STUDENTS PREFERENCE AND REASONS ON USING INTERNET TOOLS TO ENHANCE USE OF VOCABULARY IN ENGLISH ACADEMIC WRITING
(A Study at the Department of English Language Education of UIN Ar - Raniry)

THESIS

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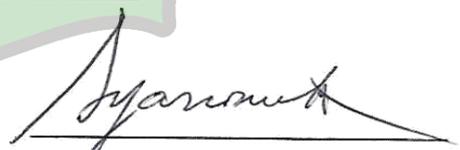
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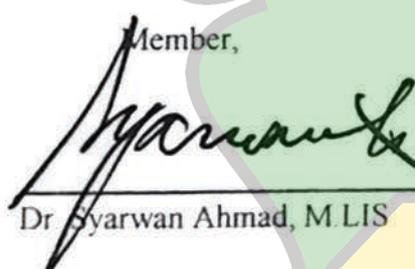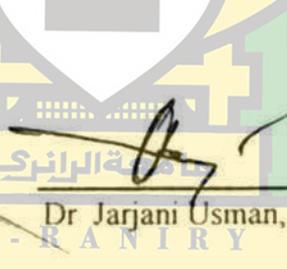
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Students Preference And Reasons On Using Internet Tools To Enhance Use Of Vocabulary In English Academic Writing (A Study at the Department of English Language Education of UIN Ar - Raniry)

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

Banda Aceh, 26 Juni 2020
Saya yang membuat surat pernyataan,

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Eventually, I do know that this thesis is far from perfection. Therefore, any comments and suggestions are indeed welcome for the improvement of the thesis. Finally, I hope this thesis will be useful for me and all the readers.

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ABSTRACT

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Thesis working	: Students Preference and Reasons on Using Internet Tools toEnhance Use of Vocabulary for English Academic Writing
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Keywords	: Students Preference; Internet Tools; Use of Vocabulary;English Academic Writing.

This research is entitled "Students Preference and Reasons on Using Internet Tools toEnhance Use of Vocabulary in English Academic Writing.". It can be seen that this isqualitative research and this research aims to know the internet tool used and the reason on using the tools by students in enhancing the use of English vocabulary for *Academic Writing*. The researcher used only one instrument, namely an interview. The population of this research was the sixth-semester students who had taken *Academic Writing* in English Language Education of Ar-Raniry State Islamic University. The sample consisted of 10 students. They were selected by using purposive sampling based on the criteria. From the result of this research, it was found that the type of internet tools that students prefer to use in searching of vocabulary for their English academic writing are *Grammarly, Merriam Webster, Google Translate, and Thesaurus*. There was 1 dominant tool that was used by the participants in *Academic Writing* which is *Grammarly*. They were 4 of 10 participants (participant 2, 6, 7, and 9). On the other hand, there were 6 participants
(participants 1, 3, 4, 5, 8, and 10) used *Merriam Webster, Google Translate, and Thesaurus*. The reasons of the participants used most of the tools is that because it was easy to apply, and some lecturers also recommended it to those who use *Grammarly* thoughts it could correct the vocabulary instantly.

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CHAPTER I

INTRODUCTION

A. Background of Study

In this modern era, the use of modern technology in the field of learning vocabulary has been on the rise. Studies that concentrate on language use with the help of computers and mobile phones are emerging all the time. The Internet is a vast environment in which language is used in many ways. Most of the contentson the Internet are in written form, and the majority of them are in English. Studying English involves listening, speaking, reading, and writing. Students will understand these language skills if they master enough vocabulary. Otherwise, they will not understand what they are learning about. When we know more words that can give our minds more ways to think about a thing. Collins (1996) stated that being good at English means being good at using words. It is mean the learners have to enhance a lot of words and know how to use the words itself.

As one of the language components which support other language skills, vocabulary is the most important things to be mastered by all of the students in studying English, especially in the process of making sentence and building communication. Knight (1994) said that vocabulary acquisition is considered by many to be the single most important aspect of a foreign language. We can not build sentences without a good master of vocabulary, because vocabulary is the key for four important skills in English, especially in English *Academic Writing*.In English *Academic Writing*, using the various vocabulary can build up the

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quality of writing itself. On other hand, do not repeat using the same vocabulary that can make students' English *Academic Writing* to be a waste of words. Writing is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in enhancing a communicative competence of learning the language.

Nowadays, to enhance students' vocabulary with Internet Tools seems like something commonly for the student daily life. As the internet grows, learning by using Internet Tools has more influence in several countries with the consequence that face to face discussion and paper resources still dominate in public education. The internet has become an increasingly important feature in the learning process. For example, Plester et al. (2009) and Thurlow (2003) showed that online language has its benefits for encouraging creativity and interest in writing. Therefore, the thought that the internet is beneficial for language learning is gaining support.

The researcher found that most students learning by using Internet Tools as a tool to enhance their knowledge after they are getting from the paper resources, book, or the lecturer in the classroom. The case that researcher found that also the students forget their vocabulary after getting out of the classroom, and then it seems they never learn about it before. To learn vocabulary in English Academic Writing, we need a tool that can be used in the teaching-learning process. There are many learning tools as a medium in learning English *Academic Writing* which encourage the students' vocabulary. The tools are dictionaries as usually used by the students, flashcard that has been researched by Sudirman

(2008), television that has been researched by Khairisman (2009), and also multimedia that have been researched by Nasir (2009).

There is one of the tools which researcher attempt to found that tools may enhance the students' vocabulary. The tools mean here are the dictionaries that the students use when they don't know the meaning and the synonym of words to create their *Academic Writing* to be impressive by using Internet Tools. In this research, the researcher will seek the Internet Tools that students prefer to enhance their vocabulary in English *Academic Writing* and to found the reasons for using that Internet Tools as a media that they use on the learning process.

Based on the explanation above the writer is interested in researching ***Students Preference and Reasons on Using Internet Tools to Enhance Use of Vocabulary in English Academic Writing.***

B. Research Question

1. What are the types of internet tools do students prefer to use to search vocabulary for their English *Academic Writing*?
2. What is students' reason on using internet tools to enhance the use of vocabulary in English *Academic Writing*?

C. The Aim of the Study

Based on the research questions provided by the researcher , the researcher conducted this research to find out :

1. To know what are students prefer on using internet tools to enhancethe use of English vocabulary in *Academic Writing*

2. To know what are students' reason on using internet tools to enhance the use of English vocabulary in *Academic Writing*

D. Significance of the Study

The researcher hopes that this research will be useful for other researchers, students, and lecturers.

1. For students; they will be able to enhance their English vocabulary by using internet sources as well.

2. For the lecturer; they can be more creative to make easy ways to support their lesson plan in enhance students' English vocabulary. So the students can get a lot of new words or vocabulary by using their internet sources itself.

3. For the reader; this final project is expected to be useful for the readers to enhance their vocabulary in English especially in academic writing.

E. Research Terminologies

1. Internet Tools

Bill Stewart (2000), the origins of the Internet date back to research commissioned by the federal government of the United States in the 1960s to build robust, fault-tolerant communication with computer networks. The internet is the global system of interconnected computer networks that use the Internet

protocol suite (TCP/IP) to link devices worldwide. The internet carries a vast range of information resources and services, such as the inter-linked hypertext documents and applications of the World Wide Web (WWW), electronic mail, telephony, file sharing those are called internet tools.

It is a network of networks, that consist of private, public, academic, business, and government networks of local to global scope, linked by a broad array of electronic, wireless, and optical networking technologies.

2. *Vocabulary*

Richard Jack C (2002) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, write. Without extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and maybe discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speakers, using the language in different contexts, reading or watching television.

Neuman & Dwyer (2009) said that vocabulary can be defined as words we must know to communicative effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)

3. *Academic Writing*

Writing is an essential skill that every tertiary student needs to possess. The ability to write and express oneself is important if students want to pass a course. It is also a necessary skill to have when students start working. However,

writing is also a complex skill. To be able to write a writer must learn how to remove redundancy…how to combine sentences, how to refer to other elements tocreate syntactic and lexical variety, and much more stated by (Brown 2001).

Academic writing is the process of breaking down the ideas and using deductive reasoning, formal voice, and third-person point of view. It emphasizes what he or she thinks and what evidences have contributed to that thinking. Term of academic writing in university usually refers as students' assignment. According to Wilkinson and Homes (2010) that *Academic Writing* covers the wide range of specific writing tasks that you need to write during the course of your academic studies; papers, reports, literature reviews, projects, case studies, dissertations, theses, research papers, and articles.

So the researcher concludes that English learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something: the activity of someone who learns: knowledge or skill gained from learning.

CHAPTER II

LITERATURE REVIEW

A. Definition of Students Preferences

In psychology, Lichtenstein & Slovic (2006) said that preferences refer to an individual's attitude towards a set of objects, typically reflected in an explicit decision-making process. The term is also used to mean evaluative judgment in the sense of liking or disliking an object (as cited in Scherer, 2005) which is the most typical definition employed in psychology. Consequently, preference can be affected by a person's surroundings and upbringing in terms of geographical location, cultural background, religious beliefs, and education. These factors are found to affect preference as repeated exposure to a certain idea or concept correlates with a positive preference stated by Zajonc, Robert B.; Markus, Hazel (1982).

A preference is a technical term in psychology, economics, and philosophy usually used concerning choosing between alternatives; someone has a preference for A over B if they would choose A rather than B.

A student is a person who is learning at a school, college, or university. According to Sudarwan Danim (2010) said that students are the main and most important source in the formal education process. Students can study without a teacher. Conversely, teachers cannot teach without students. Therefore the presence of students becomes a necessity in the process of formal education or

institutionalized education and demands interaction between educators and students.

Sudarwan Danim (2010) added that there are essential things about the nature of students, namely:

1. Students are human beings who have a differentiation of cognitive or intellectual, affective, and psychomotor basic potentials.

2. Learners are human beings who have differentiation of development and growth periods, even though they have a relatively similar pattern.

3. Learners have their imagination, perception, and the world, not just miniature adults.

4. Students are human beings who have different needs that must be met, both physically and spiritually, even though in certain cases there are many similarities.

5. Learners are human beings responsible for the personal learning process and become true learners, following the insight of lifelong education.

6. Students have adaptability within the group while developing the dimensions of individuality as unique people.

7. Learners need individual and group coaching and development and expect humane treatment from adults including their teachers.

8. Students are visionary and proactive in facing their environment.

9. Students behave well and the environment is the most dominant to make it better or worse.

10. Students are God's creatures who have various advantages, but will not be able to do or be forced to do something beyond their capacity.

B. The Use Of Internet Tools as The Resources

According to Cloud (1989) that the most effective communication resources, computers, and the Internet, are part of our daily life and have become one of the important tools in education. The internet helps transfer information between different points therefore this satiation makes the Internet a very powerful information system. People in different age groups and jobs, students, and academicians who do scientific research and prepare projects prefer using the Internet because it is the easiest, fastest, and cheapest way of accessing necessary information.

The use of the Internet in the educational environment has enabled easy access to many resources, and information sharing has, therefore, significantly increased. Moreover, the prevalence of this sharing has brought additional benefits in that these resources can be used in any location and at any time. Although the efficiency of this technology, is evaluated with the use of the proportion of the desired results in student achievement does not exactly come outand is difficult to determine. Because of this, much research has been conducted over time to understand the reasons for this situation.

