



THE ANALYSIS OF DIGITAL ENGLISH DICTIONARY USE BY NON-ENGLISH MAJOR UNDERGRADUATE STUDENTS

Laila Desnaranti¹, Febby Pratama Putra², Wahyu Utama³
^{1,2,3} Indraprasta PGRI University, Indonesia
Email: lailad.unindra@gmail.com

ABSTRACT

Dictionary has an important role in the language learning process where the dictionary is used as a learning tool. As a learning tool, dictionary can be used independently because there a lot of features in it such as meaning, pronunciation, types of words, word order and structure. At present, dictionaries available in two versions, they are printed and digital versions which can be in the form of websites or applications. The aim of this research is to find out the use of English digital dictionaries by undergraduate students, especially majoring in non-English language program. Based on the results of interviews with informants and a questionnaire administered to 67 students, this study used a qualitative descriptive method with data analysis. The results of the study found that digital dictionaries are used for language learning, translation and to improve English knowledge. It is strongly suggested to government to give access to the internet since those dictionaries sometimes use network. The developer of the application is also encouraged to make it accessible offline. The research team also suggest for future researcher to find out about the effect of using a digital dictionary on English learning.

Keywords: digital dictionary, English, translating, undergraduate students



This work is licensed under Creative Commons Attribution License 4.0 CC-BY International license

1. INTRODUCTION

1.1. Introduction

English is one of the 10 international languages that are widely spoken throughout the world. English ranks second as the language which most widely adopted as the official language of a country. As the most widely used language in the world, it is only natural that English is included as one of the subjects that must be studied. English is taught to students, both students who are majoring in English and those who are not majoring in English. In order to use English accurately and correctly, we must first know the meaning of the language we use. This is performed thus there are no translation errors that can lead to miscommunication. One of the tools we can use to help translating is dictionary.

Dictionary according to online Indonesian Dictionary (KBBI, 2021) is a work of reference or *referential* in printed or digital form containing words and expressions, which is able to be arranged alphabetically or by theme, containing information about meaning,

usage or translation. In addition, according to KBBI (2021), a dictionary is a book containing a collection of terms or names arranged alphabetically along with an explanation of their meaning and usage. Based on the meaning of dictionary from KBBI (2021), dictionaries have two forms, in printed or book and digital which can be in the form of websites or applications.

With the rapid development of technology, especially smartphone technology nowadays there are so many websites or dictionary applications that have emerged. This is because there are various features which can be found in smartphones that are very practical and portable so that they can be carried and accessed wherever we are. Undergraduate students are also one of the users who are very sensitive to technological advances so that they can easily adjust to the development, especially technology related to smartphone use.

Currently, dictionary is available in two versions, there were a print version and a digital version which can be in the form of a website or application. Digital dictionaries both in the form of sites and applications can be used efficiently to facilitate adult foreign or second language learners in understanding reading and also acquiring vocabulary (Mekheimer, 2012). This means that undergraduate students as adult learners should be able efficiently use digital dictionaries well. In addition, the researchers also found that the digital version of the dictionary is the favorite media which is choose by adult learners compared to the printed version (Mekheimer, 2012)

A dictionary is ordinarily a list of words arranged alphabetically. In addition, the information which is also included in the dictionary are regarding spelling, pronunciation, word class, meaning of words, sometimes word history and examples when using the words in sentences (Setiawati, 2016). Meanwhile, according to (Oxford, 2012), a dictionary is a book that contains words from A to Z and explains the meaning of each word. (Poerwadarminta, 2005) said that a dictionary is a book that contains information about the meaning of words. The dictionary is a book that makes a collection of terms or names arranged along with an explanation of their use and arranged alphabetically with a description of their meaning or their translation of these terms or names (Pratiwi et al., 2016).

Based on previous opinions, it can be concluded that a dictionary is a book that contains a list of words arranged alphabetically along with the descriptions and meanings of the words. Research has shown that the majority of second language learners use bilingual dictionaries regardless of their level of proficiency (Laufer & Kimmel, 1997). This means that learners of a second language, like happened in Indonesia where English is learned as a second language, will prefer to use a bilingual dictionary rather than a one-language dictionary.

