

THESIS

**THE INFLUENCE OF USING PAPER DICTIONARY
AND ELECTRONIC DICTIONARY ON STUDENTS'
IDIOM COMPREHENSION**



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**PENDIDIKAN BAHASA INGGRIS
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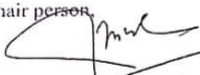
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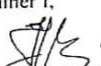
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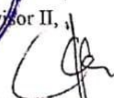
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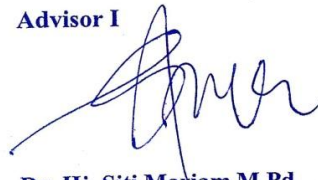
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ABSTRACT

Title : **The Influence of Using Paper Dictionary and Electronic Dictionary on Students' Idiom Comprehension**
Writer : **Izky Hanifah**
Student Number : **1503046059**

This research discusses the difference between using paper dictionary and electronic dictionary in students' idiom comprehension at the Fourth Semester English Department Students in Walisongo State Islamic University of Semarang in The Academic Year of 2018/2019. The method used in this research is quantitative research and comparative study design. The writer used two instruments; questionnaire and test. From the questionnaire, it is known that students prefer electronic dictionary to paper dictionary. Conversely, the result of the test showed that the score of students using paper dictionary (Class A) is higher than the score of students using electronic dictionary (Class C). The score of students using paper dictionary (Class A) is 7, while the students using electronic dictionary (Class C) is 5. It showed that there was significance different between using paper dictionary and electronic dictionary on students' idiom comprehension. Based on the result of this research, the writer suggests the students to use dictionary in comprehending idiom.

Keywords: comparative study, electronic dictionary, idiom comprehension, paper dictionary.

MOTTO

وَلَمْ أَكُنْ بِدُعَائِكَ رَبِّ شَقِيًّا ۚ

..”And i have never been unblest in prayer to Thee, my Lord”. (QS.
Maryam:4)

Learn from yesterday, live for today, hope for tomorrow. (Albert
Einstein)

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CURRICULUM VITAE

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, research question, objective of the study, scope and limitation of the study, significant of the study, and definition of key terms.

A. Background of the Study

Humans are the only one that speaks, whatever human beings do, whether they are related to playmates, quarrels, flirting, or etc, they must say a word. The ability to speak words or conversations is what differentiates humans from other creations of God's creation. As stated in The Qur'an surah At-Tin ayah 4:

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ ﴿٤﴾

The meaning is : 'we have indeed created man in the best of moulds'.¹

Then, how the way human can make a conversation with others? It can be done using language. Language is a human communication tool from the beginning. Like the first creation in

¹ Ar-Rifa'i, Muhammad Nasib. 2000. *Kemudahan Dari Allah: Ringkasan Tafsir Ibnu Katsir Jilid 4*. Jakarta: Gema Insani. Hal. 1008.

this world, Prophet Adam, he was taught by Allah a language. This was stated in Al-Qur'an surah Al-Baqarah ayah 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ

هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

The meaning is: 'And he taught Adam all the names, then showed them to the angels, saying: inform me of the names of these, if ye are truthful'.

There are so many languages that can be used to communicate in this world such as Chinese, English, Arabic, Spanish, and so forth. Every country has their own language. As well as cities also have their own language. For instance simply in Indonesia, we have Indonesian, Javanese, Sundanese, and others. In this chance, the writer would like to focus on English due to English is considered as international language.

For everyone who wants to engage in international interaction, learning English has become a necessity. It is not a peace of cake to master this language. There are some skills that should be learnt and practiced such as listening, speaking, reading and writing. Those are the basic language skill.² One of

² Ali, Irwan Ro'iyal. 2010. The Correlation Between Student's Vocabulary Mastery and Reading Comprehension. *Thesis*. Tarbiyah and Teacher's Training Faculty State Islamic University Syarif Hidayatullah: Jakarta. Page 1.

the key to be able to master those skills that is comprehending many words in English including idioms.

To express an idea, English has many ways. One of them using idiomatic expressions.³ Idiom is a combination of one word and other word which conveys a certain meaning. It is one of the characteristics of English that adds color to the language, helping us to emphasize meaning and to make our observation, judgments and explanations lively and interesting.⁴ Native speakers of English use idioms in a wide variety of register and situations, for instance in spoken language, in situation that range from friendly conversations to business meetings. Besides, idioms are used in written English as well, especially in journalism where writers frequently use them to bring their stories to life.

For native speaker, idioms were common for them, but different from non-native speakers. Not all non-native speakers are aware of idiom. Idiomatic expressions are spontaneously used by native speakers daily. They are considered inevitable for non-native speakers of English. As a result, non-native speakers of English need to learn idiom in order that they are

³ Mabruroh, Khofiana. 2015. An Analysis Of Idioms And Their Problems Found In The Novel *The Adventures Of Tom Sawyer* By Mark Twain. *Rainbow: Journal of Literature, Linguistics and Cultural Studies* 4 (1). Page 2.

⁴ Fatmawati, Nanik. 2011. A Comparison Analysis of American And British Idioms. *Thesis*. State Islamic University Syarif Hidayatullah Jakarta, English Letters Department, Letters and Humanities Faculty. P. 1.

accustomed with. To become accustomed with idiom, they should be common with the tool that facilitates to learn about idiom like dictionary.

Dictionaries are an indispensable tool for many English language learners. It is very common that we see language learners, they are carrying around or checking up their dictionaries. Dictionaries help language learners in their comprehension and production of language, and support learners with invaluable information on linguistic as well as cultural aspects of words when they do not understand what the meaning of word is.

With rapidly developing technology, the choice of available dictionaries is expanding. There are paper dictionary and electronic dictionary (e-dictionaries). E-dictionaries either online such as the website *Dictionary.reference.com*, *Thesaurus.com* or offline which can be available apps for portable devices and smart mobile phones like *Merriam Webster Dictionary*, *Cambridge Dictionary*, etc. They can be efficiently used to facilitate idiom acquisition for learners of a second/foreign language.

There were many different arguments among the researchers related to dictionary use. Chen (2011) and Dziemianko (2010) investigated e-dictionaries provides a comparatively stronger learning effect than paper dictionaries. They agreed that e-dictionary use is better than paper dictionary

use for learning.⁵ In addition, Laufer and Hill (2000) also supported the use of PEDs (Pocket Electronic Dictionary) in the language classroom, they said “if a pedagogical tool is popular with learners, the chances are that it will be beneficial for learning”. Conversely, Boonmoh & Nesi (2008) and Kobayashi (2008) found the evidence of the possible disadvantages of PEDs.⁶

All the previous researches were about the effect of dictionary use towards students vocabulary comprehension. Commence from those studies, the writer is interested in knowing something different, she will investigate how is the use of dictionary on students idiom comprehension. This study is designed to understand whether the use of different dictionaries can influence how well students’ idiom comprehension or no. At this good occasion, the resesarcher uses monolingual dictionary, Oxford Dictionary, both electronic dictionary and paper dictionary.

⁵ Fageeh, Al. 2014. Effects of Using the Online Dictionary for Etymological Analysis on Vocabulary Development in EFL College Students. Finland: Academy Publisher, *Theory and Practice in Language Studies*, Vol. 4, No. 5. Page 883.

⁶ Filer, B. 2017. Paper or Electronic Dictionaries: A Comparison, Transformation in language education. Tokyo: *JALT*. Page 235.

B. Research Questions

Based on the background of study above, problems of the study are as follows:

1. What kind of dictionary do the fourth semester English department students' use?
2. How high is students' idiom comprehension using paper dictionary and electronic dictionary at fourth semester English department students?
3. Is there any significant difference between using paper dictionary and electronic dictionary on students' idiom comprehension at fourth semester English department students?

C. Objective of the Study

Based on the research statement, this particular study aimed to:

1. Identify kinds of dictionary used by the fourth semester English department students.
2. Analyze students' idiom comprehension using paper dictionary and electronic dictionary at fourth semester English department students.
3. Explain any significant difference between using paper dictionary and electronic dictionary on students' idiom comprehension at fourth semester English department students.

D. Scope and Limitation of the Study

The scopes of the study are limited to the subject and object investigated.

1. Subject

The subject of this study was the fourth semester English department students in the academic year 2018/2019.

2. Object

The object of this study is that how the use of dictionary both paper dictionary and electronic dictionary on students' idiom comprehension is different or similar. The dictionary use is compared by students' test score which describes their idiom comprehension at fourth semester English department students of Walisongo State Islamic University of Semarang in the academic year 2018/2019.

E. Significance of the Study

The result of the study is expected to be able to give some benefits for researcher, teacher, student and reader:

1. For the researcher

The researcher knows the differences students' idiom comprehension using paper dictionary and electronic dictionary. Besides, the researcher gets some experience and knowledge about her study and it's useful in the future.

2. For the teacher

The result of the study informs teacher about students' dictionary use and it can improve the way that they train their students in dictionary skill.

3. For the student

The result of this study motivates the student to learn about idiom using paper dictionary and electronic dictionary.

4. For the reader

This study could give knowledge and can be used as a reference to other reseacher.

F. Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. According to Jackson in Adriana and Ovidiu, He states that the dictionary are alphabetical lists of words followed by pronunciation information, definitions, and etymology. Dictionaries are the reference book about words. They are the book about language. People consult them to find out information about words. Dictionaries generally are an indispensable tool for learning a foreign language. They provide learners with valuable information in all aspects of language such as phonological, morphological, syntactical, semantic information, etymological and usage information. Therefore, dictionaries are considered good companions to

language learners, especially to second or foreign language learners. When learners found some difficult words like idiom, they can directly open their dictionaries to look for the meaning of the idiom since dictionaries can provide a quick and direct access to the meaning of an unknown word.⁷

2. McCarthy and O'Dell in their book 'English Idioms in Use' (2002: 6) cited by Khofiana (2015) stated that 'Idioms are expressions which have a meaning that is not obvious from the individual words', means that the meaning of idioms is not only literal meanings, but they have also non literal meanings. While according to Seidl and McMordie (1988:11-13), idioms are an essential part of language; they have a different meaning from the individual meanings of each word. As Peacock (2009: 8) argued that "idioms are words and phrases that express more than the actual words themselves."⁸ In addition, Walker in the New International Webster's Comprehensive Dictionary of the English Language (2003: 627) explained that an idiom is a unique expression of language, not readily analyzable from its

⁷ Hamouda, Arafat. 2013. A Study of Dictionary Use by Saudi EFL Students. Saudi Arabia: *Study in English Language Teaching*, Vol. 1, No. 1. Page 227-228.

⁸ Anggunia, Retno. 2017. An Analysis of The Translation of The Idiomatic Expressions Used in The Subtitles of Tangled. *Thesis*. Pasundan University Bandung, English Departement, Faculty of Arts and Letters. Page 15.

grammatical construction or from the meaning of component parts. In short, idiom should be interpreted as unity, not word by word, because when words that form the idiom stands alone, its meaning will be different from these words when they appear together as an idiom.

3. Idiom comprehension is very significant for foreign language learners including students. Idiomatic expressions are used in both formal and informal communications. They are part of the standard business, media, and everyday life, talking about written or spoken English. Therefore, students of English should learn about idiom in order that they can comprehend idiomatic expressions. If they are comprehending idiomatic expressions, they are able to communicate effectively and sound more natural and native-like. The more they are capable of understanding and using idiomatic expressions, the closer they are to the native proficiency of the English language.⁹

⁹ Thyab, Rana Abid. 2016. The Necessity of Idiomatic Expressions to English Language Learners. Iraq: Tirkrit University, *International Journal of English and Literature*. Page 108.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about review of previous studies, theoretical review, conceptual framework, and hypothesis of the study.

A. Review of Previous Studies

Before conducting the research, the researcher has been looked for some researches related to this research.

First, the research of Filer Benjamin (2016) entitled *Paper or Electronic Dictionaries: A Comparison*. The research was aimed at addressing the question of how useful PEDs (Pocket Electronic Dictionaries) and PDs (Paper Dictionaries) are to students for looking up unknown words and being able to correctly understand and use those words.¹⁰ This study investigated the usage of dictionaries, how the usage of PEDs and PDs affects learners' ability to identify and correctly use lexical items as well as to gain some insight into their attitudes towards both types of dictionaries. Eight participants from a private Japanese University were selected to take part in interviews and a dictionary task. The study was conducted in three stages. The first part of the study was a semi-structured pre-task interview.

¹⁰ Filer, B. 2017. *Paper or Electronic Dictionaries: A Comparison*, Transformation in language education. Tokyo: *JALT*. Page 240.

Then, it is followed by a dictionary task that the participants completed on their own. Finally, the students were asked to participate in a post-task semi-structured interview to determine what effect the dictionary task had on their perception of PEDs and PDs. Findings from this study stated that learners look more favorably on PEDs usage than on PDs usage. The reason why learners prefer PEDs is that it is easier to carry, they can hear how the words should be pronounced, and the quicker time taken to look up a word. Despite these advantages of PEDs, it has also some disadvantages. They are containing less detailed or accurate information,¹¹ and the small screen size.¹² However, the results showed that either the PEDs dictionary or PDs dictionary does not have a significantly higher chance of increasing the learner's ability to understand a word.

Second, the research of Di Zou, dkk (2015) titled *Comparing Monolingual Mobile Dictionaries and Paper Dictionaries in the Context of Reading among Cantonese EFL Learners in Hong Kong*. This study aimed to compare the effectiveness of monolingual mobile dictionaries and paper

¹¹ Chen, Yuzen. 2010. Dictionary Use and EFL Learning: A Contrastive Study of Pocket Electronic Dictionaries and Paper Dictionaries. China: *International Journal of Lexicography*, Vol. 23, No. 3.

¹² Kobayashi, C. 2008. The Use of Pocket Electronic and Printed Dictionaries: A Mixed-Method Study. In K. Bradford-Watts, T. Muller, & M. Swanson (Eds.), *JALT 2007 Conference Proceedings* (pp. 769-783). Tokyo: JALT.

dictionaries in promoting incidental learning of polysemous words. The researcher conducted an experiment among 99 intermediate Cantonese learners of English in Hong Kong. All participants were pretested to ensure that they had little pre-knowledge of the meanings of the target words in the contexts of this research. These subjects were asked to comprehend a reading text and look up ten underlined words, 44 of whom used the Longman Dictionary of Contemporary English Fifth Edition and 45 used the mobile app of this dictionary. The results of the study showed significant effectiveness of both paper and mobile dictionaries in facilitating incidental learning of polysemous words. However, both types of dictionaries have certain limitations of facilitative effects. The effectiveness of the mobile dictionary is constrained by the screen sizes of phones, yet that of the paper dictionary by the tedious format of information presentation.¹³

Third, the research of Budykina Vera (2014) under the title *The role of Electronic Dictionaries in Language Acquisition, Translation, and Intercultural Communication*. This previous study aimed to examine the types of electronic dictionary and the effects of electronic dictionary use towards students' vocabulary mastery and the role of dictionary format in the retention of meaning and collocation. The researcher conducted this study at

¹³ Di Zou, dkk. *Comparing Monolingual Mobile Dictionaries and Paper Dictionaries in the Context of Reading Among Cantonese EFL Learners in Hong Kong*. The Education University of Hong Kong. Page 5-6.

Adam Mickiewicz University, Poznan, Poland tried to compare which one is more useful between paper dictionary and electronic dictionary in students' vocabulary acquisition. Does vocabulary retention depend on the form of consulted dictionary (paper vs electronic)? The experiment consisted of three tests; pretest, test proper, and unexpected delayed recall test. The result showed that the electronic dictionary more useful for students' receptive and productive tasks. Even, it attests a better learning tool than paper dictionary since its use resulted in better retention of meaning and more retrieval of collocations. This research in line with James Catalo's stating that electronic dictionary truly helps students' in language learning.¹⁴

Fourth, the research of Arafat Hamouda (2013) entitled *A study of Dictionary Use by Saudi EFL Students at Qassim University*. The main objective of the study is to identify types of dictionaries used by Saudi students, the frequency of dictionary use, and the lexical information examined while using a dictionary. The subjects involved in this study were 124 Saudi first-year students at the college of Arabic language and social studies at Qassim University in Saudi Arabia. They were studying in the English department and were randomly selected from those willing to participate in the study. Two data-collection

¹⁴ Budykina Vera. 2014. The Role of Electronic Dictionaries in Language Acquisition, Translation, and Intercultural Communication. Russia, *Research Gate*. Page 144-147.

instruments were used in this study; questionnaires and interviews. The results of the study found that in terms of medium of dictionary, the electronic dictionary was reported to be used more often than any other types of dictionary.¹⁵

Fifth, It was the research of Yuzen Chen (2010) titled *Dictionary Use and EFL Learning: A Constrative Study of Pocket Electronic Dictionaries and Paper Dictionaries*. The research compared pattern of use and perceptions of PEDs (Pocket Electronic Dictionaries) and PDs (Paper Dictionaries), and examined the effects of dictionary use on vocabulary acquisition under PEDs and PDs conditions. Besides, it also identified some different patterns of use between PEDs and PDs which seem to result from design features of different types of dictionaries. The participants of this study were Junior English Majors in the Department of Foreign Languages, Putian University, Fujian, PRC. They were advanced learners due to they had studied English for about eight to nine years and had passed Band Four Test for English Majors (TEM 4). The finding of this research was different from the two previous research; Filer Benjamin (2016) and Budykina Vera (2014). It showed that eventhough the speed of the electronic dictionary is significantly faster than paper

¹⁵ Hamouda, Arafat. 2013. A Study of Dictionary Use by Saudi EFL Students. Saudi Arabia: *Study in English Language Teaching*, Vol. 1, No. 1, p 81-82.

dictionary, but there are no significant differences between their use in comprehension, production and retention of vocabulary.¹⁶

My research was different from the five previous research. The previous researchers investigated the effect of dictionary use towards students' vocabulary comprehension, while my current research was dictionary use on students idiom comprehension. Idiom is a part of vocabulary, but it is not vocabulary as common. We can not intepret it word by word as we do in vocabulary. However, my research has similarity with the previous research that it also identified dictionary use. It was just that our variables and objects were different.

B. Theoretical Review

1. Dictionary Use

a. Definition of Dictionary

Jackson in Adriana and Ovidiu (2009) states that the dictionary is alphabetical lists of words followed by pronunciation information, definitions, and etymology. It is a reference book about words, or a book about language. To find out information about

¹⁶ Chen Yuzen. 2010. Dictionary Use and EFL Learning: A Contrastive Study of Pocket Electronic Dictionaries and Paper Dictionaries. China: *International Journal of Lexicography*, Vol. 23, No. 3. Page 275.

words commonly people consult to dictionary.¹⁷ On the other words, it is a tool that assists learners to find out the meaning of unknown words.

