The Use of Electronic Dictionary in Learning English among English Language Education Department Students

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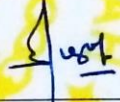
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The Use of Electronic Dictionary in Learning English among English Language Education Department Students

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Abstract

The aim of this study is to explore the factors that influence students of English Language Education Department to use electronic dictionary in learning English and to explore in which moments students of English Language Education Department need to use electronic dictionary in learning English. Then, it was a quantitative research and was conducted at English Language Education Department in one of private universities in Yogyakarta. There were 232 respondents. The researcher gathered the data by adapting and combining questionnaires of Hamouda (2013), Dashtestani (2013), and Kobayashi (2007). Afterwards, to analyze the data, the researcher used descriptive statistics by looking at the mean score. The results of this study showed that online electronic dictionary and offline electronic dictionary were used by English Language Education Department students in learning English. There were 125 students (53.9%) use online electronic dictionary, 20 students (8.6%) use offline electronic dictionary, and 87 students (37.5%) use both of these electronic dictionary type. Then, all the factors asked were highly influential factors. Subsequently, the situations asked were approved by the respondents which means that they use electronic dictionary in those moments.

Keywords: *Electronic dictionary, the use of electronic dictionary, online electronic dictionary, offline electronic dictionary, learning English.*

Introduction

English is important language to learn. According to Sutiyono (2014), English is the compulsory lesson in junior high school until higher education level. Therefore, it is learned by Indonesia students in almost all education levels. In learning English, students need tool to help them and one of the essential tools is dictionary (Ortega & Gonzalez, 2016).

Nowadays, technology can be said as one of the necessities in human life because most people use it. In education, technology becomes one of the crucial terms especially in learning English. Many teachers use technology to support their teaching practices. Not only the teachers, but also the students use technology in learning. One of the examples from technological advances is the existence of new form of dictionary. That new form is electronic dictionary. Hence, in this modern era, dictionaries are not only in printed form, but also it provides in electronic form.

Many students who come from any majors in Indonesia use electronic dictionary in learning English because English is not the first language of Indonesian students. Then, there are many students in this research place who use electronic dictionary in learning English. Hence, the researcher is interested to study this phenomenon based on the curiosity. Last, this study focuses on exploring factors that influence English Language Education Department students to use electronic dictionary in learning English and the situations when they need to use this dictionary in learning English.

Electronic Dictionary

Electronic dictionary is known as the new form of dictionary. According Barham (2017), electronic dictionary is the new technological tool for EFL to learn vocabulary. Furthermore, Zheng and Wang (2016) explained that electronic dictionary is a portable electronic device which presents dictionary in digital form. It means that learners can access

electronic dictionary everywhere and whenever they bring their device. Electronic dictionary can be accessed easily on the electronic device such as handphone, laptop, and etc.

The language learners should know the proper dictionary that should be used because there are various types of electronic dictionary (Habibi, 2017). Electronic dictionary is classified into the sub-categories. Electronic dictionary has two types and they are online dictionary and offline dictionary (Pastor & Alcina, 2010). Online dictionary needs internet connection to use it like *Google translate* and *Cambridge dictionary.* In contrast, offline dictionary does not need internet connection, as it can be a dictionary in an offline application. Hand-held dictionaries, CD-ROM dictionaries, and internet dictionaries are three types of electronic dictionary (Rezaei & Davoudi, 2016). Besides, Pastor and Alcina (2010) proposed two types of electronic dictionary. The types of electronic dictionary are online and offline electronic dictionary (as cited in Habibi, 2017). *Oxford English Dictionary, Merriam-Webster dictionary,* and *Google Translate* are examples of online electronic dictionaries. The use of these electronic dictionary types need internet connection. Afterwards, offline electronic dictionary does not need any internet connection because it can be in the form of an application on the device such as *Kamusku, Google Translate Offline,* and *U-Dictionary*.

Technology Acceptance Model

The basic theory used to study technology field is Technology Acceptance Model (TAM). According to Abu-Dalbouh (2013), this theory was developed by Davis (1989); Davis *et al*. (1989) to evaluate the factors that influence technology users using the technology. Technology Acceptance Model was used by determining the factors on Perceived Ease of Use (PEOU) and Perceived of Usefulness (PU). Davis (1989) proposed that Perceived Ease of Use as the easiness degree on the use of particular technology (as cited

in Abu-Dalbouh, 2013). Then, Perceived of Usefulness (PU) is defined as the beliefs degree on how technology help the users (Abu-Dalbouh, 2013).

Methodology

At first, this research used a quantitative research approach. According to Creswell (2012), quantitative examined the problem of research based on a tendency in the field. Therefore, it is similar with the objectives of this research which is to find out the tendency of the use of electronic dictionary among students of English Language Education Department. Then, it was an online cross-sectional survey.