Internet use, especially in education, has been investigated for some time, and many different studies, exist in literature about that subject. In the study of

D'Esposito and Gardner (1999), internet usage trends of the university students, and college student perceptions of the Internet and a traditional library were presented. This study showed that when university students have the opportunity to use the internet as the resources, almost all of them prefer to use these, rather than classical libraries for their studies, but when the information source satisfaction in research needs is considered, the students' trends are in the direction of using both.

Also, Cheung and Huang (2005) emphasized the effects of the Internet as an effective teaching tool in university education and proposed that many university teachers publish their course materials via the internet. They suggested that it is insufficient for university lecturers and administrators to use the Internet as a good teaching tool and that students' internet use should also be investigated.

Peng et al (2006) in their study of university students' attitudes and self-efficacy towards the Internet, demonstrated the relationship between perceptions of the internet and their internet attitudes and self-efficacy. They showed that there is a positive effect if the students use the Internet as a functional tool or functional technology. In addition to those mentioned, there are many other useful studies which investigate the effects of the internet and electronic resources on university students' self-efficacy and performance (Crews & Feinberg, 2002; Wu & Tsai, 2006; Wen & Tsai, 2006; Perry et al 1998; Wainer et al 2008; Odell et al 2000; Crouch, 2001; Mohammed & Al-Karaki, 2008).

To assess internet addiction, many new diagnostic tools have been developed in the literature. Chang & Law (2008) evaluated Young's Internet

Addiction Test (IAT) for better understanding the structure, validity, and reliability of such assessment tools. In their study, they defined the three dimensions of the problem: Withdrawal and social problems, time management and performance, and reality substitution. Moreover, this study showed clearlythat academic performance was negatively correlated with internet addiction. Furthermore, they presented another and very important finding that internet addiction is highly related to online activities, cyber-relationships, and online gambling and hence, these kinds of internet sites and usage can be seen as trap sites for education. In the literature, there are other studies about internet addictionand its effects on students and adolescents, the relationship between internet use and culture, and the relationship between educational performance and internet addiction (Siomos et al 2008; Ghassemzadeh et al 2008; Del Castillo et al 2008; Recabarren et al 2008; Tahiroglu et al 2008).

C. Types of Internet Tools as The Information Resources

According to Marina Moisseva (2003), the internet is not only the e-mail or newsgroup exchange between the users subscribed to. With the help of the Internet the user can get access to various types of information stored on numerous network tools:

1) Databases (Factographic, Bibliographic, etc.);

2) Electronic libraries (Institutional Repositories, Digital Archives, etc);

3) Electronic vocabularies (Oxford Dictionaries Online, Merriam-Webster's Dictionary Online, Grammarly, Google Translate, dan Cambridge Dictionaries Online, Thesaurus, etc);

4) Electronic online editions (newspapers, magazines);

5) File archives;

6) Various web pages, etc.

The access to these information resources is provided by special network protocols and client-server software.

D. The Significance of Internet Tool in English Learning and Writing

Chapman (2005) stated, "the best of all possible worlds would be for computers and the internet to become part, and probably only a small part, of a thriving academy of motivated learners whose time in cyberspace is significantly exceeded by time spent reading, visiting interesting places and people, having fascinating conversations, helping their peers, developing their physical and artistic talents, and enjoying life" (p.342). The internet has become one of the most important media to motivate students who can develop existing talents, and also they can use these tools without knowing the time limit.

Mahmoud Mohammad Sayed Abdallah (2007) argues that the Internet is used in education because it facilitates learning, teaching, and communication. It is possible to find a great deal of (course/subject) information online and to do so at any time. Specifically commenting on advantages of the Internet for English Language Teaching, he mentions that students can study any topic in English

independently online, and they can also find many activities on the Internet to use to improve their proficiency.

In an early observation by Meena Singhal (1997), significances of the Internet for the individual student are highlighted, especially the vast amount of information that can be found online at all times: "The World Wide Web is … a virtual library at one's fingertips; it is a readily available world of information for the language learner" (p. 4). She particularly highlights the benefits of email, which is beneficial to use with shy students who can thus communicate without having to speak up in class. Moreover, via email, the students can enhance their English vocabulary by written and also can build up their writing especially in Academic Writing then, students can communicate with native English speakers, rendering the communication an authentic context.

Jeremy Harmer (2007) writes that students and teachers can find practically any kind of information they want on the Internet. They can access newspapers, encyclopedias, history sites, film guides, lyrics, and broadcasting associations (e.g. the BBC). However, due to the size of the Internet and the vast amount of online information, there is, it may be awkward to use for teachers and students. It might be difficult to find the spot-on information that one is searching for because it is a skill that must be acquired. Thus if teachers want their students to do successful searches on the Internet, they have to teach them this skill.

E. Definition of Vocabulary

Vocabulary as "the building block of language" (Schmitt, Schmitt, & Clapham, 2001, p. 53), is considered by some to be "the single most important aspect of foreign language learning" (Knight, 1994). According to Laufer (1986) Learners also regard learning vocabulary as one of the most important and at the same time difficult aspects of learning a language. Yet, for a long time, this aspect of language research was largely neglected stated by (Harlech-Jones, 1983; Laufer, 1986; Read, 1988).

Generally speaking, learning a second language means learning several aspects of that language, write (Folse, 2004, p. 22). These aspects involve "vocabulary, grammar, pronunciation, composition, reading, culture, and even body language" (Folse, 2004, p. 22). There is no doubt that all these aspects are important and necessary for the ESL learner. However, some of them may be more valuable than others. When starting to learn a foreign language, vocabulary is taught at first. For many English learners, a greeting "hello" may be considered as the first word they picked up and at the same time, this word can help them to have (even a short and simple) conversation in a foreign language. Thus, without basic vocabulary knowledge, you cannot lead any communication and as (Harmer, 1991, p. 153) points out, in learning a foreign language it is vocabulary that "provides the vital organs and the flesh."

Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or

classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times do know where to begin to form an instructional emphasis on word learning (Berne and Blachowicz, 2008).

Vocabulary is an important aspect and very influential in mastering four language skills. Evelyn (2008) stated that mastering language which is consisted of speaking, listening, reading, and writing ability depends on someone's vocabulary mastery. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition.

Furthermore, Richard and Renandya (1991) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and maybe discouraged from making use of language learning opportunities around them. According to Lewis and Hill (1985, p. 98) and Folse (2004, p. 2), a lexical item can be represented by more than one single unit. As Folse (2004, p. 2) describes, vocabulary can be:

1. Single words (cat, happy)

2. Set phrases (up and down, it´s up to you)

3. Variable phrases

4. Phrasal verbs (put away)

5. Idioms (it´s raining cats and dogs)

Students of English have to deal with unfamiliar vocabulary during their language acquisition. To learn and retain new words, students should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise, or conversation-making. Such activities also include vocabulary games which especially focus on helping learners develop and use words in a different context by making the lessons enjoyable. As cited in Maximo (2000) stated many reasons for devoting attention to vocabulary."First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem".

In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. Vocabulary, in addition to grammar and pronunciation, is one of the language elements considered necessary for language mastery. Vocabulary is defined as all the words in a particular language (Wehmeire, et al., 2005, p. 1707). Vocabulary teaching aims at enabling learners to understand the concepts of unfamiliar words, gain several words, and use words successfully for a communicative purpose. Thus, good vocabulary mastery supports mastery of each of the language skills, both receptive (listening and reading) and productive (speaking and writing).

In other words, a vocabulary is a working tool that can help the learners to understand completely when they listen or read something. Harmer (1991) stated that we should ensure that our students are aware of the vocabulary they need for their level and that they can use the words which they want to use and/or the words we have selected for them to use (p. 23). Therefore, the build of vocabularyis an important tool to enable students to understand information or explanation.

F. Aspect of Vocabulary

According to Harmer (1991), there is four vocabulary learning aspect that the learners need to learn in learning vocabulary, they are: 1) word meaning, 2) word use, 3) word-formation, 4) word grammar (p. 156). So the teachers' whos teach vocabulary should consider these aspects before their teaching to provide the students with sufficient knowledge of words.

1. Word Meaning

As mentioned in the explanation above that there are words in English that may have more than one meaning. The word 'Left' for example, is related to the side of the human body, as a thing of the human body, where 'Left' + adverb of time then will make a verb. So we will have to say that the word 'Left' sometimes means the side of the human body, but it can also mean as a verb and also names of the direction.

2. *Word Use*

The second aspect that the students need to know in learning English vocabulary is word use. Since word meaning can be changed, stretched, or limited by how a word is used, the students need to know about this. Word meaning is frequently stretched through the use of metaphor and idiom. We know that the word 'hiss' for example, describes the noise that the snakes make. But sometimesit stretched its meaning to describe the way people talk to each other (Don't move or you're dead, 'he hissed'), this is called metaphorical use.

3. *Word Formation*

Words can change their shape and their grammatical value too. Students need to know the fact about word formation and how to twist words to fit different grammatical contexts. Thus the verb 'run' has the participles 'running' and 'run'. The present participle 'running' can be used as an adjective and 'run' can also be a noun. There is a clear relationship between the word 'death', 'dead, 'dying', and 'die'.

Students also need to know suffixes and prefixes work. It helps them understand vocabulary function. Besides students need to know how words are spelled and they sound because it is to limited student's mistakes when they speak English. Indeed the way words are stressed (and the way that dress can change when their grammatical function is different – as with noun and verbs for example) is vital if students are to be able to understand and use words in speech. Part of learning a word is learning it's written and spoken form. Word formation,

then means how words are written and spoken and knowing how they can change their form.

4. *Word Grammar*

Words can change their form according to their grammatical meaning, so the use of certain words can trigger the use of certain grammatical patterns. For example, there is a distinction between countable and uncountable nouns. The form can be both singular and plural. We can say 'one chair' or 'two chairs', but the other can only be singular; we can not say 'two furniture'. This difference then has some grammatical implications. 'Chair' can collocate with plural verbs (provided that is pluralized) whereas 'furniture' can not do (unless it is the name ofthe pop group for example). There are many other areas of grammatical aspects that students need to know about, for example, what phrasal verbs are and how do they behave, how adjectives are ordered, what position adverbs can be used in. Without this knowledge, we can say that students know vocabulary items such as 'lookup' (as in dictionary), 'tired', and 'worn', or 'greedily'.

