

**THE PRACTICALITY OF GOOGLE DICTIONARY FOR VOCABULARY
RETENTION AMONG EFL UNDERGRADUATE STUDENTS**

(A study at UIN Ar-Raniry)

THESIS



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THESIS

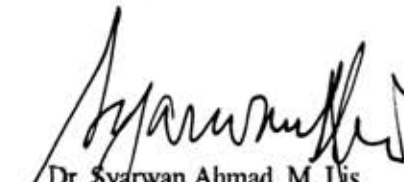
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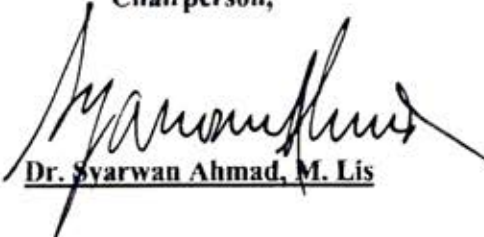
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TABLE OF CONTENTS

ACKNOWLEDMENT	i
TABLE OF CONTENTS.....	iv
LIST OF TABLES	vi
LIST OF FIGURES	vii
LIST OF APPENDICES	viii
ANTI PLAGIARISM DECLARATION.....	ix
ABSTRACT	x

CHAPTER I: INTRODUCTION

A. Background of the Study.....	1
B. Research Questions	3
C. The Aims of Research	3
D. The Significance of Study.....	3
E. Hypothesis	4
F. Terminology.....	4
G. Organization of The Research.....	6

CHAPTER II: LITERATURE REVIEW

A. Theoretical Descriptions	7
1. Dictionary.....	7
2. Vocabulary	15
B. Theoretical Framework	17
1. Review of Previous Study	17
2. Dictionary Use and Vocabulary Learning.....	21
3. Speed of Access and Word Retention	23

CHAPTER III: RESEARCH METHODOLOGY

A. Research Design.....	25
B. Research Setting	27
C. Research Participants.....	27
D. Instruments and Method of Data Collection	28
E. Data Analysis.....	32

CHAPTER IV: RESULT AND DISCUSSION

A. Research Findings 35
B. Discussions 45

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion..... 51
B. Suggestion 52

REFERENCES..... 53

APPENDICES

AUTOBIOGRAPHY

LIST OF TABLES

Table 4.1 The Table of Target Words List.....	36
Table 4.2 Unit 6 (control group) Students' Test Scores.....	38
Table 4.3 Unit 8 (experimental group) Students' Test Scores	39
Table 4.4 The Mean Rank of Immediate Recognition Test Between PD and GD Group.	41
Table 4.5 The Mann-Whitney U Test for Significant Different Between PD and GD Group.....	41
Table 4.6 The Mean Rank of Delayed Recognition Test Between PD and GD Group.	42
Table 4.7 The Mann-Whitney U Test for Significant Different Between PD and GD Group.....	42
Table 4.8 The Mean Rank of Immediate Meaning Test Between PD and GD Group.	43
Table 4.9 The Mann-Whitney U Test for Significant Different Between PD and GD Group.....	43
Table 4.10 The Mean Rank of Delayed Meaning Test Between PD and GD Group	44
Table 4.11 The Mann-Whitney U Test for Significant Different Between PD and GD Group.....	44

LIST OF FIGURES

Figure 3.1 Experimental Design.....	26
Figure 4.1 The Comparison of Each Students' Vocabulary Test Score in Control Group (Immediate and Delayed).....	46
Figure 4.2 The Comparison of Each Students' Vocabulary Test Score in Experimental Group (Immediate and Delayed).....	47

LIST OF APPENDICS

I.	Target Words Test (Instrument).....
II.	Reading Passage (Instrument).....
III.	Vocabulary Recognition Test (Instrument)
IV.	Vocabulary Meaning Test (Instrument).....
V.	Students' Vocabulary Test Answer (Paper Dictionary Group)
VI.	Students' Vocabulary Test Answer (Google Dictionary Group).....
VII.	Performing the Mann-Whitney U-test Using SPSS.....
VIII.	Appointment Letter of The Supervisor
IX.	Confirmation Letter of Conducting Research from Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.....
X.	Confirmation Letter of Conducting Research from Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.....
XI.	Autobiography



