

Chapter Four

Results and Discussion

This chapter presented the results and discussion of the research. The results of this research were presented in the beginning of this part. Then, discussion of the results was presented after the results. Also, demographic information was presented in this part to reveal the types of electronic dictionary used.

The results were found to answer the research questions. The first part answered the first research question which discusses the factors that influence English Language Education Department students to use electronic dictionary in learning English. Then, the second part answered the second research question about the situations when English Language Education Department students need to use electronic dictionary. The results were generated from the responses of the respondents. There were 8 statements generated to answer the first research question. Subsequently, the second result was generated from responses of the respondents to 14 statements.

Demographic information

In the beginning, the respondents were asked the information needed such as their batch and the types of electronic dictionary used in learning English. Hence, this part revealed the information needed above.

As mentioned in chapter three, this research involved more than one batch at English Language Education Department in one private university in Yogyakarta. There were three batches involved. They were batch 2016, 2017, and

2018. Based on the table below, there were 232 English Language Education Department students as the respondents of this research. There were 40 students (17.2%) from batch 2016. Then, there were 88 students (37.9%) from batch 2017. Last, there were 104 students (44.8%) from batch 2018.

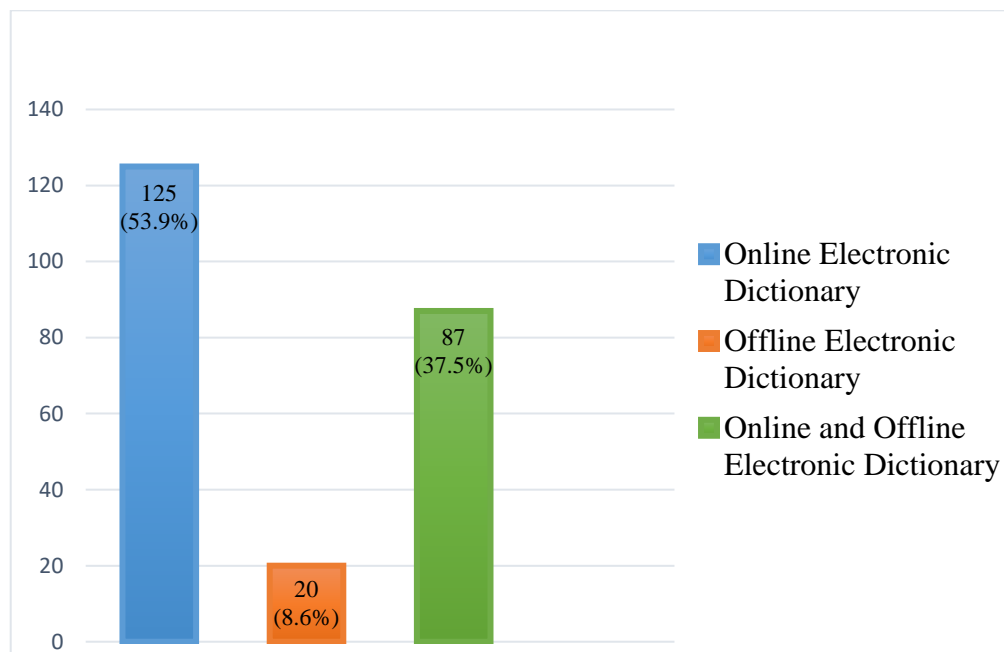
Batch	Frequency	Percent
2016	40	17.2
2017	88	37.9
2018	104	44.8
Total	232	100.0

Types of electronic dictionary used by students

In this part, the respondents were allowed to choose only one answer out of three answer choices. There were two types of electronic dictionary used by English Language Education Department students. The first type is online electronic dictionary. Second one is offline electronic dictionary. However, there were some of them who use these two types of electronic dictionary.

Figure 2 below showed that there were 125 students of English Language Education Department from batch 2016, 2017, and 2018 who use online electronic dictionary. That electronic dictionary type was mostly used by the respondents with the percentage of 53.9%. Then, the lowest electronic dictionary use in learning English was the offline electronic dictionary with the percentage of 8.6% (n= 20 students). Last, there were 87 (37.5%) students who choose using two types of electronic dictionary above.

