



UIN SUSKA RIAU

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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1447/2026 M**

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**A COMPARATIVE STUDY ON THE UTILIZATION OF ONLINE
AND PRINTED DICTIONARIES IN THE PROCESS OF
ENGLISH LEARNING AMONG ENGLISH EDUCATION
STUDENTS AT A STATE ISLAMIC UNIVERSITY IN
PEKANBARU**



UIN SUSKA RIAU

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Thesis

Submitted as partial fulfillment of requirement
For Bachelor,s Degree of English Education
(S.Pd)

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU**

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UIN SUSKA RIAU



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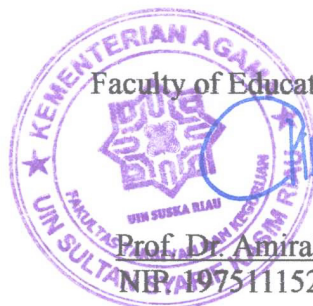

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demonstrated thought the completion of this thesis. the researcher hope that the effort and lesson gained from this process will be beneficial for future academic and provisional endeavors

Finally, the researchers realize that this thesis is still far from the perfections. The perfection only belongs to Allah. Criticism, comments and suggestions are really appreciated to improve the thesis. My Allah Almighty, the lord of universe blesses us, Aamiin.

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ABSTRACT

Putri Ardianingsih, (2025) : A Survey Study on the Utilization of Online and Printed Dictionary among English Education Students at A State Islamic University in Pekanbaru

This study aimed to investigate the utilization of online and printed dictionaries by English Education students at a state Islamic university in Pekanbaru and to examine the differences in usage based on semester level. A quantitative survey method was employed, with a sample of 198 students selected through stratified random sampling from a population of 391 students. The data were collected using questionnaires and analyzed using descriptive statistics and the Kruskal–Wallis test due to non-normal data distribution. The findings showed that students use both online and printed dictionaries in learning English. Online dictionaries are more frequently used due to their practicality and ease of access, while printed dictionaries remain relevant for deeper understanding of word meanings. Statistical analysis indicated no significant difference in online dictionary usage across semesters, but a significant difference was found in printed dictionary usage based on semester level.

Keywords: Online Dictionary, Printed Dictionary, Dictionary Utilization



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المخلص

بوتري أرديانينغسيده، (٢٠٢٥) : دراسة مسحية حول استخدام المعاجم الإلكترونية والمطبوعة لدى طلاب تعليم اللغة الإنجليزية في الجامعة الإسلامية الحكومية بمدينة بيكانبارو

يهدف هذا البحث إلى معرفة ما مدى استخدام المعاجم الإلكترونية والمطبوعة لدى طلاب قسم تعليم اللغة الإنجليزية في إحدى الجامعات الإسلامية الحكومية بمدينة بيكانبارو والكشف عن الفروق في أنماط الاستخدام تبعاً لمستوى الفصل الدراسي. وقد اعتمد البحث المنهج الكمي باستخدام أسلوب المسح. تكوّنت عيّنة البحث من ١٩٨ طالباً، تم اختيارهم باستخدام أسلوب المعاينة العشوائية الطبقية من مجتمع بحث بلغ عدده ٣٩١ طالباً. وجمعت البيانات باستخدام الاستبانة ثم جرى تحليلها بالأساليب الإحصائية الوصفية إضافة إلى اختبار كروسكال-واليس (*Kruskal-Wallis Test*) نظراً لعدم خضوع البيانات للتوزيع الطبيعي. أظهرت نتائج الدراسة أنّ الطلاب يستخدمون كلا النوعين من المعاجم، الإلكترونية والمطبوعة، في تعلّم اللغة الإنجليزية. غير أنّ المعاجم الإلكترونية تُستخدم بصورة أكثر تكراراً لما تتسم به من سهولة الوصول وسرعة الاستخدام، في حين لا تزال المعاجم المطبوعة تستخدم لفهم معاني المفردات على نحو أعمق. كما بيّنت نتائج الاختبارات الإحصائية عدم وجود فروق ذات دلالة إحصائية في استخدام المعاجم الإلكترونية باختلاف مستويات الفصول الدراسية، في مقابل وجود فروق ذات دلالة إحصائية في استخدام المعاجم المطبوعة تبعاً لمستوى الفصل الدراسي.

الكلمات المفتاحية: المعاجم الإلكترونية، المعاجم المطبوعة، توظيف المعاجم



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ABSTRAK

Putri Ardianingsih, (2025) : A Survey Study on the Utilization of Online and Printed Dictionary among English Education Students at A State Islamic University in Pekanbaru

Penelitian ini bertujuan untuk menyelidiki pemanfaatan kamus daring dan cetak oleh mahasiswa Pendidikan Bahasa Inggris di sebuah universitas negeri Islam di Pekanbaru dan untuk meneliti perbedaan penggunaan berdasarkan tingkat semester. Metode survei kuantitatif digunakan, dengan sampel sebanyak 198 mahasiswa yang dipilih melalui pengambilan sampel acak bertingkat dari populasi 391 mahasiswa. Data dikumpulkan menggunakan kuesioner dan dianalisis menggunakan statistik deskriptif dan uji Kruskal-Wallis karena distribusi data yang tidak normal. Hasil penelitian menunjukkan bahwa mahasiswa menggunakan kamus daring dan cetak dalam belajar Bahasa Inggris. Kamus daring lebih sering digunakan karena kepraktisan dan kemudahan aksesnya, sedangkan kamus cetak tetap relevan untuk pemahaman makna kata yang lebih mendalam. Analisis statistik menunjukkan tidak ada perbedaan signifikan dalam penggunaan kamus daring antar semester, tetapi ditemukan perbedaan signifikan dalam penggunaan kamus cetak berdasarkan tingkat semester.

Keywords: kamus daring, kamus cetak, pemanfaatan kamus



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CHAPTER I INTRODUCTION

A. Background of the study

In the process of English language learning, dictionary use is considered an essential component of L2 learning at all proficiency levels. Dictionaries are among the most accessible, frequently used, and affordable learning resources for language learners (Wright, 1998 in Koca, 2014). They provide learners with important vocabulary knowledge, including meaning, pronunciation, parts of speech, collocation, and grammatical structure, as well as more detailed information such as etymology and register (Nakamura, 2000 in Koca, 2014). Learners are encouraged to use dictionaries independently to support autonomous learning, as they cannot rely on teachers or more proficient L2 speakers throughout their entire learning process (Dörnyei, 2005).

In addition, dictionary use is closely related to learners' motivation, where students with higher motivation tend to consult dictionaries more frequently (Koca, 2014). Therefore, it can be concluded that dictionaries play a crucial role in supporting vocabulary development, learner autonomy, and motivation in both EFL and ESL contexts.

In today's digital era, dictionaries are available in two main forms, namely printed and digital versions, with digital dictionaries commonly accessed through websites or mobile applications (Desnaranti, 2022). Printed dictionaries have long been recognized as effective tools for helping

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students find the meanings of new words and offer several advantages in language learning (Lan Anh & Kim Ngan, 2021). According to Kipfer (as cited in Lan Anh & Kim Ngan, 2021), printed dictionaries provide more detailed explanations and pronunciation guidance, while also functioning as a cognitive exercise that enhances learners' critical thinking and spelling skills during the searching process.

However, rapid technological advancements have made dictionaries more accessible through digital devices, eliminating the need to carry bulky printed dictionaries and leading to a shift in learners' preferences toward digital dictionaries (Apriyanti, Thamrin, & Suhardi, 2022). Overall, while printed dictionaries remain valuable for deep and reflective learning, digital dictionaries have become increasingly dominant due to their practicality and ease of use in modern language learning contexts.

Dealing with the use of dictionary in the two versions, it becomes an issue being discussed. Accordingly, it is implied that since the dictionary began to change its form from the paper to the digital, people have expressed the negative sides of a paper dictionary, the positive sides of an e-dictionary, and the potential usefulness of an electronic dictionary (Rundell, 2014 cited in (Zorigt & Tumurbat, 2022)). Online dictionaries provide learners access easily and quickly. Therefore, using online dictionaries increases the chance of acquiring the look-up words. For this reason, paper dictionaries are being replaced with the small, light, stylish and hi-tech electronic dictionaries with colorful LCD (Lan Anh & Kim Ngan, 2021).

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However, both printed dictionary and online dictionary are equally useful in helping students learn English.

Based on preliminary research conducted in the English Education Department at a State Islamic University in Pekanbaru through interviews, the researcher found that in the process of learning English, the use of dictionaries both online and printed is very helpful in expanding vocabulary and understanding word meanings. Each type of dictionary has its own advantages and challenges. Printed dictionaries are often considered troublesome due to the manual search process, the time it takes, and their impracticality to carry around.

On the other hand, online dictionaries are seen as more practical, faster, and easier to access at any time, especially when assignments must be completed quickly. In general, some students prefer online dictionaries because of their ease of access and additional features such as audio pronunciations and example sentences, although they still use printed dictionaries in certain situations.

In addition, the use of online and printed is very relevant in supporting the Indonesian National Qualifications Framework (KKNI) curriculum for English education students. Currently, the goal of education is not only to educate the nation and form independent human beings, but also emphasizes mastery of science, technology, and art (IPTEKS). In English language education, students are required to be able to speak English well in order to

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be ready to face global competition. To support the learning process, the use of dictionaries both printed and online is very important.

The topic of dictionary use has been the focus of many researchers from year to year with various different contexts both in Indonesia and other countries. In Indonesia, various studies have been conducted such as Ambarwati; Elena et al., 2021; Laila, 2022; Ratminingsih, 2021; Yuliyanti, 2022; Risnawanti; Sella, 2023; Apriyanti, 2022; Rohmatillah, 2016; Najamuddin, 2019; Sutisna Yanto, 2020; Rahmat; Indrawati et al., 2024, Najamuddin, 2019. In other countries, the researches on the use of dictionary have also been widely carried out. For example: Lamido; Rahman Hakim (2020), Koca, 2014; Songshan; Yuzhen, 2011; Motjaba, 2016; Huibin, 2016; Noparat; Yuzhen; Muslawati et al., 2017; Carolin et al., Lu Jin, 2013; Shiva, 2017; Benjamin; Nnenna, 2022; Batia, 2010; Kiel, 1997; Arafathomouda, 2013; Tulgar, 2017; Ljiljana, 2021; Riri ; Maden, 2020; Atipat; BALÁZS et al., Hilary, 2012; Wajahat, 2018; Telmuun, 2022; Lori, 2015).

Related to the use of dictionaries, a number of studies have been investigated in the field of education in various contexts. Some researches focus on the use of dictionaries for EFL learning (Hilary, 2012; Abbassi, 2018; Najammudin, 2019; Telmuun et al., 2022; Wolter, 2015; Balazs et al; Tulgar, 2017; Lijiljana, 2021; Riri; Koca, 2014; Zhang, 2015; Chen, 2011; Yuzhen, 2020; Rohmatillah, 2016; Nnenna, 2022; Najamuddin, 2019; Yanto; Laufer, 2020; Kiel, 1997; Arafathomouda, 2013). Then, related to

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the use of online dictionaries (Maden, 2020; Atipat; Li Jin, 2013; Grami, 2017; Filer; Nuraidawany, 2017; Carolin et al., 2011; Lamido, 2020; Ambarwati, 2020; Desnaranti, 2022; Yuliyanti, 2022; Rezaei, 2016; Risnawati, 2020; Rizna Sari, 2023; Rahman Hakim, 2020; Zheng, 2016; Noparat, 2019). Moreover, there are researches about printed dictionary (Ruzzeti, 2022; Jeffrey, 1992; Vita, 2007; Rundell, 2014; White, 1967). However, many studies only discuss the use of online dictionaries or the use of offline dictionaries. So, there is a lack of research that discusses the use of online dictionary and printed dictionary at the same time (Ratmaningsih, 2021; Rahman Hakim, 2020; Yuzhen, 2010; Apriyanti, 2022; Indrawati et al., 2024, Shiva, 2017).

Although some researches have investigated the use of online dictionary and printed dictionary in EFL learning, few studies only focused on English students in university (Yuzhenn, 2010). Most previous studies put an emphasis on the frequency of using online dictionary and printed dictionary at senior high school (Rahman Hakim, 2020; Apriyanti, 2022; Grami, 2017) and at the junior high school (Yuzhen; Maden, 2020, Indrawati et al., 2024). In addition, a great number of the studies employed experiment research design (Elena, 2021; Arif Rahman, 2020; Moitaba, 2016; Noparat, Tuzhen, 2010; Shiva, 2017; Laufer, 2010; Atipat; Indra et al., 2024). The other studies have used survey design (Teelmuun et al., 2022; Lori, 2015; Balazs et a; Maden, 2020; Eih, 2020; Nnenna, 2022; Li Jin, 2013; Carolin et al., 2011).

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In relation to the phenomena and facts above, the research on the use online dictionary and printed dictionary in English language education among university students is essentially required. This study will provide new insight into how online dictionary and printed dictionary applied at the university level, as well as identify the comparison. Therefore, the researcher is interested in investigating a research entitled A survey Study on the Utilization of Online and Printed Dictionary among English Education Students at A State Islamic University in Pekanbaru.

B. Research problem

1. Identification of the Problem

Based on the background above, researcher had found a problem dealing with online and printed dictionary among English education students of an state Islamic university in Pekanbaru. The problem that arises is related to differences in student views on using online dictionaries and printed dictionaries. Some students prefer online dictionaries because of ease of access, speed of searching, and additional features such as audio pronunciations and example sentences. However, other students feel that printed dictionaries are more effective because they provide deeper understanding. The difference is also influenced by limited access to digital devices and the internet. In addition, from learning habits perspectives, there are some students are accustomed to use printed dictionaries for studying, while others are more comfortable adapting to modern technology by using online dictionary.

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2. The limitation of the Problem

After identifying the problem stated above, the researcher has to limit the problems of this research. This research focuses on describing how English education students' utilizing online dictionary and printed dictionary among English education students at a state Islamic university in Pekanbaru.

3. The Formulation of the Problem

Based on the limitation on the problem, the problem of this research is formulated into research questions below.

- a. How is the utilization of online dictionary and printed dictionary in the process of English learning among English education students?
- b. Is there any significant difference in utilizing online dictionary and printed dictionary in the process of English learning among English education students?

C. The Purpose of the Research

The purposes of this research are:

1. To describe the utilization of online dictionary and printed dictionary in the process of English learning among English education students.
2. To examine the significance difference in utilizing online dictionary and printed dictionary in the process of English learning among English education students.

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D. Significances of the Research

The significance of this research can be explained theoretically and practically. Theoretically, the findings of this research will be contributed in the field of knowledge. Practically, this research can be useful for English education students, lecturer, and for police makers. For English education students, this research can help them to choose the appropriate dictionary to support them in learning English. For lecturer, this research can provide guidance in choosing or integrating the use of online and printed dictionaries in the classroom, so that learning methods are more in line with pre service English teacher needs and preferences.

Moreover, for policy makers, this research can be a basis for determining policies in providing learning support facilities, such as providing internet or Wi-Fi connections to make it easier for English education students to access online dictionaries or providing a collection of printed dictionaries in the library that can be borrowed by English education students in order to create an optimal learning environment.

