Chapter Five

Conclusion and Recommendation

This chapter presented the conclusion and recommendation of the research. In this part, the researcher summarized the research and concluded the results of this research. Also, the researcher gave recommendation for English teacher, English students, and other researchers.

Conclusion

English is learned in almost all education levels in Indonesia. According to Sutiyono (2014), English is the compulsory foreign language learned since secondary school until higher education level. In learning English, there were some tools to help the learner. One of the tools is dictionary (Ortega & Gonzalez, 2016). Because of the technology advances, there is the new form of dictionary. Electronic dictionary is the new form dictionary. Afterwards, the current phenomenon happened in Indonesia is students who come from any majors including students of English Language Education used electronic dictionary in learning English. Many students of English Language Education Department where the researcher conducted this research also used electronic dictionary in learning English. Therefore, the researcher was interested to study the use of electronic dictionary in learning English among students of that department. Then, it was a quantitative research and was conducted in English Language Education Department at one of private universities in Yogyakarta. The respondents of this research were the students of that department from batch 2016, 2017, and 2018.

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 explored the types of electronic dictionary used by English Language Education Department students in learning English.

The results primarily showed there were 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. Afterwards, the eight factors were categorized 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 were the 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. Furthermore, the easiness to carry around had the highest mean score within 3.72 and the lowest mean score was 3.31 which belongs to the easiness to find examples, synonyms, or antonyms. In addition, regarding the second research questions, the respondents were asked when the situations they use of electronic dictionary. The researcher concluded that the respondents agree with fourteen situations in which they need to use electronic dictionary. All the situations were when the respondents need to check spellings, translate from Bahasa Indonesia into English, look up antonyms, check the grammar, translate from English into

Bahasa Indonesia, see some examples about the use of a certain word, read English text, listen to or after listening to English sounds, write English text, know the pronunciation of a vocabulary, look up the meaning of a word or phrase, find out part of speech of the word, speak in English, and look up synonyms (similar words). In addition, all of the situations above 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 which belongs to spellings checking. Then, the lowest mean score was 2.71 which belongs to the synonyms look-up.

In conclusion, there were two types of electronic dictionary used by English Language Education Department students. They were online and offline electronic dictionary. Based on the results of this research, the online type was used by 125 students and offline type was used by 20 students. Then, the remains of the students used these two types of electronic dictionary. Furthermore, this dictionary was used by English Language Education Department students in learning English because of some influential factors. According to the theory of technology acceptance model, all the factors above were categorized as the perceived ease of use and perceived of usefulness. Then, the respondents approved that they use electronic dictionary in situations when they want 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).

Recommendation

In this part, the researcher gave recommendation for English teachers, English students, and other researchers. The recommendations are written based on the results of the study.

English teachers. Teachers have authority to allow or disallow their students to use electronic dictionary in learning activities. Thus, English teachers are suggested to allow the students using electronic dictionary in the classroom when learning activities. It can be considered by looking at the factors that influence students on the electronic dictionary use, because the factors showed positive reason.

English students. Due to teachers' disallowance on the use of electronic dictionary in the classroom, the researcher suggested English Language Education Department students to use electronic dictionary wisely. They may conform the usage time of electronic dictionary when they learn English outside the teaching and learning activities to their lecturers.

Other researchers. The researcher recommended the other researchers especially for further researcher do a research related to this research to do a research towards English Literature Department students. It aims to find out the similarities and differences between the result on the research conducted towards students of education department and literature department.