THE PROCESS OF USING ONLINE DICTIONARY BY THE STUDENT

IN LEARNING ENGLISH VOCABULARY AT ELEVENTH GRADE

STUDENT OF SMKS PRAMA ARTHA JAYA KAB SIMALUNGUN

A SKRIPSI

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic

University of North Sumatera Medan as a Partial Fulfillment of the

Requirements for the Degree of Sarjana Pendidikan

By :

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

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2020

SURAT PENGESAHAN

Skripsi yang berjudul : "The Process of Using Online Dictionary by The Student in Learning English Vocabulary at Eleventh Grade Student of SMK Swasta Prama Artha Jaya Kab Simalungun" oleh Nabilah Yumni, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

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Assalamualaikum Wr. Wb.

   Setelah membaca, menelaah, mongoreksi dan memberi masukan perbaikan seperlunya terhadap skripsi saudari

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               Swasta Prama Artha Jaya Kab Simalungun

   Dengan ini kami telah menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah Skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sebelumnya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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ABSTRACT

Nabilah Yumni. 0304163182. The Process of Using Online Dictionary by The Student in Learning English Vocabulary at Eleventh Grade Student of SMKS Prama Artha Jaya Kab Simalungun. Thesis. 2020. Department of English Education. Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera. Prof. Didik Santoso, M.Pd,. Drs. H. Achmad Ramadhan, MA.

Keywords: English vocabulary, Online dictionary,

English vocabulary is the collection of words consist of nouns, verbs, adjectives, adverbs, and prepositions that an individual knows. The researcher choose English vocabulary as the activity of the student in this research because English vocabulary is very important, without vocabulary exercise, there is no speaking, listening comprehension, reading, and writing developments. This research was aimed describing how is the process of using an online dictionary by the student in English vocabulary learning at eleventh grade student of SMKS Prama Artha Kab Simalungun. The method used in this research was descriptive qualitative research which analyzed the data in the word form. The researcher conducted in the eleventh grade student of SMKS Prama Artha Jaya Kab Simalungun which consist of a student as informant, four student as supporting informant, and a teacher as supporting informant. The data were obtained from observastion, interview, and documentation. This study collected some important information from the student about the learning English vocabulary process. In this research, the researcher has been analyzed the data through theory by Miles and Hubberman (1992: 20) about collecting the data, reducing the data, displaying the data and drawing conclusion. In the learning process that has been done by the student, there are several activities that has been done by the student such as respecting the others, obidience, curiosity, ability measuring, learning assistent, independent learning, respondibility, comprehensive understanding, and motivation to memorize. As a learning assistant, an online dictionary was helpful for the student in English vocabulary learning process. The used of an online dictionary also help the student to increase her vocabulary mastery.

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The title of this thesis is **"The Process of Using Online Dictionary by the Student in Learning English Vocabulary at Eleventh Grade Student of SMKS Prama Artha Jaya Kab Simalungun"**. This thesis presented to Faculty of Tarbiyah Science and Teachers Training Submitted to Partial Fulfillment of the Requirement for the Degree of Scholar of English Education. The reseracher is sure that this thesis would never finished without love, helps, supports, advice, guidance, and suggestions from several sides. Thus, the reseacher would like to express the deepest gratitude to:

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CHAPTER I

INTRODUCTION

A. The Background of Problem

Nowadays, there are billions of people who are learning English as a foreign language because English is the International language that we should master. Therefore, in Indonesia, English is one of the language courses that are required to be learned. Indonesian people start learning English since they are in elementary school until the University level. In learning English, the first step to do is learning English vocabulary.

Vocabulary is an important component of language for how learners listen, speak, read, and write well. The learners should master English vocabulary to understand English because the Indonesian Curriculum, especially the 2013 curriculum has a program to build students to have communicative competence in students' interpersonal[1]. Schmitt expected that students have to mastery around 4.000 up to 5.000 words in the first five years of beginning school.[2] So, students are required to increase their vocabulary 1000 – 1500 words a year and then students in Senior High School should have at least around 10.000 – 12.000 vocabularies on their heads.

However, based on the researcher's PPL experience, many students still have low vocabulary mastery. The students still get difficulties to use

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[1] Maulidia R.N & Ahmad, M, (2014), *Teachers' Voices on The 2013 Curriculum for English Instructional Activities*, Lampung: STAIN Jurai Siwo Metro, p. 126.
[2] Norbert Schmitt, (2000), *Vocabulary in Language Teaching*, Cambridge: Cambridge University Press, p.3.

some words when they have a translation task, create an essay, or diction from the teacher. Some of the mistakes that they made for example: they want to put the word "see" but they put "sea", "food" become "foot", "head" become "heat". The students made mistakes in vocabulary learning because their English vocabulary mastery is still low. The English vocabulary mastery of the students is low because the students are less active in learning English vocabulary and they do not understand how to learn the English Vocabulary.

There are many ways to learn vocabulary, such as by reading books, listening to English song, watching films with English subtitles, learning in the class with the teacher, additional English lesson outside of school, and also by using technology media that are favored by people in this modern era. One of the popular media used in vocabulary learning is an online dictionary. An Online Dictionary is an important source for vocabulary teaching as well because an online dictionary has several characteristics and functions with their audiovisual contents, online dictionaries provide great opportunities for inefficient and permanent vocabulary teaching.[3] This application is also completed by the Idioms. We can use the Online Dictionary when our data cellular in online mode and offline mode. If our data cellular in online mode, we can translate words by words but, if our data cellular in offline mode we can only translate the word which has available in that application.

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[3] Erdinc Aslan, (2016), *Journal of Language and Linguistic Studies: A Study on The Use of Mobile Dictionaries in Vocabulary Teaching*, 12(1), 1-8, p.2.

But, the students are not still accurate in using an online dictionary. Therefore, the researcher would like to conduct research related to that problem under the title " The Process of Using Online Dictionary by the Student in Learning English Vocabulary at Eleventh Grade Students of SMKS Prama Artha Jaya Kab Simalungun".

B. Identification of the Problem

Based on the background of the problem above, there is some problem that identified by the researcher related to the process of using an online dictionary in English vocabulary learning :

1. The students have learned English vocabulary hard, but they can not master it.
2. The students are very enthusiastic to use an online dictionary in English vocabulary learning, but some of the students are confused because there are many features available in the Online Dictionary.
3. The students have used an online dictionary in English vocabulary, but some students did not understand and confuse to choose the word meaning that appears because of many choices of words meaning that available in an online dictionary.
4. And etc.

There are many other problems that can be researched. Therefore the researcher has limited them.

C. Limitation of the Problem

Based on the identification of the problem above, there are many focuses on English vocabulary learning such as student's motivation in English vocabulary learning, the process of using media including an online dictionary, student's perspective in English vocabulary learning, student's interest in English vocabulary learning.

In this case, the researcher only limits the process of using an Online Dictionary in English vocabulary learning.

D. Research Questions

Based on the limitation of the problem above, the research questions in this study has been formulated below :

1. What process does the student do in using an online dictionary of learning English vocabulary?
2. How does the process of using an online dictionary by students occur in learning English vocabulary?
3. Why does the process of using an online dictionary in learning English vocabulary occur?

E. The Objective of the Study

Based on the research question above, the objective of the study in this research hs been formulated bellow :

1. To find out the process that student does in learning English vocabulary in using an online dictionary.

2. To describe the process of using an online dictionary by students in learning English vocabulary.

3. To find out the reason for using an online dictionary by the students in learning English vocabulary.

F. The Significance of the Study

Theoretically, the result of this study is useful to enrich the theory of learning English vocabulary. Practically, the results of this research are useful for :

1. The students; as an input to improve student's vocabulary in learning English with using an online dictionary.

2. For the teacher; as an input to make her/him more easy and effective in teaching English vocabulary

3. For the headmaster; as an input to improve the teachers' competency in teaching English vocabulay

4. For the other researcher; to do for the next research about learning English vocabulary with different focus.

CHAPTER II

THEORETICAL ORIENTATION

A. Process of Using Online Dictionary

Based on Merriam Webster, the process is a series of actions or operations conducing to an end. [4] A process is an interrelated task series that together, transforms the input into the output.[5] Based on Wikipedia, an online dictionary is a dictionary that can be accessed through several different media and exists the data in digital form.[6] The process is a series of systematic steps or stages that are clear and can be done repeatedly to get the desired results. [7]

So, based on some experts above about a process the researcher can conclude that there is a similarity between the definition of Merriam webster and ANSI that process is interrelated series while the definition of Wikipedia and Elsa more clearly that series of action toward a particular result.

An Online dictionary or e-dictionary can be an available app for a portable device, and smart mobile phones, and can be efficiently used to facilitate reading comprehension and vocabulary acquisition from childhood to adult of L2 learners. Dziemianko also said that online

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[4]Merriam-Webster, (nd), Process, In Merriam-Webster.com dictionary, Retrieved June 2, 2020, from https://www.merriam-webster.com/dictionary/process
[5]ANSI/EIA-632-1998 Process for Engineering a system, p.66.
[6]https://en.wikipedia.org/wiki/Electronic_dictionary 18 April 2020 (14.28)

[7]Elsa, M. (2017), http://id.scribd.com

dictionary use is better than paper dictionary use for learning.[8] The use of an online dictionary/e-dictionaries in the L2 learning setting has been reported to facilitate reading comprehension and vocabulary enhancement. Online dictionaries often are better than paper dictionaries[9].Online dictionary app can be download to the user's phone, tablet, as well as computer (PC or Laptop) depending on which interfaces are made available by developers for a particular app[10]. An online dictionary using in vocabulary teaching is to accounting how frequently they are used and try to be determined students' viewpoints to them. Rahimi and Mirib stated that mobile learning is supported by a small device such as mobile media players, mobile phones, and tablets.[11]

In some expert's opinion about an online dictionary, there is some similarities theory between Dziemianko and Mekheimer that their opinion discusses the use of online dictionary while on the other hand the statement from Dziemianko similar with Sultan Alhatmi that discuss we can get the application with downloading in our PC, Smartphone, or tablet.

In conclusion, the process of using an online dictionary is the sequence of actions in learning by using modern media and utilize the

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[8] Dziemianko, (2010), Paper or electronic? The role of dictionary form in language reception and the retention of meaning and collocation, International Journal of Lexicography, 23(5), 254-257.

[9]Mekheimer, M, (2012), *Assessing Aptitude and Attitude Development in a Translation Skill Course,* CALICO Journal, 29(2), p. 321.

[10]Sultan Alhatmi. (2019). *A Survey Study of The Dictionary Use Sub-strategies of English Majors in Saudi Arabia*: Dictionary Related Aspects, Canadian Center of Science and Education. Vol. 12, No.3, p. 141.

[11] Rahimia, M. & Mirib, S.S, (2014), *The Impact of Mobile Dictionary Uses on Language Learning*, Procedia – Social and Behavioral Sciences 98 (2014), p.1470.

technology development to have a base digital dictionary that is an online dictionary.

B. Types of Using Online Dictionary Process

An Online dictionary or digital dictionary may have to be purchased but may also be available for free depending on the types of the online dictionary itself. Portable electronic dictionaries (PEDs), similar to paper dictionaries, should be borrowed by the L2 learner but may sometimes they often purchased the dictionaries.

An online dictionary was available in the apps on PC, Smartphones, iPhones, portable devices, etc. Online dictionary apps, in turn, can be downloaded from application stores such as App Store and Google Play and may either have to be purchased by L2 learners, particularly for full features (Pro) version or else made available for free by app developers or owners. An online dictionary can be efficiently used to facilitate reading comprehension and vocabulary acquisition for adult learners of an L2.[12]

Dziemianko stated that e-dictionary / online dictionary use is better than paper dictionary use for learning.[13] Online (web/internet) dictionaries are accessed free via the internet. Many kinds of online dictionary can be downloaded in the App Store and google play, such as :

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[12] Abdulaziz, I, F, (2014), Theory and Practice in Language Studies. Academy Publisher Manufactured: Finland, Vol. 4(5), p.883.