Another definition about dictionaries states by Tarp (2009: 29), he states that dictionary is utility products or tools which are, or should be, designed to satisfy certain human needs. In addition, dictionaries are tools for autonomous learning. According to T. Herbst and G. Stain as cited in Tores and Ramos (2003) dictionaries are a tool of achievement control. The dictionary is an institution which enables language learners to check their own knowledge, and to eliminate weaknesses in spelling, pronunciation, grammar and meaning. When learners are away from the classroom teacher, dictionary can guide them towards further independent study. So, language learners can learn language independently.

According to Nakamura in Koca et al, dictionary is a mine of information for language learners, providing them with knowledge about words, ranging from the most important things such as meaning, pronunciation, part of speech, collocation and

¹⁷ Rohmatillah. 2016. Dictionary Usage In English Language Learning. IAIN Raden Intan Lampung: English Education, *Jurnal Tadris Bahasa Inggris* Vol. 9. Page 188.

structure, to detailed information such as etymology and register.¹⁸

It can be inferred from many definitions above, dictionary is a book contains information about definition, spelling, grammar, pronunciation, etymology, and usage of words in alphabetically list of words form includes idiom.

b. Types of Dictionary

As crucial self-learning tools, dictionaries have many different types considering their language basis and design.¹⁹ Regarding their language basis, there are monolingual dictionaries and bilingual dictionaries. Monolingual dictionaries, they present the explanations in the target language. While, bilingual dictionaries provide explanations in native-to-target or target-to-native languages. In addition, Nation (2001: 288) stated that monolingual dictionaries are written in only one language, for instance English-English learner's dictionary while bilingual dictionaries are written in two

¹⁸ Rohmatillah. 2016. Dictionary Usage In English Language Learning. IAIN Raden Intan Lampung: English Education, *Jurnal Tadris Bahasa Inggris* Vol. 9. Page 189.

¹⁹ Tulgar Aysegul Takkac. 2017. Dictionary Use of Undergraduate Students in Foreign Language Departments in Turkey at Present. Turkey: *Universal Journal of Educational Research* 5 (12B). Page 51.

languages (for example, English-Indonesian and Indonesian-English).²⁰ While, taking their designs into account, there are print dictionaries in hard copy forms and electronic dictionaries which can be divided into two types; online dictionaries and off-line dictionaries.

Both of them, paper dictionary and electronic dictionary have advantages and disadvantages of each. Chen (2010) claimed, “Electronic dictionary are thought to be inferior in quality to paper dictionary for containing less detailed or accurate information”.²¹ Boonmoh and Nesi (2008) supported this argument in their study found that the information in electronic dictionary was not as detailed as in paper dictionary. So, according to them, the quality of electronic dictionary is lower than paper dictionary since electronic dictionary is not as detailed as paper dictionary containing accurate and detail information.

Despite this disadvantages of electronic dictionary, it also has several advantages including its portability and convenience. Learners who participated

²⁰ Rohmatillah. 2016. Dictionary Usage In English Language Learning. IAIN Raden Intan Lampung: English Education, *Jurnal Tadris Bahasa Inggris* Vol. 9. Page 189.

²¹ Chen, Y. 2010. Dictionary use and EFL learning: A contrastive study of pocket electronic dictionaries and paper dictionaries. *International Journal of Lexicography*, 23. Page 292.

in Tang's (1997) study pointed out that this was a major factor for why they chose an electronic dictionary over a paper dictionary. As well as being easier for learners to carry, many modern electronic dictionary allow learners to hear how words should be pronounced. Research carried out by Stirling (2003) showed that learners appreciated the voice function of electronic dictionary. It can aid the learner in acquiring knowledge of the spoken form of a word.²²

In addition, other advantage of electronic dictionary is the time taken to look up a word. Research found that electronic dictionary is quicker than paper dictionary like in Koyama and Takeuchi (2007) research, they gave participants a reading task in which they used either electronic dictionary or paper dictionary to look up unknown words. Participants using electronic dictionary was able to look up "a greater number of words in a shorter time. Dziemanko (2010) argued that this faster look-up time is a significant advantage for electronic dictionary because "dictionary users grow daunted by the demanding consultation of a paper dictionary". She further argued that electronic dictionary may help the reader process

²² Filer, B. 2017. Paper or Electronic Dictionaries: A Comparison, Transformation in language education. Tokyo: *JALT*. Page 237.

the information they are reading because they do not have to spend as much time and effort looking up unknown words.

c. The Purpose of Dictionary Use

The dictionary is a valuable tool. We need to understand the main kinds of information that a dictionary gives about a word included idiom in order that we can take the benefit of it well.²³ Dictionary use studies supported the idea that looking up words can increase less proficient learners' analysis of the text and enable their comprehension in catching the point of the text. In other words, dictionary use helped these learners reach the comprehension threshold (Knight, 1994). The more often we use dictionaries, the more idiom we have. The more our idiom knowledge, the more we can understand oral or written English easily.

Language is ambiguity. It contains more than one meaning. A single word may have several possible meanings, and the appropriate one can often be determined based on context. Laufer (1990) believed that a word in a sentence could look familiar to language learners, but they may find that this meaning

²³ John Langan. 2002. *English Skills with Readings*. New York: McGraw-Hill. Page. 500.

in the given sentence makes no sense.²⁴ Moreover idiom, different addition or preposition accompanying the words, it will have different meaning. Facing this case, language learners need to consult to dictionary to make certain that their assumptions are accurate based on the contextual information. Access to a dictionary helps learners to get a good understanding about words or idiom looked for.

As Nation (2000: 446) explains some purposes of using dictionary are as follows:²⁵

- a. Comprehension (decoding)
 1. Look up unknown words met while listening, reading or translating
 2. Confirm the meanings of partly known words
 3. Confirm guesses from context
- b. Production (encoding)
 1. Look up unknown words needed to speak, write, or translate
 2. Look up the spelling, pronunciation, meaning, grammar, constraints use, collocation, inflections

²⁴ Huang Shufen and Zohreh Islami. 2013. *The Use of Dictionary and Contextual Guessing Strategies for Vocabulary Learning by Advanced English-Language Learners*. Taiwan: Canadian Center Center of Science and Education. Page 1.

²⁵ Nation, ISP. 2000. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press. Page 446 .

and derived forms of partly known words needed to speak, write or translate

3. Confirm the spelling
 4. Check that word exist
 5. Find a different word to use instead of a known one
 6. Correct an error
- c. Learning
1. Choose an known words to learn
 2. Enrich knowledge of partly known words, including etymology.

In addition, Nation (2008: 114) states that dictionary can help learners in three major ways (1) they can help learners understand words that they meet in reading and listening; (2) they can help learners find words that they need for speaking and writing; (3) they can help learners remember words.²⁶

2. Idiom Comprehension

a. Definition of Idiom

McCarthy and O'Dell in their book 'English Idioms in Use' (2002: 6) cited by Khofiana (2015) stated that 'Idioms are expressions which have a

²⁶ Nation, ISP. 2008. *Teaching Vocabulary Strategies and Technique*. Boston: Heinle Cengage Learning. Page 144.

meaning that is not obvious from the individual words’, means that the meaning of idioms is not only literal meanings, but they also have non literal meanings. As stated by Swinney and Cutler (1979), an idiom has two meanings, a literal one on the one hand, and a figurative (metaphoric) one on the other. This duality of meaning may explain why idiomatic expressions cause difficulty for language learners.²⁷

According to Seidl and McMordie (1988:11-13), idioms are an essential part of language; they have a different meaning from the individual meanings of each word. As Peacock (2009: 8) argued that “idiom are words and phrases that express more than the actual words themselves.”²⁸ In addition, Walker in the New International Webster’s Comprehensive Dictionary of the English Language (2003: 627) explained that an idiom is a unique expression of language, not readily analyzable from its grammatical construction or from the meaning of component parts.

²⁷ Kweon, Soo-Ok. 2011. Is Literal Meaning Processed Before Figurative Meaning in L2 Idiom Processing?. Korea: Postech, *The Journal Of AsiaTEFL Vol. 8, No. 1*. Page 64.

²⁸ Anggunia, Retno. 2017. An Analysis of The Translation of The Idiomatic Expressions Used in The Subtitles of Tangled. *Thesis*. Pasundan University Bandung, English Departemen, Faculty of Arts and Letters. Page 15.

After knowing many definitions of idiom, it can be seen that idiom is words formation that cannot be interpreted one by one. On the other words, it is a words unity that has two meaning, literal and figurative meaning.

b. Kinds of Idiom

Makkai in the book 'Idiom in Structure in English' (1972: 25) divides idioms into two categories:

1. Idioms of Encoding (identifiable) Idioms of encoding are those idiosyncratic lexical combinations that have transparent meaning involving collocational preferences and restrictions, exemplified by *at* in '*he drove at 70 m.p.h*'.
2. Idioms of Decoding (non-identifiable) Idioms of decoding refer to those nonidentifiable and misleading lexical expressions whose interpretations could not be comprehended on the basis of only learned linguistic conventions. In other words, the meaning of decoding idioms is not predictable. Expressions such as '*beat around the bush*' and '*fly off the handle*' are examples of this type of idioms.

Makkai also classifies idiom of decoding into two types. Those are lexemic and sememic idioms (1972: 135-179).

a. Lexemic Idioms

The lexemic idioms are idioms which collate with the familiar part of speech (verbs, nouns, adjective and preposition). They are form of idiom which indicated a specific class of grammatical word, and an idiom can be nominal, adjective, verb or adverb. The lexemic idioms are divided into six types.²⁹ There are:

- Phrasal Verb Idioms, it is a verb that contains of two kind of words. The first word is a verb, and the second word is a particle. The particle can be an article (a, an, the), preposition/adverb (up, in, out), and or affix (un-, in-, -ness, -ly); for example ‘*take off*’ means *leave the ground*.
- Tournure Idioms, Tournures idioms are the largest lexemic idioms, usually containing at least three words and are mostly verbs. A tournures idiom mostly falls into sentences.