The summary of the vocabulary learning can be viewed in the following chart:

The summary of the vocabulary

| Word Meaning | Meaning in Context |
| | SenseRelation |

Word Use	Metaphor & Idiom
	Collocation
	Style & Register

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┌─────────┐                    ┌──────────────────────────────────┐
│ Words   ──────▷              │          Part of Speech          │
└─────────┘                    └──────────────────────────────────┘
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┌────────────────────┐        ┌──────────────────────────────────┐
│ Word Formation     ──▷       │       Prefixes & Suffixes        │
└────────────────────┘        └──────────────────────────────────┘
                              ┌──────────────────────────────────┐
                              │      Spelling & Pronunciation     │
                              └──────────────────────────────────┘
                              ┌──────────────────────────────────┐
                              │   Noun Countable & Uncountable    │
                              └──────────────────────────────────┘
┌────────────────────┐        ┌──────────────────────────────────┐
│ Word Grammar       ──▷       │  Verb Complementation, Phrasal Verbs │
└────────────────────┘        └──────────────────────────────────┘
                              ┌──────────────────────────────────┐
                              │    Adjective & Adverbs Position   │
                              └──────────────────────────────────┘
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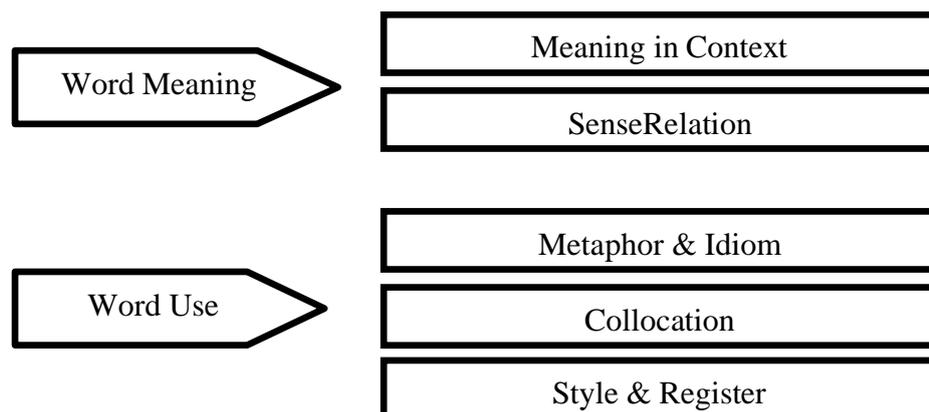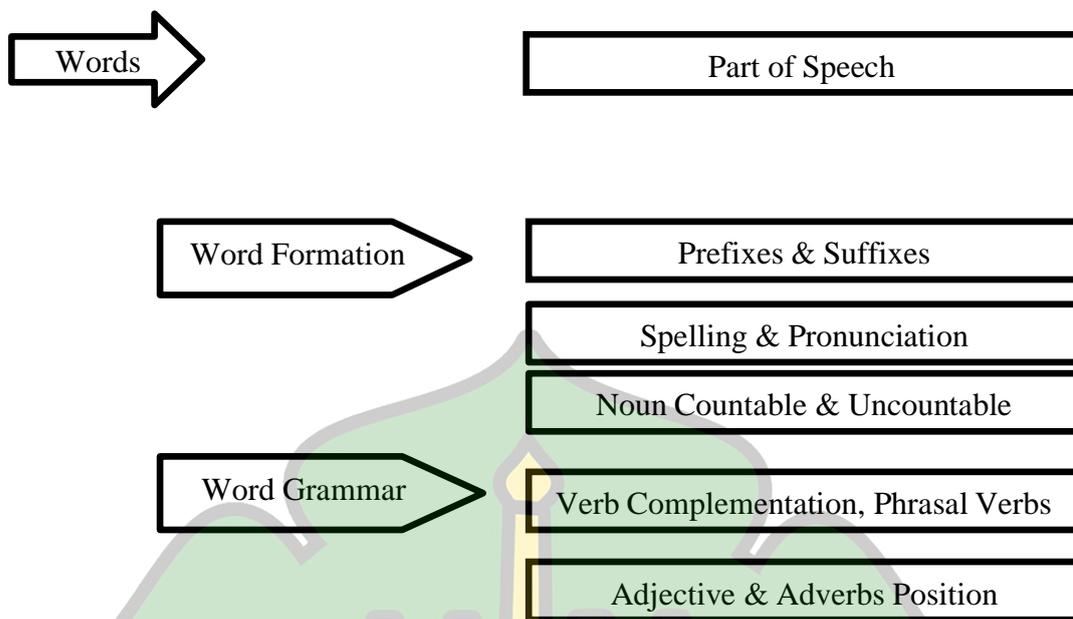
Figure 2.1 **The summary of vocabulary Adopted from Harmer, 1991**

G. Types of Vocabulary

According to Nation (2001), there are two kinds of vocabulary. The type of vocabulary is divided based on vocabulary knowledge namely receptive and productive vocabulary. The types of vocabulary will be discussed below:

1. *Receptive Vocabulary*

Receptive vocabulary is learners' words that are generally understoodwhen heard or read or seen constitute a person's receptive vocabulary. Receptive vocabulary is used passively in either listening or reading. There are two units of receptive vocabulary as follow:

a.   Listening Vocabulary

Listening vocabulary is every word that is used by people that can be recognized when listening to speech. People may still understand words they are not exposed before using clues such as tone, gesture, the topic of the discussion, and the social context of the conversation.

b.   Reading Vocabulary

Reading vocabulary is every word that people can recognize when reading. This is generally the largest type of vocabulary simply because the reader tends to be exposed to more words by reading than by listening.

2. *Productive Vocabulary*

Productive vocabulary refers to words which can be produced within an appropriate context and match the intended meaning of the speaker or signer. Productive vocabulary is used actively either in speaking or writing. There are two units of productive vocabulary as follow:

a.   Speaking Vocabulary

Speaking vocabulary is every word that is used by people in speech. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misused may be compensated by facial expressions, tone of voice, or hand gesture.

b.   Writing Vocabulary

Writing vocabulary is every word that is used in numerous forms of writing from formal essays to twitter feeds. Many written words do not

commonly appear in speech. In short, there are four units of vocabulary such as listening vocabulary, reading vocabulary, writing vocabulary, speaking vocabulary, and focal vocabulary. Those kinds of vocabulary are distinctive from the use and the context of the vocabulary.

Then Pikulski and Templeton (2004) stated that vocabulary types divided into the below figure :

Figure 2.2 Vocabulary types
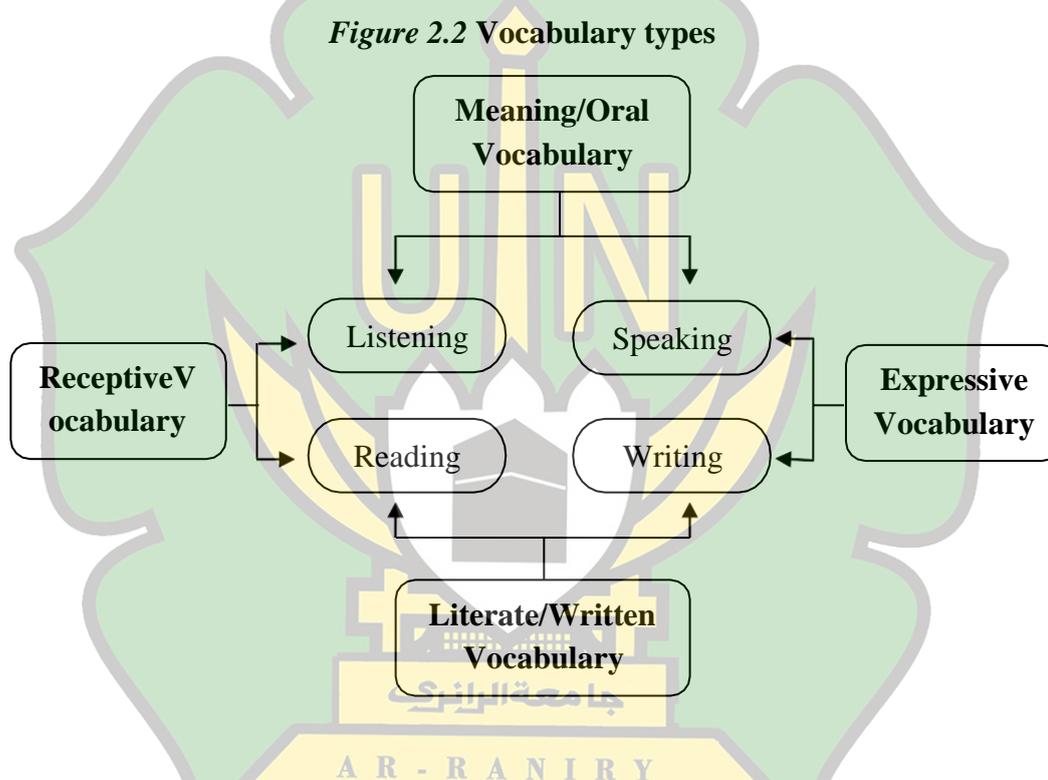
H. Definition of Academic Writing

Before looking at academic writing definition, however, the focus will be on writing definitions. Au (1993) defines writing as ability or willingness to use reading and writing to construct meaning from the printed text Similar to Au (1993) Wilkinson and Homes (2010), explains that writing is one of the ways to give an idea or message which is the form in writing on a piece of paper or the

other area. Ir is an act of making marks on a certain surface. Especially, writing is one kind of expression in the language which is created by a particular set of symbol, having conventional values for representing the wordings of the particular language which is drawn up visually. Furthermore, Wilkinson and Hommes (2010 A guide to academic writing skill), explains that writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patternsbut also the rule of writing such as a high degree of organization in the development of ideas and information and also choosing the appropriate vocabulary and sentence structure to create a style that is appropriate to subject matter.

Moreover, academic writing seems more guided than writing. Lea and Street (1998) determine academic literacy (AL) as reading and writing within a specific context to write an academic paper with a specific method. Besides, Neely (2005)describes AL as expertise in reading and writing about educational text messages to write to the on-going discussion in an educational field. Both explanations of AL indicate that writing is not a separate procedure but requires into consideration individual students' identities, contexts, and cultures which theybring to the academic process. Moreover, these explanations consider academic writing as a core and important part of the learning and learning process.

Terms of academic writing in college usually refer to students' assignments, as Annie Whitaker (2009) defines academic writing is, essentially, the writing you have to do for your university courses. The instructors may have different names for academic writing assignments (essay, paper, research paper,

term paper, argumentative paper/essay, analysis paper/essay, an informative essay, position paper), but all these assignments have the same goal and principles. Similary, Wilkinson, and Hommes (2010) explain academic writing covers the wide range of specific writing tasks that you are required to writeduring the course of your academic studies: papers, reports, literature reviews, projects, case studies, dissertations, theses, research papers, and articles.

Heaton (1975) stated that there are four skills necessary for writing are:

1. Grammatical skill: The ability to write correct sentences.

2. Stylistic skill: The ability to manipulate sentences and use language effectively.

3. Mechanical skill: The ability to use correctly those conversations peculiar to the written language e.g. punctuation, and spelling.

4. Judgment skill: The ability to write appropriately for a particular purpose with an ability to select, organize, and relevant information.

I. Academic Writing Through Internet Tools Collaboration

Internet tools like Wiki, blogs, Google Translate, Oxford Online Dictionary, etc are used as platforms for collaborative writing. A wiki is a tool through which anyone can edit or comment on uploaded text: so they are useful for interactive editing and discussion of student-generated texts. They are increasingly used as a basis for class websites. Blogs are used as a way for students to comment on texts or respond to tasks: they often develop into full discussions, with „comments" going back and forth (Ur, 2012).

Now, moving to collaborative wiring collaborative writing is such a process where all the learners get involved in the process writing which includes group planning, co-creating written work, peer-reviewing, and co-edition, etcwhich can be done in a synchronous or asynchronous time (Chuan, Chao and Lo, 2011). According to Vygotsky''s Sociocultural theory (1978), it can be either among students or between students and teachers. It can be used for assisting each student in advancing through his or her Zone of Proximal Development (ZPD). During this study, we have tried to help students that help themselves with very careful and prudent intervention. We studied the student's'' personal profile earlier so we have had enough ideas about their preferences. This has helped us to select types of activities that would draw their attention and interest more. According to Oxford, R. L. (1997), making a collaborative task especially on a group is challenging and if the teachers can make it more involving only "by knowing students'' attitudes then they start to inspire them" to be more involved, thus making student learning more effective.

