve choice;

b. They are complex, i.e. consisting of several steps;

c. They require knowledge and benefit from training; and

d. They increase the efficiency of vocabulary learning and use.

It is accepted that with the assistance of vocabulary learning methodologies, a large amount of vocabulary could be obtained (Nation, 2001). To support this, Ranalli (2003) includes that freedom in jargon learning isn't just advantageous in handy yet additionally in the mental state of the students, so they can review the words all the more effectively since they decide what to learn by themselves. Moreover, vocabulary learning strategies are also equipped with a range of different strategies so that the students could decide how exactly they would deal with unknown words.

In addition, Coady and Huckin (1997) stress that vocabulary has an important role to communicate in a foreign language, so that it becomes the basic element to master four language skills, listening, speaking, reading and writing.

Without enough vocabulary, a language learner will not be able to master a language.

In short, if someone can master vocabulary well, He or she will be able to boost comprehension, and improve achievement. Gough (2001) asserts that learning vocabulary is important because vocabulary in a language means what the meaning of a word and without the understanding of the words, we do not know of what we want to say. So that the more words we know, the more we understand and communicate with other.

D.   The Advantages and Disadvantages of Electronic Dictionary

The rate at which electronic word references have supplanted their printed partners is noteworthy, however not inside and out unforeseen, at any rate by certain specialists. From the clarification above, it tends to be exploited and impediments of electronic word reference as follows predictable with the past research outcomes, Al-Seghayer (2001, p. 204) demonstrates that "ED is more valuable than PD in learning and having jargon". Omar and Mansor (2005) express that the fundamental utilization of word reference is to give the significance of a word, to beware of right spelling, right elocution and jargon. There are likewise numerous favorable circumstances in the utilization of ED in learning and maintenance of jargon, for instance the speed of looking through a new word is certainly quicker than the PD. The utilization of web word reference is would have liked to help clients looking through the meaning of a word quicker paying little mind to place and time.

Furthermore, the enhanced visualizations and highlights of electronic word reference can help to use an electronic word reference. Therefore, it ends up being a superior learning instrument, since it enhances both jargon learning and review. Most likely, the visual effect of the electronic word reference pulls in a larger number of clients' consideration than a printed page. Indeed, Golonka, Bowles, Frank, Richardson, and Freynik (2012) call attention to that electronic word references offer a wide scope of advantages for EFL understudies, including probability of leading snappy ventures, upgrade of the info accommodated understudies, and acknowledgment of various learning styles and procedures. As an EFL student, the writer also experienced the same thing as the previous case. The writer merely uses the electronic dictionary for searching the unfamiliar words. She also gets many benefits by using it. Besides it is easy to operate, it also provides some relevant examples toward the word's usage and the pronunciation of the words along with the audio feature. Moreover, ED gives information about the part of speech of the words and that makes the writer uses the unfamiliar words precisely and vividly. ED also gives the writer more knowledge about the slang words. That really helps the writer to understand the slang words and use it in her daily conversation.

However, ED establishes a helpful instrument for learning vocabulary and also vocabulary building. Because of its capability in giving the elocution and part of speech of a word, the precise examples of a word even it can distinguish between the American and British English, those will give a major commitment in learning vocabulary even in vocabulary building of the students. The current study

by Chun & Payne (2004, p. 1) also supports the claim that electronic dictionaries and software that provide textual, contextual, and/or multimedia annotations are part of main technologies which support vocabulary teaching and that multimodality strongly enhances vocabulary learning. In addition, Loucky (2010, p. 162) asks that how the students used different elements of their EDs to help expedite these phases. These stages are:

1) Assessing degree of word knowledge;

2) Accessing new word meanings;

3) Archiving new information for study;

4) Analyzing word parts and origins;

5) Anchoring new words in short-term memory;

6) Linking words in related groups for long-term retention;

7) Activating words through oral use or productive written; and

8) Reviewing, recycling, and retesting vocabulary items.

Unfortunately, sometimes the learners do not know the applicable electronic dictionary for them at their level. Yet they have to know how to operate it well, interpret the word's meaning and put it in a sentence. Because it must be installed on a computer, that makes a difficulty for the student to bring it everywhere. As stated by Wang and Zheng (2016, p. 156), "those motivations are

electronic dictionaries that might keep learners guessing aptitudes". Furthermore, contextualized supposing in vocabulary acquisition, electronic dictionaries could result in diversion. It often takes part when students use electronic dictionaries in the classrooms, electronic dictionaries can also be very disturbing when students use them in the classroom.

In short, the advantages and disadvantages of electronic dictionary are listed below (Chen-Josephson, 2006, p. 1):

a. Advantages of electronic dictionary are:

1. Many volumes get compressed into one electronic dictionary.

2. Storage and retrieval become quick and easy.

3. They are light, compact and faster than any paper dictionary

4. One can easily update some of the brands by using internet and software.

5. They have certain unique functions, such as error tolerant input which helps users to look up words with wrong spelling

6. They have cross-referencing as well as colorful pictures word and spelling games.

7. They encourage cooperative attitude among users because a view of the screen is more easily shared than a view of the page.

8. The user can easily change them from one dictionary to another, for example from law to mechanics.

9. They provide users with authentic recorded voice facilities for better pronunciation.

10. Psychologically, they are prestigious and stylish.

11. They can provide access to large amounts of data, and they are interactive.

b. Disadvantages of electronic dictionary are:

1. Electronic dictionary is fragile; we should take good care of it, we cannot put them in our backpack as we do with our paper dictionary.

2. An extra battery is needed to be prepared extra battery; no power means the electronic dictionary is useless so the user have to spend time re-charge every time.

3. They are far more expensive than their paper counterpart and so they are subject to theft.

4. They cause users to forget alphabetical order gradually.

5. They decrease student ability in pronunciation and spelling because machine does this for them.

6. LCD can be hard to read in some lighting conditions

7. Working with e-dictionary on computer requires that users have some
   Computer abilities.

8. It takes time to learn how to use the functions of an e-dictionary.

9. Using internet dictionaries are too costly and time-consuming and
   computer facilities are not available everywhere.