[13] Dziemianko, (2010), Paper or electronic? The role of dictionary form in language reception and the retention of meaning and collocation. International Journal of Lexicography, 23(5), 254-257.

(1) My Dictionary; (2) Oxford Dictionary (3) Dictionary.com; (4) Merriam-Webster Dictionary; (5) U- Dictionary, etc.[14]

Based on the statement stated by Abdul Aziz about the types of online dictionary, it's true that "My Dictionary" is one of the online dictionaries we can use. So, because there are many online dictionaries that can be used by the student, in this case, the researcher use "My Dictionary".

C. **The Occurrence of Using Online Dictionary Process**

The use of an online dictionary occurs in the English learning process. Students usually have difficulty understanding the meaning of words because they lack mastering vocabulary in English. So, to facilitate students in the teaching and learning process, it is recommended to use an online dictionary. With the use of this online dictionary, students do not need to object because this online dictionary takes the form of applications that can be downloaded on their smartphone, tablet, or pc and available in the app store. In this case, the researcher use "My Dictionary" as an online dictionary in learning English vocabulary.

My dictionary application is one of the online dictionaries created by a software company in Bandung that is Kodelokus, to be precise in Jl. Sharon Raya Utara No 29, West Java[15]. My dictionary is very useful in the English learning process especially English vocabulary learning. My dictionary is very useful because in this application there is unlimited

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[14] Abdulaziz, I, F, (2014), Theory and Practice in Language Studies. Academy Publisher Manufactured: Finland, Vol. 4(5), p. 883.

[15] Imam, S, A, (2019), ELTIN Journal: *The Use of My Dictionary Application to Improve Students' Vocabulary Mastery*, Volume 7/1, April, p.36.

vocabulary and there are also many idioms that can add insight to students in English. In this application, there are only Indonesia and English vocabulary and completed by voice note and also sound of the words.

How to use "My Dictionary" :

a. First, Install "Kamusku' in the Play Store for Android, and App Store for iPhone, or Store for PC.

b. Run the application and identify first the interface and menus.

c. On the main screen, first, you specify the language that you can use for native language and object language.

d. After that, you can type the word that you want to translate

e. The translation will appear with various such as the use of the word, changing the word from a noun to verb, this application also provides the voice how the way to pronounce that word.

D. The Reason for Using Online Dictionary

Using a dictionary in a vocabulary learning strategy is a very useful discovery type for L2 learners. Many students meet an unknown word in their reading and the students turn to an online dictionary because online dictionary as simple technology ever[16]. Santosa stated that the function of "My dictionary" is an easy and quick application to search the English vocabulary.[17]

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[16]Ibid

[17] Imam,S,A, (2019), ELTIN Journal: *The Use of My Dictionary Application to Improve Students' Vocabulary Mastery*, Volume 7/1, April, p.37.

So, based on the statement above, it's true that My Dictionary is useful to improve students' vocabulary because the application easy and quick to be applied.

An online dictionary is an important source for vocabulary teaching as well because an online dictionary has several characteristics and functions with their audiovisual contents, online dictionaries provide great opportunities for inefficient and permanent vocabulary teaching.[18] Stockwell said that, with using a mobile dictionary / online dictionary in the learning process, students found the activities not only positive but also beneficial and entertaining at the same time[19].

Based on the research that has been conducted by Erdinc Aslan, the results reveal that the mobile dictionary has become an indispensable tool of language and particularly vocabulary teaching. It can make more effective and efficient for teaching material and teaching environment, it also makes development and enrichment of teaching application particularly in English teaching[20].

Chen Investigated the effects of paper-based bilingual dictionaries versus online dictionaries is the use of the latter exponentially improved learning and retention of unknown words during reading, with online

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[18]Erdinc Aslan, (2016), *Journal of Language and Linguistic Studies: A Study on The Use of Mobile Dictionaries in Vocabulary Teaching*, 12(1), 1-8, p.2.

[19]Stockwell, G, (2010), *Using Mobile Phones For Vocabulary Activities: Examining The Effect Of The Platform, Language Learning & Technology*. p.3.
Web: http://llt.msu.edu/vol14num2/stockwell.pdf (internet access: 19.04.2020)

[20]Erdinc Aslan, (2016), Journal of Language and Linguistic Studies: *A Study on The Use of Mobile Dictionaries in Vocabulary Teaching*, 12(1), 1-8, p.6.

dictionaries providing a comparatively stronger learning effect than paper dictionaries.[21]

An Online dictionary as well as the use of etymological analysis could lead to improved vocabulary retention and improved reading comprehension[22]. English language online dictionary has quality as good as or better than paper dictionaries. The strength of these online dictionaries lies in their innovativeness, which includes their convenience, quick updates, interactivity, and potential for designer/user collaboration. The use of online dictionaries had been primarily investigated in the context of vocabulary learning and writing.[23]

So, the use of online dictionaries had a positive effect on learners' incidental vocabulary learning, probably attributed to the wealth of contextual information provided by electronic dictionaries, including L1 translations, L2 synonyms, and audio files providing models for pronunciation.

E. Learning English Vocabulary

Based on the Merriam-Webster dictionary, the definition of learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something: the activity of someone who learns.[24] Learning is a process which occupies an

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[21] Chen, Y, (2011), Dictionary use and vocabulary learning in the context of reading. *International Journal of Lexicography*, 25(2), 216.

[22]Hosseini, E., Sarfallah, S., Bakhshipour, F.,&Dolatabadi, H, (2012), *The Impact of Using Etymological Analysis on Teaching Vocabulary to EFL University Students. Theory and Practice in Language Studies*, 2(9), p. 1868.

[23] Li, J., Deifell, E, (2013), Foreign Language Learners' Use and Perception of Online Dictionaries: A Survey Study. *MERLOT Journal of Online Learning and Teaching*. 9(4),p.516.

[24] Merriam-Webster. (nd). Learning. In Merriam-Webster.com dictionary. Retrieved June 2, 2020, from https://www.merriam-webster.com/dictionary/learning

important role in molding the structure of our personality and behavior[25]Learning is also defined as consequently the transfer of these discrete units into the head of the learner[26]. Learning is equal to memorizing and the ability to reproduce what memorized, usually in a school test setting. There are five conceptions described by Saljo are listed : (1) Learning as the increase of knowledge, (2) Learning as memorizing, (3) Leaning as the acquisition of facts, procedure, etc, which can be retained and/or utilized in practice, (4) Learning as the abstraction of meaning, (5) Learning as an interpretative process aimed at the understanding of reality[27]

Based on the definition from some experts above, there are no similarities from each theory because the experts above revealed the different interesting opinions about learning.

Vocabulary is a list of words, usually given in alphabetical order. Speaking of technical vocabulary, medical vocabulary and legal vocabulary to mean the list of words needed to describe concepts in that subject and used for discourse in that subject. Vocabulary also means the stock of words used by a person. Rai also said that one usually has a passive vocabulary of words that we use for speaking or writing. Reading and writing vocabulary is larger than our spoken vocabulary because we have time to make an effort to recall words when someone reads or writes; speech flows faster and there is less time to recall words. So, reading

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[25]William, D. (2015). *Centre for Distance Education: Learning and Teaching.* Tiruchirappalli: Bharathidasan University, p. 5.

[26] Erik, J, and Rebecca, H.(2010). *The Meaning of Learning and Knowing*. Netherlands: Sense Publisher, p.2-3

[27] Ibid

vocabulary (passive one) is the largest, and spoken vocabulary (active one) is the smallest; someone uses all the words because they know when they are reading and uses the fewest of the words.[28]

In the world scientific news, there is a statement of Ur and he stated that "vocabulary can be defined, roughly, as the words, we teach in the foreign language"[29]. Vocabulary is also about single words and can be difficult if there are combinations of two words or three words.

Vocabulary is one fundamental to foreign language learning because, without sufficient vocabulary, the student not only can not express their ideas but also comprehend others. It is means vocabulary learning is very important, "without vocabulary nothing can be conveyed, but without grammar very little can be conveyed and people can use body language to communicate". Vocabulary is the collection of words consist of nouns, verbs, adjectives, adverbs, and prepositions that an individual knows.[30]When people going abroad, people first learn basic vocabulary because it helps to exchange information for them with native speakers.

In Al- Qur'an Allah has mentioned the verse of vocabulary, To humans know about the names of something in this world. Allah says in Al-Baqarah: 31-32 :

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[28] Urmila, R. *English Language Communication Skills*, (2010), Mumbai; Himalaya Publishing house. p.112.

[29]Anna, K, (2016), World Scientific News: *The Role of Music and Songs in Teaching English Vocabulary to Students*, 43(1) 1-55. p. 5.

[30] Caroline T. Linse and David Nunan, *Practical Language Teaching: Young Learner* (New York: McGrew-Hill, 2006), p.123-127.

Al –Baqarah ayat 31

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِن كُنتُمْ صَادِقِينَ

" And He taught Adam the names, all of them; then he presented them to the angels, and said, "Tell Me the names of these, if you are sincere."[31]

Al- Baqarah 32 :

قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنتَ الْعَلِيمُ الْحَكِيمُ

"They said: " Glory be to You! We have no knowledge except what You have taught us. It is you who are the Knowledgeable, the Wise."[32]

As Allah says in surah Al- Baqarah (31 – 32) that learn a new thing is important to us as humans. So, we have to find out what we don't yet understand to serve as the science for us.

Learning English vocabulary is very important because, without vocabulary exercise, there is no speaking, listening comprehension, reading, and writing developments.[33]

Based on the opinion of the experts above, there is some similarities definition about vocabulary that is according to Urmila and Carolin who stated that vocabulary is the smallest word that consists of a noun, verb, adjective, etc.

So, in the conclusion, English vocabulary learning is the process of gaining knowledge or skill about English vocabulary starting from remembering, repeating, practicing, and applying it to daily life for communication.

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[31] Talal, I, (2015), *Qur'an Arabic – English*, ClearQuran Publishing
[32] Ibid
[33] Anna, K, (2016), World Scientific News: The Role of Music and Songs in Teaching English Vocabulary to Students 43(1) 1-55. p. 6.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter discussed (1) Research Setting; (2) Data and data source;(3) Research method;(4) Technique of collecting data; (5) Technique of analyzing data; (6) Technique of establishing the trustworthiness.

A. Research Setting

The setting of this research was XI grade student in SMK Prama Artha Jaya Kabupaten Simalungun. This research was conducted for a month in school.

B. Data and Data Source

The data will be obtained from conducting observation in the field and supported by interviews with the participants to get validity in the English vocabulary learning, and then documentation of the participant as the transcript grade list.

To obtain the available data, the researcher needs sources in taking the data. Sources data an important substance in conducting research. Therefore, the data source is an important thing because the researcher will get information that is needed.

Two sources that used to get data; primary source and secondary source. The first Primary source, the primary source is a source that can be obtained by the researcher directly, usually, the researcher uses interview and questionnaire in the primary source. Second, the secondary source is the source data that can be obtained by the researcher conditionally. Source data that is used document.

C. Research Method

In this study, the researcher used a qualitative method to conduct this research. The researcher used the descriptive qualitative method as a design in this research. According to Burns and Grove, a descriptive qualitative method is designed to provide a picture of the situation as it naturally happens.

D. The Technique of Collecting Data

There are three techniques of collecting data which are the researcher used in this research such as; Observation, interview, and documentation.

1. Observation

Observation is the process to obtain data/ information using tools and media. The main media in

observation are the sense of sight, and also field note and type recorder[34].