Figure 1. *Types of electronic dictionary used by English Language Education Department Students*



To sum up, based on the online survey conducted, the researcher found out that English Language Education Department students used two types of electronic dictionary in learning English. They were online and offline electronic dictionary. Then, the result showed that the highest use of electronic dictionary was the online type. Otherwise, the lowest use of electronic dictionary was the offline type. Also, there were some students who used these two types of electronic dictionary.

The Factors that Influence English Language Education Department Students to Use Electronic Dictionary in Learning English

The first research question proposed in this research is to find out the factors that influence English Language Education Department students to use

electronic dictionary in learning English. There were eight factors stated in the questionnaires to answer the first research question.

The researcher calculated the mean of each item as the influence level of the factors (Table 13). To ease data interpretation, the researcher used the influence level scales of the factors as based on the categorization below.

Categories	Scale
Marginally influential	1.00 – 2.00
Moderately influential	2.01 – 3.01
Highly influential	3.02 – 4.00

In detail, the followings are the factors that influence English Language Education Department students to use electronic dictionary in learning English.

<i>Table 2. The factors that influence English Language Education Department students to use electronic dictionary in learning English</i>			
Statement		Mean	Category
Q1	Electronic dictionary is easy to use	3.72	Highly influential
Q2	Electronic dictionary is easy to change language from Bahasa Indonesia to English or vice versa	3.56	Highly influential
Q3	Electronic dictionary is easy to find examples, synonyms, or antonyms	3.31	Highly influential
Q4	Electronic dictionaries are easily accessible to EFL students	3.63	Highly influential
Q5	Electronic dictionary is easy to carry around	3.78	Highly influential
Q6	Electronic dictionary is less costly than paper dictionary	3.62	Highly influential
Q7	Electronic dictionary allows me to look up words that I am not sure how to spell	3.66	Highly influential

Q8	The spoken pronunciation of the word is available on the electronic dictionary	3.72	Highly influential
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As seen on the Table 14, all of the eight statements above were categorized as highly influential factors. In other words, the eight factors were all influential factors determining students' use of electronic dictionary in learning English. This was based on the mean scores of each factors were higher than 3.02. The highest mean score was 3.78, that is, "Electronic dictionary is easy to carry around". Then, the lowest mean score was 3.31, that is, "Electronic dictionary is easy to find examples, synonyms, or antonyms".

Electronic dictionary is easy to carry around. The most influential factor based on the questionnaire was the easiness of electronic dictionary to carry around. As seen on Table 15, the mean score of this statement was 3.78 which belongs to highly influential. There were two respondents (0.9%) answered "strongly disagree", also two respondents (0.9%) answered "disagree", 42 respondents (18.1%) answered "agree", and 186 respondents (80.2%) answered "strongly agree". Accordingly, the ease of carrying electronic dictionary strongly influenced English Language Education Department students to use electronic dictionary in learning English.

Table 3. *Electronic dictionary is easy to carry around (Q5)*

Statement	Responses	Frequency	Percent	Mean
Electronic dictionary is easy to carry around	Strongly disagree	2	0.9	3.78
	Disagree	2	0.9	
	Agree	42	18.1	
	Strongly agree	186	80.2	

The spoken pronunciation of the word is available on the electronic dictionary. The second influential factor based on the questionnaire was the availability of the spoken pronunciation of the word on the electronic dictionary. The mean score of this statement was 3.72 which belongs to highly influential. Based on Table 16, there were two respondents (0.9%) answered “strongly disagree”, three respondents (1.3%) answered “disagree”, 52 respondents (22.4%) answered “agree”, and 175 respondents (75.4%) answered “strongly agree”. Hence, spoken pronunciation feature strongly influenced the respondents to use electronic dictionary in learning English.