10. Nobody takes responsibility for the accuracy of the information
    Internet dictionaries provide.

11. Both the Web addresses and the page contents are constantly changing.

Therefore, Electronic Dictionaries have the potential to be a useful instrument in English Language classes, at the same time; it can be seen as a waste of time and a hindrance tool in the English Language classroom. There are many controversial issues over the advantages or disadvantages of (PD) and (ED) dictionaries. There are few researches on the role of various dictionaries in vocabulary learning now. On the other hand, electronic dictionary (ED) brings some advantages to the users, but it also has some weaknesses. At last not all types of electronic dictionary are appropriate for students.

E.   Previous Related Studies

Many studies have investigated the impact of digital and electronic dictionaries on word retention. In composing this thesis, there are some previous researches related to this study that can be described as follows:

The first study was conducted by Alqahtani (2015) entitle *The importance of vocabulary in language learning and how to be taught*. This journal is a potential source for this research even it offers different opinion from mine. Vocabulary learning strategies beside the above techniques, there are also, vocabulary learning strategies that teachers can take into account. They can train their students to use these strategies.

Schmitt and McCarthy (1997) propose strategies to learn vocabulary as follows: (1) guessing from context, (2) using word parts and mnemonic techniques to remember words, and (3) using vocabulary cards to remember foreign language-first language word pairs. It is supported by Murcia (2001) who also proposes three strategies to learn vocabularies. The first strategy is guessing meaning from context; she says that a context is rich enough to give adequate clues to guess the word's meaning. The second strategy is mnemonic devices: she proposes keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword. The third strategy is vocabulary notebooks; she suggests a memory aid in independent learning by setting up vocabulary notebooks. Thus the authors indicate that further, more extensive, research needs to be undertaken to develop a more in-depth understanding of the importance of vocabulary in language learning and how to be taught.

The second previous study was by Clark (2013) *"The Use of Technology to Support Vocabulary Development of English Language Learners"*. This journal is a potential source for this research even it offers different opinion from mine.

There are some potential points from this book that would enrich and build up this research. First, Technology can help "facilitate the attainment of learning goals for individuals with wide differences in their abilities to see, hear, move, read, write, understand English, sustain attention, organize, engage and remember" (Brand, & Dalton, 2012, p. 134).

Second, technological devices and programs can offer multiple means to present, engage, express, and assess student understanding and acquisition of language and literacy skills. Gainer and Lapp (2010, p. 39) argue that "inclusion of new literacies needs to become part of our instructional base if we want to engage students in motivating, purposeful learning experiences". Technology can be used as a tool to facilitate the building of bridges between in and out of school literacies and the larger cultural systems.

Third, technology will become an integral part of instruction and daily practice and supports the need for differentiation for a wide range of learners, including ELLs. Gainer and Lapp (2010) report that engaged learning can occur if their outside-of-school knowledge and interests are acknowledged, respected, and used as part of the instructional picture within the culture of the classroom. Finally, three points in one of chapters in this journal, The Use of Technology to Support Vocabulary Development of English Language Learners, contributes significantly to this research.

The relevant study was conducted by Deng and Trainin (2015) in "*Learning Vocabulary with Apps: From Theory to Practice*". This article is a

preliminary attempt to identify and describe theory-based vocabulary learning mobile apps that will support English vocabulary acquisition in and out of the classroom. In addition, The Nebraska Educator –Learning Vocabulary with Apps describe how the apps can be optimally used to enhance vocabulary learning with the guidance of four research-based vocabulary learning strategies.

With the understanding that technology can provide learning affordances (Norman, 1988), Klopfer and Squire (2008) discuss five advancements including: (1) portability—mobile devices can be easily carried and used anywhere, (2) social interactivity—mobile devices can be used for collaborative work, (3) context sensitivity—mobile devices affords authentic contexts, (4) connectivity—mobile devices are connected to other devices through an array of local and cellular networks, and (5) individualizing instruction—apps on personal devices can provide user-specific scaffolding based on individual preferences and personal learning progress. These qualities open new opportunities for individualized learning and practice. There is a fit between the affordances of mobile devices and the needs of vocabulary learners. However, the acknowledgement of a fit is not enough; instructors must scaffold the use of mobile devices in order for language learners to maximize the benefits.

The last relevant study was by Richards (2000) in "*Methodology in Language Teaching: an anthology of current practice*". The purpose of this book is to inform the readers of the teaching methodology about Vocabulary in Language Teaching, how it works. At one point there is a foray into the various

ways that words and their morphologies might be stored in the mental lexicon (pre-assembled vs. assembled at the point of delivery). As a reader somewhat familiar with this literature, researcher found it took a few minutes to focus on the topic. The reason became clear when researcher compared Schmitt's to Nation's (2001) treatment of the same issue.

Therefore, all the information in the book is still relevant to any research on the impact of teaching method. Referring to this part of book would enrich this research in a way that Researcher might integrate some point. From Richards' study above, the researcher analyzed the digital or electronic dictionaries and teaching vocabulary. Different from the previous study mentioned above, this study is more focus on the mastering the vocabulary by using electronic dictionary and wants to know about the how the students are interested in memorizing vocabulary for the PBI students. It can be seen from the third researcher, Deng and Trainin (2015), in which their study focused on digital dictionary, meanwhile, in this study focused on vocabulary mastery. Therefore, there were differences between this study and the previous ones. The researcher compares the research by Deng and Trainin because the research also wants to know about the research with variable digital dictionary and vocabulary mastery.

CHAPTER III
RESEARCH METHODOLOGY

This chapter deals with the research methodology that was used to investigate the students attitude' on learning English using digital dictionary of PBI students. It includes four sections: research design, population and sample, techniques of data collection, and methods of data analysis.