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ABSTRACT

The present study has been designed to investigate the practicality of Google Dictionary which is part of online dictionaries provided by technology today for vocabulary retention of EFL undergraduate students. Compared to the traditional dictionary (paper-based dictionary), the use of Google Dictionary is much more practical which is easier and faster to search the meaning of unfamiliar words. Hence, to see whether the Google Dictionary is practical for vocabulary retention as well, this study attempts to compare both types of dictionary in helping students to retain new vocabulary. The study employs the post-test only control group design, in which two groups studying 'Vocabulary and Pronunciation I', one in traditional setting that used Paper Dictionary (control group) and the other (experimental) used Google Dictionary to find the ten target words meaning. The participants were 55 English language learners whose native language is Indonesian language. They were asked to use the dictionary to finish the reading task and then were asked to answer the vocabulary tests immediately after the reading and also one week later or delayed test. The results indicate that although the Google Dictionary group quickly finish the reading task because of its practicality, it is not effective to help students to retain new vocabulary. On the other hand, spending more time working with Paper Dictionary seems to help students retain target words better. Therefore, the practicality function of Google Dictionary is not applicable when it comes to help participants in this study for vocabulary retention.

Keywords: *Dictionary, Vocabulary, Online Dictionary, Paper Dictionary, Word Retention, English, EFL*

CHAPTER I

INTRODUCTION

A. Background of Study

In this sophisticated era, technology seems to have a big impact in education world. The technology devices such as computers, laptops, and smartphones have become important part of students' everyday life, especially for those who are attending higher education. Those devices can also lead students to the internet which provide many resources to learn and gain more knowledges easily and fast, not to mention, to gain new vocabulary as well.

The development of smartphones and internet today's provide the language learners free and accessible dictionary whenever they need to use it to help them in their study, in this case the English study (Collins, 2016). For EFL undergraduate students, unknown words found in a reading passage become one of the challenges for them to understand the whole passages. From this perspective, we know that vocabulary becomes the most important part to gain in order to comprehend the reading text (Taj et al., 2017). Today, Google has provided online dictionary that is very practical to find the meaning of a word. However, this practical dictionary needs to be investigated more on its practicality in case of acquiring the vocabulary. Undergraduate students nowadays seems to be lazy to open their paper-dictionary to search for unknown words found in a reading passage. They tend to use their smartphone to access online dictionary since it is faster and easier to use. Even though they already use this kind of technology all this time, those students, still, sometimes when they read a text,

found so many unknown words that makes them hard to comprehend the whole text. In that case, the retention of the words seems to be in a short term memory so that even though they already found those words in many text before, ironically, they forget the meaning and need to search it again and again.

Therefore, in this study, the researcher applies experimental study with EFL undergraduate students at UIN Ar-Raniry as the research participants. In order to see the practicality of Google Dictionary among those students, the researcher make a comparative study between the use of Google Dictionary (GD) and Paper Dictionary (PD) for students to get and retain new vocabulary from a reading text. Chen (2011) investigated the effects of paper-based bilingual dictionaries versus online e-dictionaries in the retention of unknown words from a reading text and he concluded that e-dictionaries provide a stronger learning effect than paper dictionaries. Also, Dziemianko (2010) revealed that e-dictionary use is better than paper dictionary use for learning. However, based on my description about the problem before, we can see that the theory from both Chen and Dziemianko and the reality that happens in my education environment does not match.

The phenomenon encourage the researcher to establish a research under the title “The Practicality of Google Dictionary for Vocabulary Retention among EFL Undergraduate Students”. The researcher focuses on whether this online dictionary by Google can help students at UIN Ar-Raniry in the vocabulary retention of meaning longer than using the paper dictionaries.