Along with the rapid development of technology, the dictionary is now divided into 2 forms, namely printed and digital dictionaries. This is based on the dictionary definition provided by KBBI. Dictionary according to online KBBI (2021) is a work of reference or *referential* in printed or digital form containing words and expressions, can be arranged alphabetically or by theme, containing information about the meaning, usage, or translation. The dictionary is now available either in paper or digital form which can also be available online or in applications for portable devices, and smart phones (Mekheimer, 2012).

Based on research by Mekheimer (2012) digital dictionaries are the most preferred media for adult learners now days compared to printed dictionaries. This is due to the easily to use which digital dictionaries can be carried and accessed wherever we are. Only by having a smartphone, we can access digital dictionaries anywhere and anytime we want by downloading available dictionary application in an application store (such as Google play store or app store) or using an internet browser.

Compared to the print version of the dictionary which only manages the input in one word, the digital dictionary allows users to access multiple words. Thus, users can search for a particular verb phrase as a whole to identify its meaning (Lew, 2013). This certainly makes it very easy for second language learners to learn the meaning of a word and there are also digital dictionaries that include examples of these words in a sentences so that learners can have better understanding the meaning of the word when it used in sentences. This will help learners improve their writing skills and increase their vocabulary.

Chen (2012) conducted a study to compare between the use of bilingual dictionaries and digital dictionaries. Chen (2012) concluded that the use of digital dictionaries can improve learning and memory of unknown words that learners encounter during reading and digital dictionaries also provide a relatively stronger learning effect than printed dictionaries. Digital dictionaries can also be used efficiently to facilitate reading comprehension and vocabulary acquisition for adult learners in learning a second or foreign language (Mekheimer, 2012)

Keengwe & Georgina (2012) within their research state that technological developments provide changes to the implementation of teaching and learning. One of them is in language learning where language learners can use assistance from technological developments at their learning and teaching process. One of the media that is often used is smart phones. Backer (2010) states that a smartphone is a phone that combines advanced capabilities which is able to function like a computer by offering some features such as a personal digital assistant, internet access, e-mail, and a global positioning system (GPS).

Smartphones nowadays also have features that are very useful for learners, one of them is digital dictionary. The internet is one of the technological developments which is used as a tool to integrate language learning activities (Martins, 2015). With internet access on smartphones that are owned by students, they are able to use a digital dictionary application or use a browser to find the meaning of vocabularies which is difficult for them. A research result showed that students who interact more often with the applications on smartphones can more easily understand the contents of a reading text (Gheytsi et al., 2015).

According to Wright (1998) dictionary is indeed one of the most accessible, commonly used and cheapest learning source. Dictionary is a mine of information for language learners, providing them with vocabulary knowledge, starting from the most important things such as meaning, pronunciation, types of words, word order and structure (Nakamura, 2000). Asher (in Alhatmi, 2019) considers the use of dictionaries as a gateway to independent learning. Marckward (in Koca et al., 2014) also explains that dictionaries often provide information about languages that are not found elsewhere. Dictionaries generally provide information about grammar, usage, status, discrimination of synonyms, application of derivative affixes and also differences between spoken and written English that are not

usually discussed in textbooks. Based on the explanation above, the dictionary has an important role in the language learning process where dictionary is a learning tool that provides a variety of information about a word that is needed by language learners.

This is also supported by Walz (1990) that the dictionary is an important source for information about words in a language. Hayati (2006) also recommended that students consult to a dictionary for the meaning of an unknown word to ensure that their assumptions are accurate based on contextual information. Access to the dictionary helps students become more independent because they can find suitable interpretations of foreign words in sentences without relying on explanations from the teacher (Miyanaga, 2007)

It have the same opinion with Ali (2012) who states that a dictionary is an essential tool for mastering vocabulary and learning foreign languages in general. This gives learners access to a large amount of information about words and their usage. Dictionaries are considered to be an effective tool for helping to learn vocabulary in a second or foreign language. Dictionary is also a learning tool that is cheap and easily reached by students, especially digital dictionaries. Digital dictionaries are very easy to obtain by simply downloading a dictionary application which is available in an application store (such as Google play store or app store) or using an internet browser.

It turns out that the dictionary has a very important role, according to Nation (2001) that the role of the dictionary does not stop at providing information about vocabulary, but extends to helping language learners in understanding and writing. Summers (1988) also concluded that dictionaries can help language learners for studying words because they: 1) provide a powerful analytic tool in language organization, 2) provide differentiation from other similar words which is necessary for accurate comprehension, 3) helps refine new vocabulary in memory by drawing the user's attention to words that are opposite or with close meanings. Dictionary is an important pedagogical tool that plays a vital role in various language learning processes including reading comprehension and learning as well as vocabulary mastery (Ali, 2012).