Table 4. The spoken pronunciation of the word is available on the electronic dictionary (Q8)

Statement	Responses	Frequency	Percent	Mean
The spoken pronunciation of the word is available on the electronic dictionary	Strongly disagree	2	0.9	3.72
	Disagree	3	1.3	
	Agree	52	22.4	
	Strongly agree	175	75.4	

Electronic dictionary is easy to use. The third influential factor based on the questionnaire was the flexibility of electronic dictionary use. The mean score of this statement was 3.72 which belongs to highly influential. Based on Table 17, there were two respondents (0.9%) answered “strongly disagree” to this statement. There was no one respondent answered “disagree”. Then, there were 59 respondents (25.4%) answered “agree”, and 171 respondents (73.7%) answered “strongly agree”. It can be inferred that the easiness of electronic dictionary use strongly influenced English Language Education Department students to use electronic dictionary in learning English.

Table 5. Electronic dictionary is easy to use (Q1)				
Statement	Responses	Frequency	Percent	Mean
Electronic dictionary is easy to use	Strongly disagree	2	0.9	3.72
	Disagree	0	0	
	Agree	59	25.4	
	Strongly agree	171	73.7	

Electronic dictionary allows me to look up words that I am not sure how to spell. The fourth influential factor based on the questionnaire was the availability of spelling checking feature on the electronic dictionary. The mean score of this statement was 3.66 which belongs to highly influential. As seen on Table 18, there were five respondents (2.2%) answered “strongly disagree” and “disagree”, 54 respondents (23.3%) answered “agree”, and 168 respondents (65.5%) answered “strongly agree. Therefore, the availability to check the spelling strongly influenced English Language Education Department students to use electronic dictionary in learning English.

Table 6. Electronic dictionary allows me to look up words that I am not sure how to spell (Q7)				
Statement	Responses	Frequency	Percent	Mean
Electronic dictionary allows me to look up words that I am not sure how to spell	Strongly disagree	5	2.2	3.66
	Disagree	5	2.2	
	Agree	54	23.3	
	Strongly agree	168	65.5	

Electronic dictionaries are easily accessible to EFL students. The fifth influential factor based on the questionnaire was the flexibility for accessing electronic dictionary. The mean score of this statement was 3.63 which belongs to highly influential. Based on Table 19, there were two respondents (0.9%) answered “strongly disagree”, four respondents (1.7%) answered “disagree”, 73 respondents (31.5%) answered “agree”, and 153 respondents (65.9%) answered “strongly agree”. Consequently, the easiness of accessing electronic dictionary strongly influenced English Language Education Department students to use electronic dictionary in learning English.

Table 7. Electronic dictionaries are easily accessible to EFL students (Q4)

Statement	Responses	Frequency	Percent	Mean
Electronic dictionaries are easily accessible to EFL students	Strongly disagree	2	0.9	3.63
	Disagree	4	1.7	
	Agree	73	31.5	
	Strongly agree	153	65.9	

Electronic dictionary is less costly than paper dictionary. The sixth influential factor based on the questionnaire was that the “electronic dictionary is less costly than paper dictionary”. The mean score of this statement was 3.62 which belongs to highly influential. As mentioned in Table 20, there were three respondents (1.3%) answered “strongly disagree”, six respondents (2.6%) answered “disagree”, 67 respondents (28.9%) answered “agree”, and 156 respondents (67.2%) answered “strongly agree”. It can be inferred that “electronic dictionary did not take higher cost than paper dictionary” influenced English

Language Education Department students to use electronic dictionary in learning English.

Table 8. *Electronic dictionary is less costly than paper dictionary (Q6)*

Statement	Responses	Frequency	Percent	Mean
Electronic dictionary is less costly than paper dictionary	Strongly disagree	3	1.3	3.62
	Disagree	6	2.6	
	Agree	67	28.9	
	Strongly agree	156	67.2	

Electronic dictionary is easy to change language from Bahasa

Indonesia to English or vice versa. The seventh influential factor based on the questionnaire was the easiness for changing one language to another language.

The mean score of this statement was 3.56 which belongs to highly influential.