A.   Research Design

Research design is plans and the procedures for research that range the choices from wide suspicions to explicit techniques of information gathering and examination. In this research the writer used quantitative research to collect and analyze the data. Muijs (2004) stated quantitative research is explaining wonders by gathering numerical information that are dissected utilizing scientifically based techniques (specifically insights).

Furthermore, in collecting data from the object research, the researcher used questionnaire. The writer used the quantitative design because the process of analyzing data to answer the research question was through statistical average or mean calculations. This research is conducted in descriptive quantitative method restricted to students attitude' on learning English using digital dictionary. Descriptive research is a study that only describes a variable without testing the hypothesis (Arikunto, 2006).

B.   Population and Sample

Sugiyono (2008) stated population is a generalization region consisting of objects or subjects that become quantities and certain characteristics set by

researchers to be studied and then drawn conclusions. The survey was conducted with all PBI students who are studying first year to fourth year at English Department UIN Ar-Raniry, Banda Aceh.

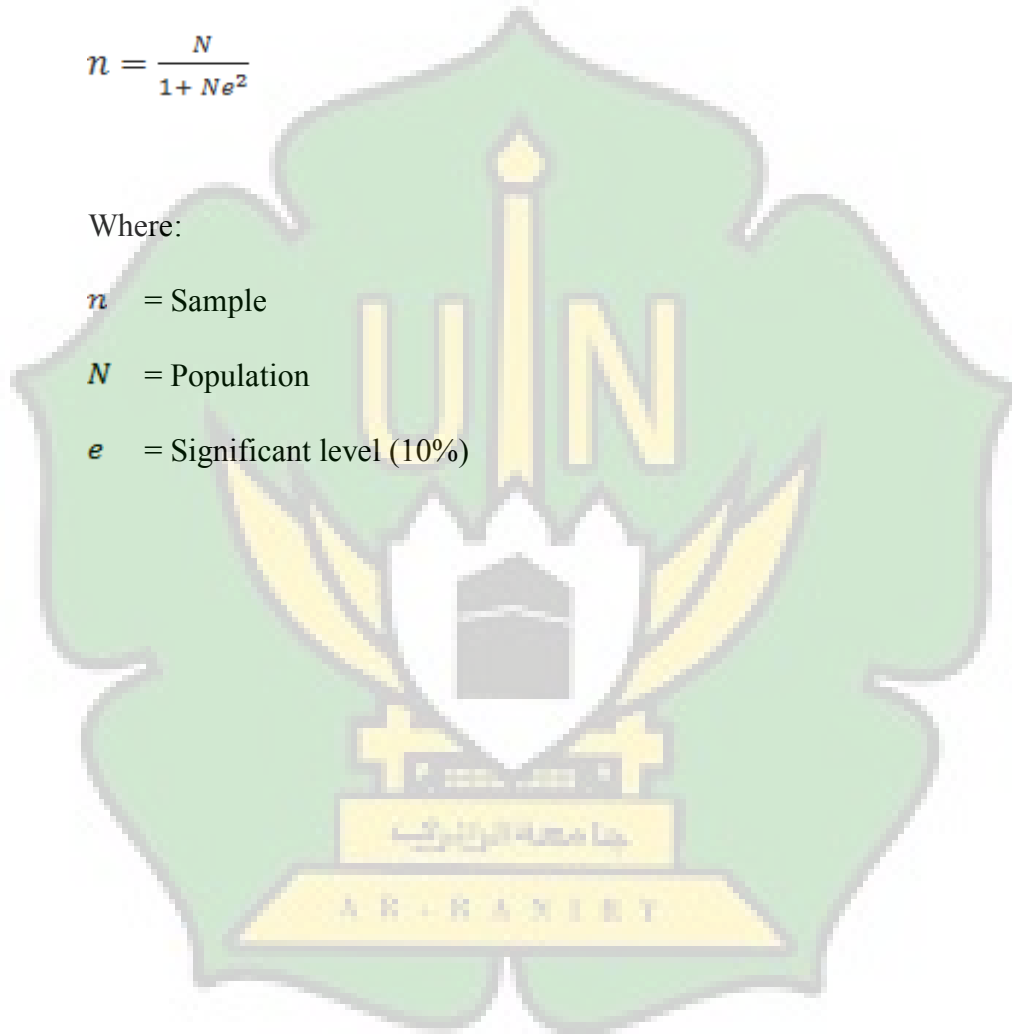In determining the number of samples this research used the Slovin's formula as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = Sample

N = Population

e = Significant level (10%)

The total population in this study was 780. The numbers of samples in this study are as follows:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{780}{1 + 780\,(0,1)^2}$$

$$n = \frac{780}{1 + 780\,(0,01)}$$

$$n = \frac{780}{1 + 7,8}$$

$$n = \frac{780}{8,8}$$

$n = 88,9$ Students

$n = 89$ *Students*

Furthermore, in determining the number of samples from each generation (n_i) proportionally calculated using the following formula:

$$n_i = \frac{Total\ of\ students}{Total\ student\ of\ student\ year} \ X\ Sample$$

The proportion of the number of samples in each generation based on calculations using the formula above is as follows:

Table 3.1
Sample of Number Distribution

No	Year	Total of active students	Sample
1	2016	182	$n_i = \frac{182 \times 89}{780} = 21$ students
2	2017	196	$n_i = \frac{196 \times 89}{780} = 22$ students
3	2018	222	$n_i = \frac{222 \times 89}{780} = 25$ students
4	2019	180	$n_i = \frac{180 \times 89}{780} = 21$ students
	Total	780	89 students

The technique in selecting the participants in this study was through a random sampling. There were 89 students of four years chosen from the random sampling student batch 2016, 2017, 2018, and 2019 arranged in age from student years. Twenty-one (21) participants from 2016, Twenty-two (22) participants from 2017, Twenty-five (25) participants from 2018 and Twenty-one (21) participants from 2019.