E. Definition of Terms

1. Printed Dictionary

Printed dictionary is a traditional type of dictionary that is published in physical form (on paper) and contains a systematic list of words along with their meanings, pronunciation, grammatical information, and examples of use arranged alphabetically or by a structured lexical order. It is produced through the printing process and serves as a reference tool for

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language learners, researchers, and speakers to understand vocabulary and language usage more accurately (Zidna Rizqia, maylaana, & Luthfi, 2022)

2. Online dictionary

Online dictionary is a dictionary or other reference work available via a computer network such as the internet. It serves as a digital reference tool that allows users to easily search for word meanings, usage, pronunciation, and other linguistic information anytime and anywhere (hartman & James , 1998).

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CHAPTER II REVIEW OF LITERATURE

A. Theoretical of framework

1. Definition of Online and Printed Dictionary

a. Printed Dictionary

Printed dictionary is a list of words with any kind of information printed on the paper. Printed dictionary is defined as a reference book that records and explains the words of a language in all times or in a certain period, including their spelling, types, pronunciations, primary meanings and connotations, provides literary examples and reports the origins of adapted words (Dewi, 2019). Moreover, Zorigt & Tumurbat (2022) assume that paper dictionaries are more detailed when it comes to explanation and pronunciation and are a good brain exercise that pushes learners' critical thinking and spellings during the searching process.

In addition, Bergenholtz (2012) state that dictionary or called a wordbook/ lexicon/ vocabulary is a collection of words in one or more specific languages, often listed alphabetically, with usage information, definitions, etymologies, phonetics, pronunciations, and other information; or a book of words in one language with their equivalents in another, also known as a lexicon.

Printed dictionaries have long been considered a reliable source for vocabulary learning. They provide comprehensive definitions, usage examples, and etymologies, which can deepen a learner's understanding of

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words and their contexts. Despite their perceived reliability, printed dictionaries are often criticized for being less accessible and more time-consuming to use compared to their digital counterparts (Al-Jarf, 2022; Pikilnyak et al., 2021) cited in (Indrawati, 2024).

Printed dictionaries are still valued for their role in fostering deep lexical awareness and promoting careful word exploration because users manually search entries and can physically interact with the dictionary content. They represent traditional lexicographic practices where information is organized in a static, durable format that learners consult without digital interfaces (Apriyanti, Thamrin, & Suhardi, 2022).

In conclusion, a printed dictionary can be understood as a traditional reference book presented in physical form that provides detailed and systematic lexical information, including meanings, pronunciation, spelling, and word usage. Its comprehensive explanations and structured format support deeper vocabulary understanding and encourage learners' cognitive engagement during the searching process. Although printed dictionaries have been recognized as reliable and effective tools for vocabulary learning, their limited accessibility and time-consuming nature have led some learners to prefer digital alternatives.

a. Online Dictionary

Online dictionary is available online and dictionary apps are available on most hand-held devices and mobile phones. As stated by Lew (2010) in (Maslawati , Rashid, & Mohammad, 2017), online dictionaries offer

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interactive ways of finding the meanings of word in comparison to printed dictionaries. In comparison to printed dictionaries, searching for word meanings is only a simple click of the mouse on the online interface and scrolling up and down the pages on the screen.

Furthermore, online dictionary is a digital reference tool accessible via the internet that provides users with definitions, word meanings, pronunciations, grammatical information, translations, and other lexical data in real time. In academic lexicography, online dictionaries are understood as complex lexicographic products delivered through technological platforms, where dictionary structures and functionalities are designed to fulfill specific user needs in various contexts including education and language acquisition (Nielsen, 2020).

Online dictionary is one of the newest inventions of dictionary that enables the user to search words faster. The term online dictionary is supposed to utilize for referring any reference material saved in electronic arrangement that provides information on spelling, meaning, or words usage (Murnani & Saleehi, 2015). Online dictionaries are can also be applications available for portable devices, and smartphones. The development of online dictionaries has added a new and valued resource for vocabulary learning (Asgari & Mustapha, 2012).

Fast growing digital society has led to the popularity of online dictionaries worldwide. Online dictionaries provide learners access easily and quickly (Hill & Laufer, 2000). Using online dictionaries increases the

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chance of acquiring the look-up words while. They include millions of words which can be renewed by linking to the internet free of charge (Zorigt & Tumurbat, 2022).

In conclusion, online dictionaries have become an essential linguistic tool in today's digital era. Compared to printed dictionaries, they offer faster, more interactive and more flexible access to lexical information through digital platforms. Their ability to provide real-time definitions, pronunciations, grammatical details, and updates makes them highly suitable for modern language learning and academic contexts.

Moreover, the availability of online dictionaries on various devices, including smartphones and portable applications, enhances their accessibility and usability for learners. As digital technology continues to develop, online dictionaries play a significant role in supporting vocabulary acquisition and meeting the diverse needs of users in education and language learning.

2. Students' Preference in Using Dictionaries

a. Definition of Students Preference

Students' preference refers to students' tendency or inclination to choose and favor certain learning methods, tools, or resources over others based on their perceptions, experiences, and individual learning needs. Preference is not merely a matter of personal liking, but is shaped by learners' evaluations of usefulness, ease of use, accessibility, and effectiveness in supporting their learning process.

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Dörnyei (2007) explains that learners' preferences are closely related to their attitudes and motivation, which influence how actively students engage with learning activities and materials. Similarly, Schunk (2012) states that students tend to prefer learning tools that they perceive as helpful, efficient, and aligned with their learning goals.

In the context of language learning, students' preference plays an important role because it affects their willingness to use specific learning resources consistently. When students prefer a particular learning tool, they are more likely to use it frequently, which may enhance their learning engagement and outcomes (Ellis, 2008).

Therefore, students' preference toward learning resources, such as online and printed dictionaries, reflects their perceptions of how these tools support English learning and overall language development.

b. Preference for Printed Dictionary

Students' preference toward printed dictionaries is influenced by familiarity, reliability and their ability to support focused learning. According to Li Chao and Hu Kun (2020) in (Apriyanti, Thamrin, & Suhardi, 2022), printed dictionary can help develop students' abstract thinking skills. The printed dictionary itself is not just an object that is visible to the eye, but has become a historical testimony about the development of people's knowledge. So this printed dictionary symbolizes the transmission of culture.

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Printed dictionary provide detailed and reliable information about words, including meanings, pronunciation, and usage, which supports learners' deep understanding of vocabulary. The manual searching process in printed dictionaries promotes active engagement and cognitive involvement, which helps in retaining new words and improving spelling awareness. In addition, printed dictionaries create a distraction-free learning environment because they are independent of electronic devices and internet access. Furthermore, research on print versus digital learning contexts indicates that print materials allow for better annotation and interaction, enhancing learners' comprehension and retention of vocabulary (Polhaupessy, 2025)

Print dictionaries were born and became an effective tool for the student to find new words' meanings. It has been recognized over time by the undeniable upsides that it brings. Kipfer (2013) cited in (Lan Anh & Kim Ngan, 2021) claimed that print dictionaries are more detailed when it comes to explanation and pronunciation and are a good brain exercise that pushes learners' critical thinking and spellings during the searching process.

c. Preference for Online Dictionary

Students tend to prefer online dictionaries because they think they have several advantages such as easy to access and flexible. Research shows that learners who use online dictionary applications experience significant improvements in vocabulary mastery because these tools are more flexible,

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easier to carry, and provide features that facilitate learning compared to printed dictionaries (Tanjung & Daulay, 2023)

In addition, online dictionaries enhance students' pronunciation and word comprehension through features like audio pronunciation and comprehensive lexical information provided by platforms such as the Cambridge Online Dictionary. Online dictionaries also contribute to better reading comprehension because students can quickly access word meanings while reading, which supports deeper understanding of text content (Pujiastuti, Gunawan, & Syahria, 2025). Furthermore, the quick search functionality and accessibility on various digital devices make online dictionaries efficient tools for language learners.

The benefit of online dictionaries reported in many of these studies is higher satisfaction of the user, that is, a more positive attitude toward these resources (Leffa, 1993, in Nesi, 2000; Töpel, 2014) cited in (Knezevic, Resetar, Miskeljin, & Milic, 2021). According to Golonka et al. (2012), online dictionaries help to aid students as an individual study tools considering that it is a self-contained programme applications (Maslawati, Rashid, & Mohammad, 2017)

Lew (2010) cited in (Maslawati, Rashid, & Mohammad, 2017) supported that the use of edictionaries offer an interactive alternative in searching for word meanings of which printed dictionaries could not. Learners can bring it along to almost everywhere and anywhere as it is stored in their mobile phones and is proven to be more convenient to use,

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speeds up access to a particular word in search, and is available free of charge compared to the printed dictionaries. Users could easily type the targeted word in the type-ahead search and in a few seconds a list of definitions are given.

Online dictionaries can also show the differences between British English and American English in both writing and speaking. Users can listen to the pronunciation of every word in both British and American English, while a spellchecker facility can suggest alternative spellings when the user cannot find the word. In addition, the user can double click on any new word in the definition to read its appropriate entry. The easy availability of online dictionaries also helps democratise the way lexicographers work. Unlike the rather passive traditional use of paper-and-print dictionaries, online users can in some instances contribute their own entries (Lan, 2005)

3. Students Challenge in Using Dictionary

a. Definition of Challenges in Learning

Challenges in learning refer to the difficulties, obstacles, or barriers that students encounter during the learning process, which may hinder their understanding, participation, and achievement of learning objectives. Schunk (2012) explains that learning challenges occur when learners experience difficulties in processing information, sustaining motivation, or applying effective learning strategies.

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Similarly, Richards and Schmidt (2010) describe learning challenges as problems faced by learners that interfere with the successful acquisition of knowledge or skills. In educational contexts, challenges may also involve limited time, insufficient instructional materials, and difficulties in comprehending academic content (Harmer, 2007).

In the field of language learning, learners often face challenges related to vocabulary complexity, unfamiliar linguistic features, and the use of learning aids that may not optimally support comprehension (Ellis, 2008).

Therefore, challenges in learning can be understood as students' perceived difficulties that make the learning process more demanding and may reduce the effectiveness of learning outcomes

b. Challenged of Printed Dictionary

Despite their long-standing use in language learning, printed dictionaries may also present several challenges for students during the learning process. These challenges can influence students' efficiency and motivation when using printed dictionaries as learning tools. Difficulties such as the time-consuming process of searching for words, limited vocabulary coverage, and physical inconvenience may affect students' willingness to use printed dictionaries regularly

Some printed dictionaries are not comprehensive, while comprehensive ones are bulky, heavy, and easy to tear. They are expensive and difficult to make multilingual. Users must know the exact spelling of a word to find it. Printed dictionaries also become outdated after publication

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because language changes over time. In addition, limited space reduces coverage, and using bilingual dictionaries takes more time for users and translators (Zarei & Gujjar, 2012)

Until recently, the only available dictionary was the paper based dictionary which was huge, fragile and limited in the amount of vocabulary. Nowadays, these bulky paper dictionaries are being replaced with the small, light, stylish and hi-tech electronic dictionaries with colorful LCD (Zarei & Gujjar, 2012). Printed dictionary include millions of words which can be renewed by linking to the internet free of charge. Some learners are reluctant to use their paper dictionaries when they encounter new words in the process of text comprehension. One source of this reluctance is the fact that flipping through the dictionary pages to look up the definition of new words is time-consuming and cuts the normal flow of reading (Zorigt & Tumurbat, 2022)

The paper dictionaries group considerably consumed more time than the e-dictionaries group which caused fatigue for their users. Consequently, they did not look up all the words that they did not know their meaning; they did not check the meaning of words they doubted; they did not use their dictionaries to find the parts of speech of new or even key words; they did not recheck the words they had found if they forgot its meaning and they did not check the words to see if it had other meanings beside the meaning(s) they knew; (Grami & Hashemian, 2017).

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Overall, despite their recognized value in language learning, printed dictionaries also present several challenges. Their physical form makes them bulky, heavy, and less practical to carry, while their fixed size restricts vocabulary coverage and multilingual content. Printed dictionaries are also costly to produce and quickly become outdated as language continues to evolve. As a result, learners may skip unfamiliar words or fail to explore multiple meanings and grammatical information, making printed dictionaries less efficient compared to electronic alternatives in fast-paced learning contexts.

c. Challenges of online dictionary

Despite their long-standing use in language learning, printed dictionaries may also present several challenges for students during the learning process. These challenges can influence students' efficiency and motivation when using printed dictionaries as learning tools. Difficulties such as the time-consuming process of searching for words, limited vocabulary coverage, and physical inconvenience may affect students' willingness to use printed dictionaries regularly

Several challenges limit online dictionary effectiveness in vocabulary learning. One prominent issue is their strong dependence on internet connectivity and electronic devices, which can become a barrier for learners in areas with limited access or unstable connections, thereby disrupting continuous learning (Saini & Bale, 2025). Additionally, many online dictionary platforms include advertisements, pop-ups, hyperlinks, and

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multimedia features that may distract learners and reduce their focus on vocabulary learning tasks (Silviyanti et al., 2025). This distraction can negatively affect concentration and comprehension, especially when learners aim to engage deeply with new lexical items.

Furthermore, the instant search feature of online dictionaries often encourages superficial learning, as students may rely on quick translations or single definitions without analyzing word forms, collocations, or contextual usage, which can weaken long-term vocabulary retention and critical thinking skills (Saini & Bale, 2025). Another significant challenge is the issue of accuracy and reliability, as some online dictionaries provide incomplete, oversimplified, or even misleading definitions that can cause misunderstanding and incorrect word usage, particularly for language learners with limited proficiency (Wang et al., 2025).

Moreover, effective use of online dictionaries requires adequate digital literacy skills, including the ability to evaluate sources, choose appropriate meanings, and navigate multiple features within an application; learners who lack these skills may struggle to benefit fully from online dictionary tools (Karimbaeva, 2024).

Therefore, despite their practicality, online dictionaries present pedagogical challenges that should be carefully considered by educators and learners when selecting appropriate vocabulary learning resources.

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4. Impact of Dictionary use on Learning

a. Definition of Impact in Learning

In recent educational research, impact on learning is commonly discussed in relation to changes in students' learning outcomes and learning processes after the use of particular instructional resources or strategies. Learning impact can be observed through improvements in students' knowledge acquisition, skill development, learning engagement, and academic achievement.

Slavin (2020) explains that effective learning resources contribute to better learning outcomes by supporting students' understanding and facilitating meaningful learning experiences. Furthermore, Schunk (2020) emphasizes that learning impact is closely associated with students' cognitive development, motivation, and self-regulation, which influence how learners apply knowledge in academic tasks.

Recent studies also highlight that learning resources which are accessible and aligned with students' needs tend to have a stronger impact on learning effectiveness and learner autonomy (OECD, 2021). In the context of language learning, impact on learning is often reflected in students' progress in vocabulary mastery, comprehension, and language use as a result of consistent interaction with learning tools such as dictionaries.

Therefore, impact on learning refers to the extent to which learning resources influence students' learning processes and contribute to measurable improvements in learning outcomes.

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b. Impact of Online Dictionary on learning

The use of online dictionaries has a significant impact on English language learning, particularly in English as Foreign Language (EFL) contexts. One of the main impacts is efficiency in vocabulary learning. Online dictionaries allow learners to access word meanings instantly, which help them understand texts more quickly during reading and listening activities. This fast access supports better comprehension and reduces learning barriers caused by unfamiliar vocabulary (Nation, 2001).