Based on Table 21, there were two respondents (0.9%) answered “strongly disagree”, 11 respondents (4.7%) answered “disagree”, 75 respondents (32.3%) answered “agree”, and 144 respondents (62.1%) answered “strongly agree”.

Therefore, this statement strongly influence English Language Education

Department students to use electronic dictionary in learning English.

Table 9. *Electronic dictionary is easy to change language from Bahasa Indonesia to English or vice versa (Q2)*

Statement	Responses	Frequency	Percent	Mean
Electronic dictionary is easy to change language from Bahasa Indonesia to English or vice versa	Strongly disagree	2	0.9	3.56
	Disagree	11	4.7	
	Agree	75	32.3	
	Strongly agree	144	62.1	

Electronic dictionary is easy to find examples, synonyms, or antonyms. The last influential factor based on the questionnaire was the easiness find examples, synonyms, or antonyms on the electronic dictionary. The mean score of this statement was 3.31 which belongs to highly influential. Based on Table 22, there were 5 respondents (2.2%) answered “strongly disagree”, 30 respondents (12.9%) answered “disagree”, 84 respondents (36.2%) answered “agree”, and 113 respondents (38.7%) answered “strongly agree”. In conclusion, this statement strongly influenced English Language Education Department students to use electronic dictionary in learning English.

<i>Table 10. Electronic dictionary is easy to find examples, synonyms, or antonyms (Q3)</i>				
Statement	Responses	Frequency	Percent	Mean
Electronic dictionary is easy to find examples, synonyms, or antonyms	Strongly disagree	5	2.2	3.31
	Disagree	30	12.9	
	Agree	84	36.2	
	Strongly agree	113	38.7	

Situations when English Language Education Department students Need to Use Electronic Dictionary

The second research question proposed in this research is to discover the situations which require English Language Education Department students to use electronic dictionary in English learning. There were fourteen situations stated in the questionnaire which are detailed on Table 23. To ease the interpretation of whether the situation is approved, the researcher categorized the mean score of each item under the formula of Supranto (2000). The following is the range score of the second research question.

Categories	Scale
Disapprove	1.00 – 2.50
Approve	2.51 – 4.00

Then, the followings are the results of the situations when English Language Education Department students need to use of electronic dictionary.

<i>Table 11. Students' Activities on the Use of Electronic Dictionary in Learning English</i>			
Statement		Mean	Category
Q1	I use electronic dictionary during or after listening	3.04	Approve
Q2	I use electronic dictionary when I read English text	3.04	Approve
Q3	I use electronic dictionary when I want to write English text	3.00	Approve
Q4	I use electronic dictionary when I want to speak in English.	2.72	Approve
Q5	I use electronic dictionary to translate from Bahasa Indonesia into English	3.18	Approve
Q6	I use electronic dictionary to translate from English into Bahasa Indonesia	3.13	Approve
Q7	I use electronic dictionary to look up the meaning of a word or phrase	2.86	Approve
Q8	I use electronic dictionary to look up synonyms (similar words)	2.71	Approve
Q9	I use electronic dictionary to look up antonyms (the opposites)	3.16	Approve
Q10	I use electronic dictionary to check spellings	3.22	Approve
Q11	I use electronic dictionary when I want to know the pronunciation of a vocabulary item	2.90	Approve

Q12	I use electronic dictionary when I want to see some examples about the use of a certain word	3.05	Approve
Q13	I use electronic dictionary to find out part of speech of the word	2.75	Approve
Q14	I use electronic dictionary to check the grammar	3.15	Approve

Based on Table 23, English Language Education Department students were categorized approving all the statements stated in the questionnaire. It can be seen from the mean score. The mean score of all the statements were higher than 2.51 which categorized as “approve”. It can be concluded that English Language Education Department students agree to the certain situations stated on the questionnaire in which they need to use electronic dictionary. The highest mean score was 3.22 of the statement “I use electronic dictionary to check spellings”. Then, the lowest mean score was 2.71 which belongs to the statement “I use electronic dictionary to look up synonyms (similar words)”.

