

Chapter Four

Findings and Discussion

This chapter presents the findings and discussion of the research. The finding describes the result of the research question. Then, in the discussion, the researcher describes the findings with detailed explanations.

Findings

The findings of this study are presented in two parts based on the research questions. The first finding answers the first research question about students habit on the use of dictionary. The second finding answers the second research question about the type of dictionary used by students.

Finding 1: students habit on the use of dictionary. There were 17 statements related with the use of dictionary. The respondent responses are presented in the below:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	2.0	2.0	2.0
	Rarely	10	10.1	10.1	12.1
	Sometimes	37	37.4	37.4	49.5
	Often	42	42.4	42.4	91.9
	Always	8	8.1	8.1	100.0
Total		99	100.0	100.0	

Based on statement Q1 most of the students chose “often” on the statement. 42 (42.4%) students chose the “often” option and 37 (37.4%) students chose “sometimes” on the statement. Then, 10 (10.1%) students chose “rarely”, 8 (8.1%)

students chose “always” and 2 (2.0%) students chose “never”. In addition, the mean score was 3.44 (see appendix 4) and belongs to the high category which infers that the students of batch 2015 often use dictionary when learning English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	4.0	4.0	4.0
	Rarely	27	27.3	27.3	31.3
	Sometimes	39	39.4	39.4	70.7
	Often	28	28.3	28.3	99.0
	Always	1	1.0	1.0	100.0
	Total	99	100.0	100.0	

The Q2 the statement showed that 39 (39.4%) students chose “sometimes” while 28 (28.3%) students chose “often”. Meanwhile, 27 (27.3%) students chose “rarely”, 4 (3.0%) students chose “never” and 1 (1.0%) students chose “always”. In addition, the mean score was 2.95(see appendix 4) which belongs to moderate category, which infers that the students of batch 2015 sometimes use dictionary at campus.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	3.0	3.0	3.0
	Rarely	13	13.1	13.1	16.2
	Sometimes	28	28.3	28.3	44.4
	Often	48	48.5	48.5	92.9
	Always	7	7.1	7.1	100.0
	Total	99	100.0	100.0	

The result of descriptive statistics for the statement “I use dictionary at home”, showed that 48 (48.5%) students answered “often”, 28(28.3%) students answered “sometimes”, 13(13.1%) students answered “rarely”, 7(7.1%) students answered

“always” and 3(3.0%) students answered “never”. In addition, the mean score was 3.43(see appendix 4) and belongs to the high category. This means that student’s batch 2015 often use dictionary at home.

Table 4.4
Q4. I use the dictionary when reading an English text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	2.0	2.0	2.0
	Rarely	15	15.2	15.2	17.2
	Sometimes	38	38.4	38.4	55.6
	Often	39	39.4	39.4	94.9
	Always	5	5.1	5.1	100.0
	Total	99	100.0	100.0	

The table above pointed out that 39 (39.4%) students chose “often” and 38 (38.4%) students choose “sometimes”. In addition, 15 (15.2%) students chose “rarely”, 5 (5.1%) students chose “always”, and 2 (2.0%) students chose “never”. In addition, the mean score was 3.30(see appendix 4) and belongs to high category which assumed that the students of batch 2015 often use a dictionary in the reading process of English learning.

Table 4.5
Q5. I use the dictionary during or after listening

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	8.1	8.1	8.1
	Rarely	28	28.3	28.3	36.4
	Sometimes	47	47.5	47.5	83.8
	Often	14	14.1	14.1	98.0
	Always	2	2.0	2.0	100.0
	Total	99	100.0	100.0	

Based on table 4.5, 47 (47.5%) students chose “sometimes”, 28 (28.3%) students chose “rarely”, 14 (14.1%) students chose “often”, 8 (8.1%) students chose “never” and 2 (2.0%) students chose “always”. In addition, the mean score was 2.74(see

appendix 4) and belongs to the moderate category. It can be assumed that students batch 2015 sometimes use dictionary during or after listening.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.0	1.0	1.0
	Rarely	9	9.1	9.1	10.1
	Sometimes	35	35.4	35.4	45.5
	Often	45	45.5	45.5	90.9
	Always	9	9.1	9.1	100.0
	Total	99	100.0	100.0	

The table above pointed out that 45 (45.5%) students “often” used dictionary when students want to write in English. In addition, 35 (35.3%) students chose “sometimes” and 9 (9.1%) students chose “always” and “rarely”, and 2 (1.8%) students chose “never”. In addition, the mean score was 3.53(see appendix 4) and belongs to high category which infers that the students of batch 2015 often use a dictionary when they want to write in English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	9.1	9.1	9.1
	Rarely	36	36.4	36.4	45.5
	Sometimes	31	31.3	31.3	76.8
	Often	21	21.2	21.2	98.0
	Always	2	2.0	2.0	100.0
	Total	99	100.0	100.0	