The observation was conducted at the student's home in 3 meetings, which in the process of observation the researcher observed the learning process in the student home because the learning process has been carried out online.

The researcher used field notes to get the data and information on the situation in the learning process by the student.

Many obstacles can occur that can make the observation process less successful or even fail when researchers do not make good preparations. Sources of obstacles can be divided into two kinds of causes, namely obstacles from outside and obstacles from within the researcher himself.

Barriers from within include lack of preparation before interacting with students and with teachers, and lack of confidence to interact with participants. External barriers, namely, the researcher has to engage in activities with students so that the researcher loses direction about what information needs to be drawn from interactions with

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[34]Sukardi, (2013), *Metode Penelitian Pendidikan Tindakan Kelas*. Jakarta: Bumi Aksara, p.50.

these participants; because of regulations that must be obeyed at school, researchers cannot identify relevant symptoms.

Observation stage:

a. Descriptive observations, at this stage, the researcher did not bring up the problem. The researcher only did a general exploration and describe the understanding seen, heard, and felt.

b. Focused observations, this observation is the stage where the researcher conducts a taxonomic analysis so that it can find focus because, at this stage, researchers have conducted a mini-tour observation.

c. Selected observation, at this stage the data have been detailed, because the researcher has outlined the focus found [35].

2. Interview

An interview is a conversation activity, with a specific purpose carried out by two parties, namely the interviewer and the interviewee to exchange ideas, to provide or receive certain information needed in research.

In this research, the researcher did an interview to get data by used an audio recorder to record data directly

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[35]Sugiyono, (2013), *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung : Alfabeta , p. 285.

from students. The researcher has interviewed 5 students, a student as an informant, while 4 students as supporting informants. The researcher has also interviewed the teacher who taught the student as a supporting informant.

The reports to be submitted when conducting interviews are:

a. Who conducts the interview; lead researcher, research assistant, etc.

b. Where the interview takes place; at school, at home, etc.

c. When does the interview take place; in the morning, afternoon, etc?

d. How long does the interview last; 45 minutes, 30 minutes, etc.

e. How the interview results are recorded: use audio, notes, etc[36].

3. Documentation

Documentation is a data collection technique in the form of documents containing past events. The document is a

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[36]Syaukani, (2018),*Metodologi Penelitian Pendidikan*, Medan : Perdana Publishing, p.136.

complement to the use of observation and interview methods in qualitative research[37].

The researcher also used the document to collect the data. The document that the researcher used in this research were photos of the student in the learning process.

E. The Technique of Analyzing Data

According to Miles and Huberman in Sugiono, Activities in qualitative data analysis are carried out interactively and take place continuously until it is complete so that the data is saturated[38].

In descriptive qualitative research, there are three activities to analyze the data such as data reduction, data display, and conclusion drawing/ verification.

a. Data Reduction

Data reduction is the process of selecting data, identifying data, classifying data, and coding the data. In this research, the researcher only selected important and relevant data with the research from field notes and interview transcripts. The researcher reduced data by identified the vocabulary learning process in the class.

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[37]Sugiyono, (2013), *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, p. 287.

[38]Sugiyono, (2019), *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung; Alfabeta, p. 246.

b. Data display

Data display is the process that the researcher describe data, the most frequent in display data is narrative text form. Display data in narrative text to be easier to understand.

c. Conclusion and verivication

The characteristic of the conclusion in qualitative research is temporary. The conclusion can be change if the researcher not finds strong evidence to support the collecting data. It means, the researcher should be back to the field to find out the validity evidence and after finding the strong evidence so, the conclusion is credible.

F. The Technique of Establishing of the Trustworthiness

In qualitative research, findings or data can be declared valid if there is no difference between what the researcher reports and what happens to the object under study. Validity test in qualitative research is in the form of credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) [39].

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[39]Sugiyono, (2019), *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* Bandung; Alfabeta, p. 270.

In this research, the researcher uses credibility tests to conduct this research. There are several techniques to increase the credibility test such as (a) Extension of observation; (b) Increased perseverance; (c) Triangulation; (d) Discussion with colleagues; (e) Analysis of negative cases; (f) Give a check.

The researcher used a triangulation technique to conduct this research. According to William Wiersma in Sugiyono, triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures[40].

There are three techniques in triangulation. Those are (a) Source triangulation, (b) Technique triangulation ; (c) Triangulation of time. While the researcher uses source triangulation in this research.

a. Technique triangulation

Triangulation technique to test the credibility of the data is done by checking the data to the same source with different techniques.

b. Triangulation of time

Triangulation of time is a data credibility test that can be done by checking with interviews, observations, or

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[40] Ibid, p.273

other techniques in different times and situations. If the test results produce different data, then it is repeated to find accurate data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher divided the research into two parts; research findings and discussion. The research findings consist of describing the process of using an online dictionary by the student in learning English vocabulary and the reason for using an online dictionary that occurs by the student in learning English vocabulary. The discussion presents the description of the data finding in detail and depth.

A. Research Findings

In this reseach, there are 9 findings from the process of using the online dictionary by the student in learning English vocabulary.

1. Respecting Others

Respecting others is appreciating what is given and addressed by the student to others who are considered meritorious in providing services in the form of guidance, advice, and teching, and etc. Respec for others is an attitude of respecting the rights and things that exist in others. Respect for others is something that must be applied in everyday life. With mutual respect, the relationship between one person and other will be harmonious. Respect for others can be done by listening to other people's conversation or opinion, thanking others, answering greetings spoken by others, etc. It can be seen in the following data :

> "...*guru memberikan salam pembuka kepada siswa dengan mengucapkan, "Assalamualaikum wr,wb.*

Selamat pagi anak-anak yang Miss sayangi" dan kemudian siswa menjawab salam yang diberikan guru dengan mengucapkan, " Waalaikumussalam wr,wb. Selamat pagi Miss.." (Obs.1- Ro).

The data means that, the student answered the opening greetings given by the teacher. Answering greetings is one of the student's efforts to respect the teacher. Answered the opening greeting is an activity carried out by the student to respond and to answer the opening greeting uttered by the teacher. The opening greeting is usually done by the teacher when the teacher wants to start the learning process. There are many kinds of opening greeting such as: Assalamualaikum, Good Morning, Good Day, Good Afternoon. In this case the teacher and the student have used "Assalamualaikum" and "Waalaikumussalam" and followed by "Good Morning" as opening greeting and answering greeting.

The student respected the teacher by answered the teacher's greeting and said, "Waalaikumussalam wr,wb. Selamat Pagi Miss". The student answered the greeting by typing the greeting in the on going WA chat group and then, the student sent to group chat.

The student answered the opening greeting because the teacher has said the opening greeting first to the student and also because answering the greeting is obligatory for Moslem. The student answered greetings also because this is one of the student's efforts to respect the teacher.

The first data is supported by the following data :

"*...proses belajar dimulai dengan ucapan salam pembuka oleh guru dan kemudian siswa menjawab ucapan salam guru dengan mengucapkan, "Waalaikumussalam wr,wb. Good morning too Miss*".
(Obs.2- Ro).

It means that the learning process has started with the teacher's greeting and then the student answers the teacher's greeting by saying, "Waalaikumussalam wr,wb. Good morning too Miss".

Answered the greeting is something that must be done for Moslems because the greetings that said is a form of pray offered to people they meet. Anyone who says "Assalamualaikum" means she has been praying for the safety of those people she meets. So that greeting means praying for each other for Moslems. The student answered the opening greeting by typing in the WA chat group and then the student sends to the teacher. The student answered the opening greeting "Wassalamualaikum, wr,wb. Good Morning too Miss" because the teacher gave the student greeting first. In this case, the teacher has said, "Good Morning" after "Assalamualaikum wr,wb".

The second data is supported by the following data :

" *Seperi biasa, proses belajar dimulai dengan ucapan salam oleh guru, "Assalamualaikum wr,wb", kemudian siswa menjawab salam dari guru, "Waalaikumussalam wr,wb*". (Obs.3- Ro).

It means that, as usual, the learning process begins with the teacher's greeting, "Assalamualaikum wr,wb" then the student answers

the teacher's greeting , "Waalaikumussalam wr.wb". Greetings are an expression of prayer from others to us. One way to answer the prayer and answer it. Responding to the greeting must be done by the student because as a Muslim the student has to reply to the prayer given by others for student goodness.

The third data is supported by the following data:

"Proses belajar diakhiri dengan ucapan salam yang diberikan oleh guru dan kemudian siswa menjawab salam dengan mengucapkan "Waalaikumussalam wr, wb". The data means that, the learning process ends with the closing greeting given by the teacher and then the student answer the greeting by saying "Waalaikumussalam, wr, wb". (Obs.1- Ro)

Answered the closing greeting means that the activity carried out by the student in responding to the greeting that said by the teacher as a form of student respect for the teacher. There are many kinds of closing greetings, such as Good Day, See you, Have a good day, Have a nice day, See you later, but in this case, the student said "Waalaikumussalam wr, wb" as the teacher said previously

The student answered the closing greeting by said "Waalaikumussalam", the student typed the sentence and then sent it to the WA group chat to end the class meeting. The student answered the closing greeting because as a Muslim, answer the greeting is an obligation and also answered the closing greeting is one of the efforts to respecting the teacher.

The fourth data is supported by the following data :

"*Proses belajar vocabulary dengan menggunakan online dictionary pada pertemuan hari ini berakhir pada pukul 11.00 WIB dengan ucapan salam penutup yang diucapkan oleh guru*". (Obs.2- Ro)

The data means that, the English vocabulary learning process using the online dictionary at today's meeting ends at 11.00 WIB with the closing greeting spoken by the teacher.

The process of English vocabulary learning is finished by a closing greeting that is said by the teacher and then the student answered the closing greeting. There are many ways to closing the learning process such as, praying, singing, but in this case the learning process is finished by the closing greeting. The closing greeting did by the student because the process of learning English vocabulary with using an online dictionary is finished.

The fifth data is supporting the following data :

"*Proses pembelajaran hari ini berakhir pada pukul 09.00 WIB. Proses pembelajaran vocabulary bahasa Inggris dengan menggunakan aplikasi online dictionary diakhiri dengan ucapan salam penutup oleh guru dan siswa menjawab salam penutup tersebut.*". (Obs.3- Ro)

The data means that, today's learning process ends at 09.00 WIB. The process of learning English vocbulary using the online dictionary

application end with a closing greeting by the teacher and the student answered the closing greeting.

The student finished the English vocabulary learning with answered the closing greeting the teacher has been said. The student answered the closing greeting by said: "Waalaikumussalam wr, wb". The student answered the closing greeting because the teacher has been said first for the student as a symbol that the online class is over.

2. Obidience

Obidience is an effort to carry out all orders and stay away from all restrictions. In this case, obidience means the obidience of the student to the teacher. Obeying the teacher is a behavior that must be possessed by the student to obey the rules made by the teacher and not violate the rules that are not allowed. There are many forms of student obidience to the teacher such as obeying the rules made by the teacher during the learning process, following instructions given by the teacher, not opposing what the teacher says, etc.

It can be seen in the following data: " *Siswa pun mengisi list daftar hadir yang diberikan guru sebagai bentuk konfirmasi kehadiran siswa*". It means that, the student also fills in the attendence list given by the teacher a form of confirmation of student attendance. Cormfirming attendance list means the activity carried out by the student by filling in the attendance list to confirm that the student has followed the English vocabulary learning process at the time.

One of the ways the student obey the teacher's orders by confirming attendance by filling in the attendance list provided by the teacher. The student filled out the attendance list by typed the student's name on the list provided in the group chat. After the student has typed the student's name, then the student sent it to the ongoing group chat. The student filled in the attendance list by typing the name of the student in the list that has been made by the teacher. Then, the student sends the report to the group chat. Attendance confirmation has been done by the student because the teacher has asked to provide information that it is true the student has attended the lesson at that time.