I use electronic dictionary to check spellings. The first situation of electronic dictionary use based on the questionnaire was when English Language Education Department students want to check the spelling. The mean score of this statement was 3.29. Based on Table 24, there were four respondents (2.4%) answered “strongly disagree”, 11 respondents (6.7%) answered “disagree”, 83 respondents (50.3%) answered “agree”, and 67 respondents (40.6%) answered “strongly agree” to this statement. Consequently, by seeing the mean score, English Language Education Department students agreed that they use electronic dictionary to check the spelling.

<i>Table 12. I use electronic dictionary to check spellings (Q10)</i>				
Statement	Responses	Frequency	Percent	Mean
I use electronic dictionary to check spellings	Strongly disagree	4	2.4	3.29
	Disagree	11	6.7	
	Agree	83	50.3	
	Strongly agree	67	40.6	

I use electronic dictionary to translate from Bahasa Indonesia to English. The second situation of electronic dictionary use based on the questionnaire was when the respondents want to do a translation from Bahasa Indonesia to English. The mean score of this statement was 3.21. Based on Table 25, there were five respondents (3.0%) answered “strongly disagree”, 18 respondents (10.9%) answered “disagree”, 80 respondents (48.5%) answered “agree”, and 62 respondents (37.6%) answered “strongly agree” to this statement. Hence, by seeing the mean score, English Language Education Department students approved that they use electronic dictionary to translate from Bahasa Indonesia to English.

<i>Table 13. I use electronic dictionary to translate from Bahasa Indonesia to English (Q5)</i>				
Statement	Responses	Frequency	Percent	Mean
I use electronic dictionary to translate from Bahasa Indonesia into English	Strongly disagree	5	3.0	3.21
	Disagree	18	10.9	
	Agree	80	48.5	
	Strongly agree	62	37.6	

I use electronic dictionary to look up antonyms (the opposites). The third situation of electronic dictionary use based on the questionnaire was when the respondents want to find the antonyms of the word. The mean score of this statement was 3.16. Based on Table 26, there were ten respondents (4.3%) answered “strongly disagree”, 35 respondents (15.1%) answered “disagree”, 95 respondents (40.9%) answered “agree”, and 92 respondents (39.7%) answered “strongly agree” to this statement. It can be inferred by seeing the mean score that English Language Education Department students approving the use of electronic dictionary to find the antonyms of the word.

Table 14. *I use electronic dictionary to look up antonyms (the opposites) (Q9)*

Statement	Responses	Frequency	Percent	Mean
I use electronic dictionary to look up antonyms (the opposites)	Strongly disagree	10	4.3	3.16
	Disagree	35	15.1	
	Agree	95	40.9	
	Strongly agree	92	39.7	

I use electronic dictionary to check the grammar. The fourth situation of electronic dictionary use based on the questionnaire was when the respondents want to check the grammar. The mean score of this statement was 3.15. Based on Table 27, there were nine respondents (3.9%) answered “strongly disagree”, 24 respondents (10.3%) answered “disagree”, 123 respondents (53.0%) answered “agree”, and 76 respondents (32.8%) answered “strongly agree” to this statement. Therefore, by seeing the mean score, English Language Education Department students approved that they use electronic dictionary to check the grammar.

Table 15. I use electronic dictionary to check the grammar (Q14)				
Statement	Responses	Frequency	Percent	Mean
I use electronic dictionary to check the grammar	Strongly disagree	9	3.9	3.15
	Disagree	24	10.3	
	Agree	123	53.0	
	Strongly agree	76	32.8	

I use electronic dictionary to translate from English to Bahasa

Indonesia. The fifth situation of electronic dictionary use based on the questionnaire was when the respondents want to translate from English to Bahasa Indonesia. The mean score of this statement was 3.13. Based on Table 28, there were seven respondents (3.0%) answered “strongly disagree”, 32 respondents (13.8%) answered “disagree”, 116 respondents (50.0%) answered “agree”, and 77 respondents (33.2%) answered “strongly agree” to this statement. Therefore, by seeing the mean score, English Language Education Department students approved that they use electronic dictionary for translating from English to Bahasa Indonesia.