The table showed that 36 (36.4%) students chose “rarely”, 31 (31.3%) students chose “sometimes” 21 (21.2%) students chose “often”, 9 (9.1%) chose “never” and 2 (2.0%) chose “always”. In addition, the mean score was 2.71(see appendix 4) and

belongs to moderate category. It means that students of batch 2015 sometimes use dictionary in speaking process.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	9	9.1	9.1	9.1
	Sometimes	39	39.4	39.4	48.5
	Often	42	42.4	42.4	90.9
	Always	9	9.1	9.1	100.0
	Total	99	100.0	100.0	

The table above illustrated that 42 (42.4%) students answer “often”. Then, 39 (39.4%) students answer “sometimes”, 9 (9.1%) students answer “always” and 9 (9.1%) students answer “rarely”., none of the students voted “never”. In addition, the mean score was 3.52(see appendix 4) and belong to high category. It can be assumed that the students of batch 2015 often used a dictionary to find the meaning of a word or phrase.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	10	10.1	10.1	10.1
	Sometimes	34	34.3	34.3	44.4
	Often	48	48.5	48.5	92.9
	Always	7	7.1	7.1	100.0
	Total	99	100.0	100.0	

The table 4.9 with statement “I use the dictionary to translate the word from Indonesia into English” showed that 48 (48.5%) students chose “often”, 34 (34.3%) students chose “sometimes”, 10 (10.1%) students voted “rarely” and 7 (7.1%) students voted “always”. No students chose “never”. In addition, the mean score was 3.53(see appendix 4) and belongs to high category which infers that students

of batch 2015 often used dictionary to translate the word from Indonesia into English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.0	1.0	1.0
	Rarely	4	4.0	4.0	5.1
	Sometimes	43	43.4	43.4	48.5
	Often	40	40.4	40.4	88.9
	Always	11	11.1	11.1	100.0
	Total	99	100.0	100.0	

The table above illustrated that 43 (43.4%) students chose “sometimes”, 40 (40.4%) students chose “often”, 11 (11.1%) students chose “always”, 4 (4.0%) students chose “never” and 1 (1.0%) student chose “rarely”. In addition, the mean score was 3.57(see appendix 4) and belongs to high category which concludes that the students of batch 2015 often used a dictionary to find the meaning of a word or phrase.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.0	1.0	1.0
	Rarely	14	14.1	14.1	15.2
	Sometimes	38	38.4	38.4	53.5
	Often	38	38.4	38.4	91.9
	Always	8	8.1	8.1	100.0
	Total	99	100.0	100.0	

The table 4.11 with statement “I use a dictionary for synonym” showed that 38 (38.4%) students chose “sometimes”, 38 (38.4%) students chose “often”, 14 (14.1%) students voted “rarely”, 8 (8.1%) students voted “always” and just 1 (1.0%) students voted “never”. In addition, the mean score was 3.38(see appendix 4) and

belongs to high category which concluded that students of batch 2015 often used a dictionary for synonym.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	3.0	3.0	3.0
	Rarely	18	18.2	18.2	21.2
	Sometimes	40	40.4	40.4	61.6
	Often	34	34.3	34.3	96.0
	Always	4	4.0	4.0	100.0
	Total	99	100.0	100.0	

The table 4.12 showed that 40 (40.4%) students choose “sometimes”, 34 (34.3%) students choose “often”, 18 (18.2%) students voted “rarely”, 4 (4.0%) students voted “always” and just 3 (3.0%) students voted “never”. In addition, the mean score was 3.18(see appendix 4) and belongs to high category. It can be assumed that students of batch 2015 often used a dictionary for synonym.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	15	15.2	15.2	15.2
	Sometimes	36	36.4	36.4	51.5
	Often	42	42.4	42.4	93.9
	Always	6	6.1	6.1	100.0
	Total	99	100.0	100.0	

From the table 4.13, the statement is “I use dictionary to check spelling”. 42 (42.4%) students “often” use dictionary to check spelling, 36 (36.4%) students chose “sometimes”, 15 (15.2%) students chose “rarely” and 6 (6.1%) students chose “always”. Besides, no students voted “never”. In addition, the mean score was