Secondly, this study was conducted at English Language Education Department in one of the private universities in Yogyakarta. It was conducted in odd and even semester of academic year 2018/2019. Then, the researcher used random stratified sampling to get the generalization of the sample. The researcher used Slovin's formula to get the sample of this study. The respondents were 232 English Language Education Department students (40 students from batch 2016, 88 students from batch 2017, and 104 students from batch 2018).

Fourthly, data collection technique used questionnaire. The researcher adapted the questionnaire from previous studies from Dashtestani (2013), Hamouda (2013), and Kobayashi (2007). After adapting the questionnaire, the researcher combined all the adapted items. Then, questionnaire type of this research was a structured questionnaire. It was used because it was suitable for quantitative research. Meanwhile, the kinds of questionnaire responses were open-ended questions, dichotomous questions, and rating scale questions. The rating scale questions were used to find out the level of agreement of the questionnaire items. Then, there were three parts on the questionnaire of this research. The first part was the demographic information. Then, there were eight items in the second part which explores the factors that influence English Language Education Department students. Moreover, the last

part asked the situations when English Language Education Department students need to use electronic dictionary in learning English and it consisted of 14 questionnaire items.

Subsequently, the researcher validated the questionnaire of this study before collecting the data. The researcher use AIKEN test for validating the questionnaire. Then, the researcher came to the administration office of English Language Education Department at one of private universities in Yogyakarta to submit the permission letter for doing a survey. Then, when the permission letter was accepted by the department, the researcher sent message to some lecturers who teach students batch 2016, 2017, 2018 to collect data in their classes. Afterwards, the researcher went to the classes to do the survey (after the course ended or before the course began). Besides, the researcher conducted the data collection in 22 and 23 April 2019 at the end of the courses. In collecting data, Bahasa Indonesia used as the language to communicate with the respondents. The questionnaire also used Bahasa Indonesia in order to make the respondents get deeper understanding of the questionnaire. It was because Bahasa Indonesia is their first language. Furthermore, it was an online survey. For distributing the questionnaire, the researcher uploaded it on *Google Form*. Then, the researcher administered the link of *Google Form* directly to the respondents in the classroom. Then, the researcher was waiting for the respondents while they fulfilled the questionnaire directly in the classroom. It was the link of online survey questionnaire https://bit.ly/2uDLdAV.

This research used *Microsoft Excel 2016* and *IBM SPPS Statistics 22* to analyze the data. At first, after collecting data, the researcher input the collected data from *Microsoft Excel* to *SPSS*. In analyzing the data, the researcher used descriptive statistics. Descriptive statistics were used to find out central tendency, dispersal, and frequencies (Cohen et. al, 2011 as cited in Sholih, 2017). Central tendency refers to mean, median, and mode. Then, dispersal refers to the standard deviation. Furthermore, the used range score to conclude the

results of this research was the mean score. Rahmaningrum (2018) stated that the range score was used to classify the mean score result of each item based on the categories.

Furthermore, to find the reliable data, the researcher did a reliability test on the SPSS by using Cronbach's Alpha test. According to Cohen et al. (2011), this is the table of the requirement to find reliable items. By looking at the table of the requirement to find reliable items, the reliability test result showed overall values of Cronbach's Alpha (N of items = 22) was 0.862. It was categorized as highly reliable.

Results and Discussion

The results showed that there were 125 respondents (53.9%) who use online electronic dictionary, 20 respondents (8.6%) who use offline electronic dictionary, and 87 respondents (37.5%) who use these two electronic dictionary types.

The factors that influence English Language Education Department students to use electronic dictionary in learning English. Based on the results of this study, there were eight factors asked on the questionnaire to answer the first research question. All the factors were categorized as highly influential because the mean scores were higher than 3.02.

Easiness to carry around. The mean score of this statement was 3.78 and it showed that the easiness of carrying the electronic dictionary was the most influential factors that influence English Language Education Department students to use electronic dictionary in learning English because the mean score was the highest one. This result is relevant with Habibi (2017) who explain that electronic dictionary is easier to be carried.

Availability of word pronunciation. The second statement stated in the questionnaire was the availability of spoken pronunciation feature on the electronic dictionary. Based on the result, the mean score of this statement was 3.72. It was categorized as a highly influential factor. In other words, it asserted that the availability of spoken pronunciation feature strongly influenced English Language Education Department students

to use electronic dictionary. Hence, this result is in line with study from Habibi (2017), which discuss that one of the most helpful features on electronic dictionary is the spoken pronunciation feature.

   Ease of use. The mean score of this statement was 3.72 and can be categorized as the highly influential factor on the use of electronic dictionary in learning English. Consequently, it implied that the easiness of electronic dictionary usage influenced English Language Education Departments students to use this dictionary. Similarly, this result is in line with study from Tabell (2017) and Dashtestani (2013) which state that electronic dictionary is worthwhile and straightforward to use.