The student confirmed the attendance to the teacher because this is an order from the teacher and also because the student want to obey the instruction given by the teacher. So, confirmed the attendance list to the teacher is a student's obidience to the teacher.

The first data is supported by the following data :

Sama halnya dengan pertemuan sebelumnya, siswa diminta untuk mengisi list daftar hadir sebagai bukti siswa mengikuti proses pembelajaran pada pertemuan tersebut. (Obs.2- Obi).

The data above means that, like the previous meeting, the student was asked to fill out the attendance list as evidence of the student joining the learning process at the meeting. Confirmed the attentance list is a student's effort of the obidience to the teacher.

The student must fill in the attendance list when the student wants to follow the learning process. There are many ways to fill in the attendance list, but in this case, the student filled out the attendance list by typing the students' names into the list provided by the teacher. The student confirmed the attendance list because the attendance list will be used as proof that the student is really following the learning process.

The second data is supporting in the following data :

"*Selanjutnya yaitu pengisian list daftar hadir oleh siswa sebagai bukti siswa mengikuti proses belajar vocabulary bahasa Inggris pada hari ini*". (Obs.3- Obi). It means that, furthermore, what the student did was filling in the attendance list by the student as evidence that the student was following the English vocabulary learning process on that day.

The student confirmed her attendence list by typing her name into the attendance list provided by the teacher. The student completed the attendance list because it is the second step of the learning process. So, that they can continue to the next step.

3. Curiousity

Curiosity is a feeling or emotion that the student has that is related to the student's curiosity to investigate and find out something. In this case, the student has a curiosity in herself suring the learning process. Curiosity is also one of the motivations that arise naturally in the student's self to know new things. So that, it will add insight and

experience in the learning process by the student. There are several forms of curiosity that the student has such as received the knowledge given by the teacher, asked to the teacher and other friends about learning materials that has not been understood, discussed with friends and teacher about the material being studied.

It can be seen in the following data:

"*Siswa menerima video yang dikirim oleh guru dan siswa diminta untuk menyimak dan memahami video yang diberikan oleh guru*" (Obs.1-Cur) . It means that, the student received a video sent by the teacher and student is asked to listen and to understand the video given by the teacher. Received the material from the teacher, it means that the student wanted to learn more about the material provided by the teacher because of the student's curiosity. The student has received the material to be studied at that time. The material given by the teacher at that time was in the form of a video presentation by the teacher.

The student was curious about learning material by received the material provided by the teacher. Received the video material by downloading the video sent by the teacher, then the student watched and understood what the teacher said through the video regarding the learning material of that day. The learning material at the meeting was English vocabulary learning.

The student received the material because the student has been more curious about learning topic in the video sent by the teacher. So, if

the student curious about the learning material, the student should to receive the material learning and follow the learning process.

The first data is supported by the following data :

" *Materi pembelajaran dikirim oleh guru melalui grup chat di WhatsApp dan siswa diminta untuk mendownload materi yang dikirim oleh guru*" (Obs.2- Cur) . It means that, the learning materials are sent by the teacher via group chat on WhatsApp and student is asked to download the material sent by the teacher.

Received the material from the teacher is something that is very useful for the student. The student downloaded the video from the teacher by taping the file sent by the teacher, then the file will be automatically downloaded. Received and downloaded material from the teacher is very important for the student because the student needed the material to study and the file can be stored for a very long time which can be used by the student to repeat lessons when the exam arrives.

The second data is supported by the following data :

" *Siswa diberi materi oleh guru melalui video presentasi*" (Obs.3- Cur) . It means that the student is given material by the teacher through a video presentation . Received and stored the material are very easy things for the student to do. The student did online learning through WA group chat which is opened from the PC. Then the material files are stored in the room disk on the PC. The student received the material and saved it

because one day the student will definitely need the material to be studied again.

The third data is supported by the following data :

"Siswa diberi kesempatan oleh guru untuk bertanya tentang hal yang kurang jelas" (Obs.1- Cur). It means that the student is given the opportunitjy by the teacher to ask questions about things that are less clear to student, so that the student can understand the lesson.

The student is given the opportunity to ask the question, it means the student can ask as many questions as possible so that the student becomes more understanding and clear about English vocabulary learning.

The fourth data is supported by the following data:

*R   :"Bagaimana untuk pelaksanaan proses
         belajar kamu menggunakan online dictionary
         tersebut?*

*S1   : "Kalo proses nya pake online dictionary itu
         Miss vocabulary yang sudah saya cari yang
         belum saya ketahui itu saya cari di online
         dictionary. Saya ketik di kolom"masukkan kata
         di sini*" (S1- Int.- Cur).

The data above means that, the process of using an online dictionary such as vocabulary that has been searched for unfamiliar to the student, searched on the online dictionary and typed in the available column. Looking for vocabulary is also one of the form of the student's

curiosity. Looking for vocabularies means that the activity is carried out by the student to search for vocabulary using an online dictionary.

The student has been looking for the vocabulary by the student have to read the text given by the teacher, then after the student found the unfamiliar vocabulary, the student looked for it using an online dictionary. The student typed the unfamiliar vocabulary in the column provided in the application. Nina is looking for unfamiliar vocabulary because the student is required to be able to master new vocabulary. This is useful for increasing students' knowledge of vocabulary.

The fifth data is supported by the following data :

"*Pertama siswa membuka aplikasi online dictionary, kemudian siswa mencari dengan mengetik idiom yang tersedia pada aplikasi tersebut*" (Obs.2- Cur) . It means that, first the student open the online dictionary application, then the student search by typing the idioms available in the application.

The student is asked to find some idioms using an online dictionary. The student looked for idioms using an online dictionary by exploring the vocabulary in the online dictionary. If the student type "A" in an online dictionary, all of the vocabulary beginning with "A" will appear, then students scroll down until the student found the idiom that the student wants. The student looked for idioms in the online dictionary because in an online dictionary there are lots of idioms, it can help the student to make it easier to do her assignments.

The sixth data is supported by the following data :

" *Siswa mencari arti dari vocabulary tersebut agar mudah untuk mencari sinonim dari vocabulary yang diberikan guru*" (Obs.3- Cur) . It means that, the student has searched the meaning of the vocabulary, so that it is easy to find synonyms for the vocabulary give by the teacher.

The student was asked to find out the synonym of the words from the vocabulary given by the teacher. First, the student typed in the vocabulary that the student wants to find. The student chose one of the meanings from the available word choices. After that, the student changed the language exchange to Indonesian – English. Then, after the synonym of the vocabulary appeared, the student chose the most appropriate word. The student looked for synonyms in an online dictionary because in an online dictionary application there is unlimited vocabulary.

4. Ability Measuring

Measuring ability is an effort made to determine the quantity of a peson. In this case the student measure the ability and quantity possessed by the student and how far the student understand the learning material. There are many ways that the student did to measure her abilities such as asking the teacher about the material, discussing with the teacher and other friends, answering the questions given by the teacher, etc. It can be seen in the following data:

Siswa diberikan waktu untuk sesi tanya jawab dan diskusi mengenai materi yang telah diberikan . Sesi

tanya jawab tentang materi pembelajaran dilakukan via grup chat WhatsApp. Siswa bertanya mengenai materi untuk memastikan apakah yang dipahaminya itu sudah tepat. (Obs.1 – Am).

It means that, the student is given time for the question and answer sessions and discussion about the material that has been given. The question and answer session about learning material was carried out via the WhatsApp chat group. Asked about learning material, means that the activity is carried out by the student with the teacher and with other students in exploring the material. In this case, the student discussed about the English vocabulary learning.

Measurement of the abilities carried out by the student on these data is by asking questions about the learning material to ensure that the understanding possessed by the student is correct. The student has measured the ability by asking some questions to the teacher about the vocabulary learning that the student didn't understand yet.

Measurement of understanding by the student is done to measure how far the student understand the learning material being studied in the learning process. In this case the student asked about English vocabulary learning. The student asked English vocabulary learning because the student wanted to understand more deeply about English vocabulary learning.

The first data is supported by the following data :

"*Siswa bertanya kepada guru seputar materi*" (Obs.2- Am) . It means that the student asked the teacher about the material studied that

day. When the student asked the question is also one aspect of the student activeness assessment that can be done by the teacher.

Student asked the teacher, it means that the student asked the questions about the material that is still confusing by the student about English vocabulary learning. Student asked the questions by typing the question sentence in the comment column and then the student sent the question. Student asked the teacher because the teacher has given time for the question and answer session, so the student must take advantage of this opportunity.

5. Learning Assistant

Learning assistant is something that is used as a tool to facilitate the learning process. There are many kinds of learning assistants that can be used in the learning process. But in this case, the student used the online dictionary as an assistant in learning English vocabulary. The student used the online dictionary as a learning assistant to simplify the learning English vocabulary process. It can be seen in the following data:

> *R   :Bagaimana proses awal kamu menggunakan online dictionary dalam pembelajaran vocabulary bahasa*
> *Inggris?*
>
> *S1   : Jadi awalnya kan dapat tugas dari guru untuk mencari vocabulary yang belum diketahui di dalam teks, terus karena guru menyarankan murid untuk menggunakan online dictionary jadi kami menggunakan aplikasi itu Miss. Pertama saya aktifkan paket data saya, terus*

setelah paket data saya aktif, saya buka aplikasi online dictionary nya Miss. (S1- Int.– La).

The data above means that, the student has got an assignment from the teacher to find vocabulary that unfamiliar by the student in the text, because the teacher advises the student to use the online dictionary so the student use the application. First, activate the cellular data, then after the cellular data is active, open the online dictionary application.

The implementation of an online dictionary as a learning assistant is one of the alternative ways to facilitate the student in the English vocabulary learning process. The student implemented the online dictionary by opening an application that has been installed first in the play store. The student opened an online dictionary because it is the first step for using an online dictionary application in English vocabulary learning.

The student used the online dictionary as a learning assistant because the teacher advised the student to used the online dictionary to make it easier for the student in the learning English vocabulary process. By using the online dictionary as a learning assistant, the student's learning process activities become more effective and efficient.

Thr first data is supported by the following data:

R   : Begini Miss, seperti yang saya ketahui bahwa dalam belajar vocabulary Miss menyarankan siswa untuk menggunakan online dictionary. Apakah benar seperti itu Miss?

T   : Iya benar. Saya menyarankan siswa untuk menggunakan Online dictionary dalam proses belajar vocabulary. Karena aplikasi tersebut cukup membantu siswa dalam belajar vocabulary. (T.- Int.- La).

The data above means that the teacher has advised the student to use the online dictionary application in the English vocabulary learning process as a learning assistant because the application is quite helpful for the student in learning English vocabulary.

The implementation of an online dictionary by the student is a suggestion given by the teacher for the student. The student implemented the online dictionary by typing the vocabulary that the student wanted to look for in the application. The implementation of the online dictionary y student in Englisng vocabulary learning is recommended because this application really helped the student in improving student vocabulary.

The second data is supported by the following data:

"Siswa menggunakan online dictionary untuk membantu dalam proses belajar" (Obs.2- La) . It means that, the student has used the online dictionary to assist in the English vocabulary learning process. The student used the online dictionary by opening the online dictionary application on the student's smartphone, previously the student has made sure that their smartphone is connected to the internet. The student implemented the online dictionary application because the student is advised by the teacher to use the online dictionary application in the English vocabulary learning process.