²⁹ Mabruroh, Khofiana. 2015. An Analysis Of Idioms And Their Problems Found In The Novel *The Adventures Of Tom Sawyer* By Mark Twain. *Rainbow: Journal of Literature, Linguistics and Cultural Studies* 4 (1). Page 3-4.

For example *'to build castles in the air'* means *to make impossible plans*.

- Irreversible Binomial idioms, it consists of two words, which are separated by the conjunction. The word orders in this structure are fixed, for example *'high and dry'* (without resources), and *'Romeo and Juliet'* (institutionalized symbols of ideal love or symbol of true love).
- Phrasal Compound Idioms, phrasal compound idiom contains primarily nominal made up of adjective plus noun, noun plus noun, or adverb plus preposition. For example *'black mail'* means *any payment forced by intimidation* and *'bookworm'* means *a person committed to reading or studying*.
- Incorporating Verb Idioms, they have four forms. Those are noun-verb, adjective-noun, noun-noun, and adjective-noun. Incorporating verb idioms are separated by (-). For example Noun-verb, *'sight-see'* means *'visit the famous places in a city, country, etc'*.
- Pseudo-Idioms, pseudo-idioms can mislead or misinform an unwary listener. For example *cranberry, cranberry* according to oxford

dictionary is bright red acid berry produced by any plant of genus *oxycoccus*. In the phrase ‘*make a cranberry face*’ means ‘*the face become red*’.

b. Sememic idioms

Makkai said, ‘Sememic idioms usually convey pragmatic meanings related to a particular culture’ (1972: 128). They include³⁰:

- Proverbs: e.g., ‘*a bird in hand is worth two in the bush*’ means *it's better to have the certainty of a small thing than the possibility of something greater which may come to nothing*.
- Familiar quotations: e.g., ‘*not a mouse stirring*’ means *a simple yet important line if we accept*.
- First base idioms: associated with a national game like baseball, e.g., ‘*have two strikes against one*’ means *to be at a decided disadvantage*.
- Idioms of institutionalized politeness: such as ‘*may I?*’

³⁰ Mabruroh, Khofiana. 2015. An Analysis Of Idioms And Their Problems Found In The Novel The Adventures Of Tom Sawyer By Mark Twain. *Rainbow: Journal of Literature, Linguistics and Cultural Studies* 4 (1). Page 3-4.

- Idioms of institutionalized greeting: e.g., *'How do you do?, So long'*.
- Idioms of institutionalized understatement: e.g., *'I wasn't too crazy about him'* means *i wasn't very enthusiastically fond of him*.
- Idioms of institutionalized hyperbole: e.g., *'He won't even lift a finger'* means *to not do anything at all*.

3. The Importance of Using Dictionary on Idiom Comprehension

Understanding idioms are difficult. The reasons are³¹ that, first, idiomatic expression cannot be translated word by word from its literal context. For example in, *'take someone for a ride'*, we cannot translate it into *'remove someone for her journey on a horse or bicycle or in a vehicle'*, but the meaning is *'deceive or cheat someone in some way'*.

Second, it usually has double or more than two meanings, for example *'look at'*, in the sentence *'Management is looking at ways of cutting costs'*. It means *'to think about a subject carefully so that you can make a decision about it'*, and in *'If I'd had children I might have*

³¹ Mabruroh, Khofiana. 2015. An Analysis Of Idioms And Their Problems Found In The Novel The Adventures Of Tom Sawyer By Mark Twain. *Rainbow: Journal of Literature, Linguistics and Cultural Studies* 4 (1). Page 2.

looked at things differently.’ The meaning is ‘*to consider something in a particular way*’, and also ‘Can you *look at* my essay sometime?’ It is ‘*to read something in order to check it or form an opinion about it*’.

Third, there is no grammatical rule in forming idioms. It means if the structure is changed, it will have different meanings or it will be meaningless. For example take a word ‘*look*’; if we add another word like ‘*in, after, up*’, it will have different senses. The combination ‘*look in*’ means ‘*get a chance to take part or succeed in*’. ‘*Look after*’ means ‘*take care of or be in charge of someone or something*’. And ‘*look up*’ is ‘*try to find a piece of information by looking in a book or computer*’. If we add ‘*off*’, it does not make senses.

Because of those reasons, the way in order that idioms are easy is that becoming idioms to be familiar among English foreign learners. They will be familiar with idioms when they often use dictionary. Dictionary will tell them a lot of information about words as well as the meaning of idiom, how the idiom is used, example of the idiom in use, and so on.³² They can find, read, even memorize idiom from the dictionary they use. It assists them to improve their idiom acquisition.

³² McCarthy, O’Dell. *English Idioms in Use Intermediate*. Cambridge: Cambridge University Press. Page 8.

C. Conceptual Framework

The researcher provides some theories related to dictionary use and students' idiom comprehension to support her research.

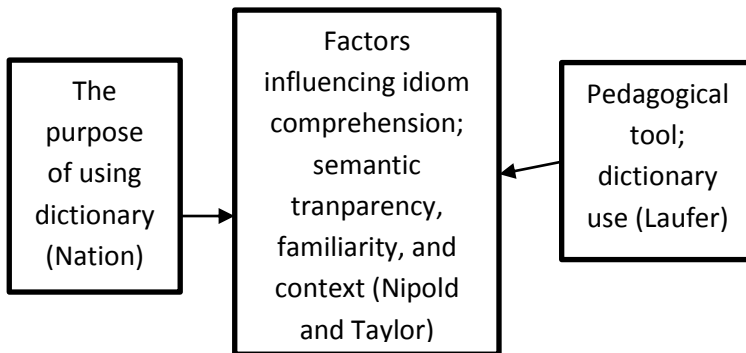
Answering problem related to idiom comprehension, we should consider to Nippold and Taylor theory about three major factors influencing idiom comprehension. They are semantic transparency, familiarity, and context. Transparency is the degree of agreement between the literal and figurative meanings of an idiom. For example "*go by the book*" is highly transparent because its literal meaning, *to follow directions in a book exactly*, is closely associated with its nonliteral meaning, *to closely follow rules and regulations*. The second is familiarity. It is the frequency of occurrence of an idiom in the language. While an idiom such as "*call it a day*" is frequently used in English means *stop doing activity*, another idiom like "*get your wires crossed*" is one that is rarely used. The third major factor influencing idiom comprehension is context. Idiomatic expressions are understood in relation to the context in which they are used.³³

Three major factors above; transparency, familiarity, and context can be gotten by using dictionary. The meaning of word can be transparent cause we know the literal meaning. We can make agreement between the literal and figurative meanings of an idiom after knowing its literal meaning. To know the literal

³³ Rohani G., dkk. 2012. The Effect of Context on The EFL Learners' Idiom Processing Strategies. Iran: *Canadian Center of Science and Education, English Language Teaching, Vol. 5, No. 9*. Page 105.

meaning, we can use dictionary. As well as familiarity, to make sure whether the idiom is often occurred or not, we can check on dictionary. After that, we can interpret idiom by its context. Therefore, to get idiom comprehension we need dictionary.

According to Nation, some purposes of using dictionary are looking up unknown words, confirming the meaning and guessing from context, etc. So, dictionary can be used as a tool to improve students' idiom comprehension. The more we often use dictionary, the more we improve our idiom comprehension. Like the theory of Laufer and Hill said that "if a pedagogical tool is popular with learners, the chances are that it will be beneficial for learning". The diagram is below:



D. Hypothesis of The Study

According to Creswell (2003), hypotheses are prediction.³⁴ The writer makes about the expected relationships among variables. They are numeric estimates of population values based on data collective from sample.

Based on the definition above, the hypotheses are:

1. The *Paper Dictionary use* is more effective than *Electronic Dictionary use* to improve students' idiom comprehension at the fourth semester English department students in the academic year 2018/2019.
2. The *Electronic Dictionary use* is more effective than *Paper Dictionary use* to improve students' idiom comprehension at the fourth semester English department students in the academic year 2018/2019.

Because of statistical computation the alternative hypothesis needs to be changed into null hypothesis (Ho) as follow:

There is no an influence of paper dictionary and electronic dictionary use to improve students idiom comprehension at the fourth semester English department students of Walisongo State Islamic University of Semarang in the academic year 2018/2019.

³⁴ Creswell, J. W. 2009. *Research Design Qualitative, Quantitative and MixedMethods Approaches Second Edition*. New Delhi: Sage Publications. Page 134.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research methodology. It consists of the research design, research setting, research variable, data collection techniques, and data analysis techniques.

A. Research Design

In this study, the researcher used comparative research at the fourth semester English department students of Walisongo State Islamic University of Semarang in the academic year 2018/2019. The study used quantitative approach that focuses on students' idiom comprehension. According to Arikunto (2006), comparative study is the research to compare about thing, people, work, procedures, and ideas. It is the research to find out thought the analysis of cause effect relation between some factors and the phenomenon.³⁵

The researcher used statistical analysis to calculate the numerical data which is collected and to analyze them by using predictor analysis. The result of the analysis is interpreted to find out the differences between using paper dictionary and electronic dictionary on students' idiom comprehension.

³⁵ Suharsimi Arikunto. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta. Page 267.

B. Research Setting

1. Population

Population is the representation of an individual group in all members of a certain interest group.³⁶ The population of this research was the fourth semester English department students of Walisongo State Islamic University of Semarang in the academic year 2018/2019.