B. Research Questions

Based on the description above, the researcher formulates research questions as follow :

1. Is Google Dictionary practical for EFL Undergraduate Students at UIN Ar-Raniry to retain new vocabulary?
2. How practical is Google Dictionary in helping students at UIN Ar-Raniry to retain vocabulary?

C. Research Aim

Based on the research questions, the aims of this study are:

1. To find out whether Google Dictionary is practical for EFL undergraduate students at UIN Ar-Raniry to retain new vocabulary.
2. To describe the practicality of Google Dictionary in helping the students at UIN Ar-Raniry to retain vocabulary.

D. Significance of Study

This study is hoped to be beneficial for any elements in higher education. For students, they are expected to wisely use the proper type of dictionaries to help them in acquiring new vocabulary. For teachers, it is expected that they give alternative contribution and information about the new strategies in teaching especially in teaching vocabulary. Therefore, for knowledge enrichment, it is wished that there will be many more practical ways to teach and learn vocabulary in the future.

E. Hypothesis

The hypothesis of this research is formulated as follows :

1. Null Hypothesis (H_0) : There is no significant difference between the use of Google Dictionary and Paper Dictionary in vocabulary retention for EFL undergraduate students.
2. Alternative Hypothesis (H_1) : There is a significant difference between the use of Google Dictionary and Paper Dictionary in vocabulary retention for EFL undergraduate students.

F. Terminology

This study contains some important terms. Although these terms are discussed more detailed in chapter 2, they are briefly introduced in this early chapter of the thesis to allow the reader to make sense of what is presented in the subsequent chapters. Here are some important terms which are used in this study, they are *Google Dictionary*, *Vocabulary Retention*, and *EFL*.

1. Google Dictionary

Google Dictionary is a free web based online dictionary service by Google that can be used by typing the 'define' in Google Search box. Google Dictionary is useful to find a meaning of a word from one language to another language. People can use this simply by typing 'define(space)(the unknown word)' in Google search box to find the meaning of a word (Karch, 2017). It will provide the meaning of a

word in English and in the selected language, the synonyms of the word, and the example of the use of the word in sentence.

2. Vocabulary Retention

Retention means the ability to keep or hold (Vocabulary.com, n.d.).

Vocabulary retention can be defined as someone's ability to remember or recall the meaning of new words after a while. Richards and Schmidt (2002, p. 457) defined vocabulary retention as "the ability to recall or remember things after an interval of time. In language teaching, retention of what has been taught may depend on the quality of teaching, the interest of the learners, or the meaningfulness of the materials". Language learners use vocabulary to acquire and convey meaning. Therefore, being able to remember new and unknown words plays a vital role for their success in language learning.

3. EFL

EFL stands for 'English as a Foreign Language'. It refers to the non-native speakers who learn English in their own country. For example, an Indonesian student learning English in Indonesia. Indonesia is not using English as their primary language nor secondary language so that those English students in Indonesia are called as EFL students. Undergraduate students are those which are working on an associate's degree (2 years) or a bachelor's degree (4

years). They are still studying in university to get a degree in the end of their study.

G. Organization of The Research

In order to complete this thesis, there are 5 chapters that must be written. Chapter 1 provides an introduction to the study. This includes, background of the study, research questions, research aims, significance of study, hypothesis, terminology and organization of the research. Chapter 2 introduce the concept of dictionary and vocabulary by referring to the related literature. Chapter 2 also provides the theoretical background to the study. Chapter 3 presents a description of the research process and the stages of the research process. Chapter 4 discusses the finding of the study in detail while chapter 5 concludes the study by presenting a summary of the overall results and providing the suggestions for future research.

CHAPTER II

LITERATURE REVIEW

This chapter presents the related and in-depth literature and studies conducted by researchers to shed light on the topic under study. There are two parts in this chapter, the first is the theoretical descriptions for a better comprehension of the study, and the second is the theoretical framework which presents theories from previous research about the particular problem of the study. (Statistics Solutions, n.d.).