This study has been done through Computer-Mediated Communication (CMC). Making a collaborative task especially on a group is challenging and it the teacher can make it more involving only "by knowing students'' attitudes can teachers start to inspire them" Oxford, R. L. (1997) to be more involved, thus making students learning more effective. So, there must be openness and user-driven content so that students can carry out communication and social interaction very easily and comfortably. If this can be ensured, the platform becomes very

vibrant and remains with a lot of information for other users of the group who can use them for expressing their thoughts and ideas.

Collaborative writing task
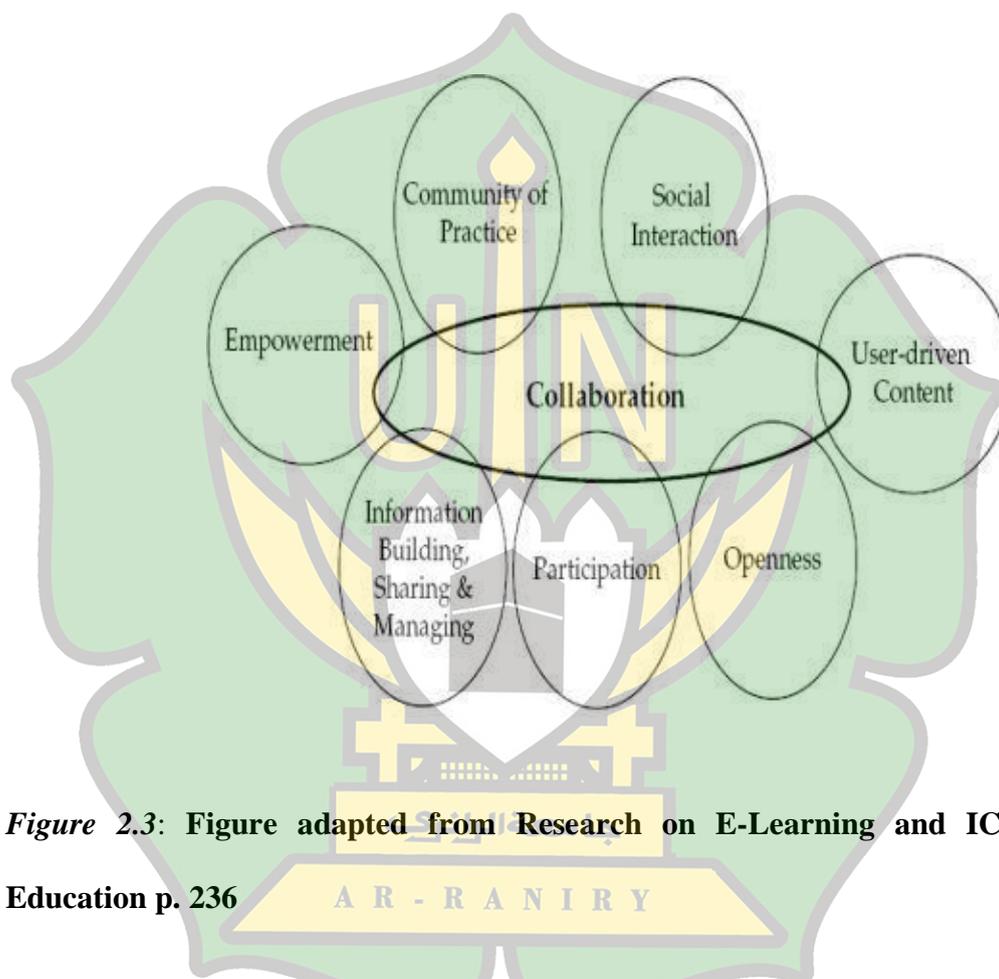
Figure 2.3: **Figure adapted from Research on E-Learning and ICT in Education p. 236**

One big challenge of integrating online tools in student feedback is to help students use the language when they are outside the classroom. This will not only extend the opportunity to get exposed to the language but also help me find the gap between „intention and practices" stated by Burns (1999) so that the potential obstacles can be found and then addressed. With that in mind, one of the frequently seen problems with students' differences and their learning styles must

be taken into account by the teachers. It even becomes more important for language teachers while teaching students face to face inside the class.

According to Chuan, Chao, and Lo (2011), collaborative writing is such a process where all the learners get involved in the process writing which includes group planning, co-creating written work, peer-reviewing, and co-edition, etcwhich can be done in synchronous or asynchronous time.

J. Relevant Study

Based on the research, the writer found the previous research that related to this research, there are :

1. The researcher considers a thesis entitled "Internet tools for language learning: University students taking control of their writing" (University of New England) by Mark A. Conroy (2010) as a referencein doing this research. In this study, Australian EAL university students were trained in Internet-based tools and techniques for language learning and subsequently surveyed on their attitudes and behavior. Students' competence in using the tools and techniques to correct errors in their writing was also measured. The results revealed that students are enthusiastic and reasonably competent users of Internet-based tools and techniques for independent language learning. It is argued that Internet-based corpus tools and techniques are undervalued by Australian universities, but could be promoted andused to support EAL university student writers.

Based on this research, the similarity between the researchers' study, this research is about Internet tools for language learning: University students taking control of their writing. While the differences between this research and my research are in the previous research the writing in general, but in my research focuses on academic writing that more specific.

CHAPTER III

RESEARCH METHODOLOGY

In doing this research, the method has an important role in order to solve the problem in answering the research questions. In this chapter, the classification about location, research design, population, and sample. Furthermore, in this chapter, the researcher presents a brief explanation of how the data is collected and analyzed.

A. Brief Description of Research Location

This research took place at UIN Ar-Raniry Banda Aceh which located in Darussalam, Banda Aceh. It was established on October 25th, 1963. The name of Ar-Raniry was taken from Syeikh Nuruddin Ar-Raniry, he was one of the advisers of the king in Aceh Darussalam Empire in 1637-1641 (Tim Revisi, 2014). It is an Islamic educational university which is headed by Prof. Dr. H. Warul Walidin AK, M.A. now.

Moreover, to specify this research conducted in English Department is one from twelve Departments within the Faculty of Education and Pedagogy, which is headed by Dr. T. Zulfikar, S.Ag. M. Ed.

B. Research Design

In this research, the writer used qualitative research to find the result. The study collected data to reach conclusions regarding Students Preference and Reasons on Using Internet Tools to Enhance Use of Vocabulary in English Academic Writing. According to Creswell (1998, p. 15). "A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting."

The researcher chooses qualitative as a research method because qualitative research focuses on understanding social events from the perspective of the human participant. As this research talk about students preference and reasons on using internet tools to enhance use of vocabulary in English academic writing, thus, qualitative research might be able to discuss further the phenomena related to the student's preference and reasons on using internet tools to enhance use of vocabulary in English academic writing. In this qualitative design, the researcher took the research at UIN Ar-Raniry Banda Aceh in the sixth-semester students who have learned academic writing.

C. Sample and Population

In completing the research, this research needed to select the individual or group who has the contribution to be representative in taking the data. According to Kumar (2011), population is the bigger group which is going to be selected as a

sample of study. The population of this research was the total number of students in English Department especially for the sixth-semester students of UIN Ar- Raniry.

Mack, Woodsong, Macqueen, Guest, and Namey (2005) explained that the sample is a part of a group that is selected for any given study. The sample in this research was ten students of sixth-semester students who have already passed all of writing class, especially in academic writing at English Department at UIN Ar-Raniry. In choosing the sample for this study, the researcher used purposive sampling, because the choice of the sample is based on certain criteria. I took ten students as the sample of this research which is already fill up the criteria below :

1. The sixth-semester students of English department of Tarbiyah Faculty UIN Ar-Raniry Banda Aceh, the one who already took an academic writing class.

2. The students who get a "B" score in the previous writing class have increased to an "A" score in the academic writing class.

This research used purposive sampling to select the sample. Creswell(2012) suggest that purposive sampling is to select the sample based on individualto learn and understand about central phenomenon, so the informant has rich information. In developing the understanding, this research used purposive sampling because it can provide useful information.

D. Research Instrument

In this research, the instrument that was only used interview. The interview to obtain information about students' preferences and reasons on using internet tools to enhance use of vocabulary in English academic writing.

E. The technique of Data Collection

To obtain the data needed in this research, the researcher applied the technique which was interview by using opened–ended questions to collect the data, and also the document analysis for the evidence and strange hand the data of this research. Before conducting the interview, the researcher already looks for students' letter achievement for the prove and full fill the criteria set by the researcher. The interview would be conducted around the environment of UIN Ar-Raniry especially for those who took Academic Writing. According to Creswell (2012) revealed that to represent a full database in qualitative with rich detail to give the response of informant generally the answer was interview and record. This research used a semi-structured interview to get some answers from the informant. Fontana & Frey (2000) stated "Semi-structured interview is one of the most powerful ways in which we try to understand our fellow human beings" (as cited in Creswell, 2012, pp. 46). This interview gave the open-ended response, explore the reason, identify the informants' comments, and they also created the options for responding.

In this research, there are five questions. It asked the students to answer the question based on their understandings and explored their reasons and comments about internet tools which are their prefer to use to enhance English vocabulary and also the reasons.

In addition, the interview recorded by using a recorder (smartphone), and then the data transcribed and analyzed easily that was conducted to gather information and answer the second research question on what are students' reasons on using internet tools to increase use of vocabulary in English academic writing.

Moreover, in the process of conducting this research, the researcher asked their agreement to be involved in this research. Next, the researcher asked the respondent several questions related to the research question until the respondents' answers are reaching aims.

F. The technique of Data Analysis

There are various data from some pieces of the students' interviews. The data were still meaningless before analyzing them. Consequently, the data support the answer to two research questions.