This is also stated by Ali (2012) that the dictionary is an essential tool for mastering vocabulary and learning foreign languages in general. This can give language learners access to a large amount of information about words and their usage. Further Ali (2012) states that using a dictionary can be seen as an explicit strategy for studying foreign language vocabulary or as a communication strategy. Dictionaries are considered an effective tool for helping to learn vocabulary in both second and foreign languages.

Many studies have shown that the use of dictionaries is considered as a strategy in independent language learning and can facilitate vocabulary learning, reading comprehension and text production (Wolfer et al., 2018). More specifically, O' Malley & Chamot (1995) classify dictionary use as a cognitive strategy. Schmitt (in Chadjipapa et al., 2020) classifies the use of dictionaries as one of the determination strategies adopted by users to find new meanings of words without asking for help. Using dictionaries also facilitates the process of learning new words (Hulstijn et al., 1996) and helps users preserve new vocabulary in long-term memory (Chen, 2012). Based on some of the statements above, it is found that the dictionary is able to be used as a strategy in learning language

independently and it is not only used to learn vocabulary, it can also be used to understand reading material and write text.

Gavriilidou (2013) was the first to refer the Dictionary Use Strategy (DUS) by linking the descriptive ideas of reference-seeking skills with a strong theory of learning strategies. Gavriilidou (2013) defines DUS as a technique used by effective dictionaries users to perform fast and successful dictionary searches. DUS is considered as part of a larger construct of learning strategies. Based on the previous explanation, it was found that the use of a dictionary is an effective language learning strategy but it depends on the strategic decisions and behavior of the user in order to maximize its use therefore the objectives of the dictionary user can be achieved that will facilitate language learning, vocabulary acquisition, reading comprehension or writing skills.

One of the purposes of using a dictionary is to translate or interpret words which are not understood by users. According to Catford (in Maulida, 2017) translation is the replacement of textual material in one language by equivalent material in another language. Meanwhile, according to Nida & Taber (1982) Translation consists of reproducing in the receptor language the closest natural equivalence of the source language message, first in terms of meaning and second in terms of style, translation is producing the closest natural equivalent of message the source language into the language of the recipient, first in terms of meaning and second in terms of style. Translation is an expression of the source language in what it is expressed in the target language by maintaining its semantic and stylistic equivalents (Dubois in Maulida, 2017). Based on the previous explanation, translation is the change of the source language into the target language according to the closest equivalent in terms from both meaning and style.

Language learners must be able to translate the target language which they are learning accurately so that there will be no misunderstandings when using the language. In order for this to be achieved, language learners can use dictionary as a language learning tool and also as a strategy in learning their target language. Language learners should also maximize the use of dictionary therefore the goals of dictionary users can be achieved which will facilitate language learning, vocabulary acquisition, reading comprehension or writing skills.

1.2. Research questions

1. How undergraduate students especially for non-English major are using the digital English dictionary?
2. Are undergraduate students, particularly those enrolled in non-English major have made full use of the digital dictionary?
3. What are the obstacles and ease that experienced by undergraduate students especially for non-English major in using digital dictionaries?

1.3. Significance of the study

The researcher's purpose in doing this study are to learn more about how students in non-English major use digital dictionaries at their English classes in percentage, efforts of non-English major students in maximizing the use of digital dictionaries for learning at their English courses and also find out in the form of interviews and questionnaire regarding the obstacles also ease for non-English major students in using digital dictionaries.

2. METHOD

2.1. Research Design

The research method which is used in this research is descriptive qualitative research. Descriptive qualitative research is a research that aims to collect data, where the data that has been successfully collected then presented again accompanied by analysis. The researcher hope can provide a clear explanation about digital dictionaries use in learning English by non-English major undergraduate students with this analysis. The analysis of this research will be based on questionnaire and interviews which is given to the non-English major undergraduate students. The answer from the interview and questionnaire given by the undergraduate students will help the researcher in describing how the non-English undergraduate students use digital dictionary and also what are the ease and obstacle in using it.