Another important impact of online dictionary use is improvement in pronunciation skills. Many online dictionaries provide audio pronunciation by native speakers. This feature helps learners develop phonological awareness and improves their speaking accuracy. Learners can listen to correct pronunciation repeatedly, which is difficult to obtain through printed dictionaries (Béjoint, 2010).

Online dictionaries also support deeper vocabulary knowledge through additional features such as example sentences, collocations, synonyms, and usage notes. These features help learners understand how words are used in different contexts, not only their meanings. As a result, students are able to use new vocabulary more appropriately in speaking and writing (Dziemianko, 2012).

In addition, online dictionaries have a strong impact on learner autonomy. Because they are easily accessible through smartphones or computers, learners can study independently anytime and anywhere. This

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flexibility increases learners' motivation and responsibility for their own learning, which is an important aspect of successful language acquisition (Nation, 2001).

However, the use of online dictionaries may also have negative impacts if not used properly. Learners may become overly dependent on quick searches and fail to process vocabulary deeply. They may focus only on word meanings and ignore spelling, word forms, or grammatical information. Furthermore, internet access can cause distractions, such as social media or unrelated content, which may reduce learning effectiveness (Chen, 2010).

Overall, online dictionaries have a positive impact on vocabulary development, pronunciation, comprehension, and learner autonomy. Nevertheless, teachers need to guide students in using online dictionaries effectively so that the benefits can be maximized and the negative impacts minimized.

c. Impact of Printed Dictionary on learning

The use of printed dictionaries has a significant impact on students' learning, particularly in the development of vocabulary knowledge and deeper language understanding. Printed dictionaries encourage learners to engage actively with lexical items through a manual word-search process that requires attention to spelling, alphabetical order, and word forms. This process promotes deeper cognitive involvement, which is essential for vocabulary acquisition and retention (Nation, 2013). Research on

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vocabulary learning suggests that deeper processing of words, such as analyzing meanings and grammatical information, contributes to stronger long-term memory and better vocabulary mastery (Schmitt, 2010).

In addition, printed dictionaries provide detailed and structured linguistic information, including parts of speech, phonetic transcription, word definitions, and example sentences, which support learners in understanding how words function in different contexts. Such detailed input helps students improve accuracy in language use, particularly in reading and writing activities (Harmer, 2007). The availability of comprehensive explanations in printed dictionaries also allows learners to develop analytical skills, as they must interpret and select relevant information independently (Thornbury, 2002).

Printed dictionaries also have an impact on students' learning processes by supporting concentration and minimizing distractions. Unlike digital resources, printed dictionaries do not involve notifications, advertisements, or multitasking features, which can interrupt learners' attention. A focused learning environment enables students to engage more effectively with learning materials and enhances comprehension (Ellis, 2008).

Furthermore, the consistent use of printed dictionaries can contribute to learner autonomy by encouraging students to take responsibility for their own learning without relying heavily on teachers or instant digital assistance. By independently consulting printed dictionaries, students

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develop confidence in solving vocabulary-related problems and making informed language choices (Nation, 2013).

Therefore, the impact of printed dictionaries on learning can be seen in improved vocabulary retention, greater focus, enhanced analytical skills, and deeper engagement with language learning processes.

B. Relevant Research

The researcher has discussed many previous studies related to this research. That is about dictionary use in context EFL from several expert including Printed and Digital Dictionary for Multilingual Literacy, Vocabulary Mastery: Electronic Dictionary or Printed One, pocket electronic dictionaries and paper dictionaries, Comparison of Interests in Using Online Dictionaries and Printed Dictionaries, Effect of Paper and E-Dictionaries on Iranian EFL Learners' Reading Comprehension, students attitude in using digital and printed dictionary, Google translate and printed dictionary, using paper dictionary and e- dictionary effect in memorizing new words. There are many researchers' about the use of online and printed dictionary as below.

Polhaupessy (2025) has conducted research about the utilization of printed and online dictionaries among junior high school students. This study aimed to explores the utilization of printed and online dictionaries by junior high school students in remote areas of Indonesia. The findings emphasize the necessity for targeted educational support from teachers to enhance students' dictionary skills, particularly in navigating online

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resources and understanding the diverse functionalities of both dictionary types. The integration of digital literacy training is crucial in empowering students to utilize online tools more effectively, addressing barriers related to technology access and familiarity.

Then, Indrawati (2024) has conducted research about the effectiveness of Google Translate and printed dictionaries in enhancing students' vocabulary acquisition. This study aimed to compares the effectiveness of Google Translate and printed dictionaries in enhancing students' vocabulary acquisition. The findings of this research indicate that there is no significant difference in learning outcomes between Google translate and printed dictionary group, with both of them demonstrating improved vocabulary acquisition post-treatment.

A line with that Ratminingsih (2021) has conducted research about Printed and Digital Dictionary for Multilingual Literacy envelopment: A Needs Analysis. This study aimed to describe the needs analysis of the printed and digital dictionary as one of the necessary resources for developing multilingual literacy in primary education. The findings of this research indicate that: (1) the teachers realized the importance of dictionaries, both printed and digital versions, to develop the students' vocabulary. It's because when the researcher asked about the use of dictionaries, 23 teachers (85%) stated that they used dictionaries in class, and they also asked their students to bring dictionaries. So, the majority of teachers considered that the dictionary is important in learning. Moreover,



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when the students asked about their expectations regarding what is needed, the majority of students (95%) stated that they needed a dictionary in learning English.

Meanwhile with that, Maden (2020) has conducted research about Comparison of student attitudes towards printed and digital dictionary use: A case of middle school. This study aimed to compare the attitudes of middle school students towards printed and digital dictionary use. The findings of this research indicate that there was no significant difference between the attitudes towards dictionary use based on gender. Nevertheless, it was determined that female students had higher attitudes in digital dictionary while male students had higher attitudes in printed dictionary usage.

Moreover, Grami & Hashemian (2017) have conducted research about the effect of paper and E-Dictionaries on Iranian EFL learners reading comprehension. this study aimed to investigate the effect of paper and e-dictionaries on Iranian EFL comprehension. The finding of this research indicated that both the paper dictionaries and e-dictionaries groups had significantly higher scores than those who had read without dictionaries on the posttest. Also, the e-dictionaries group scored significantly higher than the paper dictionaries group on the posttest. The present study showed that e-dictionaries had positive effects on the participants' reading comprehension. The edictionaries group participants apparently

outperformed the control group and the paper dictionaries group on the posttest.

Furthermore, researched by Filler (2016) has conducted researched about paper or Electronic dictionaries: a comparison. This study aimed to addressing the question of how useful PEDs and PDs are to students for looking up unknown words and being able to correctly understand and use those words. The finding of this research indicated that there was no indication that PEDs were less effective in teaching students how to understand or use vocabulary items. Although this study does not include a large enough sample group to say for certain if PEDs are more or less effective than PDs, the fact that the average scores for both the PD and PED parts of the dictionary task were very similar shows that neither type of dictionary significantly disadvantaged students

The studies mentioned above show similarities and differences between previous studies and future studies planned by the researcher. The similarities lie in the use of online dictionaries and printed dictionaries in the EFL context as seen in the research objectives. while the differences can be seen from the focus of the research, namely examining the use of online dictionaries and offline dictionaries by pre-service English teachers at Islamic universities in Pekanbaru using stratified random sampling, in addition, the location of this study is also different from the of previous studies where in the location chosen by the researcher there has never been a

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study on the use of online and printed dictionaries. The difference in location will affect the results of this study compared to previous studies.

C. Operational concept

The use of online and printed dictionaries among English education students can be operationally defined based on key indicators that reflect at preferences, challenge, and impact on language learning. Drawing insights from theories Polhaupessy (2025), the following operational concepts outline the measurable indicators of online and printed dictionaries:

1. Preference

Identify factors that influence the choice of dictionary type

2. Challenge

See the challenge of using online and printed dictionaries, such as challenge in understanding definitions and challenge in accessing them

3. Impact on learning.

Finding the influence of dictionary use on new vocabulary.

D. Assumption and Hypothesis

Based on above explanation the researcher formulated the hypothesis as follow:

1. Assumption

This study assumes that students use online dictionaries more frequently than printed dictionaries in the process of English learning. This assumption is based on the convenience, accessibility, and efficiency

offered by online dictionaries, which can be easily accessed through smartphones and internet-connected devices.

2. Hypothesis

1. Null hypothesis (H_0)

”There is no significance difference in utilizing online dictionary and printed dictionary among English education student.

2. Alternative hypothesis (H_1)

“There is a significance difference in utilizing online dictionary and printed dictionary among English education students”

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CHAPTER III

RESEARCH METHOD

A. Research design

This study employed a comparative quantitative research design. The design was chosen because the study aimed to compare the utilization of online and printed dictionaries in English learning and to examine differences in dictionary utilization across academic levels, specifically among semester 2, semester 4, and semester 6 English Education students.

A comparative design was appropriate since the study focused on identifying differences between groups rather than merely describing a phenomenon. According to Creswell (2012), comparative research is used to examine similarities and differences between two or more groups or variables. In this study, the comparison was made between two types of dictionaries (online and printed) and among different academic levels.

This research adopted a quantitative approach, with data collected through a questionnaire to obtain numerical data related to students' dictionary utilization. Since the data did not fulfill the assumption of normality, a non-parametric statistical test was applied. The Kruskal–Wallis H test was used to analyze differences in dictionary utilization among three independent groups. This test is suitable for comparing more than two groups when the data are ordinal or not normally distributed (Pallant, 2010).

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B. Location and Time of the Research

This research was conducted at the English Education Department of the State Islamic University of Sultan Syarif Kasim Riau in the academic year 2025/2026. The location was selected due to its accessibility, the researcher's familiarity with the environment, and its relevance to the research problem. The English Education Department was chosen because it provided direct access to participants and contexts related to the study. The research was carried out from May to August 2025, covering all stages from preparation to data analysis in accordance with established research procedures.

C. Population and sample of the research

1. Population of the research

The totals of population in this research was some of the first, second and third year English education students in utilizing online dictionary and printed dictionary. The population is 391 EFL students. It consists of 142 first year students with 5 classes, 118 second year students with 4 classes. And 127 third year students with 4 classes.

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Table III.1
The population of sample

No	Population	Class	Population	Total
1	First year students	2 A	29	142
		2 B	29	
		2 C	28	
		2 D	28	
		2 E	28	
2	Second year students	4A	30	118
		4B	29	
		4C	29	
		4D	30	
3	Third year students	6A	32	127
		6B	32	
		6C	32	
		6D	31	

2. Sample of the research

According in Gay (2012), some techniques for selecting an appropriate sample depend on the situation because they do not all provide the same level of certainty about representation. In quantitative sampling strategies, another type of probability sampling is random sampling (Creswell, 2012). Stratified sampling is a way to guarantee desired representation of relevant subgroups within the sample (Gay, Mills, & Airasian, 2012).

Stratified random sampling involves dividing the population into distinct groups or strata based on certain identifiable characteristics. By doing this, the researcher can ensure that each subgroup is represented in the sample, thereby increasing the accuracy and performance of the research results.

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The chosen sampling method for this research is stratified random sampling, and the following steps outline the calculations involved:

a. Determination of Overall sample Size

The researcher calculated the overall sample size by using the Slovin's (1960) formula with a reliability level of 95%, assuming $\alpha = 0,05$. The formula use is:

$$n = N \frac{N}{1+e^2} \quad \left\{ n = \frac{391}{1+(391 \times 0,05)} = 198 \right.$$

Where:

n = sample size

N = population size

e = margin of error

Total sample that taking from formula by Slovin (1960), resulting in (N = 198).

b. Calculation of proportions

Proportions for first-year, second-year and third-year students were calculated based on their respective counts in the total population. The proportion of second-year students was approximately 37,3% first-year students, 30.1% second-year and 32,4% for third-year students.

c. Calculation of sample sizes for each group

The researcher determined the sample sizes for each group by multiplying the calculated proportions by the overall sample size. This yielded an approximate sample size of 74 for first year students, 60 for second-year students and 64 for third-year students. These values were rounded to the nearest whole numbers, resulting in a sample size of 74 for

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first-year students, 60 for second-year students and 64 for third-year students.

d. Rounded Sample Size

Based on the population, the researcher decid to take a sample of 74 students for first-year group, 60 students from the second-year group and 64 students from the thirdyear group, achieving a total sample size of 198.

Table III.2
sample of the research

No	Semester	Total
1	First year students	74
2	Second year students	60
3	Third year students	64

D. Technique of Collecting Data

To obtain the data for this research, a questionnaire was used as the research instrument. The questionnaire was designed to identify and compare students' utilization of online and printed dictionaries. As this study employed a comparative study design, the questionnaire enabled the researcher to examine differences in students' perceptions and usage patterns between the two types of dictionaries as well as across academic levels.

According to Gay, Mills, and Airasian (2012), questionnaire was a written collection of self-report questions to be answered by a selected group of research participants. In this research, an online questionnaire was used, specifically Google Forms. The questionnaire was written in both

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English and Indonesian to make it easier for the participants to understand and answer the questions.

The questionnaire that the researcher used is adopted from Polhaupessy (2025) who's the questionnaire was adapted from Pothiphoksumphun (2019).

Table III. 3
Blue print The Utilization of Online and Printed Dictionary among English Education Students

No	Dimension	Indicators	No item	Total
1.	Preference	Identify factors that influence the student's choice of dictionary type	1,2,4,6,7,8,10, 11,14,15,16, 17,18	13
2.	Challenge	see the obstacles of then student's face in using online and printed dictionaries, such obstacles in understanding definitions and obstacles in accessing them	3,5,12,13	4
3.	Impact on learning	finding the influence of dictionary use on the student's understanding of new vocabulary	9,19,20	3
Total of question				20

In the quantitative design employed in this research, data collection was facilitated through a questionnaire designed to measure the utilization of online and printed dictionaries among English Education Students. Respondents expressed their perspectives by assigning scores on a Likert scale ranging from 1 to 5, where 1 represented "never," 2 represented "rarely," 3 represented "occasionally," 4 represented "often," and 5 represented "always."

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Table III. 4
Likert five-point Scale Questionnaire

Option	Represent
1	Never
2	Rarely
3	Occasionally
4	Often
5	Sometimes

E. The Technique of Analyzing Data

In this study, the data were analyzed using both descriptive and inferential statistical methods. Descriptive statistical analysis was employed to describe students' preferences, challenges, and the impacts of using online and printed dictionaries. The descriptive analysis included percentages, frequencies, means, and standard deviations, which were presented in the form of tables to provide a clear and systematic description of the findings.

Descriptive statistics were used to summarize numerical data efficiently and to present respondents' answers in a concise manner. The use of measures such as the mean and range was considered more effective and professional than reporting individual scores, as it allowed the overall tendency of students' responses to be clearly identified.

The percentage was calculated to identify the proportion of students selecting each response option. This technique was considered appropriate because it provides a clear and systematic description of respondents' tendencies and allows easy comparison between the utilization of online and printed dictionaries. The use of percentages helped the researcher interpret the

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level of dictionary utilization by showing how dominant each response category was among the students.

To further organize the data, frequency distributions were applied. A frequency distribution is defined as a systematic arrangement of scores from the lowest to the highest values, accompanied by their frequencies (Ary, Jacobs, Sorensen, & Razavieh, 2010). By using frequency distributions, patterns in the data such as the range of scores, the most frequently occurring responses, and the spread of data could be easily observed. In addition, frequency distributions facilitated the calculation of important statistical measures, including the mean, median, and standard deviation.