As mentioned before, the interview is one of the ways to analyze the data. In this step, first, the data from the interview was transcribed. According to Creswell (2012), transcription is the process of changing the audiotape recording or field notes into text data. After transcribing the data, the researcher categorized the data into a good form. All the data collected from the interview was elaborated

by descriptive analysis. Each answer to questions is supplied as the primary datato help the researcher in concluding their detailed explanation into a good description. The data are divided into some sections based on the particular answer. Coding is also used to make data analysis easier.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

This chapter explains about the research findings and discussion based on the data gathered from interviews. It is elaborated to fulfill the aim of the study. The aims are to know what are students prefer on using internet tools to enhance the use of vocabulary in English *Academic Writing* and to know what are students'reasons on using internet tools in enhancing their vocabulary in English *Academic Writing.* Besides, this chapter discusses what are students prefer and reasons on using internet tools to enhance the use of English vocabulary in *Academic Writing.*

Ten students of English Language Education department were involved especially for the sixth semester students of UIN Ar-Raniry. It was conducted on 26th – 1st July 2019. The interviewees had the initials AR, DZH, DR, FH, NR, AYF, ASA, ZU, ND, RQ. The interview questions students' preference and reasons which covers four aspects, which are students familiar with internet tools, students often used the internet tools to enhance English vocabulary in academic writing. Most students prefer on using internet tools to enhance use of vocabulary in English *Academic Writing,* and students' reason on using internet tools in enhancing the use of vocabulary in English *Academic Writing.*

Here, the result of the interview :

Table 4.1 The result of the interview

No	Name	Students' Grade	Student Preference on Using Internet Tools	Student Reasons on Using Internet Tools
1.	AR	Sixth Semester	Merriam Webster	- Recommended by the lecturer - Easy to understand - Merriam Webster provided Synonym & Antonym
2.	DZH	Sixth Semester	Grammarly	- Much easier than another - Grammarly has some features that auto-correcting - Give some suggestion the words are suitable to use
3.	DR	Sixth Semester	Google Translate	- To make sure what I have write - Easy to use - They give synonym words
4.	FH	Sixth	Google Translate	- To correct the sentence

		Semester		- what I have wrote
				- Easy to use
				- Can express the feeling
5.	NR	Sixth Semester	Thesaurus	- Can find a lot of words
				- Can find the similarity of words
				- Antonym of words
6.	AYF	Sixth Semester	Grammarly	- Effectively to use
				- There are some wrong spelling
				- Its automatically corrected
7.	ASA	Sixth Semester	Grammarly	- Easy to use
				- Simple application
				- Its automatically corrected the wrong words
8.	ZU	Sixth Semester	Merriam Webster	- Official dictionary
				- Its easier to access by phone
				- Concrete definition that easy to understand
9.	ND	Sixth	Grammarly	- More effective than

		Semester		Google Translate
				- Easy to use
10.	RQ	Sixth Semester	Merriam Webster	- No E-Advertisement
				- Can use it offline
				- Recommended by the lecturer
				- Its so fun to use

1. Students' Familiar with Internet Tools

Based on the interview, the researcher found that all of the respondents were familiar with internet tools itself, and also they often used the internet tools in their daily activities. As we know in the modern era, using internet tools in our daily activities, especially in increasing our learning has become a common thing that we needed. One of the interviewees stated during the interview :

Int. 2:

Yes, I ever heard that before, ya. Hmm…. so it's kind of like a tool that helps us in finding perhaps like in helping us in hmm… improving academic skills on internet and also finding some information to get easier, hmm…yeah something like that. (DZH, Int. 2, day 1, 26th June 2019).

Same as Int. 1, Int. 3, Int. 7, Int.6 also stated that they are familiar with internet tools itself.

Int. 1:

Yes, I have. Hmm, I have ever heard Internet Tools before and ya… hmm I think Internet Tools is a tool that we used to hmm searching or getting information hmm that we need to know or sometimes hmm it can be a thing that can improve our knowledge. (AR, Int. 1, day 1, 26th June 2019).

Almost all my participants familiar on using internet tools both in learning and their daily activities.

Int. 6:

Yes of course. Hmm Internet Tools like a tool that we usually used to find some information or anything that we want to know. (AYF, Int. 6, day 2, 28th June 2019).

But for some of the respondents stated that on using internet tools such as using other social media.

Int. 4:

Hmm…Yes. Hmm… Internet Tools in my opinion is just a kind of social media or hmm… something that we used by hmmm... Internet I mean like… that. (FH, Int. 4, day 2, 28th June 2019).

2. Students Often Used Internet Tools to Enhance English Vocabulary in Academic Writing

The result of the interview, the researcher found that all of the respondents often used internet tools as media to help them in enhancing their English vocabulary, especially in academic writing. One of the interviewees stated that :

Int. 5:

Yes of course. Hmmm because hmm sometimes when I want to write something and I don't know about the vocabulary hmm and

I just go to the Internet and then find for a word that I want to hmm search. For example, hmm I want to know "Mempengaruhi" in English, and then hmm I write or type it on the Internet and then I search it. (NR, Int. 5, day 2, 28th June 2019).

In addition, one of the interviewees was not only often but always used internet tools. Said that :

Int. 2:

Yes, hmm…actually its not often but all I always used it. When hmm…making some essay or hmm fixing my grammar in my thesis. So yeah. (DZH, Int. 2, day 1, 27th June 2019).

On the other hand, there are also those who used internet tools such as social media where they could search and write whatever they want like a caption for Instagram. One of the interviewees said:

Int. 4 :

Hmmm… yes. Because in social media hmm…. we can write something like hmmm caption or something like that. (FH, Int. 4, day 2, 28th June 2019).

But almost all the interviewees often used internet tools to enhance their English vocabulary, especially on writing. And that could be proven from some of those who say that :

Int. 1 :

Yes, I do. Hmm.. I often used tools on the internet to enhance hmm my English vocabulary. Especially in academic writing. Hmm, yaa that's all. (AR, Int. 1, day 1, 26th June 2019).

Int. 3 :

> Yes… sometimes I used it hmm…to enhance hmm….my vocabulary or to hmm…write essay. (DR, Int. 3, day 2, 28th June 2019).

Int. 6 :

> Yes of course. I usually use my handphone and my computer to find hmm some vocabulary on the Internet and then I usually open Google Translate to hmm translate my writing. (AYF, Int.6, day 2, 28th June 2019).

Int. 7 :

> Yes, I do. I often use it to looking at some English vocabulary. (ASA, Int.7, day 3, 29th June 2019).

Int. 8 :

> Hmm, yes I always use a dictionary, an Online dictionary to help my hmm English writing. (ZU, Int. 8, day 3, 29th June 2019).

Int. 9 :

> Yes, I often use it. (ND, Int. 9, day 4, 30th June 2019).

Int. 10 :

> Yes, of course, it helps me actually. When lack of vocabulary in doing my writing and I try to solve by searching word on the online dictionary. (RQ, Int. 10, day 4, 30th June 2019)

Based on the answer above, we could see that most of them often even always used internet tools. Whether it was for academic needed or daily activities.

3. Most Students Prefer on Using Internet Tools to Enhance Use of Vocabulary in English Academic Writing.

Based on the interview, the researcher found that most students prefer using internet tools to enhance use of vocabulary in English *Academic Writing*. Here, the result of the interview :

Figure 4.1 **Findings**

Kind of The Internet Tools that Students Prefer to Use in Enhanching English Vocabulary in Academic Writing
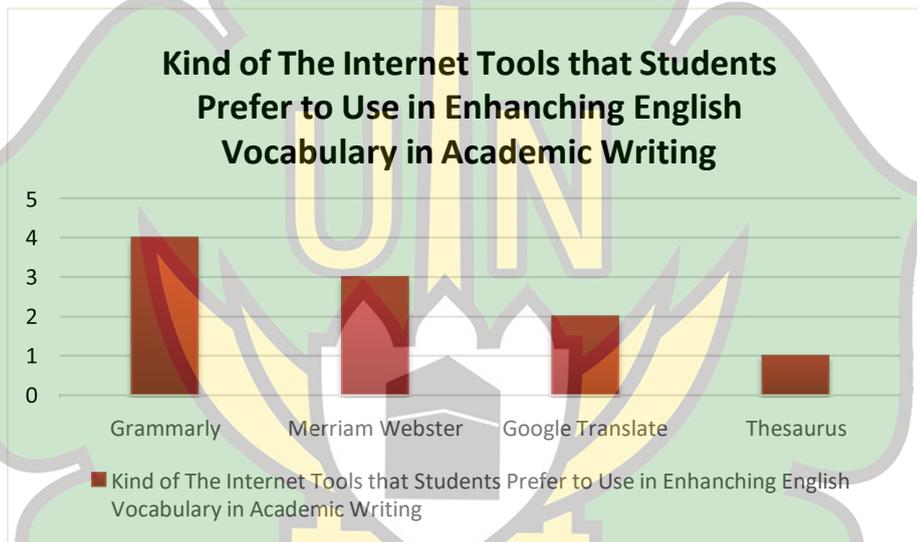
According to the chart above, the result showes that four out of ten students prefer to use Grammarly to enhance use of vocabulary in English academic writing, three of ten students prefer to use Merriam Webster, two of ten students prefer to use Google Translate and one out of ten students prefer to use Thesaurus in enhancing use of vocabulary in their English academic writing.

a. Grammarly

Those four students stated :

Int. 2 :

> Well…. I prefer to use Grammarly to enhance my English vocabulary in academic writing. (DZH, Int. 2, day 1, 26th June 2019).

Int. 6 :

> Hmm actually there are many applications that I used. Hmm for the example Merriam Webster Dictionary, Google Translate, and then hmm Grammarly. But I prefer to use hmm Grammarly. (AYF, Int. 6, day 2, 28th June 2019).

Int. 7 :

> Hmm I prefer hmm to use hmm Grammarly. (ASA, Int. 7, day 3, 29th June 2019).

Int. 9 :

> Hmm I prefer to use hmm Grammarly to enhance my English vocabulary, especially for my *Academic Writing*. (ND, Int. 9, day 4, 30th June 2019).

Four out of ten participants said that the internet tools that they prefer to use in enhancing use of vocabulary in English academic writing are Grammarly.

b. Merriam Webster

In the other side, three out of ten students stated :

Int. 1 :

Hmm.. I think one of the tools, hmm that usually I prefer to used hmm Merriam Webster and ERIC is also a tool that I used to hmm to help my assignment hmm but ERIC is more like hmm searching for the references but Merriam Webster is hmm a tool that I used to enhance my English vocabulary, hmm especially in academic writing. (AR, Int.1, day 1, 26th June 2019).

Int. 8 :

Hmm I think the best one is hmm Merriam Webster dictionary. Yeah, I prefer to use it. (ZU, Int. 8, day 3, 29th June 2019).

Int. 10 :

I prefer to use hmm Merriam Webster. Because hmm I do love it. It shows hmm the collocation also. (RQ, Int. 10, day 4, 30th June 2019).

Based on the interviewee's answer above, they preferred to use Merriam Webster than another online dictionary.

c. **Google Translate**

But two out of ten students preferred to use Google Translate in enhancing their English vocabulary in academic writing. They stated that :

Int. 3 :

Hmm….sometimes hmm…. I use Google Translate and sometimes to look for the word I don't know I use hmmm….. Oxford Dictionary or hmm….the Dictionary Online hmm…. and another. (DR, Int. 3, day 2, 28th June 2019).

Int. 4 :

…….I just love writing so hmmm…but by writing a caption that increases me in academics a lot. Hmmm… for correcting my writing itself, I prefer to use Google Translate…….
(FH, Int. 4, day 2, 28th June 2019).

d. Thesaurus

Only one out of students that preferred to use Thesaurus as a tool to enhance use of vocabulary in English academic writing. NR said that :

Hmm to enhance my English vocabulary, I usually use Thesaurus.
(NR, Int. 5, day 2, 28th June 2019).

Therefore, based on the result of the interview above, we can conclude that most students prefer on using internet tools to enhance use of vocabulary in English *Academic Writing* are Grammarly and Merriam Webster.

4. **Students' Reason on Using Internet Tools in Enhancing The Use of Vocabulary in English** *Academic Writing.*

Based on the exposure above, students stated that the internet tools were preferred to be used in enhancing use of vocabulary, especially in English academic writing. In this chapter, the researcher would show students' reasons why they prefer to use those internet tools which have stated above.