Table 16. I use electronic dictionary to translate from English to Bahasa Indonesia (Q6)				
Statement	Responses	Frequency	Percent	Mean
I use electronic dictionary to translate from Bahasa Indonesia into English	Strongly disagree	7	3.0	3.13
	Disagree	32	13.8	
	Agree	116	50.0	
	Strongly agree	77	33.2	

I use electronic dictionary when I want to see some examples about the use of a certain word. The sixth situation of electronic dictionary use based on the questionnaire was when the respondents want to find the example of word usage. The mean score of this statement was 3.05. Based on Table 29, there were 17 respondents (7.3%) answered “strongly disagree”, 36 respondents (15.5%) answered “disagree”, 97 respondents (41.8%) answered “agree”, and 82 respondents (35.3%) answered “strongly agree” to this statement. In conclusion, by seeing the mean score, English Language Education Department students approved that they use electronic dictionary for finding the examples of word usage.

<i>Table 17. I use electronic dictionary when I want to see some examples about the use of a certain word (Q12)</i>				
Statement	Responses	Frequency	Percent	Mean
I use electronic dictionary when I want to see some examples about the uses of a certain word	Strongly disagree	17	7.3	3.05
	Disagree	36	15.5	
	Agree	97	41.8	
	Strongly agree	82	35.3	

I use electronic dictionary when I read English text. The seventh situation of electronic dictionary use based on the questionnaire was when the respondents read English text. The mean score of this statement was 3.04. Based on Table 30, there were seven respondents (3.0%) answered “strongly disagree”, 38 respondents (16.4%) answered “disagree”, 125 respondents (53.9%) answered “agree”, and 62 respondents (26.7%) answered “strongly agree” to this statement. Accordingly, by seeing the mean score, English Language Education Department students approved that they use electronic dictionary when they read English text.

<i>Table 18. I use electronic dictionary when I read English text (Q2)</i>				
Statement	Responses	Frequency	Percent	Mean
I use electronic dictionary when I read English text	Strongly disagree	7	3.0	3.04
	Disagree	38	16.4	
	Agree	125	53.9	
	Strongly agree	62	26.7	

I use electronic dictionary during or after listening. The eighth situation of electronic dictionary use based on the questionnaire was when the respondents were listening or after listening to sounds in English. The mean score of this statement was 3.04. Based on Table 31, there were ten respondents (4.3%) answered “strongly disagree”, 36 respondents (15.5%) answered “disagree”, 121 respondents (52.2%) answered “agree”, and 65 respondents (28.0%) answered “strongly agree” to this statement. Consequently, by seeing the mean score, English Language Education Department students approved that they use electronic dictionary during or after listening something in English.

<i>Table 19. I use electronic dictionary during or after listening (Q1)</i>				
Statement	Responses	Frequency	Percent	Mean
I use electronic dictionary during or after listening	Strongly disagree	10	4.3	3.04
	Disagree	36	15.5	
	Agree	121	52.2	
	Strongly agree	65	28.0	

I use electronic dictionary when I want to write English text. The ninth situation of electronic dictionary use based on the questionnaire was when the respondents want to write English text. The mean score of this statement was 3.00. Based on Table 32, there were ten respondents (4.3%) answered “strongly disagree”, 39 respondents (16.8%) answered “disagree”, 123 respondents (53.0%) answered “agree”, and 60 respondents (25.9%) answered “strongly agree” to this statement. Therefore, by seeing the mean score, English Language Education Department students approved that they use electronic dictionary when they want to write English text.