In addition to descriptive analysis, inferential statistical analysis was conducted to examine differences in dictionary utilization among students from different academic levels, namely semester 2, semester 4, and semester 6. Prior to conducting inferential analysis, tests of normality were performed. Since the data did not meet the assumption of normality, a non-parametric statistical test was required. Therefore, the kruskal wallis test was employed as an alternative to one-way anova the kruskal Wallis test allowed the researcher to compare dictionary utilization across three independent groups and to determine whether the observed differences were statistically significant (Pallant, 2010).

Regarding participant selection, the respondents were selected using a stratified random sampling technique with a lottery system. The population was divided into strata based on students' academic level (semester 2,

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semester 4, and semester 6). From each stratum, respondents were selected randomly by assigning numbers to all members and drawing the numbers through a lottery process. This technique ensured proportional representation from each academic level while giving every student an equal opportunity to be selected. According to Ary, Jacobs, Sorensen, and Razavieh (2010), the lottery technique is one of the simplest and most objective random sampling methods and is effective in minimizing selection bias in quantitative research.

**Table III. 5
Test of Normality**

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
online dictionary	.090	198	.001	.971	198	.000
printed dictionary	.063	198	.054	.991	198	.255

a. Lilliefors Significance Correction

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and data analysis presented in the previous chapter, this study draws several conclusions regarding the utilization of online and printed dictionaries among English Education students.

1. The findings indicate that English Education students use online dictionaries more frequently than printed dictionaries. Data show that 75.7% of students often or always use online dictionaries, categorizing their utilization as high, while 52% of students only occasionally use printed dictionaries, indicating a moderate level of use. Online dictionaries are preferred because they are easier to use (69.19%), faster in finding word meanings (75.25%), and helpful for pronunciation and vocabulary learning (65.66%). In contrast, printed dictionaries present more challenges, such as the lack of pronunciation features and unclear meanings, reported by over 40% of students.
2. The results of the Kruskal–Wallis test indicate that there is no significant difference in online dictionary utilization among English Education students across semesters, as shown by an Asymp. Sig. value of 0.401 (> 0.05). This finding suggests that students from semester 2, 4, and 6 use online dictionaries in a similar way. In

contrast, printed dictionary utilization shows a significant difference across semesters, with an Asymp. Sig. value of 0.007 (< 0.05).

B. Suggestion

Based on the findings of this study, several suggestions are proposed. Students are encouraged to utilize both online and printed dictionaries appropriately according to their learning needs in order to support vocabulary development and pronunciation practice. Lecturers are advised to guide students in using dictionaries effectively by introducing suitable strategies and integrating dictionary use into English learning activities. In addition, future researchers are suggested to conduct further studies on dictionary utilization by employing different research methods or focusing on specific language skills to obtain more comprehensive insights into the role of dictionaries in English learning.

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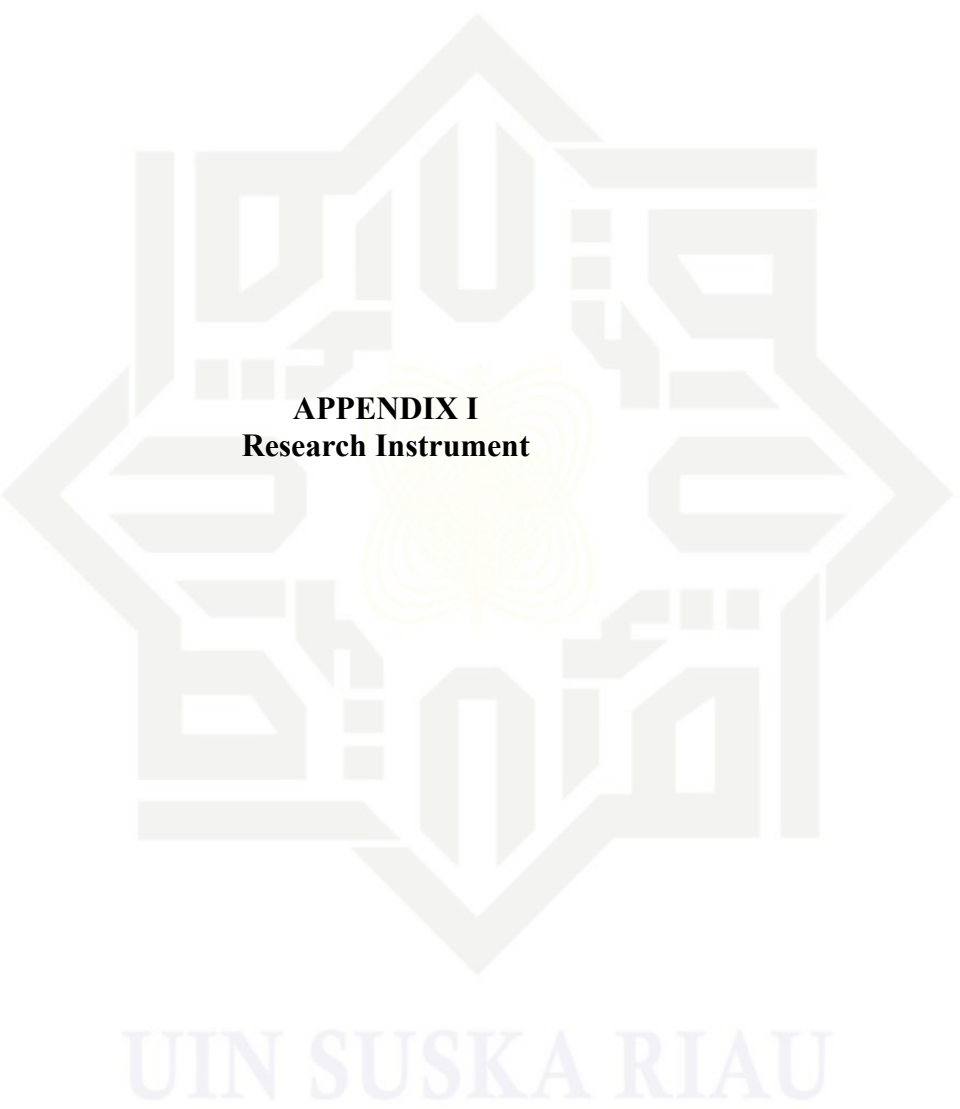
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APPENDICES

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APPENDIX I

Research Instrument

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Questionnaire "A Survey Study on the Utilization of Online and Printed Dictionaries among English education students at a State Islamic University in Pekanbaru"

Assalamualaikum Warrahmatullahi Wabarakatuh
Dear respondent,

This questionnaire is an instrument to collect data for a research study entitled "A Survey Study on the Utilization of Online and Printed Dictionary among English Education Students." The project is conducted by Putri Ardianingsih, a student at the Department of English Education, Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau, Indonesia. The aim of this questionnaire is to gather information regarding the use of online and printed dictionaries among English Education students.

Please note that this is not an evaluation of your academic performance, nor a test of your ability. There are no right or wrong answers. All of your responses will be treated with strict confidentiality and complete anonymity, ensuring that no answers can be traced back to you. The questionnaire will take approximately 5–10 minutes to complete. Your participation is entirely voluntary, and you are free to withdraw at any time without any consequences.

By proceeding, you are indicating your informed consent to participate in this research.

Thank you very much for your valuable time and participation.

Name :

Semester/class :

Gender :

Please read each statement carefully and indicate how often you perform or experience what is described. Choose the response that best reflects your actual behavior or perception regarding the use of online and printed dictionaries.

- 1= never
- 2= rarely
- 3= occasionally
- 4= often
- 5= always



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1. I use an online dictionary to check the meaning of words (Saya menggunakan kamus daring untuk mencari arti kata)

1
2
3
4
5

2. I use a printed dictionary because it provides many meanings (Saya menggunakan kamus cetak karena menyediakan banyak arti kata)

1
2
3
4
5

3. I don't use a printed dictionary because the meanings of the words I search for are sometimes not accurate (Saya tidak menggunakan kamus cetak karena arti kata yang saya cari terkadang tidak akurat)

1
2
3
4
5

4. I use an online dictionary to check the pronunciation of a word (Saya menggunakan kamus daring untuk mengecek pelafalan sebuah kata.)

1
2
3
4
5

5. I don't use a printed dictionary because I can't hear the pronunciation of a word (saya tidak menggunakan kamus cetak karena saya tidak dapat mendengar pengucapan katanya)

1
2
3
4
5

6. Online dictionaries are easier to use than printed dictionaries.(kamus online lebih mudah digunakan daripada kamus cetak)

1



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7. Printed dictionaries are easier to use than online dictionaries (kamus cetak lebih mudah digunakan daripada kamus online)

8. Online dictionaries have clearer word definitions than printed dictionaries (kamus online memiliki definisi kata yang lebih jelas daripada kamus cetak)

9. Online dictionaries can help me find words faster than printed dictionaries (kamus online dapat membantu saya menemukan kata lebih cepat daripada kamus cetak)

10. I use a printed dictionary because it is easy to use (saya menggunakan kamus cetak karena mudah di gunakan)

11. I use a printed dictionary because it doesn't require an internet connection(saya menggunakan kamus cetak karena tidak membutuhkan koneksi internet)

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12. I don't use an online dictionary because I don't have a phone (saya tidak menggunakan kamus online karena saya tidak mempunyai hand phone)

1
2
3
4
5

13. I don't use online dictionaries because I don't understand how to use them (Saya tidak menggunakan kamus daring karena saya tidak mengerti cara menggunakannya)

1
2
3
4
5

14. I feel that online dictionaries are more up to-date compared to printed dictionaries (Saya merasa bahwa kamus daring lebih mutakhir dibandingkan kamus cetak)

1
2
3
4
5

15. I feel that I learn new vocabulary faster by using an online dictionary (Saya merasa bahwa saya belajar kosakata baru lebih cepat dengan menggunakan kamus daring)

1
2
3
4
5

16. I use a dictionary when doing English assignments? (Saya menggunakan kamus saat mengerjakan tugas Bahasa Inggris)

1
2
3
4
5



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17. I use a printed dictionary because it is cheap (Saya menggunakan kamus cetak karena harganya murah)

1
2
3
4
5

18. I prefer using online dictionaries because they keep up technological advancements (Saya lebih suka menggunakan kamus daring karena mengikuti perkembangan teknologi)

1
2
3
4
5

19. I use a printed dictionary because it helps me acquire a lot of vocabulary (Saya menggunakan kamus cetak karena membantu saya memperoleh banyak kosakata)

1
2
3
4
5

20. I prefer using an online dictionary to acquire a lot of vocabulary (Saya lebih suka menggunakan kamus daring untuk memperoleh banyak kosakata)

1
2
3
4
5

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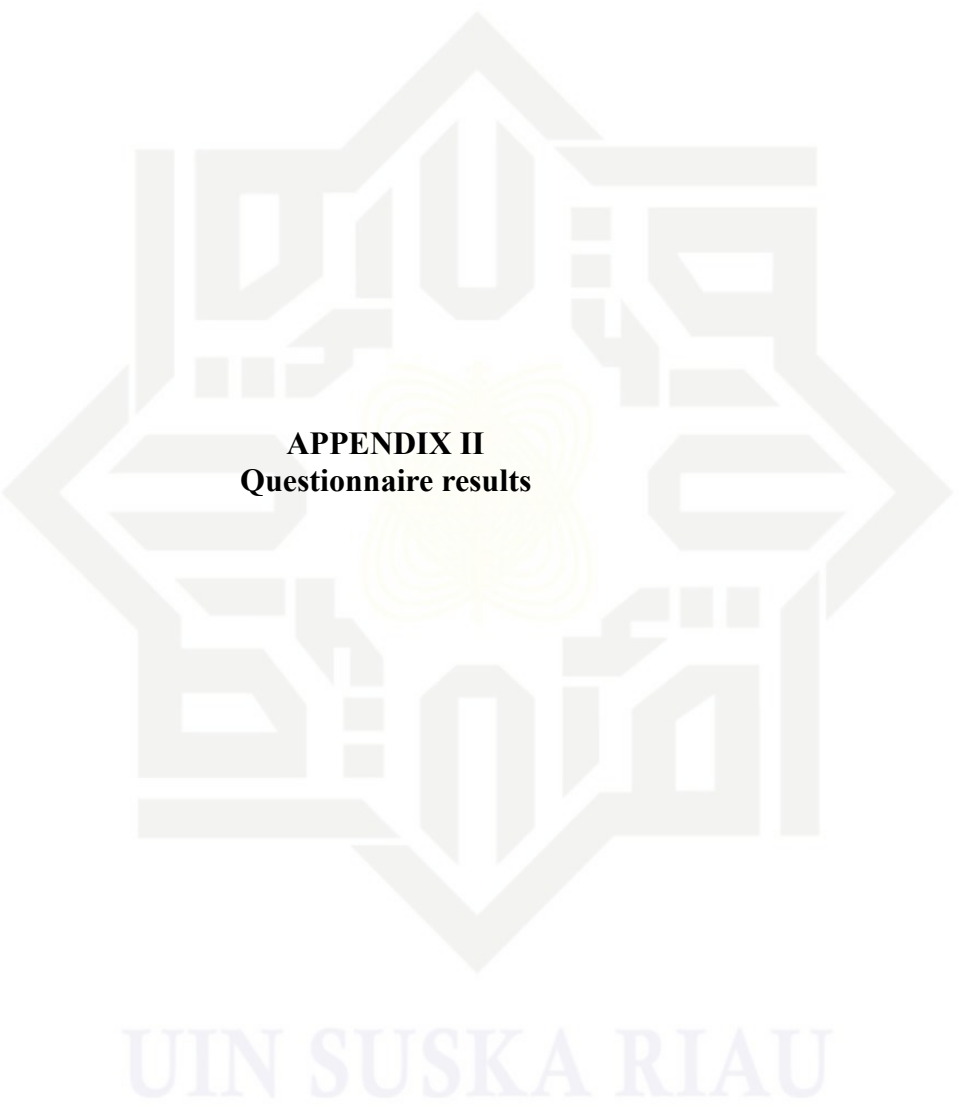
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Table A. 1
Questionnaire Based Indicators

N	INDICATORS	STATEMENT	N	R	O	OFT	S
1.	Preference	<p>I use an online dictionary to check the meaning of words.</p> <p>I use a printed dictionary because it provides many meanings.</p> <p>I use an online dictionary to check the pronunciation of a word.</p> <p>Online dictionaries are easier to use than printed dictionaries.</p> <p>Printed dictionaries are easier to use than online dictionaries.</p> <p>Online dictionaries have clearer word definitions than printed dictionaries.</p> <p>I use a printed dictionary because it is easy to use</p> <p>I use a printed dictionary because it doesn't require an internet connection.</p> <p>I feel that online dictionaries are more up to-date compared to printed dictionaries.</p> <p>I feel that I learn new vocabulary faster by using an online dictionary.</p> <p>I use a dictionary when doing English assignments</p> <p>I use a printed dictionary because it is cheap.</p> <p>I prefer using online dictionaries because they keep up technological advancements.</p>					
2.	Challenge	<p>I don't use a printed dictionary because the meanings of the words I search for are sometimes not accurate.</p> <p>I don't use a printed dictionary because I can't hear the pronunciation of a word.</p> <p>I don't use an online dictionary because I don't have a phone.</p> <p>I don't use online dictionaries because I don't understand how to use them.</p>					
3.	Impact on learning	<p>Online dictionaries can help me find words faster than printed dictionaries.</p> <p>I use a printed dictionary because it helps me acquire a lot of vocabulary.</p> <p>I prefer using an online dictionary to acquire a lot of vocabulary.</p>					