Table 4.2 **Students' Reason on Using Internet Tools in Enhancing The use of**

Vocabulary

No.	Internet Tools That Students Prefer to use	Students' Reason on Using Internet Tools
1.	Grammarly	- Easy to use than other internet tools - Grammarly has some features that auto-correcting the spelling of the wrong word - Give some suggestion the words are suitable to use
2.	Merriam Webster	- Recommended by the lecturer - Merriam Webster provided Synonym & Antonym - It is easier to access by phone - Concrete definition that easy to understand
3.	Google Translate	- To correct the sentence what I have wrote - They give synonym words - Easy to use
4.	Thesaurus	- Can find a lot of words that we want to find - They provided a lot of synonym and antonym

The table above shows that students' reasons on using internet tools in enhancing use of vocabulary, especially in English academic writing. Most of the students stated the reasons why they prefer to use those internet tools in enhancing English vocabulary. The researcher would explain based on most students prefer on using internet tools are Grammarly and Merriam Webster.

a) Grammarly

Int. 2 :

> Because, hmm….its much easier than another. Hmm, Internet Tools that I have ever used. Well perhaps, hmm…its hmm….as we know it has some features that auto-correcting and hmm.. sometimes they give hmm….suggestions what words that suitable to use in our essay or hmm…some sentence that we make, yeah I think that's is. (DZH, Int. 2, day 1, 26th June 2019).

And also same as Int.6 and Int.7 stated that :

Int. 6 :

> I think hmm Grammarly is effective to improve my writing. Hmm for the example, when I write hmm my Essay then there is some wrong spelling or wrong structure than its automatically corrected by Grammarly application. (AYF, Int. 6, day 2, 28th June 2019).

Int. 7 :

> Because for me, Grammarly that one of the kind tools that hmm very easy to use and its simple and also when the word are wrong its automatically correcting the word. (ASA, Int.7, day 3, 29th June 2019).

Int. 9 :

> Hmm I prefer to use hmm Grammarly to enhance my English vocabulary, especially for my *Academic Writing*. (ND, Int. 9, day 4, 30th June 2019).

Based on the students answer above, they gave the reasons why one kind of that internet tools in enhancing use of vocabulary in English academic writing are :

- Grammarly easier to use than other internet tools that students ever used

- Grammarly has some features that auto-correcting the wrong words

- And sometimes Grammarly gave suggestions to what words are suitable to use when the students write an essay

- Grammarly is effective to improve their writing.

b) Merriam Webster

On the other hand, there were some students prefer to use this kind of internet tool in enhancing use of English vocabulary. They stated :

Int. 1 :

> Hmm, there are some reasons.. I use Merriam Webster to be a tool that hmm.. help me to enhance my English vocabulary, especially in academic writing. First because one of my friends and my lecturer hmm recommend us and I to use that tool hmm to….to enhance our vocabularies, especially in academic writing. Hmm second, this tool I think really helpful and very usefull hmm and I think like we can easy hmm.. understand hmm.. that they provided for us. Yaa, That's all. So, hmm to look like hmm when we want to find or to look the synonym of some

vocabularies, hmm… its tool very recommended. (AR, Int. 1, day 1, 26th June 2019).

Int. 8 :

Because Merriam Webster hmm give hmm . For the first, Merriam Webster is an official dictionary that has it own application hmm so it easier for me to access it in my phone. Second is hmm Merriam Webster give hmm concrete definition that I can understand easily , so yah hmm I think I prefer use it formy daily writing maybe, looking for my vocabulary, yaa. (ZU, Int. 8, day 3, 29th June 2019).

Int. 10 :

Hmm my reasons are: first there is no E-advertisement, second it can use offline, but for the translate the word only. But its okay for me. Third, my lecturer recommended it to use, and the last Iam not bored to use it in everytime. (RQ, Int. 10, day 4, 30th June 2019).

As shown the students answer above, the researcher made the conclusion of the reasons :

- Lecturer recommended the students to use Merriam Webster as internet tools in enhancing their English vocabulary

- It's easy to access by their phone and very helpful

- Merriam Webster gave a concrete definition, so the students could understand easily

- And Merriam Webster could be used in offline condition

Finally, based on the result of the interview above the researcher found that the answer of the second researcher questions which is to know what are

students' reason on using internet tools to enhance use of English vocabulary in *Academic Writing*.

B. Discussion

Based on the analysis of the interview collections and the result of the finding above, the researcher elaborate explanations concerning the research data. The first discussion dealt with the first research question concerning the type of internet tools that students prefer to use to search of vocabulary for their English academic writing.

Based on the answer of the interviewee, the researcher found that most students prefer on using internet tools in enhancing use of vocabulary for their English Academic Writing is Grammarly. Most students answered that they preferred to use Grammarly as internet tools which help them to enhance vocabulary, especially in English Academic Writing. And the researcher found that all of the students were also familiar on using that one kind of internet tool.

Based on the results of the research used data analysis and interviews, it was found there were four out of ten participants who used Grammarly. The reasons they used this type of internet tools are :

- Grammarly is easier to use than other internet tools that students ever used

- Grammarly has some features that auto-correcting the wrong words

- And sometimes Grammarly gives suggestions on what words are suitable to use when the students write an essay

- Grammarly is effective to improve their writing.

Besides Grammarly, there were three participants who used Merriam Webster. The reasons they used Merriam Webster as a tool to enhance use of vocabulary in English academic writing are :

- Lecturer recommended the students to use Merriam Webster as internet tools in enhancing their English vocabulary
- It's easy to access by their phone and very helpful
- Merriam Webster gave a concrete definition, so the students could understand easily
- And Merriam Webster could be used in offline condition

Otherwise, the rest of the students used Google Translate and Thesaurus. Two of them used Google Translate and one last used Thesaurus. The two of the participants who used Google Translate because it easy to use, to correct the sentence what they have written and given the synonym of words. And the one who used Thesaurus because she can find a lot of words that she wants to find and also Thesaurus provided a lot of synonym and antonym of words.

It concludes that most of them are likely to prefer to use Grammarly. As has been stated by Marina Moisseva (2003), the internet is not only the e-mail or newsgroup exchange between the users subscribed too. Because of Internet

assistance the user can get access to various types of information stored on numerous network tools:

1) Databases (Factographic, Bibliographic, etc.);

2) Electronic libraries (Institutional Repositories, Digital Archives, etc);

3) Electronic vocabularies (Oxford Dictionaries Online, Merriam-Webster's Dictionary Online, Grammarly, Google Translate, dan Cambridge Dictionaries Online, Thesaurus, etc);

4) Electronic online editions (newspapers, magazines);

5) File archives;

6) Various web pages, etc.

Otherwise in this research, the researcher only found that four of the internet tools are used by students which are Merriam Webster, Grammarly, Google Translate, and Thesaurus, and the most student preference used is Grammarly.
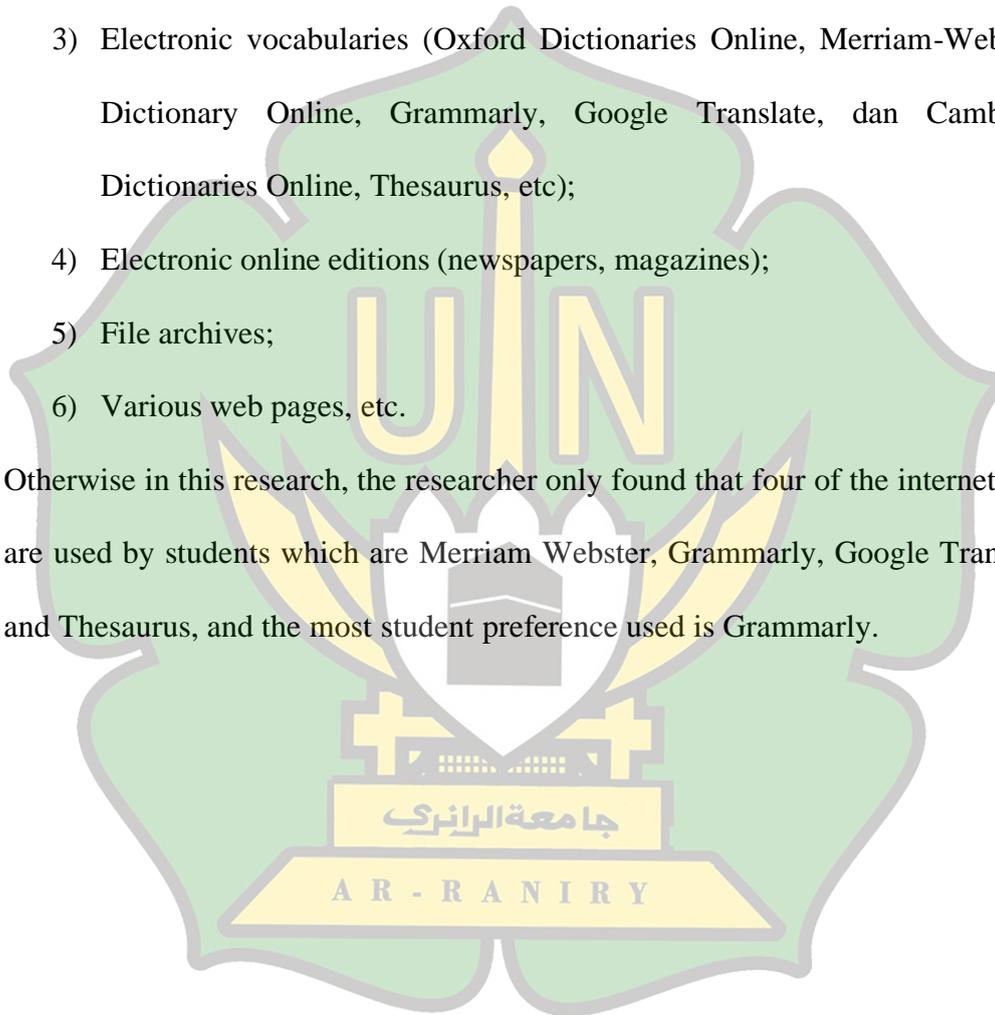
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the result in the previous chapters, this chapter discusses the conclusions that the researcher got after conducting research and analyzing data. Moreover, the researcher also gives some suggestions related to the results that already obtained about what are types of internet tools do students prefer to use into the search of vocabulary for their English *Academic Writing* and what are students' reason on using internet tools to enhance use of vocabulary in English *Academic Writing*.

A. Conclusions

The use of the Internet in the educational environment has enabled easy access to many resources, and information sharing has, therefore, significantly increased. Moreover, the prevalence of this sharing has brought additional benefits in that these resources can be used in any location and at any time. Although the efficiency of this technology, is evaluated with the use of a proportion of the desired results in student achievement does not exactly come out and is difficult to determine. Because of this, much research has been conducted over time to understand the reasons for this situation. The internet has become one of the most important media to

motivate students who can develop existing talents, and also they can use these tools without knowing the time limit.

Internet tools like Wiki, blogs, Google Translate, Oxford Online Dictionary, etc are used as platforms for collaborative writing. A wiki is a tool through which anyone can edit or comment on uploaded text: so they are useful for interactive editing and discussion of student-generated texts. They are increasingly used as a basis for their writing. So the students can express what they thought and they would like to write on the comment platforms. So that students can carry out communicationand social interaction very easily and comfortably.

The issues on a related topic to internet tools in the language-learning process illustrated the profound amount of the research interest by some researchers toward the topic. For example, "Internet tools for language learning: University students taking control of their writing "(University of New England) by Mark A. Conroy (2010).