Table 20. *I use electronic dictionary when I want to write English text (Q3)*

Statement	Responses	Frequency	Percent	Mean
I use electronic dictionary when I want to write English text	Strongly disagree	10	4.3	3.00
	Disagree	39	16.8	
	Agree	123	53.0	
	Strongly agree	60	25.9	

I use electronic dictionary when I want to know the pronunciation of a vocabulary item. The tenth situation of electronic dictionary use based on the questionnaire was when the respondents want to know the pronunciation of the word. The mean score of this statement was 2.90. Based on Table 33, there were 19 respondents (8.2%) answered “strongly disagree”, 48 respondents (20.7%) answered “disagree”, 103 respondents (44.4%) answered “agree”, and 62 respondents (26.7%) answered “strongly agree” to this statement. It can be concluded by seeing the mean score that English Language Education Department students approving electronic dictionary use to find the word pronunciation.

Table 21. *I use electronic dictionary when I want to know the pronunciation of a vocabulary item (Q11)*

Statement	Responses	Frequency	Percent	Mean
I use electronic dictionary when I want to know the pronunciation of a vocabulary item	Strongly disagree	19	8.2	2.90
	Disagree	48	20.7	
	Agree	103	44.4	
	Strongly agree	62	26.7	

I use electronic dictionary to look up the meaning of a word or phrase.

The next situation of electronic dictionary use based on the questionnaire was when the respondents want to find the meaning of the word or phrase. The mean score of this statement was 2.86. Based on Table 34, there were 12 respondents (5.2%) answered “strongly disagree”, 57 respondents (24.6%) answered “disagree”, 114 respondents (49.1%) answered “agree”, and 49 respondents (21.1%) answered “strongly agree” to this statement. Hence, by seeing the mean score, English Language Education Department students approved that they use electronic dictionary to find the meaning of the word or phrase.

Table 22. *I use electronic dictionary to look up the meaning of a word or phrase (Q7)*

Statement	Responses	Frequency	Percent	Mean
I use electronic dictionary to look up the meaning of a word or phrase	Strongly disagree	12	5.2	2.86
	Disagree	57	24.6	
	Agree	114	49.1	
	Strongly agree	49	21.1	

I use electronic dictionary to find out part of speech of the word. The next situation of electronic dictionary use based on the questionnaire was when the respondents want to find part of speech of the word. The mean score of this statement was 2.75. Based on Table 35, there were 29 respondents (12.5%) answered “strongly disagree”, 59 respondents (25.4%) answered “disagree”, 86 respondents (37.1%) answered “agree”, and 58 respondents (25.0%) answered “strongly agree” to this statement. In conclusion, by seeing the mean score, English Language Education Department students approved that they use electronic dictionary to find part of speech of word.

<i>Table 23. I use electronic dictionary to find out part of speech of the word (Q13)</i>				
Statement	Responses	Frequency	Percent	Mean
I use electronic dictionary to find out part of speech of the word	Strongly disagree	29	12.5	2.75
	Disagree	59	25.4	
	Agree	86	37.1	
	Strongly agree	58	25.0	

I use electronic dictionary when I want to speak in English. The next situation of electronic dictionary use based on the questionnaire was when the respondents want to speak in English. The mean score of this statement was 2.72. Based on Table 36, there were 18 respondents (7.8%) answered “strongly disagree”, 72 respondents (31.0%) answered “disagree”, 98 respondents (42.2%) answered “agree”, and 44 respondents (19.0%) answered “strongly agree” to this statement. Therefore, by seeing the mean score, English Language Education Department students approved that they use electronic dictionary when they want to speak in English.

Statement	Responses	Frequency	Percent	Mean
I use electronic dictionary when I want speak in English	Strongly disagree	18	7.8	2.72
	Disagree	72	31.0	
	Agree	98	42.2	
	Strongly agree	44	19.0	

I use electronic dictionary to look up synonyms (similar words). The next situation of electronic dictionary use based on the questionnaire was when the respondents want to look up the synonyms of the word. The mean score of this statement was 2.71. Based on the table 37, there were 21 respondents (9.1%) answered “strongly disagree”, 68 respondents (29.3%) answered “disagree”, 100 respondents (43.1%) answered “agree”, and 43 respondents (18.5%) answered “strongly agree” to this statement. Hence, by seeing the mean score, English Language Education Department students approved that they use electronic dictionary when they want to look up the synonyms of the word.