APPENDIX II

Questionnaire results

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Table B. 1
Questionnaire Answers

No Respondent	Questionnaire answers																				score	average
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1.	4	3	1	2	2	2	4	2	3	4	1	1	1	2	2	3	2	3	2	2	46	2,3
2.	4	2	3	5	4	5	1	4	5	2	1	1	1	4	4	3	1	5	2	5	62	3,1
3.	3	1	1	4	3	3	4	4	5	3	1	1	1	3	4	4	2	4	3	4	58	2,9
4.	4	3	4	5	4	4	3	4	4	3	1	1	1	3	5	4	2	5	2	3	65	3,25
5.	3	3	3	3	3	3	4	3	3	3	1	3	3	3	3	3	3	5	3	4	62	3,1
6.	4	4	3	5	3	4	2	3	5	3	1	1	1	2	4	4	3	4	4	4	64	3,2
7.	2	3	3	2	5	3	2	2	2	2	1	1	2	2	2	4	3	4	3	3	51	2,55
8.	4	2	4	4	5	1	5	5	5	5	1	1	1	5	5	3	1	5	1	5	68	3,4
9.	3	3	3	3	3	4	3	4	4	3	3	3	2	3	3	3	2	4	2	5	63	3,15
10.	4	3	1	5	2	4	3	4	5	5	2	2	1	5	5	5	1	3	5	5	70	3,5
11.	5	3	3	4	3	5	2	3	4	3	3	2	2	4	4	4	3	4	3	4	68	3,4
12.	3	3	4	2	3	3	3	4	2	3	2	2	3	3	4	2	3	3	3	4	59	2,95
13.	4	2	3	2	4	3	4	5	3	2	1	1	3	4	3	3	5	5	4	5	66	3,3
14.	5	3	2	5	1	4	4	3	4	3	3	1	1	3	2	3	3	3	3	3	59	2,95
15.	5	4	1	4	1	4	5	3	5	5	5	5	5	5	4	5	5	4	4	5	84	4,2
16.	4	2	3	4	3	4	3	2	3	3	3	2	4	3	3	4	3	4	3	4	64	3,2
17.	5	3	1	5	5	5	3	3	5	3	3	1	1	5	4	4	3	5	5	5	74	3,7
18.	4	4	3	3	3	4	3	4	4	3	3	1	1	3	4	3	3	4	3	4	64	3,2
19.	3	2	1	5	2	4	3	4	4	3	2	3	5	3	3	4	4	5	5	4	69	3,45
20.	4	3	2	5	3	4	2	3	5	3	3	2	2	3	4	5	3	2	3	4	65	3,25
21.	4	3	2	5	3	4	3	4	5	3	4	3	2	4	4	4	3	4	3	5	72	3,6
22.	3	2	3	5	4	5	2	2	5	2	4	1	1	3	3	3	3	4	3	3	61	3,05
23.	5	3	3	3	3	4	2	4	5	3	4	1	4	4	5	3	3	5	3	5	72	3,6
24.	3	3	2	4	3	5	3	4	3	3	3	3	3	4	3	3	3	3	3	3	64	3,2
25.	4	3	3	4	3	3	2	3	4	2	2	2	2	3	4	5	3	4	3	3	62	3,1
26.	5	2	2	5	2	5	2	2	4	2	3	3	3	2	3	5	2	2	4	3	61	3,05
27.	2	4	1	5	5	1	2	4	2	3	1	1	4	4	2	1	3	2	2	3	52	2,6
28.	4	3	3	4	4	3	3	4	4	2	4	1	2	3	4	3	3	4	3	4	65	3,25
29.	5	3	5	4	5	5	2	5	5	3	3	1	1	4	5	5	2	5	4	4	76	3,8
30.	4	3	2	4	2	4	4	3	4	3	4	1	1	2	4	3	3	4	3	3	61	3,05
31.	5	1	1	5	5	5	1	5	5	1	1	1	1	5	5	5	1	5	3	5	66	3,3
32.	5	3	3	3	2	5	3	3	4	3	2	2	1	3	5	5	1	1	2	4	60	3
33.	2	2	2	4	4	4	1	4	4	2	2	1	1	5	5	4	3	5	2	5	62	3,1
34.	3	3	3	3	3	4	3	4	4	3	4	1	1	3	3	5	3	4	4	4	65	3,25
35.	5	3	3	4	5	5	2	4	5	3	5	1	1	4	4	3	2	4	3	5	71	3,55
36.	4	3	4	4	4	4	3	3	4	3	2	2	2	3	4	3	2	4	3	4	65	3,25
37.	3	2	3	4	4	4	2	3	4	2	2	2	2	3	3	3	2	3	2	4	57	2,85
38.	3	1	2	3	4	5	2	3	5	2	3	2	1	5	5	3	2	5	2	5	63	3,15
39.	2	3	1	2	4	3	1	5	1	3	4	2	4	2	3	5	1	1	2	3	52	2,6
40.	5	3	2	5	5	5	3	3	4	5	3	1	1	3	5	3	4	4	4	4	72	3,6
41.	4	3	3	4	3	4	3	4	4	4	4	2	2	3	3	4	4	4	3	4	69	3,45

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No Respondent	Questionnaire answers																				score	average
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
42.	4	3	3	4	3	3	3	3	4	4	4	3	4	2	4	3	4	4	3	4	69	3,45
43.	5	3	3	4	3	5	4	5	5	3	2	1	1	5	4	4	3	5	3	5	73	3,65
44.	4	4	3	4	2	2	2	3	3	4	4	2	5	1	5	4	4	4	2	5	67	3,35
45.	4	3	2	4	4	5	3	3	5	2	4	2	2	3	3	5	2	4	3	2	65	3,25
46.	5	4	1	5	2	4	4	5	5	5	4	1	1	2	4	4	2	5	4	5	72	3,6
47.	5	1	3	5	4	5	1	3	4	3	3	1	2	4	4	5	3	4	3	5	68	3,4
48.	4	3	2	4	3	4	2	5	5	3	4	1	1	4	5	5	3	4	2	4	68	3,4
49.	4	3	3	4	2	3	3	3	3	3	4	2	2	3	3	4	4	4	3	3	63	3,15
50.	5	2	4	5	4	5	2	4	5	3	2	2	3	4	5	2	5	3	5	3	73	3,65
51.	5	3	2	5	1	5	3	5	5	2	3	1	1	5	5	3	2	5	2	5	68	3,4
52.	4	3	2	4	2	4	2	2	2	4	3	4	1	1	3	3	4	2	4	3	57	2,85
53.	4	2	2	3	3	4	4	4	4	2	2	1	1	4	4	3	2	4	4	4	61	3,05
54.	4	3	2	4	2	3	3	4	4	4	2	2	3	3	4	3	3	3	3	3	62	3,1
55.	5	3	5	2	4	5	2	5	5	3	3	2	2	5	5	5	2	5	3	5	76	3,8
56.	4	3	2	4	2	4	4	2	4	4	4	1	1	4	4	3	2	4	5	4	65	3,25
57.	4	3	3	4	4	5	2	5	5	3	3	1	1	4	5	3	2	4	4	5	70	3,5
58.	4	4	3	4	2	3	3	5	4	2	4	1	2	5	3	4	3	5	2	5	68	3,4
59.	5	3	3	4	2	4	1	4	4	3	4	2	4	5	5	5	4	3	2	3	70	3,5
60.	5	4	2	5	2	4	2	4	5	2	4	1	2	4	2	4	2	4	5	3	66	3,3
61.	4	4	3	4	3	4	2	3	5	2	4	1	3	3	5	3	4	4	3	3	67	3,35
62.	5	5	1	5	2	3	3	3	4	2	4	1	2	4	3	5	2	4	4	3	65	3,25
63.	3	2	3	4	3	5	2	3	4	2	3	1	1	3	3	3	2	3	2	4	56	2,8
64.	5	2	1	5	3	4	3	3	4	2	2	1	1	3	4	5	2	3	2	5	60	3
65.	4	2	3	5	2	3	3	3	4	3	2	1	1	2	3	2	5	3	4	2	57	2,85
66.	4	4	4	4	3	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	66	3,3
67.	5	3	3	5	5	5	3	5	5	3	5	1	1	5	5	5	1	5	5	5	80	4
68.	3	4	2	3	3	4	3	4	4	3	4	1	3	4	3	4	4	4	3	4	67	3,35
69.	4	2	3	5	4	5	2	3	5	2	3	1	1	4	5	5	2	5	3	4	68	3,4
70.	4	3	3	5	3	5	2	4	5	2	1	2	2	4	4	3	2	4	2	5	65	3,25
71.	5	2	3	4	3	5	1	3	5	2	3	1	2	4	4	4	3	5	3	5	67	3,35
72.	5	4	4	5	3	4	4	4	5	4	4	1	1	2	3	4	3	3	3	3	69	3,45
73.	5	3	3	5	3	4	4	4	4	4	3	1	2	3	4	4	2	4	4	4	70	3,5
74.	5	5	1	5	3	4	4	4	4	4	3	1	1	3	4	5	4	3	4	4	71	3,55
75.	1	2	3	3	2	3	3	2	3	3	2	3	3	3	2	2	2	2	2	2	48	2,4
76.	5	3	3	5	4	5	2	4	4	3	3	2	2	4	5	5	3	5	3	5	75	3,75
77.	5	3	2	5	5	5	2	5	5	2	3	1	1	4	5	4	1	5	3	5	71	3,55
78.	5	3	5	2	5	5	3	5	5	3	3	1	1	5	5	3	2	4	2	5	72	3,6
79.	4	2	2	4	3	3	4	4	4	4	5	4	3	4	4	3	3	3	4	3	70	3,5
80.	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	2	3	2	3	3	57	2,85
81.	5	5	3	5	2	4	4	4	5	4	4	1	1	3	3	5	3	3	4	4	72	3,6
82.	4	3	3	4	4	4	4	4	4	4	4	3	3	4	3	4	4	4	4	3	74	3,7
83.	3	2	3	3	4	5	1	3	3	3	4	1	2	3	3	5	1	4	4	4	61	3,05
84.	5	4	2	4	4	4	3	4	4	4	3	1	1	1	3	2	5	2	5	5	66	3,3
85.	5	5	4	5	1	5	5	1	2	5	3	4	4	4	5	5	1	1	2	2	69	3,45
86.	4	3	3	4	2	4	2	4	4	3	3	1	2	4	3	4	1	5	3	3	62	3,1
87.	5	5	5	5	5	5	5	5	5	1	1	1	3	5	5	5	1	5	1	5	78	3,9



1. Diingat sebagian atau seluruhnya tanpa merencanakan dan menyebutkan sumber.

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No Respondent	Questionnaire answers																				score	average
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
88.	3	4	2	4	2	4	3	4	4	2	4	2	2	3	3	3	3	3	3	3	61	3,05
89.	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	58	2,9
90.	4	3	3	4	3	3	3	3	4	3	3	4	4	3	3	3	3	3	3	4	66	3,3
91.	5	4	2	4	2	4	3	4	5	3	4	2	1	4	4	4	3	5	4	5	72	3,6
92.	5	4	3	5	3	5	4	5	5	4	3	3	3	3	4	4	3	5	4	5	80	4
93.	5	3	3	5	4	5	2	5	5	2	3	2	2	4	4	5	2	5	2	5	73	3,65
94.	3	3	4	3	4	4	4	4	4	3	3	3	3	3	3	4	4	4	4	4	71	3,55
95.	3	3	4	5	2	4	3	4	4	3	5	2	2	3	3	4	4	4	4	4	70	3,5
96.	5	2	3	5	2	5	2	5	5	2	3	2	2	5	5	5	3	5	2	5	73	3,65
97.	4	3	2	4	4	5	2	4	5	3	4	2	2	3	4	4	3	4	3	4	69	3,45
98.	3	3	3	4	4	4	2	4	4	4	4	2	2	3	3	4	3	4	3	4	67	3,35
99.	5	3	4	5	2	5	3	5	5	3	4	2	2	4	4	5	3	4	4	4	76	3,8
100.	3	3	3	4	4	4	3	4	4	3	4	2	2	3	4	4	2	3	3	4	66	3,3
101.	3	2	2	4	2	4	3	3	4	3	4	1	1	3	4	3	3	3	3	4	59	2,95
102.	4	3	3	4	4	3	3	4	5	3	5	1	1	3	3	3	3	4	3	5	67	3,35
103.	3	4	2	4	2	4	2	4	4	2	4	1	1	2	4	2	1	4	3	4	57	2,85
104.	4	4	3	5	3	5	3	3	5	4	5	1	1	3	3	3	3	3	3	3	67	3,35
105.	5	2	3	5	2	5	2	5	5	2	3	1	1	4	5	4	3	4	3	5	69	3,45
106.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60	3
107.	5	1	5	5	1	5	1	5	5	1	1	1	1	5	5	5	1	5	1	5	64	3,2
108.	4	3	1	5	1	5	2	1	5	3	3	5	5	3	4	5	3	3	4	4	69	3,45
109.	4	4	4	4	4	4	4	4	2	2	2	3	3	4	4	3	3	4	3	4	69	3,45
110.	3	4	2	3	2	4	4	3	2	4	5	1	1	3	3	4	4	4	4	4	64	3,2
111.	5	2	3	5	5	5	2	4	4	2	2	2	1	5	5	5	3	5	4	5	74	3,7
112.	5	5	2	5	4	4	1	4	4	4	5	2	2	5	5	4	5	4	3	4	77	3,85
113.	5	4	2	5	1	3	2	3	4	3	4	1	1	3	3	3	3	3	3	4	60	3
114.	1	5	1	3	2	3	3	2	3	4	4	3	2	2	1	5	3	3	4	2	54	2,8421053
115.	4	2	2	5	2	5	1	3	5	1	2	1	1	5	5	1	1	5	2	5	58	2,9
116.	5	2	3	5	4	5	2	4	5	2	2	1	1	4	5	5	2	4	2	5	68	3,4
117.	3	2	2	3	2	3	2	3	3	3	3	1	1	3	3	5	2	4	2	4	54	2,7
118.	3	3	2	3	2	3	3	3	4	3	3	1	3	2	3	3	4	3	4	3	58	2,9
119.	2	4	1	2	2	3	3	2	3	3	3	1	3	2	3	5	3	3	3	2	53	2,65
120.	2	3	2	3	2	3	2	3	2	3	3	3	3	2	4	3	3	3	3	3	55	2,75
121.	1	4	1	3	2	3	3	3	3	3	4	2	3	2	3	5	3	3	4	2	57	2,85
122.	2	4	1	4	3	3	3	3	3	3	3	3	2	2	2	4	3	3	4	3	58	2,9
123.	4	4	2	5	3	3	3	3	4	3	3	3	2	2	4	4	3	3	4	3	65	3,25
124.	2	5	1	5	4	1	5	1	3	5	5	3	3	4	4	5	5	2	1	1	65	3,25
125.	2	4	1	4	2	3	3	2	4	3	3	3	2	2	2	5	3	3	4	2	57	2,85
126.	4	4	2	5	3	5	2	5	4	3	3	1	1	3	5	3	3	5	3	5	69	3,45
127.	5	4	3	5	3	4	3	4	5	3	3	3	1	4	4	5	3	3	3	4	72	3,6
128.	4	3	4	4	3	4	2	3	5	2	3	2	2	4	5	4	3	4	3	5	69	3,45
129.	4	4	3	4	1	2	3	2	3	4	4	1	1	1	1	4	4	3	4	2	55	2,75
130.	5	4	1	5	3	5	1	2	5	2	5	1	5	3	5	5	2	5	2	5	71	3,55
131.	5	4	3	4	3	3	3	3	4	3	4	2	2	3	4	4	2	4	3	4	67	3,35
132.	4	2	2	4	4	4	3	4	4	2	2	1	1	4	4	4	2	5	2	4	62	3,1