Different from the previous study, this research only focuses to find the students' preference and reasons on using internet tools. The findings revealed that the students are familiar on using the internet tools, then they often used the internet tools to enhance their vocabulary learning, especially in the academic writing class. Additionally, students need improving their writing skills through internet tools as supporting media to looking for various vocabularies which can enhance more

vocabulary and there is no repetition of words or the word wasted for their academicwriting.

B. Suggestions

In this modern era, the use of modern technology in the field of learning vocabulary has been on the rise. Learning English vocabulary in this modern era will be more easily affordable just by using internet tools. As we know in academic writing, of course, we need more varied vocabulary. Using internet tools as a tool for learning English vocabulary and searching for lots of vocabulary can certainly facilitate the teaching and learning process every day. As well as between learners and lectures will be more effective to meet achievement and goals. Therefore, the researcher would like to give some suggestions as follows.

First, for the students, they should be able to take advantage of the study of English vocabulary, especially in academic writing. They could use it as an additionaltool to enhance their mastery of vocabulary in academic writing. With the mastery of English vocabulary, they could implement them in daily conversation. They can also develop their mastery of English vocabulary in speaking, listening, reading, and especially for writing. By using more than one expression, they can say one idea in various ways.

Second, for the lecturers and university, the researcher expects that the result could give positive messages and/or idea to find out the level of the student's mastery

of English vocabulary in academic writing, so they could prepare proper teaching material. Besides, they might find out the specific difficulties faced by students in mastering English vocabulary and anticipate the way of overcoming them. In addition, if possible, the teacher should try to highlight the relationship between the common English vocabulary and the target English vocabulary of the students, because students will rely on their common vocabulary when trying to understand a new English vocabulary in a foreign language.

Last but it's not least, for the next researches, it suggested to implement some other aspects further and to investigate deeper on English vocabulary, especially on using internet tools in academic writing field because the study is limited for only two aspects which are students preference and the reasons on using the internet tools as a tool to enhance English vocabulary in English academic writing. Thus, it will be more challenging, interesting, and detailed on a wider scale with also more participants to have more data and more results.
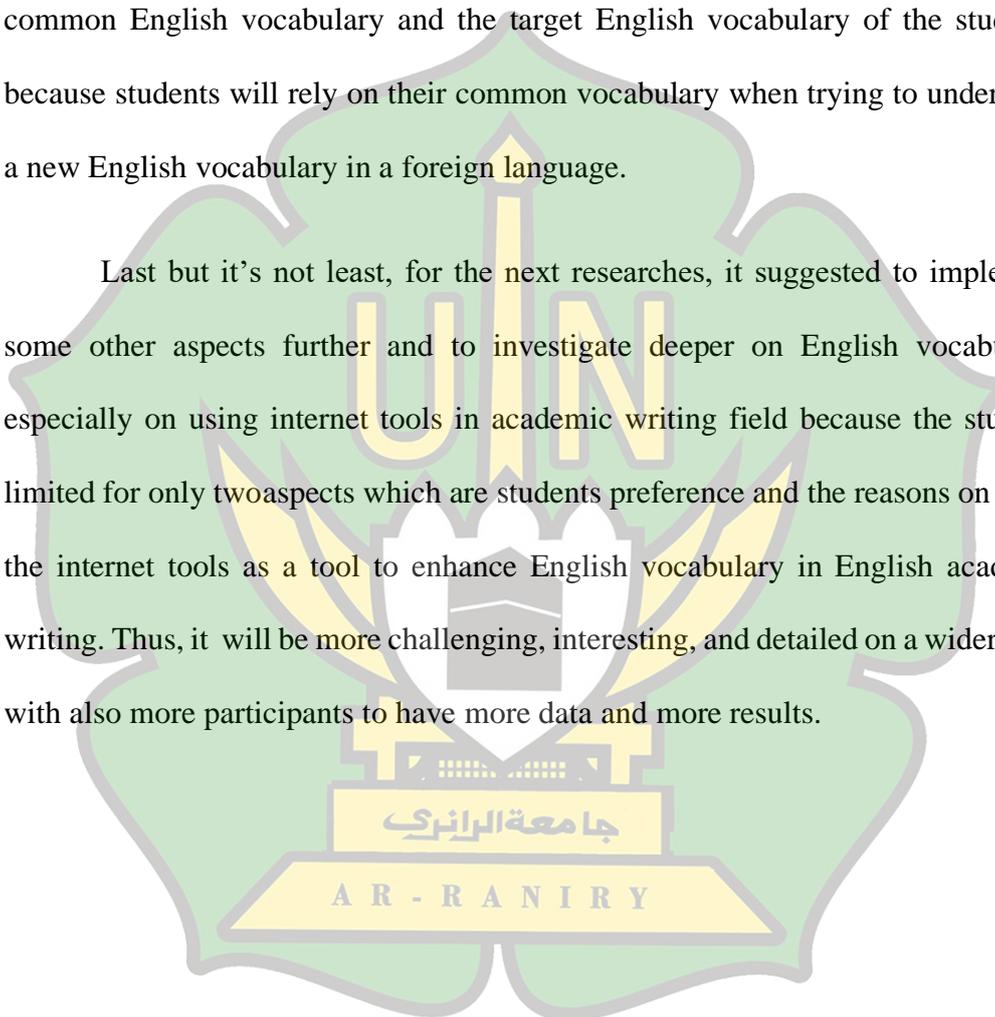
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TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

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 meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-6677/UN.08/FTK/KP.07.6/06/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh. |
| | | 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 Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Mei 2018 |

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-6677/UN.08/FTK/KP.07.6/06/2018** tanggal 26 Juni 2018
KEDUA		Menunjuk Saudara:

1. Dr. Luthfi Aunie, MA — Sebagai Pembimbing Pertama
2. Dr. Syarwan Ahmad, M.Lis — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Nur Intan Mulan Sari**
NIM	:	**140203185**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Students Preference and Reasons on Using Internet Tools to Enhance Use of Vocabulary in English Academic Writing**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
KELIMA	:	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: 21 Mei 2019
An. Rektor
Dekan

Muslim Razali

Nomor : B-9362 /Un.08/FTK.1/TL.00/06/2019   26 Juni 2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
    Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a   : Nur Intan Mulan Sari

N I M   : 140 203 185

Prodi / Jurusan : Pendidikan Bahasa Inggris

Semester   : X

Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.

A l a m a t   : Jl. Hasan Saleh Lr. IPPs No. 10 Neusu Banda Aceh

Untuk mengumpulkan data pada:

Uin Ar - Raniry Fakultas Tarbiyah Prodi Pendidikan Bahasa Inggris

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Student Preference and Reasons on Using Internet Tools to Enhance Use of Vocabulary in English Academic Writing

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode: 8433

Appendix 1 : Instrument (Interview Protocol)

Interview Protocol

Project : Students Preference and Reasons on Using Internet Tools To Enhance Use of
Vocabulary in English Academic Writing

Time of interview   : 10:00 Am
Date   : 26th of June, 2019
Place   : Tarbiyah Faculty Building A of UIN Ar-Raniry
Interviewer   : Nur Intan Mulan Sari
Interviewee   : Interviewee 1
Position of Interviewee   : English Department Student of UIN Ar-Raniry

This is a research study about students preference and reasons on using internet tools to enhance use of vocabulary in English academic writing. The purpose is to know students preference on using the internet tools that most students of English Department of UIN Ar-Raniry using that as a media to enhance their vocabulary especially in English academic writing and also the reasons too. The data collected through a semi-structured interview which is recorded and only used for the research purpose to protect the interviewee's confidentially based on informed consent. During the interview, you will be asked several questions about students as a user internet tools that students prefer to use in academic writing to enhance their vocabulary. The interview process will take about 10 minutes.

Questions:

1. Have you ever heard "Internet Tools" ? what is it?

2. Can you give the example of Internet Tools ?

3. Do you often use "Internet Tools" to enhance your English vocabulary in *Academic Writing*?

4. What kind of the Internet Tools that you prefer to use in enhancing your English vocabulary in your *Academic Writing* ?

5. Why do you choose to use that one kind of Internet Tools for your preference in *Academic Writing*?

Thank You

The Format Source : Asmussen and Creswell (1995) as cited in Creswell (2012, p.226)

Appendix 2 : Interview Transcript

- **Int. 1 : AR (26/06/19)**

1. **Interviewer :** I would like to give you the first question that "Have you ever heard Internet Tools? What is it?"

   Interviewee : Yes I have. Hmm, I have ever heard Internet Tools before and ya… hmm I think Internet Tools is a tool that we used to hmm searching or getting information hmm that we need to know or sometimes hmm it can be a thing that can improve our knowledge.

2. **Interviewer :** Hmm, and for the second questions is "Can you give the example of the Internet Tools itself?"

   Interviewee : Hmm… yes I can. Hmm I, I often heard and I used that tools hmm, Merriam Webster, hmm Google, Google Scholar, ERIC, hmm and etc.

3. **Interviewer :** Do you often use Internet Tools to enhance your English vocabulary in academic writing?

   Interviewee : Yes I do. Hmm.. I often used tools in internet to enhance hmm my English vocabulary. Especially in academic writing. Hmm , yaa that's all.

4. **Interviewer :** Hmm okay, for the fourth questions is "What kind of the Internet Tools that you prefer to use in enhancing your English vocabulary in your academic writing?"

   Interviewee : Hmm.. I think one of tools, hmm that usually I prefer to used hmm Merriam Webster and ERIC is also a tool that I used to hmm to help my

assignment hmm but ERIC is more like hmm searching for the references but Merriam Webster is hmm a tool that I used to enhance my English vocabulary, hmm especially in academic writing.

Interviewer : Hmm, so do you prefer to used Merriam Webster?

Interviewee : Yes, I prefer to used Merriam Webster.

5. **Interviewer :** So.. my last question is "Why do you choose to use that one kind of Internet Tools for you preference in academic writing?"

Interviewee : Hmm, there are some reasons.. I use Merriam Webster to be a tool that hmm.. help me to enhance my English vocabulary, especially in academic writing. First because one of my friends and my lecture hmm recommend us and I to use that tool hmm to….to enhance our vocabularies, especially in academic writing. Hmm second, this tool I think really helpful and very usefull hmm and I think like we can easy hmm.. understand hmm.. that they provided for us. Yaa, That's all. So, hmm to look like hmm when wewant to find or to look the synonym of some vocabularies, hmm… its tool very recommended.

- **Int. 2 : DZH (26/06/19)**

  1. **Interviewer :** Hmm.. okay I will go on with my first question "Have you ever heard Internet Tools? What is it'

Interviewee : Yes, I ever heard that before, ya. Hmm…. so its kind of like a tool that help us in finding perhaps like in helping us in hmm… improving academic skill in internet and also finding some information to get more easy, hmm…yeah something like that.

2. **Interviewer :** Hmm…okay, Can you give the example of the Internet Tools itself?

   Interviewee : Well, I have some of the Internet Tools to the example like Grammarly, Canva, and also in the smartphone, hmm I have a British Language Dictionary.

3. **Interviewer :** Ohh…Good. Do you often use Internet Tools to enhance your English vocabulary in academic writing?

   Interviewee : Yes, hmm…actually its not often but all I always used it. When hmm…making some essay or hmm fixing my grammar in my thesis. So yeah.