6. Responsibility

Responsibility is a form of attitude that the student must has in handling everything that has been entrusted to the student. The student must be responsible for completing all the task assigned by the teacher to the student. There are several forms of student responsinility, such as following the learning process attentively, doing assignments given by the teacher, collecting assigments, etc. It can be seen in the following data:

> *Siswa diberi teks bacaan oleh guru dan siswa diberi tugs untuk mencari vocabulary yang belum diketahui oleh siswa Siswa mulai menegerjakan tugas yang diberikan oleh guru.Pertama, siswa membaca teks dengan seksama. Kemudian siswa mulai mencari vocabulary.* (Obs.1- Res).

It means that, the student has been given a reading text by the teacher and student has been given the task to find English vocabulary that is unfamiliar by the student. The student has started to work on assignments given by the teacher. First, the student read the text carefully. Then, the student starts looking for the English vocabulary. Student was given a task by the teacher means that student is tested by the teacher to measure students' abilities about the material that has been given to the student.

The student carried out her responsibilities as the student by doing assignments given by the teacher. The student did the task by reading the text given by the teacher, then the student is asked to find out some unfamiliar English vocabulary for the student.

The student has done the assignment given by the teacher because the student is given the mandate to do the task and the student has to do the task to fulfill her responsibility as a student. The student has also done the task to increases student's insight about new vocabulary especially English vocabulary.

The first data is supported in the following data:

Siswa diberi tugas untuk membuat 10 kalimat dengan menggunakan idiom Siswa mulai mengerjakan tugas tersebut dengan memanfaatkan penggunaan online dictionary yang disarankan oleh guru. (Obs.2- Res).

It means that the student is given the task to make 10 sentences using idioms. The student has started working on the task by utilizing the use of the online citionary suggested by the teacher.

The student is given the task to find out the idioms and make it into a sentence. The student did the task to fulfill the assessment given by the teacher and also to increase students' knowledge of idiom.The second data is supported in the following data :

Siswa diberi tugas oleh guru untuk mencari sinonim dari vocabulary yang diberikan oleh guru. Siswa terlihat sudah memahami materi dan mulai mengerjakan tugas yang diberikan. (Obs.3- Res).

It means that the student has been given assignments by the teacher to find synonyms for the English vocabulary given by the teacher. The student seem to have understood the material and started working on the assignment given.

The student is given the task of finding word synonyms from the vocabulary given by the teacher. The student did assignments to find out

the synonyms to fulfill the assignment given by the teacher and also to add the insight of the student related to synonyms.

The third data is supported by the following data:

Setelah vocabulary-vocabulary telah selesai dicari dan ditulis di buku latihan, siswa menutup aplikasi online dictionary tersebut. Kemudian siswa mengambil gambar hasil kerjanya tersebut dan mengirim hasil kerjanya kepada gurunya. Untuk pertemuan pertama proses belajar vocabulary dengan menggunakan online dictionary berakhir pada pukul 09.00 WIB. (Obs.1-Res).

The data above means that, after the vocabularies has been searched and written in the exercise book, the student closed the online dictionary application. Then, the student has been taken the pictures of the student's work and sent them to the teacher. Student sent tasks to the teacher means that the activity carried out by the student to convey the work that has been done by the student to the teacher. It can be seen in te following :

The student sent the result of the work that the student has done by taking pictures using the students' smartphone. The student took a picture of the work result that has previously been written into the exercise book first. Then, after the student took a picture of her work result, the student sent the photo as an attachment in the ongoing group chat. The student also explained to the teacher that the assignment was hers. The student sent the work result because the teacher asked the student to did it and also the students' work result will become the teacher's assessment to the student.

The fourth data is supported by the following data : *"Siswa mengumpul tugas yang telah dikerjakannya dengan cara mengambil gambar pada tugas tersebut kemudian dikirimkan kepada gurunya"* (Obs.2- Res) . The data means that, the student has collected the assignment the student has done by taking pictures on the assignment and then sending them to the teacher.

Sending the assignment is something that must be done by the student when the learning process is running. The assignment collected can be done in many ways, it can be typed into Ms.Word then the student sends the document in the form of a word to the teacher, but in this case, the student sends an assignment by capturing a photo of the work result. After that, the student sending the picture to the teacher. The student collected the assignment because the assignment is a form of teacher assessment through the student.

The fifth data is supported by the following data: *"Setelah siswa menyelesaikan tugasnya, siswa menutup aplikasi online dictionary dan megambil gambar dari hasil kerjanya tersebut untuk diberikan kepada guru"* (Obs.3- Res) . The data means that, after the student completed the assignments, the student close the online dictionary application and take pictures of the student's work to give to the teacher.

The student has done the task, then the student sent the result to the teacher. The student capturing the task by using the students' smartphone, and then the student sends the photo by WA group chat. The

student did it because the student wants to fulfill the students' obligation in the learning process.

7. Independent Learning

Independent learning is an effort made by the student in learning material independently without help from others. There are many ways that the student can learn independently, such as using the learning application, reading books, listening to the radio, etc. However, in the process of learning English vocabulary, the student has used the online dictionary application. It can be seen in the following data: "*siswa menemukan arti dari vocabulary baru yang dicari tersebut beserta cara pengucapannya*" (Obs.1- IL) . It means that, the student has found the meaning of the new vocabulary they are looking for and how it is pronounced. So,that the student can better understand the vocabulary they are looking for.

Found the vocabulary means that the student has succeeded in independent learning by finding the vocabulary that the student was looking for. The vocabulary found by the student is unfamiliar with English vocabulary for the student.

The student can find an unfamiliar vocabulary by using an online dictionary. First, the student opened the online dictionary application, then the student typed the vocabulary that the student wants to search in the searching column, after that the meaning of the vocabulary has appeared.

The student considered the independent learning due to several things. First, at this time because of the Covid-19 pandemic, the student is required to study online. Learning online required effort that is not easy, it required learning assistants bcause there is no teacher who teach directly to student. So, by using an online dictionary in the learning English vocabulary process, the student is helped by the available features in the application. Independent learning to find the vocabulary because the student wanted to find out and increase the vocabulary that is mastered by the student.

The first data is supported by the following data: "*Setelah siswa menemukan dan mengetahui arti dalam bahasa indonesia dari kata tersebut, siswa mengubah tombol pertukaran bahasa menjadi Indonesia > English*" (Obs.3- IL) . It means that, after the student has found and knew the Indonesian meaning of the word, the student changed the language exchange button to Indonesian>English.

The student found the vocabulary in Indonesian, then the student changed the language exchange to Indonesian – English. This is applied to doing the task of finding the synonym of the vocabulary. The student found the synonym by the typed vocabulary in English, after the student knew the meaning in Indonesian, the student changed the language exchange to Indonesia – English. Then, the student typed the vocabulary that the student got into the search column. So, several words appear in English, and the student must choose one of the correct words from the

word choices that appear. The student did it because the student wanted to add knowledge about the synonym of the English vocabulary.

The second data is supported by the following data: "*siswa mencari dengan mengetik idiom yang tersedia pada aplikasi tersebut. Setelah siswa menemukan 10 idiom, siswa mendengarkan bagaimana cara mengucapkannya*" (Obs.2- IL) . It means that the student search by typing the idioms available on the application. After the student found 10 idioms, the stdent listened how to pronounce them.

The student found the idiom that the student looked for. The idiom is an expression (a term/ phrase) whose meaning cannot be derived from a direct definition and the arrangement of its parts but is an indirect meaning known only through general usage. There are many ways to find the idiom, the student can search through google chrome, a paper dictionary, but in this case, the student finds the idiom through an online dictionary. The student got the idioms in the online dictionary application because the student is suggested by the teacher to use the online dictionary in English vocabulary learning.

8. Comprehensive Understanding

Comprehensive understanding is an effort made by the student to undersatand the learning material as a whole. In this case, the student has made a comprehensive understanding in the English vocabulary learning process, pricely by using an online dictionary application. There are many ways that the student can do in understanding comprehensively by using an online dictionary such as listening to the pronunciation of the

vocabularies, learning the available idioms, learning how to use vocabulary in the sentence, etc. It can be seen in the following data:

> R   :*Terus bagaimana untuk pelaksanaan proses belajar kamu Menggunakan online dictionary tersebut?*
>
> S1   :*Kalo proses nya pake online dictionary itu Miss,vocabulary yang sudah saya cari yang belum saya ketahui itu saya cari di online dictionary. Saya ketik di kolom "masukkan kata di sini",terus nanti muncul arti dari vocabulary itu Miss. Biasanya vocabulary yang udah saya cari tadi, terus saya dengarkan suara pengucapannya Miss. Di aplikasi online dictionary itu ada suara untuk mendengarkan cara pengucapan dari vocabulary itu Miss jadi saya paham artinya terus juga paham cemana cara ngucapkannya.* (S1.-Int. -Cu.)

The data above means that, when the student has got the new vocabulary that student looking for, then the student listened to the pronunciation of the vocabulary which is available in the online dictionary application. Listened to the vocabulary pronunciation means that the student has done the understanding comprehensive by using an online dictiory.

The student has done the comprehensive understanding by ulitizing the features in the online dcitionary application that is by listneting to the pronunciation of the vocabulary that the student has found. The student listened to the pronunciation of the vocabulary in a way, when the vocabulary that the student is looking for appears, the pronunciation of the vocabulary also appears. Then the student press the button to *play the sound* to hear the pronunciation of the English vocabulary.

The student has done the comprehensive understanding because the student wants to understand more deeply about the English vocabulary. So, the student listened to the pronunciation of the Englush vocabulary to improve the student's mastery of the English vocabulary knowledge. This is also useful for increasing students' ability in speaking English.

The first data is supporting the following data :

Lalu siswa menemukan arti dari vocabulary baru yang dicari tersebut beserta cara pengucapannya. Siswa mendengarkan pronunciation dari vocabulary tersebut dan kemudian mengulang-ulang mendengarkan cara mengucapkannya. (Obs.1- Cu)

It means that, the student found the meaning of the new vocabulary that the student looking for and how it is pronounced. The student has listened to the pronunciation of the vocabulary and then listen repeatedly how to pronounce it.

The student listened to the pronunciation of the vocabulary repeatedly. The student listened to the pronunciation repeatedly and also trains herself to pronounce the vocabulary. The student listened to the pronunciation of the vocabulary repeatedly because the student wants to study harder so that the student can speak the vocabulary fluently.

The second data is supported by the following data. *"Setelah muncul beberapa kata, siswa memilih kata yang cocok untuk digunakan sebagai sinonim dari vocabulary tersebut dan mendengarkan cara pengucapan vocabulaary tersebut"* (Obs2.- Cu). The data means that,

after a few words appear, the student selected suitable words to be used as synonyms of the vocabulary and listened to the pronunciation of the vocabulary.

The student found the vocabulary that the student looked for, then the student listened to the pronunciation sound available in the online dictionary application. There are many ways to listen to the pronunciation of the vocabulary, but in this case, the student listened to the pronunciation of the vocabulary by using an online dictionary. The student listened to the pronunciation sound with pressed the sound button in the online dictionary application. The student listened to the pronunciation sound because the student wants to learn how to pronounce well about the English vocabulary.

9. Motivation to Memorize

Motivation to memorize is a driving energy that arises in the student consciously or unconsciously to take an action in order to make the student memorize something. There are many things that can motivate the student to memorize such as the student wants to get the praise, to get a good grade, etc. In this case, the student used an online dictionary to help her in memorize the English vocabulary correctly. It can be seen in the following data:

> R   :*Terus dek, bagaimana kamu mengakhiri penggunaan online dictionary itu dalam belajar vocabulary?*
>
> S1   :*Kalo vocabulary yang saya cari udah siap semua, yauda kak terakhir saya tutup*

aplikasinya. Terus saya hafal-hafal vocabulary
itu sampek saya ingat Miss. (S1.-Int. – Mm).