Hak Cipta ini dimiliki oleh UIN Suska Riau
1. Dianggap mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

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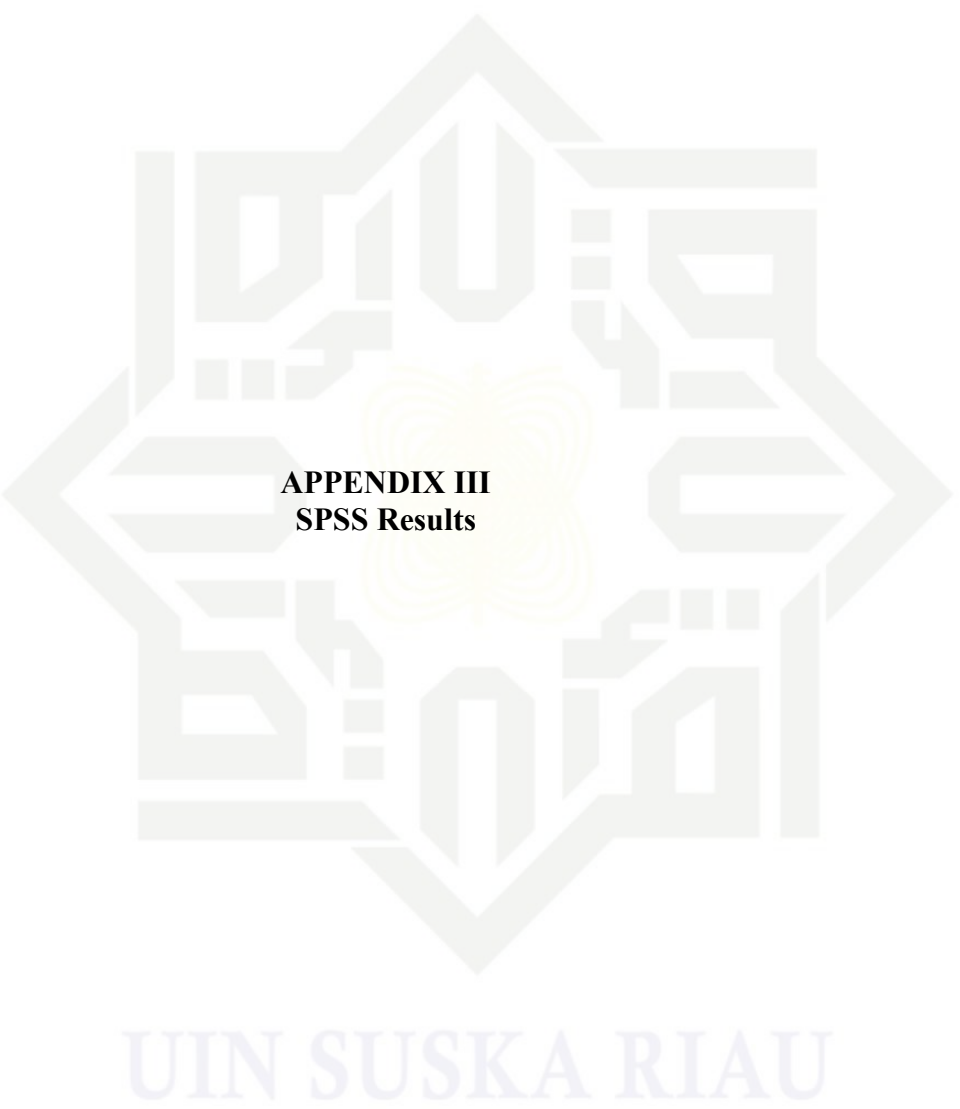
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

No Respondent	Questionnaire answers																				score	average
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
133.	3	4	3	5	2	5	3	4	5	5	3	1	2	4	5	4	5	4	5	4	76	3,8
134.	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	81	4,05
135.	2	5	2	3	2	3	3	4	5	4	3	2	4	2	5	3	3	3	5	5	68	3,4
136.	5	5	3	4	3	4	4	3	4	4	4	2	1	4	5	5	5	5	3	5	78	3,9
137.	5	4	1	4	1	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	73	3,65
138.	5	3	3	3	5	4	3	4	4	3	2	1	1	3	5	2	2	5	3	5	66	3,3
139.	4	3	1	1	2	1	2	1	4	3	1	1	1	1	2	4	3	2	3	3	43	2,15
140.	1	1	4	3	2	3	3	3	1	1	1	1	5	3	2	1	2	2	2	2	43	2,15
141.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100	5
142.	3	3	3	2	3	3	2	2	2	2	2	2	3	2	2	2	2	2	2	2	46	2,3
143.	2	4	1	4	3	3	5	4	4	3	3	1	1	4	4	2	3	5	5	4	65	3,25
144.	4	3	3	4	4	5	5	3	4	2	3	1	1	3	4	3	3	4	3	5	67	3,35
145.	5	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	96	4,8
146.	4	4	1	4	1	5	4	4	4	4	4	1	1	4	4	4	3	4	4	4	68	3,4
147.	4	2	3	4	2	4	3	3	5	3	3	1	3	4	4	3	2	3	3	3	62	3,1
148.	3	4	1	3	3	4	2	3	4	5	1	1	2	2	4	4	4	3	5	2	60	3
149.	2	3	3	4	3	5	5	3	3	4	3	3	2	3	4	3	4	4	3	3	67	3,35
150.	4	2	1	5	4	5	1	1	5	1	4	2	2	3	5	5	1	5	1	3	60	3
151.	3	2	3	2	3	1	2	3	2	2	2	3	3	1	2	3	2	3	1	2	45	2,25
152.	5	5	2	5	1	4	2	4	5	3	2	1	1	4	5	5	2	5	2	5	68	3,4
153.	4	3	3	4	4	3	3	4	4	3	3	1	3	3	3	4	3	3	3	3	64	3,2
154.	4	4	2	4	2	4	3	3	3	3	2	2	2	4	4	4	4	4	3	4	65	3,25
155.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60	3
156.	5	4	3	4	3	4	3	4	5	3	3	4	2	3	3	3	3	4	4	4	71	3,55
157.	5	4	3	5	4	4	3	3	5	3	4	1	1	1	5	4	3	4	3	5	70	3,5
158.	2	2	3	5	1	5	3	3	5	2	3	1	1	2	2	3	5	5	3	5	61	3,05
159.	5	2	1	5	2	5	3	4	4	3	3	2	2	3	4	4	3	5	3	3	66	3,3
160.	5	1	5	5	5	5	5	1	5	5	1	1	1	1	5	5	5	5	1	5	72	3,6
161.	3	2	1	4	1	4	3	3	4	3	3	1	1	1	4	3	3	4	3	4	55	2,75
162.	4	4	3	3	3	3	3	4	4	3	3	1	2	3	3	4	3	3	3	4	63	3,15
163.	4	3	4	5	4	5	3	3	5	3	4	1	1	4	3	5	3	4	3	4	71	3,55
164.	2	2	3	3	1	3	2	3	3	2	3	1	2	2	2	2	2	2	2	2	44	2,2
165.	5	4	1	5	1	4	4	4	4	4	4	1	1	4	4	4	4	4	4	4	70	3,5
166.	5	4	1	5	1	4	3	4	5	3	5	1	1	1	5	5	1	5	3	5	67	3,35
167.	3	4	4	5	4	5	1	3	5	3	4	1	1	3	2	4	2	5	5	3	67	3,35
168.	1	1	5	2	4	3	2	2	2	2	2	5	5	3	3	2	4	2	3	3	56	2,8
169.	3	3	3	4	2	4	3	5	4	3	3	1	3	5	3	4	2	4	3	3	65	3,25
170.	5	3	3	3	3	5	3	3	2	2	2	2	2	2	4	4	3	4	2	5	62	3,1
171.	5	3	1	5	3	5	2	4	5	2	3	1	1	1	5	3	2	5	3	5	64	3,2
172.	4	4	2	5	3	5	2	5	4	3	3	1	1	3	5	3	3	5	3	5	69	3,45
173.	5	5	5	5	5	5	2	5	5	1	1	1	1	3	4	3	4	3	3	4	70	3,5
174.	2	4	2	2	3	4	1	2	3	3	3	1	5	5	2	4	4	2	3	3	58	2,9
175.	4	4	4	3	4	3	2	2	4	4	4	4	2	3	3	4	3	5	3	4	69	3,45
176.	2	4	2	3	2	1	3	3	5	5	5	1	1	3	1	4	1	2	5	3	56	2,8
177.	2	5	3	3	2	3	2	3	3	3	5	2	3	3	4	4	2	4	4	3	63	3,15
178.	5	4	1	5	3	3	5	3	3	5	1	5	1	1	4	4	4	3	3	5	68	3,4

No Respondent	Questionnaire answers																				score	average
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
179.	4	4	2	5	4	4	2	2	3	3	5	2	1	4	4	5	3	3	4	5	69	3,45
180.	5	5	2	4	2	4	2	4	4	3	5	1	3	4	4	5	3	5	4	4	73	3,65
181.	4	4	4	2	3	3	5	5	3	4	3	3	2	1	2	5	5	4	5	5	72	3,6
182.	3	3	2	5	1	3	5	5	5	3	3	2	3	5	5	5	4	5	5	5	77	3,85
183.	4	4	3	3	5	5	1	3	2	4	5	5	4	3	4	4	4	5	4	4	76	3,8
184.	4	3	1	3	1	5	2	3	5	4	4	1	5	5	4	4	4	4	4	5	71	3,55
185.	5	5	1	5	3	4	3	4	4	2	5	1	1	4	4	5	3	5	5	5	74	3,7
186.	4	3	4	4	4	5	2	4	5	2	2	1	1	4	4	3	2	4	3	5	66	3,3
187.	5	4	3	5	3	4	4	3	4	4	4	1	1	3	4	5	4	4	4	5	74	3,7
188.	4	3	3	5	3	3	3	4	4	4	3	1	3	3	3	3	3	3	3	4	65	3,25
189.	4	2	3	5	3	3	1	5	5	1	4	2	2	5	4	3	3	5	1	4	65	3,25
190.	2	4	2	2	3	2	4	3	3	4	5	1	4	2	2	5	4	3	4	2	61	3,05
191.	1	4	2	4	3	3	3	2	3	4	4	2	1	3	1	3	3	1	4	3	54	2,7
192.	5	3	3	5	3	5	2	5	3	4	3	5	3	3	5	4	3	3	2	5	74	3,7
193.	4	4	2	4	1	3	3	3	2	3	3	1	1	3	4	5	2	5	4	4	61	3,05
194.	2	2	3	2	4	4	3	2	4	2	4	2	2	3	3	2	5	5	2	2	58	2,9
195.	2	2	3	2	4	4	2	3	4	2	4	2	2	3	3	2	5	5	2	2	58	2,9
196.	4	3	2	2	2	5	2	5	5	2	2	1	1	4	5	5	5	4	3	5	67	3,35
197.	1	5	1	3	3	4	2	3	4	5	5	3	5	2	3	2	4	1	4	1	61	3,05
198.	4	4	3	1	5	2	4	2	3	5	4	4	4	2	4	3	5	5	4	3	71	3,55

- | Hak Respondent | No | Respondent |
|----------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| a. | Pengutip hanya untuk kepentingan penadidkai, | penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. |
| b. | Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau. | |
| c. | Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau. | |



APPENDIX III SPSS Results

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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Table C. 1
Test of Normality Online and Printed Dictionary Utilization

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
online dictionary	.090	198	.001	.971	198	.000
Printed dictionary	.063	198	.054	.991	198	.255

a. Lilliefors Significance Correction

Table C. 2
Test of Normality for Printed Dictionary Utilization across Semester

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	grade	Statistic	df	Sig.	Statistic	df	Sig.
printed	semester 6	.082	64	.200*	.969	64	.103
dictionary	semester 4	.122	61	.024	.972	61	.175
utilization	semester 2	.091	73	.200*	.966	73	.044

*. This is a lower bound of the true significance.

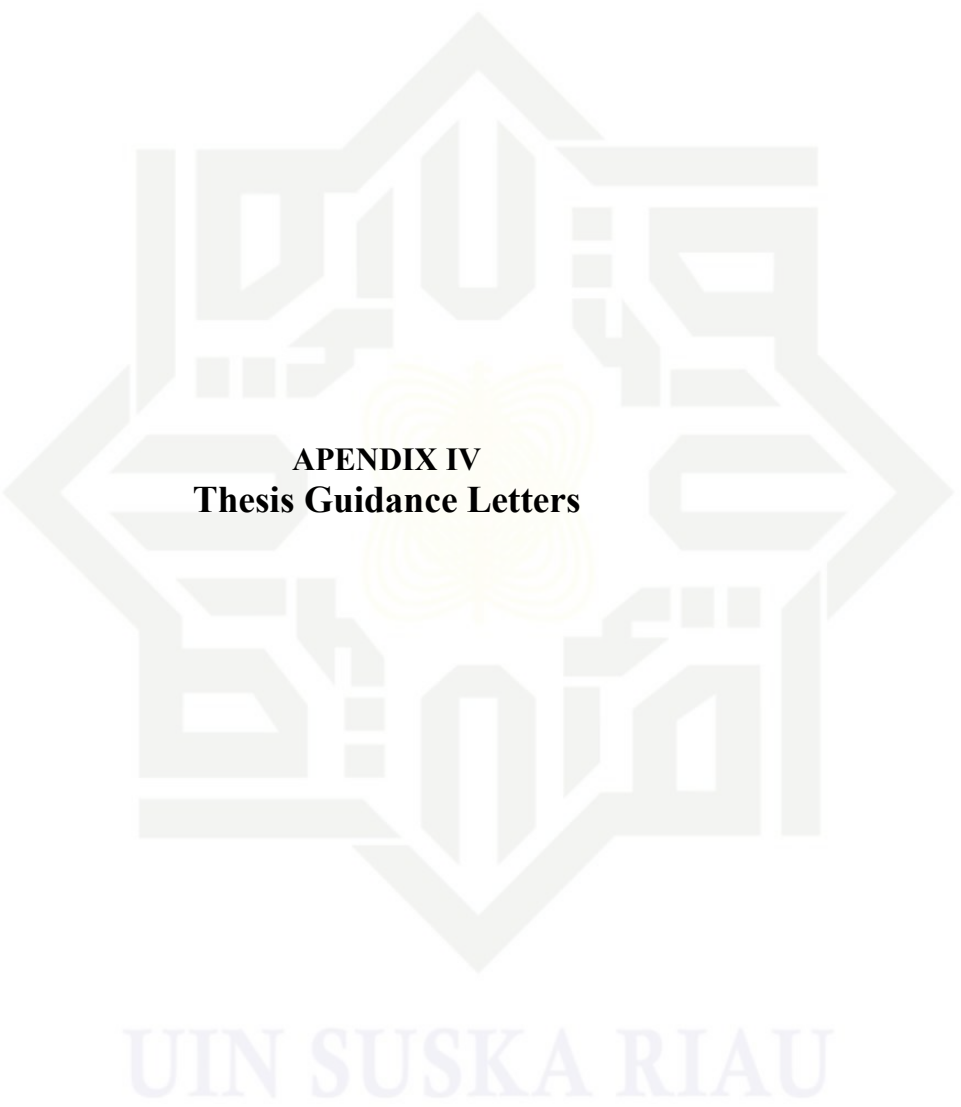
a. Lilliefors Significance Correction

Table C. 3
Test of Normality for Online Dictionary Utilization across Semester

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	semester	Statistic	df	Sig.	Statistic	df	Sig.
online	semester 6	.103	64	.090	.983	64	.548
dictionary	semester 4	.087	61	.200*	.970	61	.145
utilization	semester 2	.143	73	.001	.926	73	.000

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



APENDIX IV

Thesis Guidance Letters

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

tan Syarif Kasim Riau



ENGLISH LANGUAGE STUDY PROGRAM

**DISPOSISI
INDEKS BERKAS
KODE : 002**

NOMOR : 130

HAL : Pengajuan Dosen Pembimbing
Hari / Tanggal : Rabu, 15 Januari 2025
ASAL : Putri Ardianingsih
NIM : 12210423021

TANGGAL PENYELESAIAN : **SIFAT :**

-INFORMASI

The Utilization of Online and Printed Dictionary Among Pre-servis English Teachers at A State Islamic University in Pekanbaru

Dosen Pembimbing =
 Redy Wahyuni, M.Pd

DITERUSKAN KEPADA

1. KAJUR PBI

2.
3.
4.