A. Theoretical Descriptions

This theoretical description is concerned with the theories related to the keywords that are used in this study.

1. Dictionary

a. The Definition of Dictionary

Hamouda (2013) says that no one can deny the importance of dictionaries as an irreplaceable language learning tool. So what is dictionary? Dictionary is a source that could be in form of a book or electronic that contains words and provide the meanings of the words from one language to another language if it is a bilingual one. According to Utami (2017), dictionary has the same function like grammar book, that is as a guidance to get new knowledge and skills for language learners. Kirkness (2004) defines dictionary as a type of reference work that classifies and stores informations on words, phrases, together with their

form, meaning, use, origin, and history. It is one among the oldest and therefore the most widespread books in literate societies (as cited in Kobayashi, 2006).

Dictionary has a strong relationship with vocabulary since it provides words and its meaning at a time. Fan (2003) comments that a lot of students rely heavily on their dictionaries for learning; they use dictionaries as the main source to find the meaning of words (as cited in Boyd, 2011). Therefore, using a dictionary is helpful for vocabulary learning since understanding the meaning of new words is the primary concern to be a proficient language learner especially for those EFL learners (Rezaei & Davoudi, 2016).

b. Types of Dictionaries

Generally speaking, in case of form, dictionaries can be divided up into two types: paper and digital dictionaries.

a) Paper Dictionary (PD)

Paper dictionary is also called as printed dictionary. In the paper dictionary, words are ordered in alphabetical form that makes the reader easy to search for particular unknown words. Words are provided with their meanings, spellings, pronunciations, part of speeches and sometimes it also provides how the words are used in sentences. Since paper dictionary is in physical form, it makes the users easy to carry it anywhere. Also, it is much more reliable than the digital ones since it does not need battery power or internet connections to find words. All we need is the power of

vision and the ability to look up words based on the order of alphabet. Besides, it is also more durable because users do not need to fear that it could be broken or lose functionality. Paper dictionary has two types, they are, monolingual dictionary and bilingual dictionary. According to Kauffman (2018), monolingual dictionary can be defined as a reference work that gives the meaning of a word in the same language that we learn or target word defined by target language. On the other hand, bilingual dictionary gives a meaning of a word by translating using another language, usually it is based on the learner's native language.

To conclude some specifications of Paper Dictionary, references can be made as follows (Zarei & Gujjar, 2012):

Advantages of Paper Dictionary

- It is easy to scan words; users just need to look up the word by flipping the paper alphabetically.
- It is easy to buy.
- It is easy to use; all we need is the vision power and the knowledge of the alphabet order.
- It is reliable and durable; users can put it in their bags and carry it everywhere.
- Users can touch it and write on it.

Disadvantages of Paper Dictionary

- It is heavy that makes it difficult to handle.

- Users must know the spelling of the words correctly to refer to.
- It could be outdated as time goes by since the language itself keeps developing.
- Slow process regarding word search.
- No audio responses.

b) Digital Dictionary

In today's modern era, technological developments that cause the emergence of electronic devices, computers, the internet etc. cause the paper dictionary to be in an endangered state. This situation makes the paper dictionary no longer serves as an important book that everyone must have in order to get new information and knowledge, especially for language learners. Other than because of the development of technology that provides digital devices that have the same functions as paper dictionaries, it is also due to the trend among young students to use digital tools to obtain information such as Wikipedia and Google. They often use both when in their spare time and on their school hours (Nilsen & Mandal, 2015). Digital dictionary can be divided into two types, electronic dictionary and online dictionary.

✓ Pocket Electronic Dictionary (PED)

Ronald and Ozawa (2015) state that pocket electronic dictionary is designed to be held in the hand that allow users to keep it with them at all times that makes the use of it increasingly widespread among the students.

It will fit in any pockets and could provide the meaning of words in offline mode. No need for internet connections. Users just need to type-in the unknown word and the meaning is there. However, beside its practicality, this handheld device costs a little too much just for a 'dictionary'. Consequently, some people would rather use the traditional dictionary than wasting about more or less than 1 million (Rupiah) just to get a pocket electronic dictionary.