2. Sample and Sampling Technique

Sugiyono stated that “sample was a representative of population which was studied”. If population less than 100, all population can be sample, but if population more than 100, the researcher can take about 10-15% or 20-25% or more from all population as sample. It depends on the researcher capability, wide or tight the range of research area and the risk of the researcher.³⁷ The object of the research was taken by using purposive sampling which is the object chosen is based on researcher consideration. In this study, the researcher took two classes. They were class A and class C with total students as many as 73 students. However, the researcher took only 60 students. Class A which used paper

³⁶ Timothy C. Urdan. 2010. *Statistics in Plain English(3rd Ed.)*. New York: Taylor & Francis e-Library. Page 1.

³⁷ Sugiyono. 2013. *Metode Penelitian Pendidikan s(Pendekatan Kualitatif, Kuantitatif, R&D)*. Bandung: Alfabeta. Page 117.

dictionary was 30, as well as class C which used electronic dictionary was 30.

Total of research subject

No	Class	Total
1	PBI 4A	30
2	PBI 4C	30
Total		60

C. Research Variable

According to Arikunto, “variable is the object of research or something that became the concern of research”.³⁸

In this study, there were three types of variables. They were two independent variables (X1 and X2) and one dependent variable (Y).

1. The independent variable

Independent variable (Predictor) is the variable that influences the change or emergence of the dependent variable”.³⁹ The first independent variable this research was the use of paper dictionary, Variable (X1). And the second

³⁸ Suharsimi Arikunto. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. Page 161.

³⁹ Sugiyono. 2005. *Statistika untuk Penelitian*. Bandung: CV Alfabeta. Page 3.

independent variable in this research was the use of electronic dictionary, Variable (X2).

2. The dependent variable

Dependent variable is variable that was affected or that be the result because of the existence of the independent variable.⁴⁰ The dependent variable of this study was the students' idiom comprehension.

Table 1.1.

Variables and the indicators

Variable	
<p>1. Independent Variable (Using paper dictionary and electronic dictionary).</p>	<p>Indicators</p> <p>a. The students get the question given by the researcher</p> <p>b. The students prepare their dictionary</p> <p>c. The students look for the keyword from each idiom in the question</p> <p>d. The students pick the answer and make example of the idiom.</p>
<p>2. Dependent</p>	<p>a. Answering the question</p>

⁴⁰ Suharsimi Arikunto. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. Page 119.

Variable (Students' idiom comprehension).	correctly b. Making correct example of the idiom.
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D. Data Collection Technique

In this research the researcher used two ways in the collecting data, they were as follow.

1. Questionnaire

According to Babbie, questionnaire is a document containing questions and other types of items designed to solicit information appropriate for analysis.⁴¹ In addition, Arikunto divided questionnaire into two types (opened and closed questionnaire). In an opened questionnaire, respondents could answer the questions given by the researcher by their own word while closed questionnaire allows the respondents only to choose the available choices. In this research, the researcher used close ended questionnaire used to measure variable (X) of this research that is about students' dictionary use.

2. Test

There are several kinds of test instruments in data collection, include: personality tests, aptitude tests,

⁴¹ Suharsimi Arikunto. 2002. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. Page 32.

achievement tests, intelligence tests, and attitude test. In this research, the writer used achievement test shaped multiple choice. It consists of 10 questions. Each question contains two distinct parts. The first part is designed to uncover the learner's receptive knowledge of idiom. This consists of an idiom followed by a list of three possible definitions. One of the three choices is the correct answer, another was nearly correct but slightly different, and the final possible choice was completely wrong.

Beneath the multiple-choice answers, a space is provided for the participants to write an example sentence of their own using the idiom. During this stage of the test, the writer tell students that they should make their own sentences since it is designed to give participants the opportunity to demonstrate their productive knowledge of the given idiom item using the information provided in the dictionary.

For the receptive part of the test the students' answers are marked as either right or wrong. For the productive part of the task it is necessary to grade the answers with regards to how well the students are able to use the idiom in a sentence. In this section the students' example sentences are given a score of 1, 2, or 3. The criteria for grading the productive part are as follows:

- The participant has demonstrated little or no semantic understanding of the idiom. They can answer the question

and make example of sentence, but her example sentence is still wrong both in grammar and context.

- The participant has demonstrated some semantic understanding of the idiom. They are be able to answer the question and make example of sentence, although their sentence still has little error like in grammar.
- The participant has demonstrated good semantic understanding of the idiom.⁴² They can answer the question and make correct example of sentence.

3. Data Analysis Technique

Data analysis technique is divided into two parts. They were data from questionnaire and test.

1. Data from the questionnaire

The researcher formulated three sub-themes with eighteen statements in close-ended questions part. Then the researcher total the checklist (√) in each agreement. The scales were in the form of numbers which started from 1 up to 2. There were two degrees of agreement. They were "Disagree" and "Agree". Afterward, the researcher tabulated the data into a descriptive statistic. The responses from the participants were presented in the form of percentage in each sub-themes. In order to get the percentage response, the

⁴² Filer, B. 2017. Paper or Electronic Dictionaries: A Comparison, Transformation in language education. Tokyo: *JALT*. Page 238.

researchers counted the total of all respondents who chose the same degree of agreement. After that, the researcher divided it by the total of all respondents and multiplied by 100%. The researcher used the formula as follow:

$$\frac{\sum x}{\sum n} \times 100\%$$

$\sum x$: The total of respondents who chose the same degree in each statement.

$\sum n$: The total of the respondents

Next, the researcher presented the data percentage in the form of a table. Subsequently, the researcher explained them one by one and makes the conclusion.

2. Data from the test

a. Try-out of the test

Before the test was used for collecting data, so the test should be tried-out first to get valid and reliable data. In this research, the subject of validity test was B class of fourth semester English department students of Walisongo State Islamic University of Semarang in the academic year 2018/2019 with total students 40. In this occasion, the researcher took 10 students randomly. She divided them into two groups, one group used paper dictionary and one more used electronic dictionary.

- **Validity of test instrument**

The valid nature is shown by the high validity of a test result. An Invalid tool will provide misinformation about the subject state or individuals subject to the test. If the information is not right used as a basis for consideration in making a decision, then the decision is certainly wrong decision. Determining the validity of the instrument, the researcher used the Pearson product moment. The formula is:⁴³

$$r_{xy} = \frac{N (\sum XY) - (\sum X) (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

r_{xy} = Coefficient Correlation Between X and Y

N = *Number of Cases*

$\sum XY$ = Total Score X and score Y

$\sum X$ = Total Scorer X

$\sum Y$ = Total score Y⁴⁴

If r arithmetic $>$ r table then the item is considered valid and conversely, If r arithmetic $<$ r table Then the item is said to be invalid.

⁴³ Eko Putro Widoyoko. 2009. *Evaluasi Program Pembelajaran*. Yogyakarta: PustakaPelajar. Page 137.

⁴⁴ Suharsimi Arikunto. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. Page 213.

- **Reliability of test instrument**

Reliability of test instrument is used to know accuracy level of test instrument used. To calculate the reliability of the instrument, the researcher used the formula Cronbach's Alpha, as follow:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\Sigma \sigma_t^2}{\sigma_t^2} \right)$$

r_{11} = instrument reliability

n = total of questions

$\Sigma \sigma_t^2$ = the number of variant of the score
for each item

σ_t^2 = total variant



If Alpha score is > 0.70 means that reability is sufficient (sufficient reability), while if Alpha score is > 0.80 shows that all item is reliable and all test consistenly has strong reability.⁴⁵

Before conducting analysis of the data from test, we should do test requirement for analysis which includes tests of normality and homogeneity. It was done in order that the conclusions are drawn do not deviate from the truth.


⁴⁵ Eko Putro Widoyoko. 2009. *Evaluasi Program Pembelajaran*. Yogyakarta: PustakaPelajar. Page 152.

a. Normality Test

Normality test was used to know the normality of the data which were going to be analyzed whether both groups have normal distribution or not. It's used to determine the statistical method used. If the data is normally distributed, the method used is a parametric statistical method. Meanwhile, if the data is not normally distributed the method used is a nonparametric statistical method.⁴⁶ In this research, the writer used 1-Sample K-S with tool SPSS program to find out the normality of the data. Here are some steps:

- Prepare the worksheet of SPSS
- Click Variable View, type On the column name first row, type X and the second row, type Y, on the label column first row , type the name of X variable and the second row, type the name of Y variable
- Click *Data view*, fill the score of data on the column of X variable and Y variable
- Click *Analyze*, choose *Regression*, choose *Linier*
- Click X variable, click  to enter on the independent column
- Click Y variable , click  to enter on the dependent column

⁴⁶ Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2006).

- Click save, Linier Regression Save dialog will be appeared, check list *Unstandarized*, click *Continue*, click *OK*
- The output of Regression will appear. Since we will not use the output, so we back to the data in SPSS. There will appear new variable named Res-1
- Click *Analyze*, click *Nonparametric tests*, choose *Legacy Dialogs*, click *1-Sample KS*, the dialog column will appear
- Click *Unstandarized* , click  to enter on test Variable List column.
- On the options of Test Distribution, Check list *Normal*, click *OK*.