C. Techniques of Data Collection

The data were analyzed using quantitative analysis. In other words, the data analysis was conducted to construe data from the questionnaire. Sugiyono (2012, p. 142) has stated that "questionnaire is a data collection techniques conducted by giving a set of questions or written statements to respondents to be answered". According to Arikunto (2006, p. 128), questionnaire is "A number of

written questions used to obtain information from the respondent in the sense of his personal report, or the things he knew". The questionnaire developed by Oxford (1990) named Strategy Inventory for Language Learning (SILL). The questionnaire is adapted from Sumritpol (2009) to use in this study to collect the data, this questionnaire is validity and reliability of this study. The questionnaire is examined by an advisor and all questions are written in Bahasa Indonesia. Before the data collection, the questionnaire was tested by subjects who are not real subjects for checking as a pilot test.

In this research, the technique of collecting data was applied a questionnaire. Sugiyono (2012, p. 142) states that "questionnaire is a data collection technique conducted by giving a set of questions or written statements to respondents to be answered". According to Arikunto (2006, p. 128), questionnaire is "A number of written questions used to obtain information from the respondent in the sense of his personal report, or the things he knew". The questionnaire is designed in close-ended questionnaire form and used Likert scale where the scale is aimed at measuring students' knowledge and strategies are mostly used by the students in on learning English using digital dictionary. The Likert scale has four categories such as never, rarely, often, always. The scale was adopted from Sugiyono (2012).

D.   **Method of data analysis**

The data of the research were analyzed using quantitative analysis using SPSS. The data from the questionnaire were put in the table by some categories of

the result. Questionnaire was applied in this study by offering the students questions related to the research. The questionnaire consisted several questions which related to the research topic. The aim of questionnaire is to investigate students' perceptions on learning English using digital dictionary. The data from the questionnaires were analyzed in descriptive percentage by using formula as follows:

$$P = \frac{\sum f}{\sum n \cdot \sum x} \times 100\%$$

Note :

P   = Percentage

$\sum f$ = Frequency

$\sum n$ = Respondent Number

$\sum x$ = Questionnaire's Number/ Statement

In conclusion, the writer selected methods of analysis the data in descriptive quantitative. The observation was aimed to collect the data and information about the student attitude' on learning English using digital dictionary. While the questionnaire was aimed to know whether any changes of using digital dictionary.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter mainly deals with the results of the current study and their discussion. In this case, it discusses the way to investigate the students' attitudes on learning English using digital dictionary at English Department Student of UIN Ar-Raniry academic year 2019/2020. It covers the research findings, and the discussion of research findings, questionnaire result, data analysis and discussion.

A.   Research Findings

This chapter elaborates on the research finding and discussion based on data obtained from questionnaires to the participant. The aims are to find out how are the PBI students' attitudes in using a digital dictionary and to investigate the effective use of a digital dictionary. This research will be useful to obtain further understanding of students' attitude for using the digital dictionaries and how to control or manage them. The findings of these analyses are then brought into the further discussion as an attempt to answer the proposed research questions.

1. Questionnaire Results

The questionnaires were distributed by the researcher on the 7th July 2020 and the questionnaires were in Indonesian language. The questionnaire consisted of three parts. The first part includes questions asked for personal information; name, year of study and gender of the subjects. The second part contains questions which are about whether participants have used the digital dictionary and if so, which digital dictionary have they used. For the latter question, the

participants can answer more than one. The questions were in a checklist item form.

The third part consisted of 23 statements which are designed to ask the participants to determine the frequency of the digital dictionary used according to each statement. These statements can be divided into three topics according to the research objectives. First topic, there are nine statements which ask the use of digital dictionaries for academic purposes. The second topic, eight statements asked the use of digital dictionaries for autonomous / independent learning frequently looked for. The third topic, six statements asked for using the digital dictionary for exposure to the target language (English).

This part was measured by a four-point Likert scale to access frequency with each item. According to Leung (2011) Likert scale is a psychometric scale commonly involved in research used to represent people's opinions and attitudes to a topic or subject matter. Likert scale is important for research because it can be used to measure respondents' attitude by measuring the extent to which they agree or disagree with a particular question or statement.

2. **The Data Analysis**

The analysis here was done manually for analyzing a part of dictionary users' attitude. The results of the questionnaire would be interpreted in tables, which were divided into two categories; table of knowledge and table of digital dictionary objective uses, as can be seen in the following.

Experience using a digital dictionary

The table below would present the students' attitude of using the digital dictionary on learning English. The result can be seen as follows:

Table 4.1
The students' attitude of uses the digital dictionary on learning English

No	Kind of Digital Dictionary	Number of Respondent	Percentage
1	U-Dictionary (Smartphone App)	50	56.18
2	Google Search (WEB Site)	55	61.80
3	Kamusku (Smartphone App)	34	38.20
4	vocabulary.com (WEB Site)	10	11.24
5	WordWeb (Smartphone App)	1	1.12
6	britishcouncil.org (WEB Site)	13	14.61
7	Dict Box Offline Dictionary (Smartphone App)	1	1.12
8	Quizlet.com (WEB Site)	6	6.74
9	Merriam-Webster (Smartphone App)	25	28.09
10	freerice.com (WEB Site)	1	1.12
11	Oxford English Dictionary (Smartphone App)	27	30.34
12	Memrise.com (WEB Site)	3	3.37
13	Dictionary.com (Smartphone App)	19	21.35
14	englishclub.com (WEB Site)	3	3.37
15	Advanced English Dictionary and Thesaurus (Smartphone App)	8	8.99
16	englishcentral.com (WEB Site)	3	3.37
17	Dict.cc (Smartphone App)	2	2.25
18	etymonline.com (WEB Site)	2	2.25
19	Dictionary by The Free Dictionary (Smartphone App)	3	3.37

20	English Dictionary (Smartphone App)	19	21.35

Table 4.1 shows the frequency and percentage of the specific digital dictionary the respondents have used. The highest digital dictionary frequency use was Google Search (WEB Site) (61.80). The second frequency used was U-Dictionary (Smartphone App) (56.18%). The third is being Kamusku (Smartphone App) (38.20%). The lowest online dictionary frequency use was WordWeb (Smartphone App), Dict Box Offline Dictionary (Smartphone App), and freerice.com (WEB Site) (1.12%). The table shows that the percentage of the students' attitude of using the digital dictionary to learn English who uses Smartphone App has a higher frequency than WEBSite.