2.2. Samples/Participants

According to Arikunto (2012) if the population is less than 100 people, the total sample is taken as a whole, but if the population is greater than 100 people, 10-15% or 20-25% of the population can be taken. The total population of undergraduate students from economic education study programs who take English courses is 665 students. The research team took 10 percent of the population as a sample, therefore the number of students sampled was 66.5 and rounded up by the research team to 67 students.

2.3. Instruments

Sugiyono (2013) suggests that interviewing provides the research a means to gain a deeper understanding of how the participant interprets a situation that cannot be gained through observation alone. The purpose of this statement is that by interviewing, researchers will find out more about participants in interpreting situations and phenomena that occur where this is not able to be found only through observation. In this study, semi-structured interviews were used which included in detailed interviews. The research team grouped the questions based on the interview purpose.

Table 4.1 Interview Indicators

No	Instrument	Objective	Interview Questions
1.	Interview	Non-English study program students particularly economic education students	a. The ease in using digital dictionary b. Print dictionary Replacement with digital dictionaries c. Obstacles in using a digital dictionary d. Benefits of using a digital dictionary

Source: Data processed by research team, (2020)

2. Survey by using questionnaire

The indicators of this questionnaire are addressed in the following table:

Table. 4.2 Questionnaire indicators

No	Instrument	Objective	Indicators
1.	Questionnaire	Non-English study program students particularly economic education students	a. Student motivation in using digital dictionaries. b. The Ease in using digital dictionaries for students. c. Portability in the use of digital dictionaries for students.

Source: Data processed by research team, (2020)

2.4. Data analysis

This study's technique is a descriptive method which is processed qualitatively. There are three steps included in this research, those are data reduction, data display and conclude the research conclusion. The undergraduate students are given interview question about the ease, obstacle and also benefit in using digital dictionary. Following that they also asked to fill questionnaire about their motivation, ease and portability in using digital English dictionary. The researchers reduce the data which they get from the interview along with questionnaire answers and display the result in a form of a brief summary and also using chart. The analysis results are data reduction and then presented in the form of processed data to draw final conclusions as a result of this study.

3. FINDINGS AND DISCUSSION

3.1. Findings

1.1.1 Interview results

Interviews were conducted to random undergraduate students' particularly economic education students as samples and their answers were described as follow. For questions about the ease found in using a digital dictionary, the undergraduate students answered that the digital dictionary is very easy to be carried anywhere and anytime. They find the vocabulary which they are looking for easily so they don't have to waste time. Digital dictionaries are also simple, understandable and by using a digital dictionary you do not have to carry a thick printed dictionary. The undergraduate students also asked whether digital dictionary can replace the role of printed version dictionary, most students answered that it could because it followed technology development and digital dictionary is easy to use. Others answered that it could not because it was due to poor networks in their residence which made them more comfortable using a printed dictionary.

When asked about the obstacles in using digital dictionary, according to the undergraduate students, the main obstacle was the network problem that was still not good so that sometimes it was difficult for them to access the digital dictionary. The use of digital dictionary requires them to be online therefore if there is network disturbance or their internet data runs out, they cannot use the digital dictionary. In

addition, sometimes the meaning of the word which they are looking for is not properly interpreted by the digital dictionary. As for the benefits gained from using a digital dictionary, the undergraduate students answered that a digital dictionary helps in learning English easier, such as being able to do assignments efficiently, helping to translate difficult words that they have not understood and to help smoothen their English pronunciation because there are several types of digital dictionary that also tells you how a word is pronounced.

3.1.2 Questionnaire result

The survey results regarding digital dictionary use by the undergraduate students can be seen in the graph below:

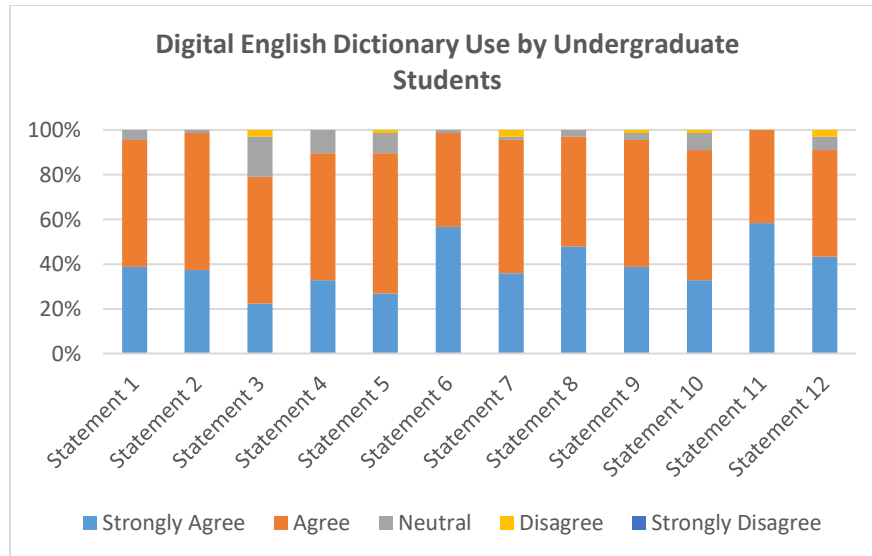


Figure 1. Digital English Dictionary Use by Undergraduate Students Graph

While the results of the questionnaire which is performed in the study can be described as follows. For statement 1, I used a digital dictionary to learn English, from 67 respondents obtained 38.8% or 26 students answered strongly agree that they used a digital dictionary to learn English. As many as 56.7% or 38 students answered agree, 3 students (4.5%) answered neutral, and no student answered neither agree nor strongly disagree. For statement 2, I use a digital dictionary to translate English, which was obtained from 67 respondents, the result is 37.3% or 25 students answered strongly agree that they use a digital dictionary to translate English, 61.2% or 41 students answered agree, 1 student (1.5%) answered neutral, and no student answered neither agree nor strongly disagree.

When answering statement 3, the digital dictionary motivates me to learn English, which was obtained from 67 respondents, the result is 22.4% or 15 students answered strongly agree that the digital dictionary motivates them to learn English. A total of 56.7% or 38 students answered agree, 12 students (17.9%) answered neutral, 2 students (3%) answered disagree and no student answered strongly disagree. For statement 4, using a digital dictionary helps me improve my English knowledge, from

67 respondents obtained 32.8% or 22 students answered strongly agree that using a digital dictionary helps them improve their English knowledge. A total of 56.7% or 38 students answered agree, 7 students (10.4%) answered neutral, and no student answered neither agree nor strongly disagree.

Hence for statement 5, I can learn English easier using a digital dictionary, from 67 respondents 26.8% or 18 students answered strongly agree that they can learn English more easily using a digital dictionary. A total of 62.7% or 42 students answered agree, 6 students (8.9%) answered neutral, 1 student (1.5%) answered disagree and no student answered strongly disagree. Meanwhile for statement 6, smartphone facilitates me to use a digital dictionary more easily, the result which is obtained from 67 respondents is that 56.7% or 38 students answered strongly agree that smartphones facilitate them to use digital dictionaries more easily. As many as 41.8% or 28 students answered agree, 1 student (1.5%) answered neutral, and no student answered neither disagree nor strongly disagreed.

Statement 7, I find using a digital dictionary is helpful in learning English. It obtained from 67 respondents that 35.8% or 24 students answered strongly agree that they feel helped in learning English because they use a digital dictionary. As many as 59.7% or 40 students answered agree, 1 student (1.5%) answered neutral, 2 students (3%) answered disagree and no student answered strongly disagree. Statement 8, when I find a difficult word, I can look it up in a digital dictionary, from 67 respondents 47.7% or 32 students answered strongly agree that when they find a difficult word, they can look it up in digital dictionary, 49.2% or 33 students answered agree, 2 students (3%) answered neutral, and no student answered neither disagree nor strongly disagreed.

For the statement 9, I always carry my smartphone wherever and whenever. It obtained from 67 respondents that 38.8% or 26 students answered strongly agree that they always carry their smartphone wherever and whenever. A total of 56.7% or 38 students answered agree, 2 students (3%) answered neutral, 1 student (1.5%) answered disagree and no student answered strongly disagree. For the statement 10, I can learn English with a digital dictionary wherever and whenever, obtained from 67 respondents that 32.8% or 22 students answered strongly agree that they can learn English with a digital dictionary anywhere and anytime. As many as 58.2% or 39 students answered agree, 5 students (7.5%) answered neutral, 1 student (1.5%) answered disagree and no student answered strongly disagree.