   Availability to look up words spelling. The mean score of this statement was 3.66 and was categorized as highly influential factor. It can be said that the availability of spelling checking influenced English Language Education Department students to use electronic dictionary. In consequence, this result is relevant with Jin and Deifell (2013) which state that the respondents of their research used electronic dictionary to find unfamiliar word aspects such as spelling.

   Easily accessible to EFL students. With the mean score 3.63, this statement was categorized as a highly influential factor. Based on the mean score, it indicated that the easy access of electronic dictionary use influenced English Language Education Department students to use electronic dictionary in learning English. This result is in line with Tabell (2017) which explain that electronic dictionary almost always can be accessed by the users.

   Less costly. The mean score of this statement was 3.62. By seeing the mean score, this statement can be categorized as a highly influential factor. Therefore, it pointed that the less cost influenced English Language Education Department students to use electronic dictionary in learning English. Furthermore, this result is similar with Habibi (2017) who

argue that electronic dictionary is updatable, therefore the user only needs updating the old version of electronic dictionary without buying another dictionary.

Ease of inter-language change. The mean score of this statement was 3.56 which categorized as a highly influential factor. It identified that the easiness of language changing from one language to target language influenced English Language Education Department students to use electronic dictionary in learning English. Similarly, Kobayashi (2006) proved that electronic dictionary is easy to change language from one language to another one.

Ease of finding examples, synonyms, or antonyms. The mean score of this statement was 3.31 and was categorized as a highly influential factor. By looking at the mean score, it showed that the easiness of finding examples, synonyms, or antonyms of the word influenced English Language Education Department Students to use electronic dictionary in learning English. This result is in accordance with the study of Kobayashi (2006) which state that electronic dictionary is easy to find synonym and antonym. Also, Tabell (2017) explained that electronic dictionary gives some suggestions of other words.

Situations when English Language Education Department students need to use electronic dictionary. There were fourteen statements stated on the questionnaire to discover the situation that English Language Education Department students need to use electronic dictionary in learning English. By seeing the mean score, all the statements were approved by the respondents because the mean scores were higher than 2.51. Therefore, the situations written here were done by the respondents of this research when they were learning English.

When the students need to check spellings. The mean score of this statement was 3.22. It means that the statement was approved by the respondents. Through the mean score, this result indicated that English Language Education Department students checked the word spellings on the electronic dictionary. This result is in line with Jin and Deifell (2013) which

propose that the respondents of their research used electronic dictionary to find out the unfamiliar aspects of word such as spelling.

When the students need to translate from Bahasa Indonesia to English. The mean score of this statement was 3.18. It was categorized that the respondents approved the statement. In other words, it implied that English Language Education Department students did a translation from Bahasa Indonesia to English. It is similar with the study from Jin and Deifell (2013) which explain that their respondents use electronic dictionary as the translator, especially when using online electronic dictionary. Other studies came from Habibi (2017); Jin and Deifell (2017) revealed that the respondents of their research used electronic dictionary to do a translate from English to their first language.

When the students need to look up antonyms (the opposites). The mean score of this statement was 3.16 and was categorized that the respondents approve this statement. By looking at the mean score, English Language Education Department students were looking up the synonyms of the word on the electronic dictionary. In conclusion, this result is relevant with statement of Kobayashi (2006) which state that the respondents used electronic dictionary to find out the synonym and antonym.

When the students need to check grammar. The mean score of this statement was 3.15. This statement was approved by the respondents of this research. It showed that English Language Education Department students did a grammar checking on the electronic dictionary. Furthermore, this result is in accordance with the study from Ortega and Gonzalez (2016) which state that their respondents mostly used electronic dictionary to learn grammar and vocabulary.

When the students need to translate from English to Bahasa Indonesia. The mean score of this statement was 3.13. It means that the respondents of this research approved the use of electronic dictionary for doing a translation from English to Bahasa Indonesia.

Accordingly, this result is similar with study from Habibi (2017); Jin and Deifell (2017) which reveal that the respondents of their research used electronic dictionary to do a translation from English to their L1.

When the students want to see some examples about the use of a certain word. The mean score of this statement was 3.05 and was categorized as approving the statement. From the mean score, it can be pointed that English Language Education Department students use electronic dictionary to get the example of word usage. This result is in accordance with study from Dashtestani (2013) which state that the respondents of her/his study read the example of word usage on the electronic dictionary.

When the students want to read English text. The mean score of this statement was 3.04. It can be categorized that the respondents of this research approved the use of electronic dictionary when reading English text. Furthermore, this result is similar with Kobayashi (2006) which state that students used electronic dictionary when they read English text as reading material. Moreover, Jin and Deifell (2013) stated that the respondents of their research used electronic dictionary when doing an online reading on websites.