The Use of Digital dictionaries for Academic purposes

The table below would show the result of how effective a digital dictionary used for Academic purposes. The result can be seen as follows:

Table 4.2
Responses of the use of digital dictionaries for academic purposes.

Statements	Alternative Answer			
	Always	**often**	**Sometimes**	**Never**
1. I read textbooks in English	0	32	52	5
2. I do assignments or homework in English.	1	17	54	17
3. Academic words in English (words in an academic text)	1	8	64	16
4. Any words in English that is important for the task I am doing.	1	8	63	17

5. Check the part of speech of a word (e.g. noun, verb, adjective, etc.) in English.	2	24	45	18
6. Check other forms of a word (e.g. plural form, past tense form, comparative form etc.) in English.	2	29	45	13
7. Confirm that the meaning, I guess of an English word is correct.	0	12	56	21
8. Find words in English with similar meaning.	0	7	62	19
9. Check how a word in English is used in a sentence.	1	21	53	14
Total	**8**	**158**	**494**	**140**
Percentage	**1.00**	**19.73**	**61.67**	**17.48**

Table 4.2 indicates the level of how affective digital dictionary used for Academic purposes; the table shows that 1.00% of the respondents give useful feedback. 19.73% of the respondents give effective enough feedback. 61.67% of respondents give less effectiveness. Lastly, 17.48% of respondents provide not effective responses according to this part of the questions.

Here, the researcher gave points for how useful digital dictionaries are used for Academic purposes. After collecting data from questionnaires, the researcher concluded that the digital dictionary was less useful for academic purposes. Furthermore, the total target of respondents was 61.67%.

The Use of digital dictionaries for autonomous / independent learning

The table below would show the result of how effective a digital dictionary is used for autonomous / independent learning. The result can be seen as follows:

Table 4.3
Responses for the use of digital dictionaries for autonomous/independent learning.

Statements	Alternative Answer			
	Always	often	Sometimes	Never
10. I read other texts (e.g. newspaper, magazines, websites, etc.) in English	0	40	38	11
11. I speak to a foreigner in English.	7	46	25	11
12. Technical words in English (Specialize words of any field of knowledge)	1	34	45	9
13. Hear how a word is pronounced in English.	0	10	54	25
14. Check the spelling of a word in English.	0	19	51	19
15. Check if a word exists in English.	2	16	52	19
16. Find words in English with opposite meaning.	2	28	49	10
17. Find a sample sentence of how the word in English used.	1	28	41	15
Total	**13**	**221**	**355**	**119**
Percentage	**1.83**	**31.04**	**49.86**	**16.71**

The table shows that 1.83% of the respondents give useful feedback. 31.04% of the respondents give effective enough feedback. 49.86% of respondents give less effectiveness. Lastly, 16.71% of respondents provide not effective responses according to this part of the questions. Thus, it can be concluded that the digital dictionary's autonomous/independent learning has a medium level. 49.86% of respondents show less effective feedback.

Using the Digital dictionary for Exposure to the target language

The table below would show the result of how effective a digital dictionary used for Exposure to the target language. The result can be seen as follows:

Table 4.4
Responses for the use of digital dictionaries for exposure to the target language.

Statements	Alternative Answer			
	Always	often	Sometimes	Never
18. I speak to a foreigner in English.	9	43	24	13
19. Frequently used words in English (words in everyday use)	2	23	52	12
20. Find meanings of an unknown word in English.	0	12	55	22
2I. Find the meaning of unknown words from song lyrics in English.	2	15	52	20
22. Find the meaning of unknown words from the manual book in English.	1	23	46	19
23. Find the meaning of unknown words from quotes or motivational words in English.	3	12	54	20

	17	128	283	106
Total				
Percentage	3.18	23.97	53.00	19.85

The table shows that 3.18% of the respondents give useful feedback. 23.97% of the respondents give effective enough feedback. 53.00% of respondents give less effectiveness. Lastly, 19.85% of respondents provide not effective responses according to this part of the questions. The overall average score, which was 53.00%, showed that the students' response to learning English using a digital dictionary was less effective.

B. Discussion

The analyses of the data have shown some important findings. In this section, these findings are discussed to identify how they contribute to provide the answers to the proposed research questions. The first research question of this study is "What are the PBI students' attitudes on using digital dictionaries?" This question can be answered by referring to the findings of the analyses of test results. The findings of the test analyses show that the mean of the PBI students' attitudes on using digital dictionaries.

The statistical figures reveal that an overwhelming majority of the sample students believe that App English dictionaries are the best and customary choice. Most students use digital dictionaries, the easiest type to use, and they find them less time consuming and easier to carry in comparison with the other types of dictionaries. They also prefer the app dictionary for the extra options it

provides, which other types of dictionaries do not provide. Moreover, the majority of students expect dictionaries to be an indivisible part of their language programmers. This shows the importance of improving students' dictionary use capabilities.

The second research question is "What are the students' reasons that the students frequently use an online dictionary?" The results of this research question show the frequency of the reasoning to which the respondents use the online dictionary. The top three findings suggest the respondents frequently use the online dictionary to check Academic words in English (words in an academic text), hear how a word is pronounced in English and Find meanings of an unknown word in English. Relate to the literature review, an electronic dictionary (or ED) can be used to refer to any reference material stored in electronic form that gives information about the spelling, meaning, or use of words (Nesi, 2000). Besides, the finding also suggests that the respondents use the online dictionary to find a sample sentence or to find words with similar meanings. From the result of questionnaires, most students showed that students' digital dictionary was less effective for learning English. This is contrary to "Dictionaries can be an integral part of any General English" (Siddiek & Ali, 2015).