The guidance to make conclusion whether the data normal or not is that if the significancy score is > 0.05 , so the data is normal distribution. Meanwhile, if the significancy score is < 0.05 , so the data is not normal distribution.⁴⁷

b. Homogeneity Test

Homogeneity test was used to know whether the two groups that are taken from population have same variant or not. To know the homogeneity, the researcher

⁴⁷ Sudjana. 2005. *Metode Statistika*. Bandung: Tarsito. Page 273.

used One-Way ANNOVA with tool SPSS program. There were some steps to find out the homogeneity as follow:

- Prepare the worksheet of SPSS
- Click Variable View, type On the column name first row, type X and the second row, type Y, on the label column first row , type the name of X variable and the second row, type the name of Y variable
- Click second row on the value, then Value Label on the dialogue colomn appears.
- Type 1 as a symbol for class A, click add and type 2 for class C, click add. Click ok.
- Click *Data view*, fill the score of data on the column of X variable and Y variable
- Click *Analyze*, choose *Compare Mean*, choose *One-Way ANNOVA*
- Click X variable, click  to enter on the Dependent List
- Click Y variable , click  to enter on the factor
- Choose option, Check list homogeneity of variance test. Click continue, and ok.

The criterion in determining the distribution homogeneity is that if the significancy score is > 0.05 , so



the data is homogeneous. Meanwhile, if the significancy score is < 0.05 , so the data is not homogeneous.⁴⁸

c. Hypothesis Test

First, the test was done in both groups, class A that used paper dictionary and class C that used electronic dictionary. Second, the result of the test was scored by using analytic scale which is converted into 1-10. Third, the means score of the two groups were determined. Finally, the two means are compared by applying t-test formula. T-test was used to differentiate if the students' result of students' idiom comprehension using paper dictionary and using electronic dictionary were significant or not. In this research, to account T-test, the writer used SPSS Program with the steps below:

- Prepare the worksheet of SPSS
- Click Variable View, type On the column name first row, type X and the second row, type Y, on the label column first row , type the name of X variable and the second row, type the name of Y variable
- Click second row on the value, then Value Label on the dialogue column appears.
- Type 1 as a symbol for class A, click add and type 2 for class C, click add. Click ok.

⁴⁸ Sudjana. 2005. *Metode Statistika*. Bandung: Tarsito. Page 250.

- Click *Data view*, fill the score of data on the column of X variable and Y variable
- Click *Analyze*, click *Compare Mean*, and click *Independent Sample T-Test*. Then, the dialog column appears
- Click X variable, click  to enter on Test Variable box
- Click Y variable, click  to enter on Group Variable box
- Click *Define Group*, Type 1 for class A and type 2 for class C, click *Continue and Ok*.

If the significancy (2-tailed) score is < 0.05 , so there is significance different between both of groups. Otherwise, if the significancy (2-tailed) score is > 0.05 , so there is no significance different between them.⁴⁹

⁴⁹ Sudjana. 2005. *Metode Statistika*. Bandung: Tarsito. Page 239.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

In this chapter, the researcher shows the result of the research, data analysis, and discussion of the findings. The findings will be discussed to know what the hypothesis is rejected or accepted. The findings have been calculated by SPSS program.

A. Result of the research

1. Result of the Questionnaire

- a. Type of use dictionary do the fourth semester English department students' of Walisongo State Islamic University of Semarang

- **Table 4.1 Type of dictionary in terms of format used**

No.	Question	Disagree	Agree
1	I use paper dictionary	22 36.67%	38 63.33%
2	I use electronic dictionary	4 6.67%	56 93.33%

The table above showed the result of the types of dictionary that the students chose. The first statement from the students showed that twenty two students (36.67%) chose disagree and thirty eight students (63.33%) chose agree. Then, the second statement showed that four students (6.67%) chose disagree and

fifty six students (93.33%) chose agree. It showed that most of the students used both paper dictionary and electronic dictionary. However, the number of students who chose agree in electronic dictionary is higher than those who chose agree in paper dictionary, meant that most of them chose to use electronic dictionary more than paper dictionary.

- Table 4.2 Reasons for preference of an electronic dictionary to paper dictionary

No	Question	Disagree	Agree
1.	Quick and easy to use	4 6.67%	56 93.33%
2.	Easy to carry around	6 10%	54 90%
3.	Make understanding the information easier	3 5%	57 95%
4.	Rich and significant amount of information	4 6.67%	56 93.33%
5.	Easy to find examples, synonyms, antonyms	5 8.33%	55 91.67%
6.	Availability of voiced pronunciation	2 3.33%	58 96.67%

Table 4.2 showed the result of the students' reason for preference of an electronic dictionary to paper dictionary. The first

statement from the students showed that four students (6.67%) chose disagree and fifty six students (93.33%) chose agree. It showed that electronic dictionary is quick and easy to use.

The second statement showed that six students (10%) chose disagree, and fifty four students (90%) chose agree. It showed that electronic dictionary is easy to carry around.

The third statement showed that three students (5%) chose disagree and fifty seven students (95%) chose agree. It showed that electronic dictionary makes understanding easier.

The fourth statement showed that four students (6.67%) chose disagree and fifty six students (93.33%) chose agree. It showed that electronic dictionary is rich and significant amount of information.

The fifth statement showed that five students (8.33%) chose disagree and fifty five students (91.67%) chose agree. It showed that electronic dictionary is easy to find example, synonyms, antonym.

The sixth statement showed that two students (3.33%) chose disagree and fifty eight (96.67%) chose agree. It showed that electronic dictionary has availability of voiced pronunciation.

- Table 4.3 The difficulties in dictionary use

No	Question	Disagree	Agree
1.	I cannot find the word sought	39 65%	21 35%

2.	It is difficult to understand the definition	40 66.67%	20 33.33%
3.	It is difficult to identify the right meaning in a polysemous word (having multiple meanings)	16 26.67%	44 73.33%
4.	It is difficult to find the information I want	44 73.33%	16 26.67%
5.	I cannot use the dictionary whenever I want	43 71.67%	17 28.33%
6.	The information I found in the dictionary is insufficient	42 70%	18 30%
7.	It takes too much time to consult the dictionary	28 46.67%	32 53.33%
8.	Too few examples	25 41.67%	35 58.33%
9.	Unclear examples	40 66.67%	20 33.33%
10.	Failure to understand the pronunciation information	33 55%	27 45%

Table 4.3 showed the result of the difficulties in dictionary use. The first statement showed that thirty nine students (65%) chose disagree, and twenty one students (35%) chose agree. It showed that most of the students can find the word sought.

The second statement showed that forty students (66.67%) chose disagree, and twenty students (33.33%) chose agree. It showed that most of the students easy to undersand the definition.

The third statement showed that sixteen students (26.67%) chose disagree, and forty four students (73.33%) chose agree. It showed that most of the student difficult to identify the right meaning in a polysemous word (having multiple meanings).

The fourth statement showed that forty four students (73.33%) chose disagree, and sixteen students (26.67%) chose agree. It showed that most of the students easy to find the information they want.

The fifth statement showed that forty three students (71.67%) chose disagree, and seventeen students (28.33%) chose agree. It showed that most of the students can use dictionary whenever they want.

The sixth statement showed that forty two students (70%) chose disagree, and eighteen students (30%) chose agree. It showed that most of the students agreed that the information found in the dictionary is sufficient.

The seventh statement showed that twenty eight students (46.67%) chose disagree, and thirty two students (53.33%) chose agree. It showed that it takes too much time to consult the dictionary.

The eighth statement showed that twenty five students (41.67%) chose disagree, and thirty five (58.33%) chose agree. It showed that example in dictionary is too few.

The ninth statement showed that fourty students (66.67%) chose disagree, and twenty students (33.33%) chose agree. It showed that the example in dictionary is clear.

The tenth statement showed that thirty three students (55%) chose disagree, and twenty seven students (45%) chose agree. It showed that there are many students that they were sucess to understand the pronunciation information in the dictionary.

2. Try-out of the test

a. The validity of the test

The researcher used Ms. Excel to test the validity of the test with 10 respondents. The result as followed.

Table 4.4

The validity of students' idiom comprehension test

No	Item	R_{count}	R_{table}	Validity
1	Q1	0.766	0.707	Valid
2	Q2	0.739	0.707	Valid
3	Q3	0.732	0.707	Valid
4	Q4	0.778	0.707	Valid

5	Q5	0.708	0.707	Valid
6	Q6	0.717	0.707	Valid
7	Q7	0.832	0.707	Valid
8	Q8	0.873	0.707	Valid
9	Q9	0.788	0.707	Valid
10	Q10	0.930	0.707	Valid

b. The reliability of the test

The researcher used the formula of Cronbach's Alpha with tool Ms. Excel, as follow:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_t^2}{\sigma^2} \right)$$

$$r_{11} = \left(\frac{10}{10-1} \right) \left(1 - \frac{12.467}{76.4} \right)$$

$$r_{11} = (1.111)(0.836)$$

$$r_{11} = 0.929$$

All test consistently has strong reliability, due to Alpha score is > 0.80.

B. Data Analysis

a. Testing of prerequisite of analyzing data

1. Normality test

Test of normality was used to find out the data had been collected came from normal distribution or not. The

data calculated by SPSS program to find the normality.
 The result of the data as follow :

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal	Mean	.0000000
Parameters ^a	Std. Deviation	4.94901737
Most Extreme	Absolute	.169
Differences	Positive	.169
	Negative	-.121
Kolmogorov-Smirnov Z		.928
Asymp. Sig. (2-tailed)		.355
;a. Test distribution is Normal.		

ble above, it is known the score of significancy is 0.355 which is higher than 0.05. Therefore, the data is normal distribution.

2. Homogeneity test

Homogeneity test was used to know whether the two groups that are taken from population have same variant or not. The result of the data as follow:

Test of Homogeneity of Variances

Students' Idiom Comprehension

Levene Statistic	df1	df2	Sig.
2.387	1	58	.128

From the table above, the significance score is 0.128 which is higher than 0.05. So, the distribution data is homogenous.