The data above means that, when the student has finished working on all the assigment given by the teacher and there is nothing that the student is looking for , the next process is closed and exit the online dictionary application. The student exits of the online dictionary application and then the student memorized the vocabulary the student has learned.

The student has memorized the English vocabulary by utulizing the use of an online dictionary application. After in the previous the student has got the meaning of the vocabulary and there is a way to pronounce it, this is make it easier for the student to memorize the English vocabulary. The student memorized the vocabulary by writing the vocabulary that the student has obtained into the exercise book and then the student memorized the vocabulary until the student remembered it outside of the student's head.

The motivation of the student to memorize the English vocabulary arised because the student wanted to increas her mastery of the English vocabulary and can apply it in the student's daily lives.

The first data is supporting the following data :"*Setelah siswa menyelesaikan tugasnya, siswa menutup aplikasi online dictionary tersebut*" (Ob1. Mm) . The data means that, after the student completed the assignment given by the teacher, then the student close the online dictionary application.

The student completed all the assignments given by the teacher, aster that the student closed the online dictionary application. The student closed

the online dictionary application by logging out of the application. The student closed the application because the student has finished using the online dictionary application in English vocabulary learning.

The second data is supporting by the following data :

> R   :*Untuk proses akhir si S1 dalam menggunakan online dictionary di pembelajaran vocabulary, seperti apa Miss?*
>
> T   :*Jika sudah selesai mengerjakan tugas yang harus dicari, ya ditutup aplikasi online dictionary tersebut, kemudian iswa-siswa lanjut memahami ulang apa yang telah mereka kerjakan.* (T.-Int.-Mm).

The data above means that, if the student has finished working on an assignment that must be looked for, then the online dictionary application is closed, after that the student re-understand what they had learn.

The student closed the application and then the student re-understand the material that has been studied by the student. Student re-understanding, memorizing, and also practicing how to pronounce the English vocabulary that has been learned by the student. The student re-understanding the material in order to the knowledge got by the student is useful in students' daily life.

B. Discussion

In this section, the researcher tried to discuss the findings of the process of using an online dictionary by the student in English vocabulary learning by relating with the relevant references. The research findings of this research, there

are 9 findings, such as: (1) Respecting Others, (2)Obidience, (3)Curiosity, (4)Ability Measuring, (5)Learning Assistant, (6) Independent Learning, (7) Responsibility,(8)Comprehensive Understanding, and (9)Motivation to Memorize.

The finding of this reseach is supporting by the theory according to Robert said in the findings of his research that, the users opinion about the specification and actual performance measurement of the online dictionary, (1) Pronunciation Information, (2) Meaning Indication, (3) Ussage Labelling, (4) Grammatical Information, (5) Spelling, (6) Collocations and Words with Similar Meaning, (7) Semantically Related Words, (8) Types of Headwords, and (9) Word Formation[41]. The opinion of users about the online dictionary in that research is related with this study, because there are several specifications that the online dictionary has the ability to provide the pronunciation information, words with similar meaning, meaning indication, and also grammatical information.

Loucky, online dictionary is very interesting for EFL learners because there are many benefits provided by the online dictionary especially for EFL learners. The online dictionary helps to make EFL learners easier in reading, writing, speaking, and word pronunciation tasks in listening and speaking tasks[42]. From the statement, it is clear that EFL learners are very interested in learning English by using an online dictionary application, because of the many benefits obtained from using an online dictionary. The benefits that can be felt by EFL

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[41] Robert, L, (2015), Research Into the Use of Online Dictionaries : International Journal of Lexicography, Vol.28 No. 2, p.245 – 246

[42] John,P,L, (2010), *Comparing Electronic Dictionary Functions and Use, CALICO Journal*, 28(1), p. 156-174.

learners such as making it easy for EFL learners in speaking skills, listening skills, reading skills, etc.

Similar with the finding of Elola, et al, respondents in the research stated that when they did their reading and writing tasks, they could not only look for single words, but also look for the contextual meaning of phrases[43]. The statement has proven that this online dictionary application is multifunctional. In addition to finding the meaning of the vocabulary, the online dictionary application also contains various kinds of phrases, idiom and how to use them in the sentences.

Li jin stated that, the use of the online dictionary in this era has become a trend among EFL learners because an online dictionary is an application that can be used for all kinds of works sudh as online homework in reading, writing, speaking, and listening. The online dictionary also has great potential in helping EFL learners to learn independently. Although this online dictionary application still has waeknesses, the online dictionary is very effective for EFL learners to learn English[44]. From that statment it is true that for EFL learners, the online dictionary application is indeen a trend at this time. That is because the online dictionary can also be used for all homework that is done by online related to the English learning.

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[43] Elola, et al, (2008), Dictionary use and vocabulary choices in L2 writing. Estudios de Linguistica Inglesa Aplicada, 8, p. 63-89.

[44] Li, J., Deifell, E, (2013), Foreign Language Learners' Use and Perception of Online Dictionaries: A Survey Study. *MERLOT Journal of Online Learning and Teaching.* 9(4),p.525..

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this research, it could be concluded that, there was 9 findings of the process of an online dictionary by the student in learning English vocabulary, namely (1) respecting others, (2) obedience, (3) curiosity, (4) ability measuring, (5) learning assistant, (6) independent learning, (7) responsibility, (8) comprehensive understanding, and (9) motivation to memorize.

The process of using an online dictionary in English vocabulary done by the student are first the student answers the opening greeting from the teacher to open the class meetinng, after the student answered the opening greeting, then the student confirms the attendance list that provided by the teacher in the group chat. After that, the teacher sent the material about English vocabulary and the student downloads the material and receives it. The student red the material to discussed with the teacher and other friends. After that, the teacher gave a task for the student to find out the unfamiliar vocabulary in the reading text. Then the student used an online dictionary to find out the meaning of the unfamiliar vocabulary. For the second meeting, the student have done the task and the student listened the pronunciation of the vocabulary to improve her insight in English vocabulary. After the student finished the task and listened the pronunciation of the vocabulary, the student asnwered th eclosing greeting that the teacher said before to the student. With the closing greeting, it means that the process English vocabuary learning is finished.

The online dictionary usage was very helpful for the student in the English vocabulary learning process. This is because the online dictionary application has specifications and abilities that can make it easier for the student to to her task such as pronunciation information, synonym, idioms, etc.

B. Suggestion

The researcher has some suggestion for the student, and other researcher. The suggestions are bellow:

1. For the student
   a. The student should prepare the material first before the student join to the English vocabulary learning class.
   b. The student should pay more attention to the material and discussion sessions.
   c. Student should be more active in the English vocabulary learning proces

2. For the other researcher

   This research is about the process of using an online dictionary by the student in English vocabulary learning. It is expected for the other researcher that this research can be used as reference for the next research of the other focus.

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APPENDIX 1

FIELD NOTE (Catatan Lapangan)

Waktu : 24 September 2020

Tempat : Rumah Siswa

Observer : Nabilah Yumni

Deskripsi	Catatan Pinggir	Refleksi
Proses belajar di mulai pada pukul 08.00 WIB dan dimulai dengan guru memberikan salam pembuka kepada siswa, " Assalamualaikum, wr, wb. Selamat Pagi anak-anak yang Ibu sayangi...." dan kemudian siswa menjawab salam yang diberikan guru dengan mengucapkan "Waalaikumussalam wr,wb. Selamat pagi Bu..". Kemudian guru memberi isntruksi kepada siswa untuk mengisi list daftar hadir melalui WhatsApp dan siswa pun mengisi list daftar hadir yang diberikan guru sebagai bentuk konfirmsi kehadiran siswa. Kemudian setelah siswa selesai mengisi daftar	1. Siswa mengucapkan salam 2. Siswa mengisi list daftar hadir 3. Guru mengirim video presentasi 4. Siswa menyimak dan memahami materi 5. Guru membuka sesi tanya jawab 6. Guru memberi teks bacaan 7. Siswa diberi tugas untuk mencari unfamiliar vocabulary 8. Siswa membaca teks	

hadir, guru mengirim video presentasi yang berisi materi pembelajaran tepatnya pembelajaran vocabulary. Kemudian siswa menerima video yang dikirim oleh guru dan siswa diminta untuk menyimak dan memahami video yang diberikan oleh guru, kemudian siswa diberikan waktu untuk sesi tanya jawab dan diskusi mengenai materi yang telah diberikan. Sesi tanya jawab tentang materi pembelajaran dilakukan via grup chat WhatsApp. Siswa bertanya mengenai materi untuk memastikan apakah yang dipahaminya itu sudah tepat. Setelah tanya jawab selesai, siswa diberi teks bacaan oleh guru dan siswa diberi tugas untuk mencari vocabulary yang belum diketahui oleh siswa. Siswa mulai menegerjakan tugas yang diberikan oleh guru. Pertama, siswa membaca teks dengan seksama. Kemudian siswa mulai mencari vocabulary yang	dengan seksama 9. Siswa menemukan vocabulary 10. Siswa menggunakan online dictionary 11. Siswa membuka aplikasi online dictionary 12. Siswa mengetik vocabulary yang dicari 13. Siswa mendengarkan pronunciation dari vocabulary tersebut 14. Siswa menuliskan arti vocabulary ke dalam buku latihan 15. Siswa menutup apliksi online dictionary 16. Siswa mengambil gambar hasil kerjanya 17. Siswa mengirim hasil kerjanya kepada guru 18. Proses belajar berakhir pukul 09.00

unfamiliar baginya. Setelah siswa menemukan beberapa vocabulary tersebut, siswa menggunakan online dictionary untuk membantu dalam proses belajar. Proses awalnya, siswa membuka aplikasi online dictionary. Setelah itu siswa memasukkan atau mengetik vocabulary yang ingin dicarinya. Lalu siswa menemukan arti dari vocabulary baru yang dicari tersebut beserta cara pengucapannya. Siswa mendengarkan pronunciation dari vocabulary tersebut dan kemudian mengulang-ulang mendengarkan cara mengucapkannya. Siswa menuliskannya ke dalam buku latihan. Setelah vocabulary-vocabulary telah selesai dicari dan ditulis di buku latihan, siswa menutup aplikasi online dictionary tersebut. Kemudian siswa mengambil gambar hasil kerjanya tersebut dan mengirim hasil kerjanya kepada gurunya. Untuk pertemuan pertama proses belajar vocabulary		

dengan menggunakan online dictionary berakhir pada pukul 09.00 WIB. Proses belajar diakhiri dengan ucapan salam yang diberikan oleh guru dan kemudian siswa menjawab salam dengan mengucapkan " Waalaikumussalam wr,wb".		