3.39(see appendix 4) and belongs to the high category. It proved that students of batch 2015 often used a dictionary to check spelling.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	1.0	1.0	1.0
	Rarely	15	15.2	15.2	16.2
	Sometimes	31	31.3	31.3	47.5
	Often	43	43.4	43.4	90.9
	Always	9	9.1	9.1	100.0
	Total	99	100.0	100.0	

The table 4.14 with the statement “I use a dictionary when I want to know the pronunciation” showed that 43 (43.4%) students chose “often”, 31 (31.3%) students chose “sometimes”, 15 (15.2) students chose “rarely”, 9 (9.1%) students chose “always” and 1 (1.0%) students chose “never”. In addition, the mean score was 3.44(see appendix 4) and belongs to high category which infers that students of batch 2015 often used a dictionary to help students how to pronounce the word.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	4.0	4.0	4.0
	Rarely	15	15.2	15.2	19.2
	Sometimes	44	44.4	44.4	63.6
	Often	30	30.3	30.3	93.9
	Always	6	6.1	6.1	100.0
	Total	99	100.0	100.0	

In the statement “I use a dictionary when I want to see some example about the uses of certain word” the table showed that 44 (44.4%) students choose “sometimes”, 30 (30.3%) students choose “often”, 15 (15.2%) chose “rarely”, 6 (6.1%) students

chose “never”, and 4 (4.0%) students voted “always”. In addition, the mean score was 3.19(see appendix 4) and belongs to high category. It could be concluded that most of the students of batch 2015 often used a dictionary to check the example of word in a sentence.

Table 4.16
Q16. I use a dictionary to find out what “part of speech (i.e., noun., verb., adj., etc.) or derivation of a vocabulary item”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	2.0	2.0	2.0
	Rarely	12	12.1	12.1	14.1
	Sometimes	36	36.4	36.4	50.5
	Often	42	42.4	42.4	92.9
	Always	7	7.1	7.1	100.0
	Total	99	100.0	100.0	

From the table above, 42 (42.4%) students chose “often”, 36 (36.4%) students chose “sometimes”, there were 12 (12.1%) students chose “rarely”, 7 (7.1%) students chose “always” and 2 (2.0%) students chose “never”. In addition, the mean score was 3.40(see appendix 4) and belongs to high category which infers that the students of batch 2015 often used a dictionary to find out about parts of speech.

Table 4.17
Q17. I use a dictionary to check the grammatical function/structure of a vocabulary item

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	7.1	7.1	7.1
	Rarely	18	18.2	18.2	25.3
	Sometimes	44	44.4	44.4	69.7
	Often	23	23.2	23.2	92.9
	Always	7	7.1	7.1	100.0
	Total	99	100.0	100.0	

Based on the statement “I use a dictionary to check the grammatical function/structure of a vocabulary item”, it could be seen that 44 (44.4%) students

“sometimes” use dictionary to know the grammar. Then, 23 (23.2%) students voted “often” and 18 (18.2%) students voted “rarely”, 7 (7.1%) students voted “never”, and 7 (7.1%) students chose “always”. In addition, the mean score was 3.05(see appendix 4) and belongs to high category. It can be seen that the students of batch 2015 often used a dictionary to know the grammar.

Table 4.18 Students habit on the use dictionary		
N	Valid	99
	Missing	0
Mean		3.280
Median		3.290
Mode		4
Std. Deviation		0.526
Range		3
Minimum		2
Maximum		5

The result showed that the mean score of questionnaire items related to students habit on the use of dictionary was 3.280. Based on the category of students habit on the use of dictionary (table 3.5), this score belongs to the “high” category. It means that students of ELED batch 2015 did have a high habit of using the dictionary.

Finding 2: types of dictionary used by students. There were 8 statements.

The result for each statement of types of dictionary used by students could be explained as following:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.1	5.1	5.1
	Disagree	10	10.1	10.1	15.2
	Agree	62	62.6	62.6	77.8
	Strongly Agree	22	22.2	22.2	100.0
	Total	99	100.0	100.0	

As seen in table 4.8, the statement is “I use general dictionary”. The data showed that 62 (62.6%) students “agree” with that statement, 22 (22.2%) students “strongly agree”, 10 (10.1%) students said “disagree” and 5(5.1%) students “strongly disagree” with the statement. In addition, the mean score was 3.02 (see appendix 4). It could be concluded that most of the students of batch 2015 always used general dictionary.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	33.3	33.3	33.3
	Disagree	56	56.6	56.6	89.9
	Agree	10	10.1	10.1	100.0
	Total	99	100.0	100.0	