3. Hypothesis Test

Group Statistics

	Dictionary Use	N	Mean	Std. Deviation	Std. Error
					Mean
Students' Idiom Comprehension	Class A	30	21.0000	6.57057	1.19962
	Class C	30	15.7000	5.02511	.91746

Based on the counting of the table above, it can be explained that:

- a. The mean of students' idiom comprehension of class A was 21 with the highest score was 30 and the lowest was 6, and the mean of class C was 15.7 with the highest score was 27 and the lowest was 10.

- b. The Standard Deviation of Class A was 6.57, and the Standard Deviation of Class C 5.02.

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Students' Idiom Comprehension Equal variances assumed	2.387	.128	3.509	58	.001	5.30000	1.51023	2.27694	8.32306
Students' Idiom Comprehension Equal variances not assumed			3.509	54.277	.001	5.30000	1.51023	2.27252	8.32748

The table above showed that the significance (2-tailed) score was 0.001 which is lower than 0.005. Therefore, there is significance different between using paper dictionary (Class A) and electronic dictionary (Class C) on students' idiom comprehension. It meant the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

C. Discussion of The Finding

1. Type of use dictionary do the fourth semester English department students' of Walisongo State Islamic University of Semarang

Based on the result of the questionnaire, it can be concluded that most of the students of fourth semester English department prefer to use electronic dictionary. There are 56 students from 60 students use electronic dictionary. It is about 93.33 % from students. The reason why they choose electronic dictionary are quick and easy to use; easy to carry around; make the understanding the information easier; rich and significance amount of information; easy to find example, synonyms and antonyms, availability of voiced pronunciation. In addition, the difficulties faced by them in dictionary use are that identify the right meaning of polysemous word (having multiple meaning), about 70% of the students said it. In addition, dictionary is too few example, 58.33% of the students agreed.

2. Students' idiom comprehension using paper dictionary and electronic dictionary

The following are students' idiom comprehension score of the fourth semester English department student of Walisongo State Islamic University of Semarang in the academic year 2018/2019.

Table 4.5
The score of class A (Using paper dictionary)

No	Name	Score
1	A1	5
2	A2	7
3	A3	5
4	A4	5
5	A5	5
6	A6	8
7	A7	9
8	A8	10
9	A9	9
10	A10	2
11	A11	8
12	A12	9
13	A13	8
14	A14	10
15	A15	6
16	A16	10
17	A17	5
18	A18	4
19	A19	7
20	A20	5
21	A21	6

22	A22	3
23	A23	10
24	A24	8
25	A25	8
26	A26	8
27	A27	10
28	A28	7
29	A29	7
30	A30	8

Table 4.6

The score of class C (Using electronic dictionary)

No	Name	Score
1	C1	3
2	C2	7
3	C3	6
4	C4	6
5	C5	4
6	C6	4
7	C7	3
8	C8	4
9	C9	4
10	C10	7
11	C11	5

12	C12	4
13	C13	4
14	C14	5
15	C15	4
16	C16	4
17	C17	4
18	C18	5
19	C19	8
20	C20	4
21	C21	6
22	C22	7
23	C23	5
24	C24	9
25	C25	9
26	C26	8
27	C27	6
28	C28	4
29	C29	4
30	C30	4

The table above showed that the mean score of students using paper dictionary was 7 with the highest score 10 and the lowest score 2, while the mean score of students using electronic dictionary was 5 with the highest score 9 and the lowest score 3.

3. The difference students' idiom comprehension using paper dictionary and electronic dictionary

The result of the test showed that using paper dictionary had better score on students' idiom comprehension. It is proven by the mean score of class A using paper dictionary was 7, while class C using electronic dictionary was 5. Besides, the significancy (2-tailed) score was 0.001 which is lower than 0.005. It showed that there is significance different between using paper dictionary (Class A) and electronic dictionary (Class C) on students' idiom comprehension. On the other word, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Therefore, the result of this research found that using paper dictionary has better effect on students' idiom comprehension than using electronic dictionary.

CHAPTER V

CLOSING

In this chapter, the researcher presents the conclusion of this study, some suggestions, and closing.

A. Conclusion

Based on the result of research that had be done in this thesis with the title “Using Paper Dictionary and Electronic Dictionary on Students’ Idiom Comprehension”, the researcher made the conclusion is that the fourth semester English departement students prefer to use electronic dictionary because of some reasons such as quick and easy to use; easy to carry around; make the understanding the information easier; rich and significance amount of information, etc. Besides, the score of Class A using paper dictionary was 7, while the score of class C using electronic dictionary was 5. It showed that the score of the students’ using paper dictionary is higher than the score of the students’ using electronic dictionary. Therefore, there was significance different using paper dictionary and electronic dictionary on students’ idiom comprehension. It also was proved by the data of the significancy (2-tailed) score was 0.001 which is lower than 0.005. It meant the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

B. Suggestion

1. For students

The result of this research is expected to be able give suggestion to the students students to use dictionary in improving their idiom mastery, moreover to use paper dictionary.

2. For institution

This research can contribute to all educational institution to have good policy in teaching learning process.

3. Further researcher

The result of this research is expected to be used as considerations or preview for the next researchers in doing the same field of the study with different object of the research.

C. Closing

Alhamdulillah rabbil 'aalamin. Finally, this study can be finished and the researcher realizes that this paper is far from category of perfect. Therefore, the constructive critics and advices are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for us. *Ameen.*

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APPENDIX I

STUDENTS' DICTIONARY USE TOWARD THEIR IDIOM COMPREHENSION

Place of the research : UIN Walisongo Semarang

Respondent : Fourth Semester English Department
Students in The Academic Year 2018/2019.

Instruction:

1. Write the name, number of students and class
2. Read the questions below correctly
3. Please give checklist (√) in the colomn you agree with!

Name :

NIM :

Class :

1. Use of types of dictionary in terms of format

No	Question	Agree	Disagree
1.	I use paper dictionary		
2.	I use electronic dictionary		

2. Reasons for preference of an electronic dictionary to paper dictionary

No	Question	Agree	Disagree
1.	Quick and easy to use		

2.	Easy to carry around		
3.	Make understanding the information easier		
4.	Rich and significant amount of information		
5.	Easy to find examples, synonyms, antonyms		
6.	Availability of voiced pronunciation		

3. The difficulties in dictionary use

No	Question	Agree	Disagree
1.	I cannot find the word sought		
2.	It is difficult to understand the definition		
3.	It is difficult to identify the right meaning in a polysemous word (having multiple meanings)		
4.	It is difficult to find the information I want		
5.	I cannot use the dictionary whenever I want		
6.	The information I found in the dictionary is insufficient		

7.	It takes too much time to consult the dictionary		
8.	Too few examples		
9.	Unclear examples		
10.	Failure to understand pronunciation information		

Source: Hamouda, Arafat. 2013. A Study of Dictionary Use by Saudi EFL Students. Saudi Arabia: *Study in English Language Teaching*, Vol. 1, No. 1.

APPENDIX II

Dictionary Task

- The following task has 10 sentences.
- Read the sentence and use your dictionary to find the underlined word.
- Using the information given in your dictionary, choose the most appropriate definition from the 3 choices.
- Then write an example sentence of your own using this word.
Don't copy the same example from the dictionary.
- If you have any questions during the task, please ask the researcher.

1. She is beavering away at the moment.

- a. To work very hard at something
- b. A small American animal
- c. To create a lot of problems for someone

Example sentence _____

2. His directions were as clear as mud.

- a. Very soft wet earth
- b. Very difficult to understand
- c. Very fast

Example sentence _____

3. I bit my tongue to tell her to stop complaining.

- a. To not say something that you want to say
- b. To eat some delicious food
- c. To speak the truth

Example sentence _____

4. I believe that variety is the spice of life.
- a. Having different experiences makes life fun and interesting
 - b. Obstacle is a part of life
 - c. To make something tasty

Example sentence _____

5. At last, our work is bearing fruit.
- a. Selling fruit.
 - b. Carrying souvenir.
 - c. Producing a positive result.

Example sentence _____

6. It was in the agreement in black and white.
- a. In writing or print
 - b. In black-and-white situation
 - c. Delicious coffee milk

Example sentence _____

7. I told a white lie to not hurt her feelings.
- a. A lie that is told in order to be polite
 - b. An honest statement
 - c. A funny story

Example sentence _____

8. Jokowi is the one of the big cheese in town.
- a. An important person
 - b. Wise president
 - c. An unimportant

Example sentence _____

9. Jack enjoys blowing his own trumpet. He certainly thinks he is the best.
- To tell everyone proudly about his achievement
 - Thum the horn
 - The sound sof trumpet

Example sentence _____

10. I will do the group project all by myself. It's just a piece of cake.
- A portion of food
 - Fun work
 - Something that is easy to do

Example sentence _____

Source: Filer, B. 2017. Paper or Electronic Dictionaries: A Comparison, Transformation in language education. Tokyo: *JALT*.