FIELD NOTE (Catatan Lapangan)

Waktu   : 29 September 2020

Tempat   : Rumah Siswa

Observer   : Nabilah Yumni

Deskripsi	Catatan Pinggir	Refleksi
Hari ini adalah hari ke dua peneliti melakukan observasi proses belajar vocabulary oleh siswa dengan menggunakan online dictionary. Peneliti berangkat dari rumah pada pukul 09.20 WIB karena pada pertemuan hari ini, kelas akan dimulai pada pukul 10.00 WIB. Peneliti sampai di rumah siswa pada pukul 09.40 WIB dan peneliti dipersilahkan masuk ke dalam rumah siswa. Proses belajar dimulai dengan ucapan salam pembuka oleh guru dan kemudian siswa menjawab ucapan salam guru dengan mengucapkan "Waalaikumussalam wr,wb. Good Morning Miss". Sama halnya dengan pertemuan sebelumnya, siswa diminta untuk mengisi list daftar hadir sebagai bukti siswa mengikuti proses pembelajaran pada pertemuan tersebut.	1. Guru mengucapkan salam pembuka 2. Siswa diminta untuk mengisi list daftar hadir 3. Guru mengirim materi pembelajaran 4. Siswa diminta untuk membaca dan memahami materi 5. Guru memberi kesempatan siswa untuk bertanya 6. Siswa bertanya kepada guru seputar materi 7. Siswa diberi tugas membuat 10 kalimat dengan menggunakan	

Materi pembelajaran dikirim oleh guru melalui grup chat WhatsApp dan siswa diminta untuk mendownload materi yang dikirim oleh guru. Siswa diminta untuk membaca dan memahami materi tersebut. Siswa bertanya kepada guru seputar materi. Kemudian siswa menanyakan hal yang belum dipahaminya kepada guru seputar materi.	idiom
	8. Siswa mulai mengerjakan tugasnya dengan menggunakan online dictionary
Pada pertemuan ini masih membahas tentang vocabulary. Siswa diberi tugas untuk membuat 10 kalimat dengan menggunakan idiom. Siswa mulai mengerjakan tugas tersebut dengan memanfaatkan penggunaan online dictionary yang disarankan oleh guru.	9. Siswa membuka aplikasi online dictionary
	10. Siswa mencari dengan mengetik idiom yang tersedia di online dictionary
Pertama siswa membuka aplikasi online dictionary, kemudian siswa mencari dengan mengetik idiom yang tersedia pada aplikasi tersebut. Setelah siswa menemukan 10 idiom, siswa mendengarkan bagaimana cara mengucapkannya. Step selanjutnya, siswa membuat kalimat dengan menggunakan	11. Siswa menemukan idiom
	12. Siswa mendengarkan pronunciation dari idiom tersebut
	13. Siswa membuat kalimat dengan idiom tersebut
	14. Siswa menuliskan kalimat tersebut ke

idiom tersebut dan menuliskannya pada buku latihan. Setelah siswa menyelesaikan tugasnya, siswa menutup aplikasi online dictionary tersebut. Siswa mengumpul tugas yang telah dikerjakannya dengan cara mengambil gambar pada tugas tersebut kemudian dikirimkan kepada gurunya. Proses belajar vocabulary dengan menggunakan online dictionary pada pertemuan hari ini berakhir pada pukul 11.00 WIB dengan ucapan salam penutup yang diucapkan oleh guru.	dalam buku latihan 15. Siswa menutup aplikasi online dictionary 16. Siswa mengambil gambar pada hasil kerjanya 17. Siswa mengumpulkan tugas dengan mengirim foto hasil kerjanya kepada guru	

FIELD NOTE (Catatan Lapangan)

Time : 01 Oktober 2020

Place : Rumah Siswa

Observer : Nabilah Yumni

Deskripsi	Catatan Pinggir	Refleksi
Pada hari ini proses belajar dimulai pada pukul 08.00 WIB secara daring. Seperti biasa proses belajar dimulai dengan ucapan salam oleh guru, "Assalamualaikum wr,wb" kemudian siswa menjawab salam dari guru, " Walaikumussalam wr,wb" . Selanjutnya pengisian list daftar hadir oleh siswa sebagai bukti bahwa siswa mengikuti proses belajar vocabulary bahasa Inggris pada hari ini.

Untuk pertemuan ke tiga pada proses belajar siswa dalam menggunakan online dictionary pada pembelajaran vocabulary ini, siswa diberi materi oleh guru melalui video presentasi, kemudian siswa diminta untuk mencermati dan memahami materi yang diberikan. Dalam belajar vocabulary kali ini, guru membahas tentang sinonim kata. | 1. Proses belajar dimulai dengan ucapan salam dan pengisian list daftar hadir oleh siswa
2. Siswa diberi materi oleh guru melalui video presentasi
3. Siswa diminta untuk mencermati dan memahami materi
4. Guru membahas materi vocabulary khususnya sinonim kata
5. Siswa selesai memahami materi yang diberikan
6. Guru memberi kesempatan kepada | 1. Siwa paham dengan materi
2. Siswa bingung memilih kata |

Setelah siswa selesai memahami materi yang diberikan, siswa diberi kesempatan oleh guru untuk bertanya tentang hal yang kurang jelas. Siswa mempertanyakan hal yang kurang dipahaminya seputar materi yang disampaikan. Kemudian siswa diberi tugas oleh guru untuk mencari sinonim dari vocabulary yang diberikan oleh guru. Siswa terlihat sudah memahami materi dan mulai mengerjakan tugas yang diberikan.	siswa untuk bertanya
	7. Siswa diberi tugas untuk mencari sinonim kata dari vocabulary yang diberikan guru
	8. Siswa terlihat sudah memahami materi yang diberikan
Pertama siswa menyiapkan buku latihan dan alat tulis lainnya, kemudian siswa membuka aplikasi online dictionary sebagai media pembantu dalam proses belajar vocabulary. Tahap selanjutnya, siswa mencari arti dari vocabulary tersebut agar mudah untuk mencari sinonim dari vocabulary yang diberikan guru. Setelah siswa menemukan dan mengetahui arti dalam bahasa indonesia dari kata tersebut, siswa mengubah tombol pertukaran bahasa	9. Siswa menyiapkan alat tulis
	10. Siswa membuka aplikasi online dictionary
	11. Siswa mencari arti dari vocabulary
	12. Siswa menemukan dan mengetahui
	13. Siswa mengubah pengaturan pertukaran bahasa
	14. Siswa mengetik vocabulary yang

menjadi Indonesia > English. Kemudian siswa mengetikkan vocabulary dalam bahasa Indonesia untuk menemukan sinonim dari kata tersebut. Begitu untuk selanjutnya, siswa mengubah pertukaran bahasa lagi English>Indonesia. Setelah muncul beberapa kata, siswa memilih kata yang cocok untuk digunakan sebagai sinonim dari vocabulary tersebut dan mendengarkan cara pengucapan vocabulaary tersebut. Dalam mengerjakan tugas ini, siswa terlihat bingung dalam memilih pilihan kata yang tersedia di online dictionary tersebut. Siswa menuliskan sinonim dari vocabulary tersebut ke dalam buku latihan. Setelah siswa menyelesaikan tugasnya, siswa menutup aplikasi online dictionary dan megambil gambar dari hasil kerjanya tersebut untuk diberikan kepada guru. Proses pembelajaran hari ini berakhir pada pukul 09.00 WIB. Proses pembelajaran vocabulary bahasa Inggris dengan menggunakan aplikasi	dicarinya 15. Siswa mendengarkan pronunciation dari vocaulary 16. Siswa terlihat bingung dalam memilih pilihan kata yang tersedia di online dictionary 17. Siswa menuliskan ke dalam buku latihan 18. Siswa menyelesaikan tugasnya 19. Siswa menutup aplikasi online dictionary 20. Siswa mengambil gambar hasi kerjanya 21. Siswa mengirim foto hasil kerjanya	

online dictionary diakhiri dengan ucapan salam penutup oleh guru dan siswa menjawab salam penutup tersebut.	kepada guru.	

APPENDIX II

TRANSCRIPT OF INTERVIEW

Waktu/ Tanggal   : 24 September 2020

Tempat   : Student house

Interviewer   : Nabilah Yumni (Researcher : R)

Interviewee   : Student 1 (S1)

R   : Bolehkah saya wawancara dengan kamu sebentar?

S1   : Boleh Miss

R   : Saya ingin mewawancarai kamu tentang bagaimana proses kamu

           menggunakan online dictionary dalam belajar vocabulary. Bisa kita

           mulai sekarang ?

S1   : Bisa Miss

R   : Bagaimana proses awal kamu menggunakan online dictionary dalam

           belajar vocabulary?

S1   : Jadi awalnya kan dapat tugas dari guru untuk mencari vocabulary yang

           belum diketahui di dalam teks, terus karena guru menyarankan murid

           untuk menggunakan online dictionary jadi kami menggunakan aplikasi

           itu Miss. Pertama saya aktifkan paket data saya, terus setelah paket data

           saya aktif, saya buka aplikasi online dictionary nya Miss.

R   : Apakah online dictionary tersebut hanya bisa digunakan dengan paket

           data? Kalau paket datanya offline bagaimana?

S1   : Bisa Miss kalo offline, tapi vocabulary yang ada di kamus itu terbatas.

           Kadang kalo offline, saya gak bisa cari kata yang susah. Tpi kalo online,

           vocabularynya gak terbatas Miss.

R : Terus bagaimana untuk pelaksanaan proses belajar kamu menggunakan online dictionary tersebut?

S1 : Kalo proses nya pake online dictionary itu Miss, vocabulary yang sudah saya cari yang belum saya ketahui itu saya cari di online dictionary. Saya ketik di kolom "masukkan kata di sini", terus nanti muncul arti dari vocabulary itu Miss. Biasanya vocabulary yang udah saya cari tadi, terus saya dengarkan suara pengucapannya Miss. Di aplikasi online dictionary itu ada suara untuk mendengarkan cara pengucapan dari vocabulary itu Miss jadi saya paham artinya terus juga paham cemana cara ngucapkannya.

R : Selain ada suara pengucapan dari vocabulary itu, fitur apalagi yang tersedia di aplikasi online dictionary itu?

S1 : Ada vioce note nya juga Miss. Jadi kalo saya males untuk ngetik, saya bilang aja apa yang mau saya cari.

R : Oh seperti itu, terus apalagi yang ada di aplikasi itu?

S1 : Ada banyak idiom juga Miss. Jadi saya bisa belajar banyak vocabulary baru, misalnya "Apple in my eye" artinya "kesayangan". Pokoknya banyak la Miss idiom-idiom.

R : Terus dek, bagaimana kamu mengakhiri penggunaan online dictionary itu dalam belajar vocabulary?

S1 : Kalo vocabulary yang saya cari udah siap semua, yauda kak terakhir saya tutup aplikasinya. Terus saya hafal-hafal vocabulary itu sampek saya ingat Miss.

R : Oke dek, kalau begitu terimaksaih ya waktunya untuk wawancara ini

S1 : Sama-sama Miss.

Waktu/Tanggal   :24 September 2020

Tempat   : Student house

Interviewer   : Nabilah Yumni (Researcher : R)

Interviewee   : Student 2 (S2)

R   : Selamat siang. Boleh saya wawancara sebentar?

S2   : Boleh Miss

R   : Apakah benar kamu dan S1 adalah teman dekat?

S2   : Benar Miss, kami berteman dekat ada 5 orang.

R   : Oh begitu. Apakah kamu tau bagaimana proses belajar si S1 ?

S2   : Tau Miss. Kami sering belajar sama-sama Miss

R   : Kalau begitu, apakah kamu tau bagaimanakah S1 mengawali proses

         belajar vocabulary dengan menggunakan online dictionary?

S2   : Biasanya Miss harus aktifkan paket data dulu, terus ya buka aplikasi

         online dictionary nya Miss

R   : Lalu untuk proses dia mengerjakan tugasnya atau belajarnya, bagaimana

         pelaksanaannya?

S2   : Kan kami dikasih tugas sama guru kami mencari vocabulary yang belum

         diketahui di teks yang dikasih guru Miss, terus biasanya si S1 ya

         diketiknya di online dictionary itu kata-kata yang mau dicarinya Miss.

R   : Terus bagaimana proses akhirnya dia mengakhiri aplikasi itu sewaktu

          belajar vocabulary?

S2   : Kalo kata-kata yang mau dicari itu udah muncul, yauda Miss abis itu dia

salin ke buku latihannya. Terus biasanya dia suka dengarin suara

pengucapan dari vocabulary itu Miss. Abis itu dia juga latihan cara

mengucapkannya, diulang-ulang aja sama dia sampek dia paham. Kalo

 udah selesai, ditutup lah aplikasi online dictionary nya Miss.