4. **Interviewer :** next question is "What kind of the Internet Tools that you prefer to use in enhancing your English vocabulary in your academic writing?"

   Interviewee : Well…. I prefer to use Grammarly ton enhance my English vocabulary in academic writing.

5. **Interviewer :** Ohh okay. The last question is "Why do you choose to use that one kind of Internet Tools for your preference in academic writing?"

Interviewee : Because, hmm….its much easier than another. Hmm, Internet Tools that I have ever used. Well perhaps, hmm…its hmm….as we know it has some features that auto correcting and hmm.. sometimes they give hmm….suggestions what words that suitable to use in our essay or hmm…some sentence that we make, yeah I think that's is.

- **Int. 3 : DR (28/06/19)**

1. **Interviewer :** Have you ever heard Internet Tools? What is it?

   Interviewee : Hmm…yes. I have ever heard about it. Hmmm… Internet Tools hmm….what I know the first one is the tool that help us to hmm…in hmm….googling or in using hmm… someone to help us in study in searching hmm… some information.

2. **Interviewer :** Ohhh okay. The second question is "Can you give the example of the Internet Tools?"

   Interviewee : Hmmm… the example of the Internet Tools like Google, Google Translate, hmmm so maybe Facebook can count to the Internet Tools so hmm… etc.

3. **Interviewer :** Hmm okay, so the third question is "Do you often use Internet Tools to enhance your English vocabulary in academic writing?"

   Interviewee : Yes… sometimes I used it hmm…to enhance hmm….my vocabulary or to hmm…write essay.

4. **Interviewer :** What kind of the Internet Tools that you prefer to use in enhancing your English vocabulary in your academic writing?

   Interviewee : Hmm….sometimes hmm…. I use Google Translate and sometimes to look for the word I don't know I use hmmm….. Oxford Dictionary or hmm….the Dictionary Online hmm…. and another.

5. **Interviewer :** Ohh okay. And for the last question is "Why do you choose to use that one kind of Internet Tools for your preference in academic writing?'

   Interviewee : Hmm…. I choose Google Translate hmm…. sometimes hmmm…. to make sure what I have write. Its hmm….the real word or hmm…sometime hmmm….what I have write that is the good sentence. And I choose Oxford Dictionary to search hmmm…. the meaning that I can know. So in Oxford Dictionary I can guess the meaning and also hmmm…. in Oxford Dictionary they give hmm…. English definition so I can guess what is the meaning of the words.

- **Int. 4 : FH (28/06/19)**

   1. **Interviewer :** Have you ever heard Internet Tools? What is it?

      Interviewee : Hmm…Yes. Hmm… Internet Tools in my opinion is just a kind of social media or hmm… something that we used by hmmm... Internet I mean like… that.

2. **Interviewer :** Can you give the example of Internet Tools?

   Interviewee : Hmm…. Actually there are many Internet Tools just like hmm….some applications we download in our hmm… social media hmm… or so like Google, hmmm Instagram like that.

3. **Interviewer :** Do you often use Internet Tools to enhance your English vocabulary in your academic writing?

   Interviewee : Hmmm… yes. Because in social media hmm…. we can write something like hmmm caption or something like that.

4. **Interviewer :** What kind of the Internet Tools that you prefer to use in enhancing your English Vocabulary in your academic writing?

   Interviewee : Hmmm….. I prefer to use Instagram. Because I love writing to enhance my English vocabulary in caption. Hmmm…. so when I wrote caption that hmmm….. sometimes I didn't know many vocab and I look for dictionary and then I can write some caption so hmmm….. I prefer using Instagram.

5. **Interviewer :** Why do you choose to use that one kind of Internet Tools for your preference in academic writing?

   Interviewee : Hmm…. Actually is not because academic. I just love writing so hmmm…but by writing caption that increase me in academic a lot. Hmmm… for correcting my writing itself, I use Google Translate and its easy to use. But to express the way feeling what I want to write, so I

put it on caption. Because it also can share on my social media, so people can also comment hmmm… and correct my writing.

- **Int. 5 : NR (28/06/19)**

1. **Interviewer :** Have you ever heard Internet Tools? What is it?

   Interviewee : Yes I have of course. Hmm…. What I know about Internet Tools, hmmm.. It is a tool that can be used hmm for everyone to access the internet or to access information.

2. **Interviewer :** Can you give the example of the Internet Tools?

   Interviewee : Hmm… usually people use Google hmm such as Mozilla Firefox, and also Chrome hmm but for some people they also used Yahoo, hmm and sometimes Bing in the internet. That all what I know.

3. **Interviewer :** Do you often use "Internet Tools" to enhance your English vocabulary in *Academic Writing*?

   Interviewee : Yes of course. Hmmm because hmm sometimes when I want to write something and I don't know about the vocabulary hmm andI just go to Internet and then find for a word that I want to hmm search. For example, hmm I want to know "Mempengaruhi" in English, and then hmm I write or type it in the Internet and then I search it.

4. **Interviewer :** What kind of the Internet Tools that you prefer to use in enhancing your English vocabulary in your *Academic writing?*

    Interviewee : Hmm to enhance my English vocabulary, I usually use Thesaurus.

5. **Interviewer :** Why do you choose to use that one kind of Internet Tools for your preference in *Academic Writing*?

    Interviewee : Hmm because in Thesaurus we can find a lot of word. And we also can find the similarity of the word, and also the antonym of the word. So, I usually use Thesaurus.

- **Int. 6 : AYF (28/06/19)**

1. **Interviewer :** Have you ever heard Internet Tools? What is it?

    Interviewee : Yes of course. Hmm Internet Tools like a tool that we usually used for find some information, or anything that we want to know.

2. **Interviewer :** Can you give the example of Internet Tools?

    Interviewee : Hmm Internet Tools like handphone, computer and then hmm I think that's all

3. **Interviewer :** Do you often use "Internet Tools" to enhance your English vocabulary in *Academic Writing*?

   Interviewee : Yes of course. I usually use my handphone and my computer to find hmm some vocabulary in the Internet and then I usually open Google Translate to hmm translate my writing.

4. **Interviewer :** What kind of the Internet Tools that you prefer to use in enhancing your English vocabulary in your *Academic writing*?

   Interviewee : Hmm actually there are many application that I used. Hmm for the example Merriam Webster Dictionary, Google Translate and then hmm Grammarly. But I prefer to use hmm Grammarly.

5. **Interviewer :** Why do you choose to use that one kind of Internet Tools for your preference in *Academic Writing*?

   Interviewee : I think hmm Grammarly is effective to improve my writing. Hmm for the example, when I write hmm my Essay then there are some wrong spelling or wrong structure then its automatically corrected by Grammarly application.

- **Int. 7 : ASA (29/06/19)**

1. **Interviewer :** Have you ever heard Internet Tools? What is it?

Interviewee : Yes, I have. Hmm that is something that we can use whenwe want to find hmm some information and something else.

2. **Interviewer :** Can you give the example of Internet Tools?

Interviewee : Yes, I can. Hmm the example like hmm Google, Gmail,Facebook, Instagram and etc.

3. **Interviewer :** Do you often use "Internet Tools" to enhance your Englishvocabulary in *Academic Writing*?

Interviewee : Yes, I do. I often use it to looking some of English vocabulary.

4. **Interviewer :** What kind of the Internet Tools that you prefer to use inenhancing your English vocabulary in your *Academic Writing*?

Interviewee : hmm I prefer hmm to use hmm Grammarly.

5. **Interviewer :** Why do you choose to use that one kind of Internet Tools for your preference in *Academic Writing*?

Interviewee : Because for me, Grammarly that one of kind a tools that hmm very easy to use and its simple and also when the word are wrong itsautomatically correcting the word.

- **Int. 8 : ZU (29/06/19)**

1. **Interviewer :** Have you ever heard Internet Tools? What is it?

Interviewee : Hmm Internet Tools.. hmm yes I have heard it before.Hmm its like hmm tools that hmm help us hmm in English maybe, I think.

2. **Interviewer :** Can you give the example of Internet Tools?

   Interviewee : Hmm, Dictionary.. Online Dictionary like "Kamusku", Merriam Webster, Cambridge Dictionary and else maybe I think.

3. **Interviewer :** Do you often use "Internet Tools" to enhance your Englishvocabulary in *Academic Writing*?

   Interviewee : Hmm, yes I always use dictionary, Online dictionary tohelp my hmm English writing.

4. **Interviewer :** What kind of the Internet Tools that you prefer to use inenhancing your English vocabulary in your *Academic Writing*?

   Interviewee : hmm I think the best one is hmm Merriam Webster dictionary. Yeah, I prefer to use it.

5. **Interviewer :** Why do you choose to use that one kind of Internet Toolsfor your preference in *Academic Writing*?

   Interviewee : Because Merriam Webster hmm give hmm . For the first,Merriam Webster is official dictionary that has it own application hmm so

it easier for me to access it in my phone. Second is hmm Merriam Webstergive hmm concrete definition that I can understand easily , so yah hmm I think I prefer use it for my daily writing maybe, looking for my vocabulary, yaa.

- **Int. 9 : ND (30/06/19)**

  1. **Interviewer :** Have you ever heard Internet Tools? What is it?

     Interviewee : Yes I have. Hmm I think Internet Tools is hmm some tools that we use in the internet that hmm we use it hmm in daily activity

  2. **Interviewer :** Can you give the example of Internet Tools?

     Interviewee : Hmm I think it like hmm E-Mail, Online Dictionary andthen Facebook maybe and Instagram then etc.

  3. **Interviewer :** Do you often use "Internet Tools" to enhance your Englishvocabulary in *Academic Writing*?

     Interviewee : Yes I often use it.

  4. **Interviewer :** What kind of the Internet Tools that you prefer to use inenhancing your English vocabulary in your *Academic Writing*?

Interviewee : Hmm I prefer to use hmm Grammarly to enhance my English vocabulary, especially for my *Academic Writing*.

5. **Interviewer :** Why do you choose that one kind of Internet Tools for yourpreference in *Academic Writing*?

Interviewee : Hmm I think Grammarly is effective than Google Translate.Hmm because can make our *Academic Writing* easier and our learning toothan other application or other tools

- **Int. 10 : RQ (30/06/19)**

1. **Interviewer :** Have you ever heard "Internet tools"? what is it?

   Interviewee : Yes I have. Hmm it is such as the media perhaps that we can use hmm to looking for information hmm or something we can use to learn.

2. **Interviewer :** Can you give the example of Internet Tools?

   Interviewee : Hmm, Yahoo, Google, Facebook, or Online Dictionary maybe.

3. **Interviewer :** Do you often use "Internet Tools" to enhance your English vocabulary in *Academic Writing*?

   Interviewee : Yes of course, it helps me actually. When lack of vocabulary in doing my writing and I try to solve by searching word on the online dictionary.

4. **Interviewer :** What kind of the Internet Tools that you prefer to use inenhancing your English vocabulary in your *Academic Writing*?

   Interviewee : I prefer to use hmm Merriam Webster. Because hmm I dolove it. Its shows hmm the collocation also.

5. **Interviewer :** Why do you choose to use that one kind of Internet Toolsfor your preference in *Academic Writing*?

   Interviewee : Hmm my reasons are: first there is no E-advertisement, second it can use offline, but for the translate the word only. But its okay for me. Third, my lecturer recommended it to use, and the last I am not bored to use it in everytime.