200 Contoh Idiom dalam Bahasa Inggris Lengkap dengan Makna dan Contoh Kalimat serta Latihan Soal.
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APPENDIX III

Class A (Using Paper Dictionary) Score

No	Name	Score
1	Sofi Mislal Husnik	5
2	Anjar Widianti	7
3	Asmahan Aji N.	5
4	Afifatuz Zahro	5
5	Erva Yunita	5
6	Adie Wahyu N.	8
7	Indah Mustyan Lestari	9
8	Indah Darmawati	10
9	Yunita Widyastuti	9
10	Nurul Istiqomah	2
11	Eva Lutfi M	8
12	Lilis	9
13	Robert Haikal F	8
14	Nida Ayu Sofia	10
15	Ela Maryam S.	6
16	Naila Izzati Zoelvi	10
17	Adib Kafabih	5

18	Achmad Agung Prayoga	4
19	Sofiatun Nisa Arfianti	7
20	Alma Ikhtiara K. H.	5
21	Lovqian Alkhadid	6
22	Miftah Ikmal	3
23	Isti'annah Ainun Najibah	10
24	Rewang Febri Pangestuti	8
25	Hikmatun Nazila	8
26	Nuvika Nastiti Wulandari	8
27	Rakhma Maulida	10
28	Rizka Dwi Kurniawati	7
29	Qurratu A'yun	7
30	Mila Andiliya	8

APPENDIX IV

Class C (Using Electronic Dictionary) Score

No	Name	Score
1	Gilang M. P.	3
2	Khoirotuzunisa	7
3	Yulianti Safitri	6
4	Nabela Ramadea	6
5	Zumala F. H	4
6	Fiha Sanaya B.	4
7	M. Aulia Rizal F.	3
8	Salwa Dewi N.	4
9	Rif'ati Ihsan	4
10	Siti Mustia Ningrum	7
11	Priskilia Nur Safitri	5
12	Hilmatus Nafis	4
13	Tria Hanisti A.	4
14	Nafisah Nur Shofianida	5
15	Lutfian Muh. Qori'	4
16	Albaninda Nurul Haq	4
17	Ofillya Hersafanti	4

18	Idris Al A.	5
19	Desti Restianti	8
20	Offilyta Hersafanti	4
21	Yolanda Arifia Azmi	6
22	Nurma Zuhriana	7
23	Sailil Rohmah	5
24	Anna Pertiwi	9
25	Ahmad Fauzi	9
26	Habib Salim A. K.	8
27	Nur Saidah	6
28	Sabrina Azka A.	4
29	Viryal Lulu F.	4
30	Luluk	4

APPENDIX V

Students' questionnaire and test

Attachment 1

STUDENTS' DICTIONARY USE TOWARD THEIR IDIOM MASTERY

Place of the research : UIN Walisongo Semarang

Respondent : Fourth Semester English Department Students in The Academic Year 2018/2019.

Instruction:

1. Write the name, number of students and class
2. Read the questions below correctly
3. Please give checklist (✓) in the column you agree with!

Name : Anjar Widiyarni

NIM : 1703096002

Class : PB1-4A

1. Use of types of dictionary in terms of format

No	Question	Agree	Disagree
1.	I use paper dictionary	✓	
2.	I use electronic dictionary	✓	

2. Reasons for preference of an electronic dictionary to paper dictionary

No	Question	Agree	Disagree
1.	Quick and easy to use	✓	
2.	Easy to carry around	✓	
3.	Make understanding the information easier	✓	
4.	Rich and significant amount of information	✓	
5.	Easy to find examples, synonyms, antonyms	✓	
6.	Availability of voiced pronunciation	✓	

3. The difficulties in dictionary use

No	Question	Agree	Disagree
1.	I cannot find the word sought		✓
2.	It is difficult to understand the definition		✓
3.	It is difficult to identify the right meaning in a polysemous word (having multiple meanings)	✓	
4.	It is difficult to find the information I want		✓
5.	I cannot use the dictionary whenever I want	✓	

6.	The information I found in the dictionary is insufficient	✓	
7.	It takes too much time to consult the dictionary	✓	
8.	Too few examples	✓	
9.	Unclear examples	✓	
10.	Failure to understand the pronunciation information	✓	

Attachment 2

Dictionary Task

20

Name : Anjar Widyanat
NIM : 1703046002
Class : Pbl - 4A

Instruction:

- The following task has 20 sentences.
- Read the sentence and use your dictionary to find the underlined word.
- Using the information given in your dictionary, choose the most appropriate definition from the 3 choices.
- Then write an example sentence of your own using this word. **Don't** copy the same example from the dictionary.
- If you have any questions during the task, please ask the researcher.

1. She is beavering away at the moment.

- a. To work very hard at something
- b. A small American animal
- c. To create a lot of problems for someone

Example sentence: He is beavering away for me.

2. His directions were as clear as mud.

- a. Very soft wet earth
- b. Very difficult to understand
- c. Very fast

Example sentence: you speak as clear as mud.

3. I bit my tongue to tell her to stop complaining.

- a. To not say something that you want to say
- b. To eat some delicious food
- c. To speak the truth

Example sentence: I bit my tongue to tell him that i miss him.

4. I believe that variety is the spice of life.

- a. Having different experiences makes life fun and interesting
- b. Obstacle is a part of life

c. To make something tasty

Example sentence: You should know that variety is the spice of life.

5. ✓ At last, our work is bearing fruit.

a. Selling fruit.

b. Carrying souvenir. (3)

c. Producing a positive result.

Example sentence: your effort is bearing fruit

6. ✓ It was in the agreement in black and white.

a. In writing or print

b. In black-and-white situation (3)

c. Delicious coffee milk

Example sentence: I read the ^{information} paper in black and white.

7. ✓ I told a white lie to not hurt her feelings.

a. A lie that is told in order to be polite

b. An honest statement (3)

c. A funny story

Example sentence: You told me a white lie

8. ✓ Jokowi is the one of the big cheese in town.

a. An important person

b. Wise president (3)

c. An unimportant

Example sentence: My mother is the big cheese for me

9. ✓ Jack enjoys blowing his own trumpet. He certainly thinks he is the best.

a. To tell everyone proudly about his achievement

b. Thum the horn (2)

c. The sound of trumpet

Example sentence: Sinta was happy blowing his own trumpet.

10. ✓ I will do the group project all by myself. It's just a piece of cake.

a. A portion of food (3)

b. Fun work

c. Something that is easy to do

Example sentence: This article is a piece of cake.

Good Luck!

APPENDIX VI

Letter of Data Validation



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017

Jl. Prof DR Hamka (Ngalian km.1) Tambakaji Semarang - Jawa Tengah 50185
Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

PENELITI : Izky Hanifah
NIM : 1503046059
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : USING PAPER DICTIONARY AND ELECTRONIC DICTIONARY ON STUDENTS' IDIOM MASTERY (A COMPARATIVE STUDY AT THE FOURTH SEMESTER ENGLISH DEPARTEMENT STUDENTS IN THE ACADEMIC YEAR OF 2018/2019)

HIPOTESIS:

a. Hipotesis Uji Normalitas Data

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

b. Hipotesis Uji Homogenitas Data

H_0 : $\sigma_1^2 = \sigma_2^2$

H_1 : $\sigma_1^2 \neq \sigma_2^2$

c. Hipotesis Perbedaan Rata-Rata Data

H_0 : $\mu_1 = \mu_2$

H_1 : $\mu_1 \neq \mu_2$

HASIL DAN ANALISIS DATA

Uji Normalitas Data

		Class_A	Class_C
N		30	30
Normal Parameters ^a	Mean	21.00	15.70
	Std. Deviation	6.571	5.025
Most Extreme Differences	Absolute	.120	.204
	Positive	.095	.204
	Negative	-.120	-.128
Kolmogorov-Smirnov Z		.655	1.120
Asymp. Sig. (2-tailed)		.784	.163

a. Test distribution is Normal.

Keterangan:

- Sig. = 0.784 > 0.05, maka H_0 diterima artinya data kelas A berdistribusi normal
- Sig. = 0.163 > 0.05, maka H_0 diterima artinya data kelas C berdistribusi normal



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017

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Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

Uji Homogenitas dan Uji Perbedaan Rata-Rata

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	2.387	.128	3.509	58	.001	5.30000	1.51023	2.27694	8.32306
	Equal variances not assumed			3.509	54.277	.001	5.30000	1.51023	2.27252	8.32748

Keterangan:

- Sig. = 0.128 > 0.05, maka H_0 diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen)**.
- Sig. = 0.001 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas A dan Kelas B

Semarang, 23 Juli 2019
Kepala Laboratorium

Dedek Istiawan, S.Si.,M.Kom

APPENDIX VII

Research Documentation

The Students of Class A used paper dictionary to answer their idiom mastery test



The Students of Class C used electronic dictionary to answer their idiom mastery test



CURRICULUM VITAE

1. Personal Details

Name : Izky Hanifah
Student's Number : 1503046059
Place and Date of Birth : Brebes, 30 September 1996
Home Address : Ds. Bulakelor
Ketanggungan Brebes
Gender : Female
Marital Status : Single
Religion : Moslem
Phone : 081902667530
E-mail : hanifahizky@gmail.com

2. Education Details

- **Formal education**
 - a. TK Aisyah Bulakelor Ketanggungan Brebes
 - b. SD N Bulakelor 02 Ketanggungan Brebes
 - c. MTs N Ketanggungan Brebes
 - d. MA KHAS Kempek Cirebon
 - e. Education and Teacher Training Faculty Walisongo State Islamic University Semarang
- **Informal education**
 - a. Madrasah Diniyyah Darussalam Bulakelor

- b. Madrasah Mafatihul Huda Padakaton, Ketanggungan
- c. Pondok Pesantren Putri 'Aisyah Kempek Gempol
Cirebon
- d. Ma'had Al-Jami'ah Walisongo Semarang
- e. PP Fadhlul Fadhlun Mijen Semarang

This is to state that above information is true and provided here by me,
all in good faith.

Semarang, July 2019

Sincerely,

Izky Hanifah