Hence for statements 11, I can translate English anytime and anywhere by using a digital dictionary. It collected from 67 respondents, the result is that 58.2% or 39 students answered strongly agree that they can translate English anytime and anywhere by using a digital dictionary, 41.8% or 28 students answered agree, and no student answered neutral, disagreed or strongly disagreed. For the statement 12, digital dictionary eliminates the need for me to carry a thick printed dictionary. It collected from 67 respondents that 43.3% or 29 students answered strongly agree that digital dictionaries make them unnecessary to carry thick printed dictionaries, 47.8%

or 32 students answered agree, 4 students or 6% answered neutral, 2 students or 3% answered disagree and no student answered strongly disagree.

3.2. Discussion

To be able to learn a language thoroughly, many language learners choose dictionary as a learning tool. The use of dictionary is also included in language learning strategies. With the rapid development of technology, nowadays dictionary is also available in digital format in addition to the printed form. Therefore, the research team wanted to know the use of digital dictionaries from English learners, especially undergraduate students, where they usually are able to adapt quickly to technological advances. The use of digital dictionaries by students can be seen from the results of interview answers and also questionnaires that the research team distributed.

According to the undergraduate student who participated in the researcher team's interview, using a digital dictionary is quite convenient. Because they can quickly find the definition of the word they're looking for. This is in accordance with Lew (2013) research findings which a digital dictionary allows users to access many words before searching for a verb phrase as a whole to determine its meaning. A digital dictionary can also help students learn English more effectively because it not only helps them identify the meaning of a word, but it also teaches them how to pronounce it, which aids in their learning of speaking. However, some undergraduate students claim that they prefer using a printed dictionary over a digital one because their area's internet signal is still poor. When undergraduate students use a digital dictionary, they encounter network disruptions or run out of internet data, and the meaning of the word they are seeking for is sometimes incorrectly interpreted by the digital dictionary. The final question in the interview is about the advantages of utilizing a digital dictionary, such as assisting them with homework, translating difficult terms that they don't understand, and smoothing out their English pronunciations.

There are three indicators for the questionnaire namely student motivation in using digital dictionaries, the ease in using digital dictionaries and portability in the use of digital dictionaries. For the students' motivation from the questionnaire, the researcher obtained that the undergraduate students used digital dictionary to learn English, to translate English, improve their English knowledge and also help motivates them to learn English. This indicates that undergraduate students have made the most of digital dictionaries. In the ease for using digital dictionaries, the undergraduate students said that they can learn English easier using a digital dictionary, their smartphone facilitates them to use a digital dictionary more easily, using a digital dictionary is helpful in learning English also when students come across a difficult word, they can use a digital dictionary to look it up. It means that using digital dictionary is very easy for them to use because they can just open their smartphone and push the application button or use a browser to access the digital dictionary. They may then discover everything they require and assist them in improving their English skills. For portability in using digital dictionary the undergraduate said that because they always carry their smartphone, they can learn English using digital dictionary wherever and whenever, translate English anytime and anywhere and also eliminates the need to carry a thick printed dictionary.

From the questionnaire answer for portability indicator we can say that a digital dictionary is very easy to carry around because it is installed on their smartphone and can be accessed quickly. They can also use digital dictionary for learning English anywhere and they do not need to bring thick and heavy dictionary anymore.

Chen (2012) conducted a study to compare between the use of bilingual dictionaries and digital dictionaries. Chen (2012) concluded that the use of digital dictionaries can improve learning and memory of unknown words that learners encounter during reading and digital dictionaries also provide a relatively stronger learning effect than printed dictionaries. Digital dictionaries can also be used efficiently to facilitate reading comprehension and vocabulary acquisition for adult learners in learning a second or foreign language (Mekheimer, 2012).

4. CONCLUSIONS

4.1. Conclusion

Based on the discussion above, the research team drew conclusions. Hence on the results of the research team's interviews with several randomly selected undergraduate students, it can be concluded that they use a digital dictionary because it is easy to carry anywhere and easy to use. Even though there are obstacles in its use, such as the network is not good enough, its use must be online so that it requires internet quota and sometimes an inaccurate word translation. However there also some benefit that they get, starting from it is able to help learning English easier, helping with assignments and also translate difficult words wherever they are. When asked whether a digital dictionary can replace a printed dictionary, some answered yes because we have to keep up with technology developments but partly disagree with it because printed dictionaries can still be used especially in Indonesia where the internet network is not evenly distributed.