The statement “I use specialized dictionary” showed that 56 (56.6%) students chose “disagree”, 33 (33.3%) students chose “strongly disagree”, 10 (10.1%) students “agree” with the statement. No students voted “strongly disagree”. In addition, the

mean score was 1.77(see appendix 4). It means that the students of batch 2015 seldom used specialized dictionary.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	6.1	6.1	6.1
	Disagree	19	19.2	19.2	25.3
	Agree	58	58.6	58.6	83.8
	Strongly Agree	16	16.2	16.2	100.0
	Total	99	100.0	100.0	

The table above displayed that 58 (58.6%) students chose “agree”, 19 (19.2%) students chose “disagree” with the statement, 16 (16.2%) students chose “strongly agree” and 6 (6.1%) students chose “strongly disagree”. In addition, the mean score was 2.85(see appendix 4). It could be concluded that students of batch 2015 often used a printed dictionary.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.0	3.0	3.0
	Disagree	20	20.2	20.2	23.2
	Agree	54	54.5	54.5	77.8
	Strongly Agree	22	22.2	22.2	100.0
	Total	99	100.0	100.0	

Based on the table above, it could be reported that most of the students 54 (54.5%) voted “agree” regarding this statement. Meanwhile, 22 (22.2%) students voted “strongly agree”, 20 (20.2%) students chose “disagree” and only 3 (3.0%) students chose “strongly disagree”. In addition, the mean score was 2.96(see appendix 4). It be concluded that students of batch 2015 often used an online dictionary.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	13.1	13.1	13.1
	Disagree	13	13.1	13.1	26.3
	Agree	45	45.5	45.5	71.7
	Strongly Agree	28	28.3	28.3	100.0
	Total	99	100.0	100.0	

Based on the statement “I use offline dictionary” the finding showed that the biggest number of students argued “agree”, which was 45 (45.5%). 28 (28.3%) students chose “strongly agree”, and 13 (13.1%) students argued “disagree” and “strongly disagree” on the statement. In addition, the mean score was 2.89(see appendix 4). It can be concluded that students of batch 2015 often used an offline dictionary.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.0	2.0	2.0
	Disagree	23	23.2	23.2	25.3
	Agree	57	57.6	57.6	82.8
	Strongly Agree	17	17.2	17.2	100.0
	Total	99	100.0	100.0	

The table above shows that most of the students 57 (57.7%) “agree” with statement “I use monolingual”. Then, 23 (23.2%) students chose “disagree”, 17 (17.2%) students chose “strongly agree”, and 2 (2.0%) students “strongly disagree” with the statement. In addition, the mean score was 2.90(see appendix 4). It could be concluded that students of batch 2015 often used a monolingual dictionary.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.1	5.1	5.1
	Disagree	19	19.2	19.2	24.2
	Agree	54	54.5	54.5	78.8
	Strongly Agree	21	21.2	21.2	100.0
	Total	99	100.0	100.0	

The table showed that 54 (54.5%) students voted “agree”, 21 (21.2%) students voted “disagree”, 19 (19.2%) students voted “strongly agree”, and 5 (5.1%) students voted “strongly disagree”. In addition, the mean score was 2.90(see appendix 4). It could be concluded that students of batch 2015 often used a bilingual dictionary.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	36.4	36.4	36.4
	Disagree	46	46.5	46.5	82.8
	Agree	14	14.1	14.1	97.0
	Strongly Agree	3	3.0	3.0	100.0
	Total	99	100.0	100.0	

This statement showed that 46 (46.5%) students voted “disagree” and 36 (36.4%) students voted “strongly disagree”. Then, 14 (14.1%) students voted “agree”, and 3 (3.0%) students voted “strongly agree” with the statement. In addition, the mean score was 1.86(see appendix 4). It be concluded that students of batch 2015 seldom use bilingualized dictionary.

Discussion

Discussion includes the analysis of the statistical data obtained in finding section in order to answer the research question. The result of data was supported by related theories or similar findings in previous studies. There are two purposes of this study, namely to identify the students habit on the use of dictionary and to find out the types of dictionary is used by student.

Students habit on the use of dictionary. The main score for students' habit on the use of dictionary was 3.280. This score belongs to "high" category. It meant that ELED student batch 2015 had high habit on the use dictionary because they often use dictionary.