15/1/2025

***) 1. Kepada bawahan "Instruksi" atau Informasi
 2. Kepada atasan "Informasi" coret "Instruksi"**



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Pekanbaru, 17 Januari 2025

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Putri Ardianingsih
NIM / HP : 12210423021 / 082281013391
Tempat / tanggal lahir : Buluh Rampai / 03 Januari 2004
Semester / Tahun : VI / 2025
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"The Utilization of Online and Printed Dictionary Among Pre- servis English Teachers at A State Islamic University in Pekanbaru"**

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Mr. Dedy Wahyudi, M. Pd.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis
5. SK permohonan pembimbing


Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

Wassalmua'alaikum Wr. Wb

MENGETAHUI
Ketua Jurusan


Dr. Fajrina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Putri Ardianingsih
NIM. 12210423021



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Pekanbaru, 20 Januari 2025

Nomor: Un.04/F.II.4/PP.00.9/1032/2025
 Sifat : Biasa
 Lamp. : -
 Hal : **Pembimbing Skripsi**

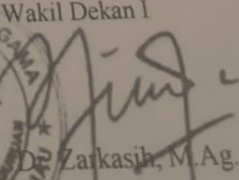
Kepada
 Yth.
 L. Dedy Wahyudi, S.Pd, M.Pd


Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh
 Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Putri Ardianingsih
 Nim : 12210423021
 Jurusan : Pendidikan Bahasa Inggris
 Judul : The Utilization Of Online And Printed Dictionary Among Pre- Service English Teachers At A State Islamic University In Pekanbaru
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara diaturkan terimakasih.

Wassalam
 an. Dekan
 Wakil Dekan I

 Dr. Zarkasih, M.Ag.
 NIP. 197210171997031004





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Nomor : B-27376/Un.04/F.II.1/PP.00.9/2025
2025

Pekanbaru, 30 Desember

Sifat : Biasa

Lampiran : -

Hal : **Pembimbing Skripsi (Perpanjangan)**

Kepada Yth. Dedy Wahyudi, S.Pd, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu 'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : PUTRI ARDIANINGSIH

NIM : 12210423021

Jurusan : Pendidikan Bahasa Inggris

Judul : a survey study on the utilization of online and printed dictionary among English education students at a state Islamic university in Pekanbaru

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

Dekan

Wakil Dekan I



Dr. Sukma Erni, M.Pd.

NIP. 19680515 199403 2 004

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau




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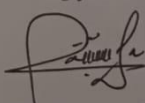
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**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama PUTRI ARDAMINOSIH
 Nomor Induk Mahasiswa 12210422021
 Hari/ Tanggal SELASA / 18 MARET 2025
 Judul Proposal Penelitian THE UTILIZATION OF ONLINE & PRINTED DICTIONARIES AMONG PDE-SERVICE ENGLISH TEACHERS AT A STATE ISLAMIC UNIVERSITY IN PKB


NO	URAIAN PERBAIKAN
1.	Please use appropriate terms
2.	put the primenaraly research
3.	shoudl be consistance in choose of terms
4.	Revise your formulation of the problem
5.	chede again your blueprint also operational concept.
6.	Revise Ha & Ho !

Penguji I



NURDIANA, M.Pd

Pekanbaru, 18 MARET 2025
Penguji II



NEWA KORATIM, SPd. T.M.Pd

Note:
 Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing




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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Putri Ardianingsih
 Nomor Induk Mahasiswa : 12210923021
 Hari/Tanggal Ujian : Selasa, 18 Maret 2025
 Judul Proposal Ujian : A survey study on the utilization of online and printed dictionary among English Education students at a state University in Pekanbaru.

Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal


No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	<u>Nurdiana, M.Pd</u>	PENGUJI I		
2.	<u>Nelvia Ibrahim, M.Pd</u>	PENGUJI II		

Mengetahui
 a.n. Dekan
 Wakil Dekan I



Dr. Zarkasih, M.Ag.
 NIP. 19721017 199703 1 004

Pekanbaru, 18 Maret 2025
 Peserta Ujian Proposal



NIM. 12210923021



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KEGIATAN BIMBINGAN MAHASISWA PROPOSAL MAHASISWA

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dedy Wahyu di, M.Pd
 - a. Nomor Induk Pegawai (NIP) : 1980 1210 2023 211 011
3. Nama Mahasiswa : Putri Ardianingsih.
4. Nomor Induk Mahasiswa : 12210423021
5. Kegiatan : Bimbingan proposal

No.	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	03 - 02 - 2025	Menentukan Instrumen		
2.	21 - 02 - 2025	Revisi bab 2.		
3.	28 - 02 - 2025	Revisi bab 3		
4.	07 - 03 - 2025	Revisi bab 3		
5.	19 - 03 - 2025	Acc proposal		
6.				
7.				
8.				
9.				
10.				

Pekanbaru, 21 Februari 2025
Pembimbing,

Dedy Wahyudy, M.Pd

NIP. 1980 12 10 2023 211 011



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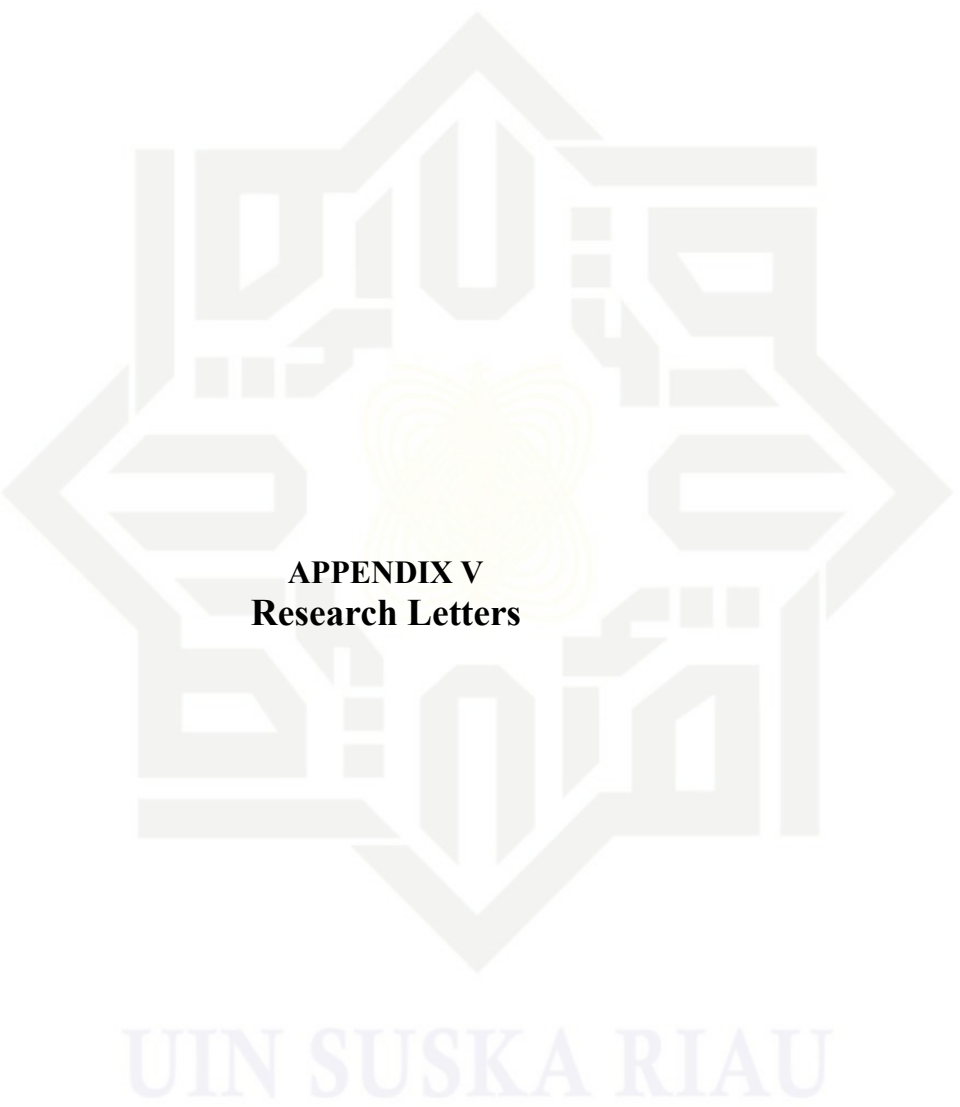
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SKRIPSI MAHASISWA

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 - a. Nomor Induk Pegawai (NIP) : 198012102023211011
3. Nama Mahasiswa : Putri Ardianingsih
4. Nomor Induk Mahasiswa : 12210423021
5. Kegiatan : Bimbingan Skripsi

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1.	17-NOV-2025	bab 9.		
2.	24-NOV-2025	revisi		
	15-DES-2025	revisi		
	23-DES-2025	revisi		
	31-DES-2025	ace.		

Pekanbaru, 15 Desember 2025
Pembimbing

Dedy Wahyudi, M.Pd.



APPENDIX V

Research Letters

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Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 03 Juni 2025

Yth : Ketua
Program Studi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Di Pekanbaru

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Putri Ardianingsih
NIM : 12210423021
Semester/Tahun : VI (Enam)/ 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : A SURVEY STUDY ON THE UTILIZATION OF ONLINE AND PRINTED DICTIONARY AMONG ENGLISH EDUCATION STUDENTS AT A STATE ISLAMIC UNIVERSITY IN PEKANBARU

Lokasi Penelitian : Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Waktu Penelitian : 3 Bulan (03 Juni 2025 s.d 03 September 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
Dekan

Dr. H. Kadar, M.Ag.
NIP 19650521 199402 1 001

Tembusan :
Rektor UIN Sultan Syarif Kasim Riau



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Fax. 0761-561646, Web www.uin-suska.info/tarbiyah E-mail : tarbiyah-uinsuska@yahoo.com

SURAT KETERANGAN

Pekanbaru, 28 Mei 2025

Assalamu 'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	: Putri Ardianingsih
NIM	: 12210423021
Pendidikan	: S1 Pendidikan Bahasa Inggris
Judul Penelitian	: The Utilization Of Online And Printed Dictionary Among Pre-Service English Teachers At A State Islamic Unicersity In Pekanbaru

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.
Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ketua Program Studi
Pendidikan Bahasa Inggris


Dr. Faurina Anastasia M. Hum
NIP. 198106112008012017



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Pekanbaru, 03 Juni 2025

Yth : Ketua
Program Studi Pendidikan Bahasa Inggris
Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Di Pekanbaru

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Nama : Putri Ardianingsih
NIM : 12210423021
Semester/Tahun : VI (Enam)/ 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : A SURVEY STUDY ON THE UTILIZATION OF ONLINE AND PRINTED DICTIONARY AMONG ENGLISH EDUCATION STUDENTS AT A STATE ISLAMIC UNIVERSITY IN PEKANBARU

Lokasi Penelitian : Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Waktu Penelitian : 3 Bulan (03 Juni 2025 s.d 03 September 2025)

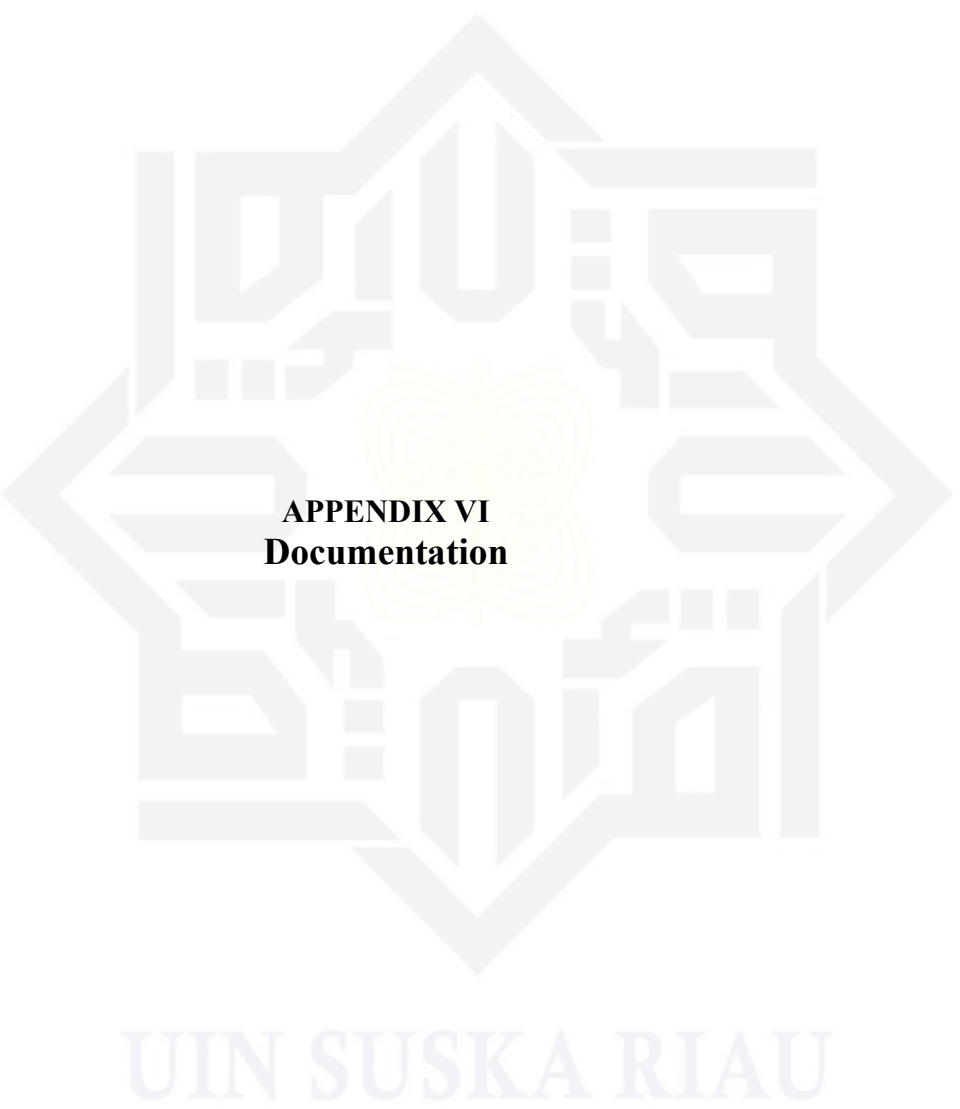
Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
Dekan