In addition, the results of the questionnaire from the indicators of student motivation in using a digital dictionary, it shows that the digital dictionary has been used properly in accordance with its role, such as to learn the language, especially English, to translate and to improve English knowledge. Based on the questionnaire results from the ease of using the digital dictionary, the questionnaire answers results were good, which stated that the digital dictionary was very easy to use in helping students learn English especially to find the meaning of difficult words. The results of questionnaire for the portability indicator of using a digital dictionary, good results are obtained where the digital dictionary can be carried and able to be used anywhere by using a smartphone as intermediary. This means that students do not need to carry a thick printed version of the dictionary.

4.2. Suggestions

The suggestion that the research team can give for the use of English digital dictionary is if it refer to the results of the interviews that research team has conducted, the suggestion that can be given is that network management, especially those owned by the government, can improve the quality of the network so it can touch to places that do not have network in order to reduce obstacle from using digital dictionaries. In addition, for digital dictionary developers, it is better if the dictionary can be used offline, so if

there is a problem with the network or do not have internet quota, users can still access the digital dictionary and use it.

The research team also suggested to increase the use of dictionaries by undergraduates students, not only for learning vocabulary and translating but also it can be used to learn for writing. This will help students' writing skills in English. For the easiness in using digital dictionaries, the research team suggests that digital dictionary developers can provide examples in sentences, not only translating the meaning of the word, because sometimes if it is used in a sentence the meaning of the word can be different. This will greatly assist users in developing their translation and writing skills. The research team would also like to suggest for future researcher to find out about the effect of using a digital dictionary on English learning.

Acknowledgments

The authors would like to thank the students' class of 2019-2020 Economic Education Study Program of Indraprasta PGRI University which had taken English course for participating in this research

REFERENCES

- Alhatmi, S. (2019). A Survey Study of the Dictionary Use Sub-strategies of English Majors in Saudi Arabia: Dictionary Related Aspects. *English Language Teaching*, 12(3), 139. <https://doi.org/10.5539/elt.v12n3p139>
- Ali, H. I. H. (2012). Monolingual dictionary use in an EFL context. *English Language Teaching*, 5(7), 2–7. <https://doi.org/10.5539/elt.v5n7p2>
- Arikunto, S. (2012). *Prosedur Penelitian*. Rineka Cipta.
- Backer, E. (2010). *Using smartphones and Facebook in a major assessment: The student experience*. 4(1), 19–31. <http://www.ejbest.org>
- Chadjipapa, E., Gavriilidou, Z., Markos, A., & Mylonopoulos, A. (2020). The effect of gender and educational level on dictionary use strategies adopted by upper-elementary and lower-secondary students attending Greek schools. *International Journal of Lexicography*, 33(4), 443–462. <https://doi.org/10.1093/ijl/ecaa012>
- Chen, Y. (2012). Dictionary use and vocabulary learning in the context of reading. *International Journal of Lexicography*, 25(2), 216–247. <https://doi.org/10.1093/ijl/ecr031>
- Gavriilidou, Z. (2013). Development and Validation of the Strategy Inventory for Dictionary Use (S.I.D.U). *International Journal of Lexicography*, 22(2).
- Gheytsi, M., Azizifar, A., & Gowhary, H. (2015). The Effect of Smartphone on the Reading Comprehension Proficiency of Iranian EFL Learners. *Procedia - Social and Behavioral Sciences*, 199, 225–230. <https://doi.org/10.1016/j.sbspro.2015.07.510>