Then based on the descriptive statistic table, the first highest mean score in the student habit on the use dictionary came from "I use a dictionary to look up the meaning of word or phrase". The mean score was 3.57. It implied that most ELED students used a dictionary to find out a new word or an unfamiliar phrase. The finding confirms what was discovered in other studies on dictionary use where the students mostly checked their dictionary for the meaning of words (Hamouda, 2013; Koca, Pojani and Cicko, 2014). The second highest mean score was 3.53 for the statement "I use a dictionary to translate from Indonesia into English". It can be implied that ELED students often used a dictionary to translate from Indonesia to English. This finding is in line with Hamouda (2013) who stated that the students use their dictionary mainly while working on translation. The third highest mean score came from the statement "I use the dictionary when I want to write in English.

The mean score was 3.53. This implied that the ELED students often used a dictionary when students want to write in English. This is in accordance with that of Koca, Pojani and Cicko, 2014; Hamouda, 2013 who concluded that students on average use a dictionary for writing assignment. Students can use dictionary in writing assignment such as write thesis, paper, essay and skripsi. Dictionary can help in writing activity because a dictionary has many information such as the meaning of word, grammar, example of word usage and part of speech. For example, if the students want to write or express their idea in English but they do not know the word in English, the students can look it up in the dictionary.

The types of dictionary used by students. In this study, there are three categories in the types of dictionary.

The first category is based on the content format feature. They included general dictionary and specialized dictionary. Regarding the descriptive statistics table, the mean score of general dictionaries were 3.02 and belonged to the “always category”. Then, the specialized dictionary mean score was which 1.77 belonged to seldom category. 84 students chose general dictionary and just 10 students chose specialized dictionary. General dictionary had a high mean score. It means that general dictionary was used more by students of ELED batch 2015 than specialized dictionary. Students use general dictionaries because they contain common or general language. As Singh (1982: 18) cited in Mihindou (2004) general dictionary contain words from language from a more general side of one or several languages.

The second category is based on form. They included print dictionary and electronic dictionary (online dictionary and offline dictionary). Dictionary based on form was ranked by mean value. First rank is online dictionary. Online dictionary is a dictionary work available via a computer network such as the internet (Pastor and Alcina, 2010)). The mean value was 2.96. Based on the mean value this belongs to “often” category. The number of students who chose online dictionary is 76. It means that most of ELED students often used an online dictionary. The reason why the students choose online dictionary is because it is easy to use. Similarly, Koca, Pojani and Cicko (2014) said that half of the respondents of their research preferred to use online dictionary because it is fast and easy to use, and they could access it from the internet. This may be due to the fact that these students could get access to the internet whenever and wherever they want. However, if the students do not have internet access, an offline dictionary or a paper dictionary may be more convenient to them (Hamouda, 2013). Offline dictionary is the second rank. The mean value was 2.89 which belongs to the “often” category. The total of students chose offline dictionary were 73. This implied that students often used offline dictionary. The students use offline dictionary because it is easy to use, do not require internet access, and quick to use. This finding is in line with Hamouda (2013) who said that 28% of their respondents used offline dictionary because of its portability, accessibility, speed of use and provision of speech. The last rank is Paper dictionary. The mean value was 2.85 which belonged to the “often” category. The total of students who agree to use paper dictionary was 74 students. Paper

dictionary proved more detail and information about words such as frequency of use grammatical structure usage note and picture (Hamouda, 2013).

Third is based on language. Categories based on language are monolingual dictionary, bilingual dictionary and bilingualised dictionary. Based on the descriptive statistic, the highest mean score was achieved by the bilingual dictionary. It was 2.92 and belonged to the “often” category. It meant that ELED students of batch 2015 often used bilingual dictionary. Then, there were 75 students who use bilingual dictionary. This finding is in line with what Taylor (1988) as cited by Fan (2000) who found in their research that half of students used bilingual dictionary. A similar result was found in the research of Baxter (1980). The reason why students used bilingual dictionary was because it might be useful to students of second language to translate or look up the meaning from mother tongue into target language or from target language into mother tongue. Bilingual dictionaries include both native and target language, and translations are given in both languages since the goal is to help the user understand the meaning (Tum, 2012). The second highest mean score is monolingual dictionary that had a mean score 2.90 and belonged to the “often” category. 74 students chose monolingual dictionary, so it means that student often use monolingual dictionary. This is in line with Bejoint (1981) who believed that English Foreign Language students used monolingual dictionaries (as cited in Yaman, 2015). It means that ELED student use monolingual dictionary because it helps them to get into a habit of thinking in the target language. In addition, while using monolingual dictionary users have to think in English and the words have to be understood in terms of other English words. The last is

bilingualized dictionary that had a mean value 1.84. Based on the mean value, it belongs to the “seldom” category. Then, only 17 student use bilingualized dictionary. It is because bilingualized dictionaries are used by someone who wants to learn more than two languages (Tum, 2012).