TRANSCRIPT OF INTERVIEW

Waktu / Tanggal   : 24 September 2020

Tempat   : Student house

Interviewer   : Nabilah Yumni (Researcher : R)

Interviewee   : Student 3 (S3)

R   : Selamat siang, apakah saya bisa wawancara sebentar?

S3   : Selamat siang juga Miss. Bisa Miss.

R   : Apakah benar kamu berteman dekat dengan S1 ?

S3   : Benar Miss

R   : Apakah kalian sering belajar bersama?

S3   : Sering Miss, biasa kami belajar sama-sama di rumahnya Miss

R   : Kalau begitu, apakah kamu tau bagaimana proses awal dia menggunakan

           online dictionary dalam belajar vocabulary?

S3   : Tau Miss

R   : Bisakah kamu jelaskan bagaimana proses awalnya?

S3   : Biasanya kan dikasih materi sama guru , terus ada dikasih tugas tentang

           vocabulary. Setelah itu baru lah dia pake aplikasi online dictionary itu

           Miss. Awalnya kalo mau pake online dictionary itu Miss, dia aktifkan

dulu paket datanya abis itu dia buka

aplikasi online dictionary itu Miss.

R : Setelah itu, bagaimana proses dia melaksanakan penggunaan online

dictionary itu dalam belajar vocabulary?

S3 : Vocabulary yang mau dicarinya itu diketikkan di kolom itu Miss. Terus

nanti muncul arti dari vocabulary yang dicarinya itu. Biasanya dia suka

dengerin berulang-ulang suara cara pengucapannya Miss, katanya biar

dia paham.

R : Lalu setelah semua vocabulary selesai dicari, bagaimana proses dia

mengakhiri penggunaan online dictionary dalam belajar vocabulary?

S3 : Kalo udah siap semua vocabulary yang mau dicari, yauda Miss

ditutupnya aplikasi online dictionary, setelah itu dia menghafal

vocabulary nya.

R : Baiklah kalau begitu, terimakasih atas waktunya untuk wawancara ya

S3 : Iya Miss, sama-sama

TRANSCRIPT OF INTERVIEW

Waktu/Tanggal   : 24 September 2020

Tempat   : Rumah Siswa

Interviewer   : Nabilah Yumni (Researcher : R)

Interviewee   : Student 4 (S4)

R   : Selamat siang, apakah daya bisa wawancara sebentar?

S4   : Selamat siang juga Miss, bisa Miss.

R   : Saya dengar katanya kamu tean dekat si S1 ya?

S4   : Iya Miss, kenapa Miss?

R   : Saya ingin mengetahui proses belajar si S1. Apakah kalian sering belajar

          bersama?

S4   : Gak sering sih Miss, kadang-kadang aja kalo saya gak ada paket Miss.

          Soalnya di rumah si S1 ada Wi-Fi Miss.

R   : Kalau begitu, apakah kamu tau bagaimana proses awal si S1

          menggunakan online dictionary dalam belajar vocabulary?

S4   : Kalau prosesnya sama aja sih Miss kayak yang kami lakukan juga.

          Pertama kan setelah dikasih tugas sama guru, terus untuk vocabulary

          yang kami gak ngerti itu dicari di online dictionary Miss.

R   : Terus untuk proses selanjutnya bagaimana?

S4   : Yauda Miss vocabulary yang belum diketahui itu diketik di online

          dictionary itu kan Miss. Terus nanti muncul lah arti dari vocabulary itu

          Miss. Kalo ada tugas idiom bisa dicari disitu juga Miss. Pokoknya di

          online dictionary itu banyak vocabulary Miss.

R   : Berarti sangat bermanfaat ya untuk pembelajaran vocabulary. Kemudian

kamu tau gak bagaimana proses akhir si S1 menggunakan online

dictionary dalam belajar vocabulary?

S4   : Yang saya tau Miss, kalo si S1 udah selesai ngerjain tugas dengan

menggunakan online dictionary, ditutup lah aplikasi nya Miss. Terus abis

itu dia menghafal-hafal yang udah dipelajarinya itu Miss. Soalnya dari

kami ni ya Miss yang rajin belajar Cuma dia Miss. Dia pintar juga

orangnya.

R   : Baiklah kalau begitu. Terimakasis atas informasinya ya dek.

S4   : Iya Miss sama-sama.

TRANSCRIPT OF INTERVIEW

Waktu/Tanggal   : 29 September 2020

Tempat   : Sekolah

Interviewer   : Nabilah Yumni (Researcher : R)

Interviewee   : Teacher (T)

R   : Selamat Pagi Miss

T   : Selamat Pagi juga

R   : Miss, apakah saya boleh minta kesediaan waktunya sebentar untuk

           wawancara Miss?

T   : Boleh, wawancara tentang apa itu?

R   : Saya ingin wawancara tentang proses belajar siswa dengan menggunakan

           online dictionary dalam belajar vocabulary Miss. Nah, saya ingin meneliti

           satu siswa yaitu si S1 Miss.

T   : Oh iya silahkan

R   : Begini Miss, seperti yang saya ketahui bahwa dalam belajar vocabulary

           Miss menyarankan siswa untuk menggunakan online dictionary. Apakah

           benar seperti itu Miss?

T   : Iya benar. Saya menyarankan siswa untuk menggunakan online

           dictionary dalam proses belajar vocabulary. Karena aplikasi tersebut

           cukup membantu siswa dalam belajar vocabulary.

R   : Baik Miss. Kalau begitu, apakah Miss tau bagaimana si S1 mengawali

           proses belajar vocabulary dengan menggunakan online dictionary?

T   : Detailnya mungkin tidak bisa saya jelaskan. Tapi siswa-siswa saya

           termasuk si S1 selalu saya sarankan untuk mengikuti panduan dari saya

dalam proses belajar. Dalam pembelajaran Bahasa Inggris kan siswa diharapkan untuk bisa menguasai vocabulary, jadi dalam setiap pertemuan saya selalu memberikan vocabulary yang harus mereka kuasai. Nah, biasanya minimal 10 vocabulary yang saya berikan kepada

siswa untuk mereka hafalkan. Untuk membantu siswa dalam proses belajar nya saya menyarankan online dictionary, di aplikasi itu banyak vocabulary yang tersedia beserta cara pengucapannya. Jadi harapan saya itu bisa membantu mereka. Kalau untuk mengawali proses penggunaannya, harus terhubung dengan internet agar vocabulary yang tersedia itu tak terbatas. Kemudian ketik saja vocabulary yang ingin dicari.

R : Baik Miss. Selain dilengkapi dengan cara pengucapannya, fitur apa lagi yang ada di online dictionary tersebut Miss?

T : Selain cara pengucapannya, ada juga voice note nya jadi kita bisa mencari kata hanya dengan merekam suara kita. Kemudian online dictionary ini kan hanya dua bahasa yaitu bahasa Inggris dan bahasa Indonesia, ini bisa ditukar sesuai keinginan kita.

R : Selain itu, apakah ada lagi kelebihan online dictionary ini Miss?

T : Oh iya, di online dictionary ini banyak idiom nya. Jadi siswa juga bisa belajar bagaimana mengungkapkan suatu hal dengan kata-kata yang lain, bukan hanya dengan kata-kata yang biasa disebutkan. Seperti : Apple in my eye , a cold fish, a hill of beans, dll.

R : Kemudian Miss, bagaimana si S1 dalam proses pelaksanaan penggunaan online dictionary dalam belajar vocabulary?

T : Ketika vocabulary yang kita cari sudah kita ketik di kolom "Masukkan kata di sini", lalu nanti arti dari vocabulary itu muncul beserta cara pengucapannya. Nah, biasanya saya sarankan kepada siswa-siswa saya

termasuk S1 untuk mendengarkan berulang ulang cara pengucapannya itu supaya mereka paham apalagi di saat pandemi seperti ini yang mereka harus belajar dari rumah. Jadi mereka tetap paham vocabulary yang mereka pelajari.

R   : Untuk proses akhir si S1 dalam menggunakan online dictionary di pembelajaran vocabulary, seperti apa Miss?

T   : Jika sudah selesai mengerjakan tugas yang harus dicari, ya ditutup aplikasi online dictionary tersebut, kemudian siswa-siswa lanjut memahami ulang apa yangtelah mereka kerjakan.

R   : Baik Miss, mungkin itu saja yang bisa saya tanyakan dalam wawancara ini Miss. Terimakasih ya Miss untuk kesediaan waktunya. Maaf mengganggu ya Miss.

T   : Sama-sama ya, senang bisa membantu.

APPENDIX III

Documentation

Observation day 1 , school from home

Observation day 2, school from home

Observation day 3, school from home

BIOGRAPHY

Name   : Nabilah Yumni

NIM   : 0304163182

Place & Date of Birth : Laras, 22 Juni 1998

Adress   : Jl. Paasar II Bahapal, Desa Naga Jaya 1, Kec. Bandar

                              Huluan Kab. Simalungun, Prov. Sumatera Utara

Marital Status   : Single

Title   : The Process of Using Online Dictionary by the Student in

                              Learning English Vocabulary at Eleventh Grade Student

                              of SMKS Prama Artha Jaya Kab Simalungun

Advisor I   : Prof. Dr. Didik Santoso, M.Pd,

Advisor II   : Drs. H. Achmad Ramadhan, MA,

Father's Name   : Sutiman

Mother's Name   : Wiratni

Email   : yumninabilah22@gmail.com

Hobby   : Cooking

Educational Background   :

- TK./TP. Al-Qur'an Al- Ihsan Simalungun
- SDS Alwashliyah Bandar Huluan
- SMP Negeri 1 Dolok Batu Nanggar
- SMK Swasta Prama Artha Bandar Huluan

Nomor	: B-11192/ITK/ITK.V.3/PP.00.9/09/2020	17 September 2020
Lampiran	: -	
Hal	: **Izin Riset**	

Yth. Bapak/Ibu Kepala SMK Swasta Prama Artha Jaya

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	:	**Nabilah Yumni**
NIM	:	**0304163182**
Tempat/Tanggal Lahir	:	**Laras, 22 Juni 1998**
Program Studi	:	**Pendidikan Bahasa Inggris**
Semester	:	**IX (Sembilan)**
Alamat	:	**JL. PASAR II, DESA NAGA JAYA 1, KEC. BANDAR HULUAN Kelurahan NAGA JAYA 1 Kecamatan BANDAR HULUAN**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMK Swasta Prama Artha Jaya , guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Process of Using Online Dictionary by the Students in Learning English Vocabulary at SMKS Prama Artha Jaya Kab Simalungun

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 17 September 2020
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris

Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

SMK SWASTA PRAMA ARTHA
(SEKOLAH MENENGAH KEJURUAN)

Pasar II Desa Nagajaya I
Kecamatan: Bandar Huluan – Kabupaten Simalungun – Propinsi Sumatera Utara
Telp. (0622) – 64261– Kode Pos 21155 email : smkpramaartha@yahoo.co.id

Nomor   : 421.5/1050/SMK-PA/X/2020
Lampiran : -
Perihal   : Pemberian Izin Riset

Kepada Yth.
a.n Dekan
Ketua Program Studi Pendidikan Bahasa Inggris
Di

        Tempat.

    Membalas surat saudara tanggal 07 September 2020 No. B-11192/ITK/ITK.V.3/PP.00.9/09/2020 perihal Permohonan Izin Riset, maka dengan ini menyampaikan bahwa kami bersedia memberi Izin Riset di SMK Swasta Prama Artha Bandar Huluan kepada Mahasiswa yang bernama :

No	Nama	NIM	Program Studi
1	NABILAH YUMNI	0304163182	Pendidikan Bahasa Inggris

    Demikian surat balasan ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Naga Jaya I, 01 Oktober 2020
Kepala SMK Swasta Prama Artha

RIDAYANA, S.Pd. MM