- Hayati, M. (2006). The Effect Of Monolingual And Bilingual Dictionaries On Vocabulary Recall And Retention Of EFL Learners. *The Reading Matrix*, 6(2), 125–134.
- Hulstijn, J. H., Hollander, M., & Greidanus, T. (1996). Incidental Vocabulary Learning by Advanced Foreign Language Students: The Influence of Marginal Glosses, Dictionary Use, and Reoccurrence of Unknown Words. *The Modern Language Journal*, 80(3), 327. <https://doi.org/10.2307/329439>
- KBBI. (2021). <https://kbbi.kemdikbud.go.id/entri/kamus> accessed January, 5th 2021. <https://kbbi.kemdikbud.go.id/entri/kamus>
- Keengwe, J., & Georgina, D. (2012). The digital course training workshop for online learning and teaching. *Education and Information Technologies*, 17(4), 365–379. <https://doi.org/10.1007/s10639-011-9164-x>
- Koca, S., Pojani, V., & Jashari-Cicko, A. (2014). Dictionary use by EFL university students a case-study at Korça university. *Mediterranean Journal of Social Sciences*, 5(19), 74–83. <https://doi.org/10.5901/mjss.2014.v5n19p74>
- Laufer, B., & Kimmel, M. (1997). Bilingualised dictionaries: How learners really use them. *System*, 25(3), 361–369. [https://doi.org/10.1016/S0346-251X\(97\)00028-6](https://doi.org/10.1016/S0346-251X(97)00028-6)
- Lew, R. (2013). How can we make electronic dictionaries more effective? *Oxford University Press*, 9780199654, 1–19. <https://doi.org/10.1093/acprof:oso/9780199654864.003.0016>
- Martins, M. de L. (2015). How to Effectively Integrate Technology in the Foreign Language Classroom for Learning and Collaboration. *Procedia - Social and Behavioral Sciences*, 174, 77–84. <https://doi.org/10.1016/j.sbspro.2015.01.629>
- Maulida, H. (2017). Persepsi Mahasiswa Terhadap Penggunaan Google Translate Sebagai Media Menerjemahkan Materi Berbahasa Inggris. *Jurnal SAINTEKOM*, 7(1), 56. <https://doi.org/10.33020/saintekom.v7i1.21>
- Mekheimer, M. A. A. (2012). Assessing Aptitude And Attitude Development in a Translation Skills Course. *CALICO Journal*, 29(2).
- Miyana, C. (2007). *Anxiety, strategies, motivation, and reading proficiency in Japanese university EFL learners* (Vol. 130, Issue 2). Temple University. <http://dx.doi.org/10.1016/j.jaci.2012.05.050>
- Nakamura, T. (2000). The use of vocabulary learning strategies: the case of Japanese EFL learners in two different learning environments. *Essex University*.
- Nation, I. (2001). *Learning vocabulary in another language* (Vol. 23, Issue 1). Cambridge University Press. [https://doi.org/10.1016/s0889-4906\(02\)00014-5](https://doi.org/10.1016/s0889-4906(02)00014-5)
- Nida, E. A., & Taber, C. R. (1982). *The theory and practice of translation* (Vol. 8). Bill Archive.

- O' Malley, M., & Chamot, A. (1995). *Learning Strategies in Second Language Acquisition* (fourth). Cambridge University Press.
- Oxford. (2012). *Oxford Basic English Dictionary Fourth Edition*. Oxford University.
- Poerwadarminta, W. J. S., (2005). *Kamus Umum Bahasa Indonesia Lama*.
- Pratiwi, H., Arfyanti, I., & Kurniawan, D. (2016). Implementasi Algoritma Brute Force Dalam Aplikasi Kamus Istilah Kesehatan. *Jurnal Ilmiah Teknologi Infomasi Terapan*, 2(2), 119–125. <https://doi.org/10.33197/jitter.vol2.iss2.2016.99>
- Setiawati, S. (2016). Penggunaan Kamus Besar Bahasa Indonesia (Kbbi) Dalam Pembelajaran Kosakata Baku Dan Tidak Baku Pada Siswa Kelas Iv Sd. *Gramatika STKIP PGRI Sumatera Barat*, 2(1). <https://doi.org/10.22202/jg.2016.v2i1.1408>
- Sugiyono. (2013). *Metode Penelitian*. Bandung: CV Alfabeta.
- Summers, D. (1988). *The role of dictionaries in language learning*. London: Longman.
- Walz, J. (1990). The dictionary as a Secondary Source in Language Learning. *The French Review*, 64(1). <https://www.jstor.org/stable/395868>
- Wolfer, S., Bartz, T., Weber, T., Abel, A., Meyer, C. M., Müller-Spitzer, C., & Storrer, A. (2018). The Effectiveness of Lexicographic Tools for Optimising Written L1-Texts. *International Journal of Lexicography*, 31(1), 1–28. <https://doi.org/10.1093/ijl/ecw038>
- Wright, J. (1998). *Dictionaries: Resource books for teachers*. Oxford University Press.