Overall, according to findings of both types of data, results of questionnaire analysis, it can be concluded that the respondents often use the digital dictionary for almost all activities because they assume that English is not only for academic subjects at college. The students' attitude on learning English

improved significantly, so learning vocabulary by using a digital dictionary was effective to improve students' mastery of vocabulary. This finding is similar to the findings of Clark (2013) who examined the use of technology to support vocabulary development of English language learner*s*.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter describes the conclusions and suggestions that are drawn and made based on the result of data analysis and discussion in previous chapters also recommendations for teachers and further research related to keyword method. The further explanations are as follows.

A. Conclusions

Based on the research findings, some conclusions can be drawn regarding students' attitudes on learning English using a digital dictionary. Learning English through a digital dictionary enables students to improve their English, mainly on vocabulary mastery. It has been proved by the fact that the average questionnaire result.

The digital dictionary is still at a development stage and is intended for research purposes, but it will be applicable in daily life for educational and translation purposes. As the scope of the dictionary expands and its structures develop to exploit the possibilities of digital media fully, the lexical data it delivers should also reflect the most current linguistic thinking about how humans create and understand meanings.

The range of responses illustrates how well some digital dictionary-users are adapting to the new paradigm. A dictionary is work-in-progress at the best of times. As dictionaries steadily migrate to digital media, there is growing

flexibility in our ideas about what a dictionary should look like and what information it should contain.

Another essential thing to be noted is that the respondents of PBI students are interested in learning vocabulary by using a digital dictionary. The result of questionnaires can prove it. They agreed that the digital dictionary could help them in learning vocabulary well and efficiently. The result of this study concluded the researcher's first purpose and attested that the digital dictionary is practical tools for learning English vocabulary in a natural environment.

B.   Recommendation

After drawing conclusion, the researcher wants to suggest some ideas in order to improve the quality of learning English, especially in learning vocabulary through digital dictionary, the researcher has some suggestions: The research on vocabulary knowledge, dictionary, and the digital dictionary should be done on different purposes, such as investigating its use to improve the teaching and learning process and enriching the literature in the use of those three variables or pretest-posttest design. The further researcher can employ a digital dictionary with different kinds of activities in the classroom, which is match better with the students' preferences and needs. Thus, these findings can enrich the insights of further researcher to master the students' vocabularies, teaching media, and reading interest.

Future researchers should also have a different subject. The effectiveness of digital dictionary keywords can be studied in elementary school students,

senior or junior high school students, and the elderly. The choice of keywords should be adjusted to the research subject's experience, depending on the age and environment of the issue.