Statement	Responses	Frequency	Percent	Mean
I use electronic dictionary to look up synonyms (similar words)	Strongly disagree	21	9.1	2.71
	Disagree	68	29.3	
	Agree	100	43.1	
	Strongly agree	43	18.5	

Discussion

The discussion of the results are presented in this part. There are two parts discussed here. The discussion is written based on the sequence of research questions. In addition, the researcher presented some theories or findings from previous studies to support the results of this research.

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. They were easy to carry around, easy to use, easily accessible for EFL, easy for inter-change language, less costly, easy to find the example usage, synonym, or antonym of words, and features availability of spelling checker and voiced pronunciation. The factors above were categorized as highly influential because the mean scores were higher than 3.02. The highest mean score was 3.78 with statement “electronic dictionary is easy to carry around”, and the lowest mean score was 3.31 with statement “electronic dictionary is easy to find examples, synonyms, or antonyms”.

The results above showed some highly influential factors and were in line with the study of Habibi (2017), which state that electronic dictionary was easier to be carried than printed one. Then, this dictionary type is less costly because it is updatable. Therefore, the user only needs updating the old version of electronic dictionary without buying another dictionary. Another study came from from Tabell (2017) and Dashtestani (2013) which state that electronic dictionary is worthwhile and straightforward to use. Additionally, Tabell (2017) stated that electronic dictionary almost always can be accessed by the users. Then, similarly,

Kobayashi (2006) proved that electronic dictionary is easy to change language from one language to another one and is easy to find synonym and antonym.

Furthermore, availability of some features on the electronic dictionary like voiced pronunciation of word and spelling-checker highly influenced English Language Education Department students to use electronic dictionary in learning English. It is accordance with study from Habibi (2017) which propose that one of the most helpful features on electronic dictionary is the spoken pronunciation. Last, Jin and Deifell (2013) stated that the respondents of their research used electronic dictionary to find unfamiliar word aspects such as spelling.

Situations when English Language Education Department students need to use electronic dictionary. There were fourteen statements stated on the questionnaire to explore in what situations 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. The highest mean score of the statements stated on this part was 3.22 with the statement “I use electronic dictionary to check spellings”. Contrary, the lowest mean score was 2.71 which belongs to the statement “I use electronic dictionary to look up synonyms (similar words)”.

Electronic dictionary was used to help English Language Education Department students in learning the four basic skills of English. By seeing the mean score, the respondents of this research approved the use of electronic dictionary when reading English text. It is similar with Kobayashi (2006) which

state that their respondents use 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 and preparing oral communication in English. Then, Kobayashi (2006) said that her/his respondents used electronic dictionary when listening to the English class and writing English academic papers.

Afterwards, through the mean score, electronic dictionary was used to translate from one language into another language. In other words, it implied that English Language Education Department students did a translation from Bahasa Indonesia to English and vice versa. 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 translation from English to their first language.

Furthermore, by looking at the mean score, English Language Education Department students looked-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. In addition, the result of this research is similar to the study of Jin and Deifell (2013) which explain that their respondents used electronic dictionary to find the similar words. Another result showed 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. Then, the respondents also approved that they use electronic dictionary to find out the meaning of the words. Similarly, the respondents of Ortega and Gonzalez (2016) used electronic dictionary to find the new vocabulary.

Through the mean score, the result indicated that English Language Education Department students check 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.

Subsequently, grammar check on the electronic dictionary was approved by the respondents of this research. By looking at the mean score, it showed that English Language Education Department students check their grammar 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.

Then, the result of this research asserted that English Language Education Department students use electronic dictionary to know how to pronounce the words. Similarly, Dashtestani (2013) stated that the respondents of his/her research use electronic dictionary to find the pronunciation of word through voiced pronunciation feature.

Last, the result showed that the respondents of this research approve to use electronic dictionary in finding part of speech of the word. 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 check the part of speech of the words on electronic dictionary.