When the student listen to the English sound. The mean score of this research was same with previous statement, 3.04. Therefore, this statement was approved by the respondents of this research and implied that English Language Education Department students used electronic dictionary during or after listening something in English. This result is relevant with study from Kobayashi (2016). The respondents of Kobayashi's research used electronic dictionary when listening to the English class.

When the students want to write English text. The mean score of this research was 3.00. By seeing the mean score, this statement was approved by the respondents. Similarly, English Language Education Department students identified using electronic dictionary when they want to write English text. Furthermore, this result is in accordance with Kobayashi

(2006) which examine that students used electronic dictionary when writing English academic papers.

When the students want to seek the pronunciation of a vocabulary item. The mean score of this statement was 2.90 and was categorized as "approve". This result asserted that English Language Education Department students use electronic dictionary to know how to pronounce the words looked up. Then, it is similar to Dashtestani (2013) who state that the respondents of his/her research used electronic dictionary to find the pronunciation of word by through voiced pronunciation feature.

When the students need to look up the meaning of a word or phrase. The mean score of this statement was 2.86. This result showed that English Language Education Department students approve the use of electronic dictionary to look up meaning word or phrase. Relevantly, Habibi (2017), Jin and Deifell (2013), and Kobayashi (2006) state that their respondents used electronic dictionary to find out the meanings of the word.

When the students need to find out part of speech of the word. The mean score of this statement was 2.75. It was categorized that the respondents of this research approve the statement. In other words, English Language Education Department students used electronic dictionary to know part of speech of the word. Furthermore, this result is in line with study from Dashtestani (2013) and Kobayashi (2006) which state that the respondents of their study checked the part of speech of the words on electronic dictionary.

When the students want to speak in English. The mean score of this statement was 2.72 and was categorized as approving the statement. Namely, this result indicated that English Language Education Department students used electronic dictionary when they want to speak in English. Hence, this result is in line with Jin and Deifell (2013) which propose that the respondents of their study argued using electronic dictionary in preparation of oral communication in English.

When the students to look up synonyms (similar words). The mean score of this statement was 2.71 and it was categorized as "approve". This result identified that English Language Education Department students looked up synonyms on the electronic dictionary. In addition, this result is similar to the study of Jin and Deifell (2013) and Kobayashi (2006) which explain that their respondents used electronic dictionary to find the similar words.

Conclusion

In this part, the researcher summarized the results of the research, that was the answer of the research questions. The first research question asked the factors that influence English Language Education Department students to use electronic dictionary in learning English. Then, the second research question asked the situations when English Language Education Department students need to use electronic dictionary in learning English. Moreover, the researcher discovered the types of electronic dictionary used by English Language Education Department students in learning English. In addition, the results of this research were supported by theories of Pastor (2010), Jin and Deifell (2013), Sholih (2017), Ortega and Gonzalez (2016), Dashtestani (2013), Tabell (2017), Kobayashi (2006), and Habibi (2017).

The respondents of this research were the students of English Language Education Department. They were batch 2016, 2017, and 2018. The results showed that there are 125 respondents (53.9%) used online electronic dictionary, 20 respondents (8.6%) used offline electronic dictionary, and 87 respondents (37.5%) used these two electronic dictionary types.

The research primarily showed eight factors as highly influential in influencing English Language Education Department students to use electronic dictionary in learning English because all the mean scores were higher than 3.02. Among them are easiness to carry around, availability of word pronunciation, ease of use, availability to look up words spelling, easily accessible to EFL students, less costly, ease of inter-language change, and ease of

finding examples, synonyms, or antonyms. Then, "electronic dictionary is easy to carry around" had the highest mean score within 3.72. In contrary, the lowest mean score was 3.31 which belongs to statement "electronic dictionary is easy to find examples, synonyms, or antonyms".

In addition, regarding the second research questions, the respondents were asked about the situation of the use of electronic dictionary. The researcher concluded that the respondents agree with fourteen situations in which they need to use electronic dictionary. Among them are when the students need to check spellings, to translate from Bahasa Indonesia into English, to look up antonyms, to check the grammar, to translate from English into Bahasa Indonesia, to see some examples about the use of a certain word, to read English text, to listen to or after listening to English sounds, to write English text, to know the pronunciation of a vocabulary, to look up the meaning of a word or phrase, to find out part of speech of the word, to speak in English, and to look up synonyms (similar words). In addition, all of the situations were highly approved by the students since the mean score of overall statements were higher than 2.51. The highest mean score was 3.22 (statement: I use electronic dictionary to check spellings). Then, the lowest mean score was 2.71 (statement: I use electronic dictionary to look up synonyms).

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