To make learning more exciting, the teacher should also apply any media or strategy that attracts the students' attention and interest. Teacher can use the digital dictionary in learning process so that students can remember the vocabulary easily and quickly. Moreover, it can strengthen students' memories in remembering the meaning of that word. A digital dictionary can also be used to teach other skills in English subjects, such as listening, speaking, writing, and reading. The English teacher should be able to guide the students while using mobile phones in the classroom. It is meant to prevent the students from playing rather than studying on their mobile phones.
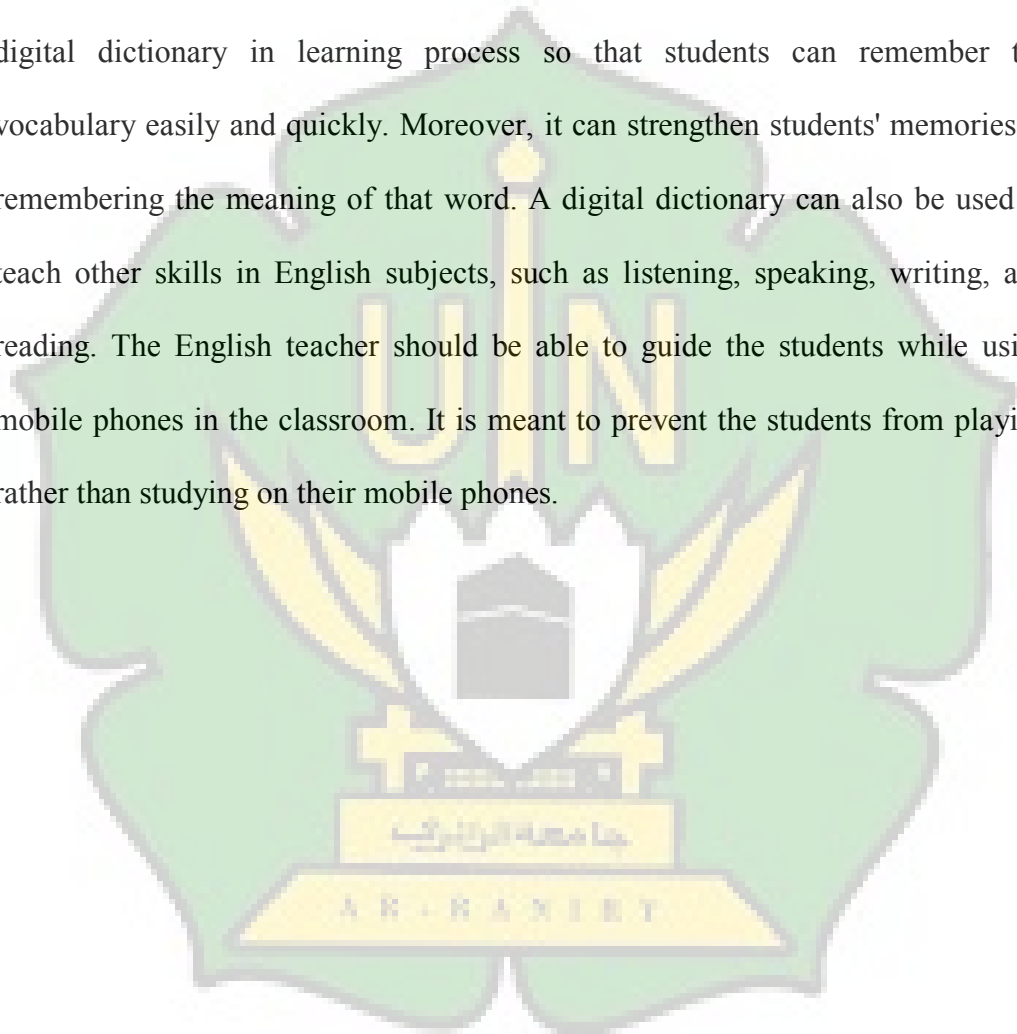
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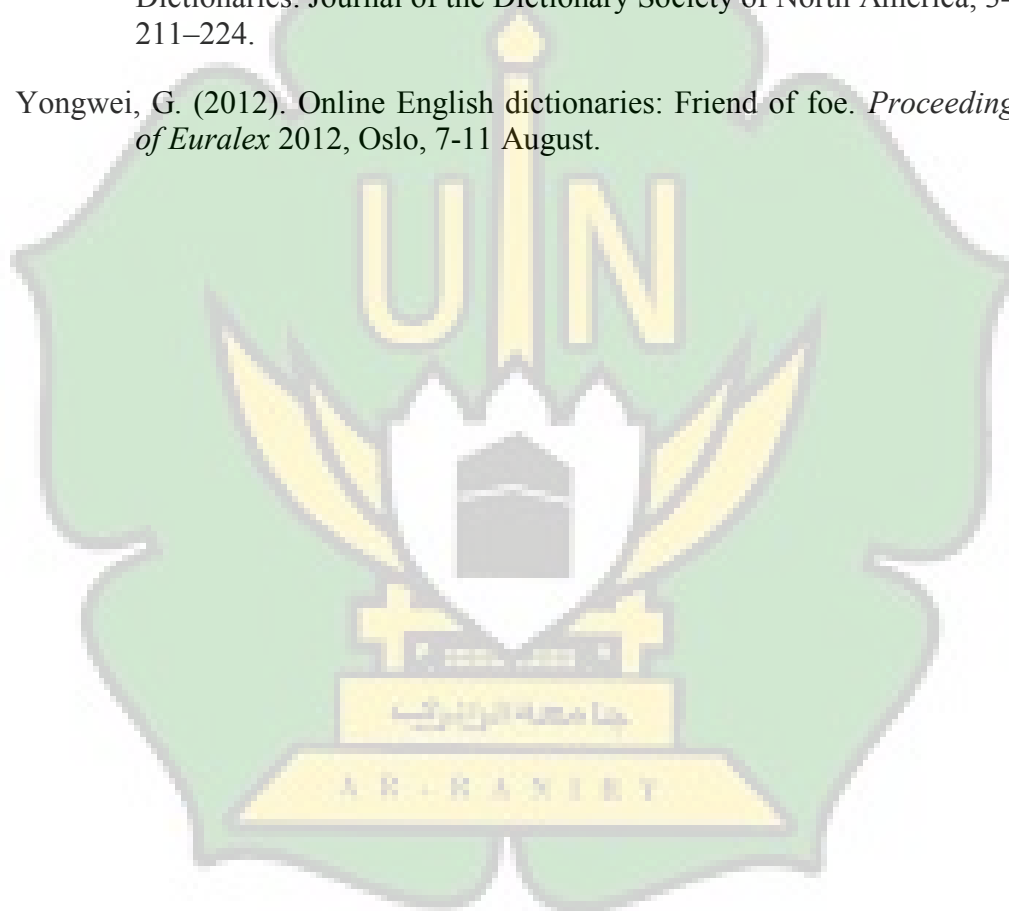
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 September 2019

MEMUTUSKAN

Menetapkan :
PERTAMA   Menunjuk Saudara:
1. Rahmat Yusny, M. TESOL   Sebagai Pembimbing Pertama
2. Rahmi Fhonna, MA   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Yusrizal**
NIM   : **160203207**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Students' Attitude on Learning English Using Digital Dictionary**

KEDUA   : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
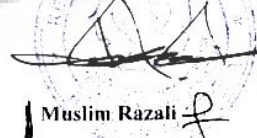
KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Banda Aceh
Pada Tanggal: 15 Oktober 2019
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan.
5. Arsip.

57

Nomor : B-6406/Un.08/FTK.1/TL.00/07/2020
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Jurusan Bahasa Inggris

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **YUSRIZAL / 160203207**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Jl.Tgk. Glee Iniem Gampoeng Lamkeuneung Kec. Darussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Stydens' Attitude on Learning English Using Digital Dictionary*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 07 Juli 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 07 Juli 2021

M. Chalis, M.Ag.

SURAT KETERANGAN
Nomor: B-253/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-6406/Un.08/FTK.I/TL.00/07/2020 tanggal 07 Juli 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Yusrizal
NIM   : 160 203 207
Fak / Prodi   : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

"Students' Attitude on Learning English Using Digital Dictionary"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 07 Agustus 2020
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

Form Questionnaire Penggunaan Kamus Digital

Mahasiswa Yang Terhormat,

Tujuan dari surat ini untuk mengundang anda untuk berpartisipasi dalam penelitian saya yang berjudul "STUDENTS' ATTITUDE ON LEARNING ENGLISH USING DIGITAL DICTIONARY" Penelitian ini bertujuan untuk mengetahui sejauh mana penggunaan kamus digital di jurusan pendidikan bahasa inggris. Untuk itu, pendapat anda mengenai hal ini merupakan sumber utama penelitian ini.