Dr. H. Kadar, M.Ag. ✍
NIP 19650521 199402 1 001

Tembusan :
Rektor UIN Sultan Syarif Kasim Riau



APPENDIX VI Documentation

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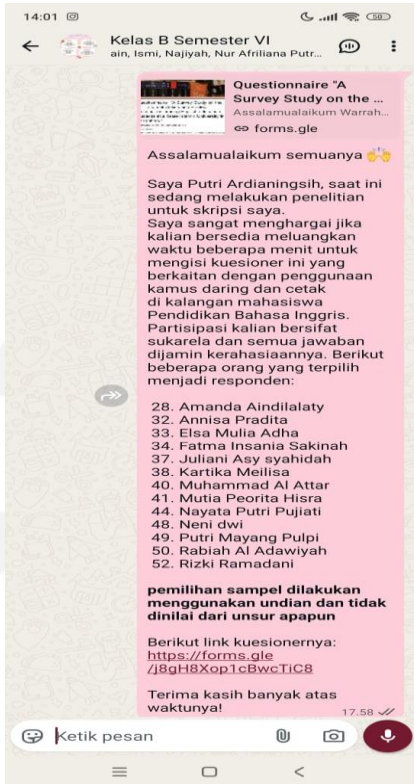
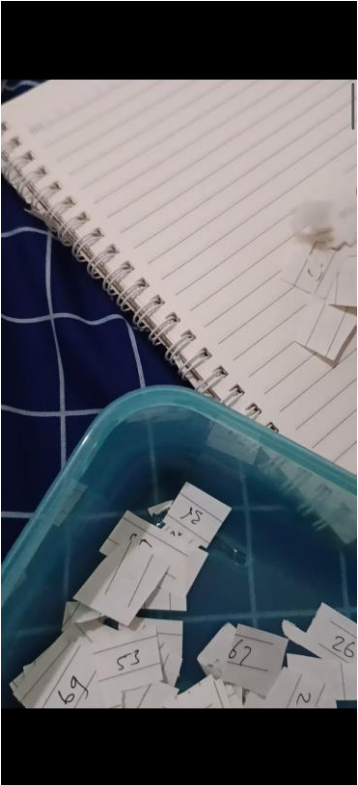
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14:02

Formulir tanpa judul

QUESTIONS PREVIEW RESPONSES SETTINGS

name

1. Amanda Aindilalaty

2. NAYATA PUTRI PUJIATI

3. Muhammad Al Attar

4. Neni Fitri Dwi Suryani

5. Annisa Pradita

semester/class

1. 6B

2. 6b

3. 6 (B)

4. 6-B

Ringkasan Daftar Individu



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QUESTIONS PREVIEW RESPONSES SETTINGS

Menyimpan

Jawaban Singkat

name

Yg dibutuhkan

Jawaban Singkat

semester/class

Yg dibutuhkan

Pilihan Ganda

gender

☐ male
 ☐ Female

Tambahkan pilihan Reorder

Lainnya...

Yg dibutuhkan

Section 2 of 2

instructions:

Please read each statement carefully and indicate how often you perform or experience what is described. Choose the response that best reflects your actual behavior or perception regarding the use of online and printed dictionaries.

1= never
 2= rarely
 3= occasionally
 4= often
 5= always

14:04

Formulir tanpa judul

QUESTIONS PREVIEW RESPONSES SETTINGS

Menyimpan

Skala Linier

Online dictionaries have clearer word definitions than printed dictionaries (Kamus daring memiliki definisi kata yang lebih jelas daripada kamus cetak)

1 5

Label kiri (Opsional) Label kanan (Opsional)

Yg dibutuhkan

Skala Linier

Online dictionaries can help me find words faster than printed dictionaries (Kamus daring membantu saya menemukan kata lebih cepat daripada kamus cetak)

1 5

Label kiri (Opsional) Label kanan (Opsional)

Yg dibutuhkan

Skala Linier

I use a printed dictionary because it is easy to use (Saya menggunakan kamus cetak karena mudah digunakan)

1 5

Label kiri (Opsional) Label kanan (Opsional)

Yg dibutuhkan

Skala Linier

I use a printed dictionary because it doesn't require an internet connection (Saya menggunakan kamus cetak karena tidak memerlukan koneksi internet)

1 5

Label kiri (Opsional) Label kanan (Opsional)

Yg dibutuhkan

14:03

Formulir tanpa judul

QUESTIONS PREVIEW RESPONSES SETTINGS

Menyimpan

Skala Linier

I use a printed dictionary because it provides many meanings (Saya menggunakan kamus cetak karena menyediakan banyak arti kata)

1 5

Label kiri (Opsional) Label kanan (Opsional)

Yg dibutuhkan

Skala Linier

I don't use a printed dictionary because the meanings of the words I search for are sometimes not accurate (Saya tidak menggunakan kamus cetak karena arti kata yang saya cari terkadang tidak akurat)

1 5

Label kiri (Opsional) Label kanan (Opsional)

Yg dibutuhkan

Skala Linier

I use an online dictionary to check the pronunciation of a word (Saya menggunakan kamus daring untuk mengecek pelafalan sebuah kata.)

1 5

Label kiri (Opsional) Label kanan (Opsional)

Yg dibutuhkan

Skala Linier

I don't use a printed dictionary because I can't hear the pronunciation of a word (Saya tidak menggunakan kamus cetak karena saya tidak bisa mendengar pelafalan kata)

1 5

Label kiri (Opsional) Label kanan (Opsional)

Yg dibutuhkan

Hak Cipta Diindungi Undang-Undang

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14:04

Formulir tanpa judul

QUESTIONS PREVIEW RESPONSES SETTINGS

Menyimpan

--- Skala Linier

I feel that online dictionaries are more up to-date compared to printed dictionaries (Saya merasa bahwa kamus daring lebih mutakhir dibandingkan kamus cetak)

1 5

Label kiri (Opsional) Label kanan (Opsional)

Yg dibutuhkan ☒

--- Skala Linier

I feel that I learn new vocabulary faster by using an online dictionary (Saya merasa bahwa saya belajar kosakata baru lebih cepat dengan menggunakan kamus daring)

1 5

Label kiri (Opsional) Label kanan (Opsional)

Yg dibutuhkan ☒

--- Skala Linier

I use a dictionary when doing English assignments? (Saya menggunakan kamus saat mengerjakan tugas Bahasa Inggris)

1 5

Label kiri (Opsional) Label kanan (Opsional)

Yg dibutuhkan ☒

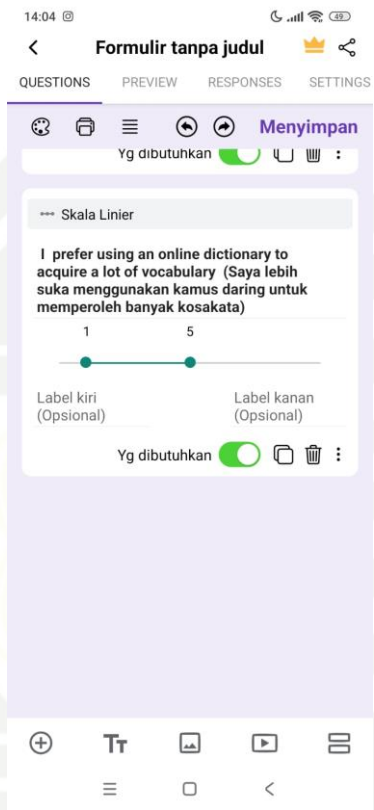
--- Skala Linier

I use a printed dictionary because it is cheap (Saya menggunakan kamus cetak karena harganya murah)

1 5

Label kiri (Opsional) Label kanan (Opsional)

Yg dibutuhkan ☒



14:04

Formulir tanpa judul

QUESTIONS PREVIEW RESPONSES SETTINGS

Menyimpan

Yg dibutuhkan ☒

--- Skala Linier

I prefer using an online dictionary to acquire a lot of vocabulary (Saya lebih suka menggunakan kamus daring untuk memperoleh banyak kosakata)

1 5

Label kiri (Opsional) Label kanan (Opsional)

Yg dibutuhkan ☒



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14:04

Formulir tanpa judul

QUESTIONS PREVIEW RESPONSES SETTINGS

Questionnaire "A Survey Study on the Utilization of Online and Printed Dictionaries among English education students at a State Islamic University in Pekanbaru"

Assalamu'alaikum Warrahmatullahi Wabarakatuh

Dear respondent,

This questionnaire is an instrument to collect data for a research study entitled "A Survey Study on the Utilization of Online and Printed Dictionary among English Education Students." The project is conducted by Putri Ardianingsih, a student at the Department of English Education, Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau, Indonesia. The aim of this questionnaire is to gather information regarding the use of online and printed dictionaries among English Education students.

Please note that this is not an evaluation of your academic performance, nor a test of your ability. There are no right or wrong answers. All of your responses will be treated with strict confidentiality and complete anonymity, ensuring that no answers can be traced back to you. The questionnaire will take approximately 5-10 minutes to complete. Your participation is entirely voluntary, and you are free to withdraw at any time without any consequences.

By proceeding, you are indicating your informed consent to participate in this research.

Thank you very much for your valuable time and participation. 🙏

prepared by:
Putri Ardianingsih
English Education Department
State Islamic University of Sultan Syarif Kasim Riau

14:05

Formulir tanpa judul

QUESTIONS PREVIEW RESPONSES SETTINGS

I use a printed dictionary because it provides many meanings (Saya menggunakan kamus cetak karena menyediakan banyak arti kata)

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

I don't use a printed dictionary because the meanings of the words I search for are sometimes not accurate (Saya tidak menggunakan kamus cetak karena arti kata yang saya cari terkadang tidak akurat)

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

14:04

Formulir tanpa judul

QUESTIONS PREVIEW RESPONSES SETTINGS

name *

Jawaban Anda

semester/class *

Jawaban Anda

gender *

☐ male

☐ Female

Berikutnya Kosongkan formulir

Jangan pernah mengirimkan sandi melalui Google Formulir.

Formulir ini dibuat dalam Universitas Islam Negeri Sultan Syarif Kasim Riau

Apakah formulir ini tampak mencurigakan? [Laporkan](#)

Google Formulir

14:06

Formulir tanpa judul

QUESTIONS PREVIEW RESPONSES SETTINGS

I prefer using online dictionaries because they keep up technological advancements (Saya lebih suka menggunakan kamus daring karena mengikuti perkembangan teknologi)

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

I use a printed dictionary because it helps me acquire a lot of vocabulary (Saya menggunakan kamus cetak karena membantu saya memperoleh banyak kosakata)

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

14:05

Formulir tanpa judul

QUESTIONS PREVIEW RESPONSES SETTINGS

instructions:

Please read each statement carefully and indicate how often you perform or experience what is described. Choose the response that best reflects your actual behavior or perception regarding the use of online and printed dictionaries.

1= never
2= rarely
3= occasionally
4= often
5= always

I use an online dictionary to check the meaning of words (Saya menggunakan kamus daring untuk mencari arti kata)

1 ☐

2 ☐

3 ☐

4 ☐

14:06

Formulir tanpa judul

QUESTIONS PREVIEW RESPONSES SETTINGS

I feel that I learn new vocabulary faster by using an online dictionary (Saya merasa bahwa saya belajar kosakata baru lebih cepat dengan menggunakan kamus daring)

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

I use a dictionary when doing English assignments? (Saya menggunakan kamus saat mengerjakan tugas Bahasa Inggris)

1 ☐

2 ☐

3 ☐

4 ☐

5 ☐

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2. Diarangi mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



The screenshot displays a mobile application interface for a survey titled "Formulir tanpa judul". The app is shown in a grid of five instances, each containing a question and five radio button options. The questions are as follows:

- Question 1 (Top Left):** "I feel that I learn new vocabulary faster by using an online dictionary (Saya merasa bahwa saya belajar kosakata baru lebih cepat dengan menggunakan kamus daring)". Options: 1, 2, 3, 4, 5.
- Question 2 (Top Middle):** "I don't use an online dictionary because I don't have a phone (Saya tidak menggunakan kamus daring karena saya tidak memiliki ponsel)". Options: 1, 2, 3, 4, 5.
- Question 3 (Top Right):** "Online dictionaries can help me find words faster than printed dictionaries (Kamus daring membantu saya menemukan kata lebih cepat daripada kamus cetak)". Options: 1, 2, 3, 4, 5.
- Question 4 (Bottom Left):** "I use a dictionary when doing English assignments? (Saya menggunakan kamus saat mengerjakan tugas Bahasa Inggris)". Options: 1, 2, 3.
- Question 5 (Bottom Middle):** "I don't use online dictionaries because I don't understand how to use them (Saya tidak menggunakan kamus daring karena saya tidak mengerti cara menggunakannya)". Options: 1, 2, 3, 4, 5.
- Question 6 (Bottom Right):** "I use a printed dictionary because it is easy to use (Saya menggunakan kamus cetak karena mudah digunakan)". Options: 1, 2, 3, 4, 5.
- Question 7 (Far Bottom Left):** "I don't use a printed dictionary because I can't hear the pronunciation of a word (Saya tidak menggunakan kamus cetak karena saya tidak bisa mendengar pelafalan kata)". Options: 1, 2, 3, 4, 5.
- Question 8 (Far Bottom Middle):** "I use a printed dictionary because it provides many meanings (Saya menggunakan kamus cetak karena menyediakan banyak arti kata)". Options: 1, 2, 3, 4, 5.
- Question 9 (Far Bottom Right):** "I don't use a printed dictionary because the meanings of the words I search for are sometimes not accurate (Saya tidak menggunakan kamus cetak karena arti kata yang saya cari terkadang tidak akurat)". Options: 1, 2, 3, 4, 5.
- Question 10 (Far Bottom Far Left):** "Online dictionaries are easier to use than printed dictionaries (Kamus daring lebih mudah digunakan daripada kamus cetak.)". Options: 1, 2, 3, 4, 5.



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CURRICULUM VITAE



Putri Ardianingsih is the first child of Mr. Suryanto and Mrs. Rianti Yanahuda. She was born on Buluh Rampai, Januari 3rd, 2004. In 2016 she graduated from MIN Bulu Rampai. She also Finished her study at SMP IT Tebuireng 4 Al-Ishlah in 2019 and MA Al-Ihsan Buluh Rampai in 2022. In 2022, she was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until Agustus 2025, she was doing KKN (Kuliah Kerja Nyata) Program at Titian Resak Village in Indragiri Hulu District, Seberida. Then, on September until November 2025, she was doing Preparation for teaching Practice or *Pengenalan Lapangan Persekolahan* (PLP) program at SMAs AlHuda Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on January 2025 by thesis entitled — A Comparative Study on The Utilization of Online and Printed Dictionaries in the Process of English Learning among English Education Students at A State Islamic University in Pekanbaru.

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