Di sini kerelaan anda dibutuhkan sebagai bagian dari kode etik penelitian. Nama dan identitas pribadi anda tidak akan dicantumkan. Di akhir proyek ini, saya akan sangat senang untuk berbagi hasil penelitian dengan anda. Seandainya ada pertanyaan, jangan sungkan-sungkan untuk bertanya.

Atas perhatian dan kerjasama anda, kami ucapkan terima kasih.

Peneliti

Yusrizal
160203207@student.ar-raniry.ac.id
* Wajib

1. Saya sudah membaca semua ketentuan di atas, dan saya bersedia menjadi respondent dalam penelitian ini. *

   Tandai satu oval saja.

   ◯ Saya setuju

2. Nama *

   _____

3. No Handphone

   _____

4. E-mail

_____

5. Jenis kelamin *

Tandai satu oval saja.

◯ Laki-laki

◯ Perempuan

6. Tahun Angkatan *

Tandai satu oval saja.

◯ 2016

◯ 2017

◯ 2018

◯ 2019

7. **Bagian 1: Pengalaman menggunakan kamus digital. ***

Apakah Anda pernah menggunakan kamus digital, Jika ya, kamus mana yang pernah Anda gunakan? *(Boleh memilih lebih dari satu jawaban)

Centang semua yang sesuai.

- [ ] U-Dictionary (Smartphone App)
- [ ] Google Search (WEB Site)
- [ ] Kamusku (Smartphone App)
- [ ] vocabulary.com (WEB Site)
- [ ] WordWeb (Smartphone App)
- [ ] britishcouncil.org (WEB Site)
- [ ] Dict Box Offline Dictionary (Smartphone App)
- [ ] Quizlet.com (WEB Site)
- [ ] Merriam-Webster (Smartphone App)
- [ ] freerice.com (WEB Site)
- [ ] Oxford English Dictionary (Smartphone App)
- [ ] Memrise.com (WEB Site)
- [ ] Dictionary.com (Smartphone App)
- [ ] englishclub.com (WEB Site)
- [ ] Advanced English Dictionary and Thesaurus (Smartphone App)
- [ ] englishcentral.com (WEB Site)
- [ ] Dict.cc (Smartphone App)
- [ ] etymonline.com (WEB Site)
- [ ] Dictionary by The Free Dictionary (Smartphone App)
- [ ] English Dictionary (Smartphone App)

Yang lain: [ ] _____

8. Bagian 2 : Penggunaan kamus Digital untuk tujuan Akademik (Kuesioner 1-9) *

Seberapa sering Anda menggunakan kamus digital dalam pernyataan berikut?

Tandai satu oval saja per baris.

	Tidak Pernah	Jarang	Sering	Selalu
1. Saya membaca buku teks dalam bahasa Inggris	○	○	○	○
2. Saya mengerjakan tugas atau pekerjaan rumah dalam Bahasa Inggris.	○	○	○	○
3. Mencari Kata-kata akademis dalam bahasa Inggris (kata-kata dalam teks akademik)	○	○	○	○
4. Setiap kata dalam bahasa Inggris yang penting untuk tugas yang saya lakukan.	○	○	○	○
5. Memeriksa part of speech (mis. Kata benda, kata kerja, kata sifat, dll) dalam bahasa Inggris.	○	○	○	○
6. Memeriksa bentuk kata lain (mis. Bentuk jamak, bentuk lampau, bentuk komparatif dll) dalam bahasa Inggris.	○	○	○	○
7. Mengkonfirmasikan artinya, saya merasa kata tersebut sudah benar dalam bahasa Inggris .	○	○	○	○
8. Mencari kata-kata dalam bahasa Inggris dengan makna yang serupa.	○	○	○	○
9. Memeriksa bagaimana kata dalam bahasa Inggris digunakan dalam kalimat.	○	○	○	○

9. Bagian 3 : Penggunaan kamus digital untuk pembelajaran otonom/mandiri (Kuisioner 10-17) *

Seberapa sering Anda menggunakan kamus digital dalam pernyataan berikut.

Tandai satu oval saja per baris.

	Tidak Pernah	Jarang	Sering	Selalu
10. Saya membaca teks lain (mis. Surat kabar, majalah, situs web, dll.) Dalam bahasa Inggris	○	○	○	○
11. Saya berbicara dengan orang asing dalam bahasa Inggris.	○	○	○	○
12. Kata-kata teknis dalam bahasa Inggris (Mengkhususkan kata-kata dari segala bidang pengetahuan)	○	○	○	○
13. Mendengar bagaimana kata tersebut diucapkan dalam bahasa Inggris.	○	○	○	○
14. Memeriksa ejaan kata dalam bahasa Inggris.	○	○	○	○
15. Periksa apakah ada kata tersebut dalam bahasa Inggris	○	○	○	○
16. Mencari kata-kata dalam bahasa Inggris dengan makna yang berlawanan.	○	○	○	○
17. Mencari contoh kalimat tentang bagaimana kata dalam bahasa Inggris digunakan.	○	○	○	○

10. **Bagian 4 : Menggunakan kamus Digital untuk Paparan ke bahasa target (Bahasa Inggris)(Kuisioner 18-23)** *

Seberapa sering Anda menggunakan kamus digital dalam pernyataan berikut.

Tandai satu oval saja per baris.

	Tidak Pernah	Jarang	Sering	Sela
18. Saya berbicara dengan orang asing dalam bahasa Inggris.	○	○	○	○
19. Kata-kata yang sering digunakan dalam bahasa Inggris (kata-kata yang digunakan sehari-hari)	○	○	○	○
20. Mencari arti kata yang tidak dikenal dalam bahasa Inggris.	○	○	○	○
21. Mencari arti kata yang tidak diketahui dari lirik lagu dalam bahasa Inggris.	○	○	○	○
22. Mencari arti kata yang tidak diketahui dari buku panduan manual dalam bahasa Inggris.	○	○	○	○
23. Mencari arti kata yang tidak diketahui dari quote atau kata-kata motivasi dalam bahasa Inggris.	○	○	○	○

Google Formulir