✓ Online Dictionary

Collins (2017) comments that in today's era, students are no longer need to carry a heavy paper dictionary or pocket electronic dictionary with them. Students are mostly have smartphones and Wi-Fi connections in their educational environment, especially in higher education. These facilities have created a situation where students can get limitless language learning resources, including dictionary. The online versions of the most famous printed dictionaries such as Merriam-Webster, Cambridge, Collins, Oxford Dictionaries etc. are also accessible via the internet through a web browser. Mostly they are free to access but some are free with a paid subscription for extended content, and there are also a paid-only service online dictionaries.

One of the most popular online dictionary among students today is provided by Google which become the main focus of this study. In this case, according to Jin and Deifell (2013, p. 524),

Google, including Google Search and Google Translate, was reported as the second most popular online tool, due in part to its concordance

function and convenience. However, learners usually use Google as a complementary tool to online dictionaries due to Google Translate's lack of grammatical explanation and its perceived word-to-word translation.

Basically, the Google Dictionary here is using Google Search box to define a term or an unknown word. Granier (2011) explains that by typing 'Define:search term' in the Google Search box will give us a quick dictionary in the upper result and followed by other normal search results. Beside being easy to access, free-accessible, the Google Dictionary also provides many language choices. Especially for this study, researcher need the meaning of a word in Indonesian language since it is the native language of the research subjects. Also, beside the meaning of the word, it is providing information that is related with the word such as synonyms, spellings, grammar, example of the use of the word in sentences, and the pronunciation as well. The function as a dictionary is very detailed regarding every words just like other famous online dictionaries.

Below are some specifications of Online Dictionary including the advantages and disadvantages compared to Paper Dictionary (Zarei & Gujjar, 2012):

Advantages of Online Dictionary

- It is easier and faster to browse; Users just need to type-in the words and the search engine will do the rest of the work.
- It is light; Users can easily bring it everywhere and anywhere.

- There are huge data of words; Unlimited source.
- Auto-update.
- Multilanguage; There are many language choices.
- There is audio responses for a better pronunciation.
- There is error tolerant input; Users might input the wrong spelling and it will automatically give the right spelling.

Disadvantages of Online Dictionary

- Users need to have mobile data and battery power to acces.
- Users need expensive medias to use it; Smartphone or Personal Computer.
- Distracting images or pop-ups advertisements.
- Loss internet connection might cause users to spend a lot more time rather than using Paper Dictionary.
- The media used is fragile and easily broken.

c. Dictionary Use

It is an obligation for language learners to acquire vocabulary to be successful in English-language learning. Dictionary is one of the great aids for them to accomplish that. Huang and Eslami (2013) believe that when language learners find unknown words while reading, they usually use the two common strategies to find the meaning of unknown words: using dictionary or/and guessing the meaning from context. They also added that looking up the meaning of the words found in a reading text can enhance

the comprehension of a certain text and the accuracy of the words in a given context. Therefore, guessing the meaning from context usually important for those learners in the second language learning (ESL). However, guessing the meaning of an unknown word from context are mostly inaccurate. Kaivanpanah and Alavi's (2008) finding shows that students interpretation about the meaning of unknown words that they get based on contextual information is not always validable. Consequently, advocates of the use of dictionaries suggest that the teacher must encourage students to use dictionaries to find certain meanings of unknown words in certain contexts (Huang & Eslami, 2013).

Dictionary is considered as a good friend for language learners since it can provide a quick and direct acces for unknown words meaning, especially for the second or foreign language learners. EFL students believe that dictionary is useful and quite common even they considered it as an important source of data regarding vocabulary and it is not just a class tools but it is an object of a lifetime use (Hamouda, 2013).

2. Vocabulary

a. The Definition of Vocabulary

Vocabulary is one of the knowledge scope in a language that plays as a crucial role for students in acquiring a language. When we hear the word 'vocabulary', we will think of something related with the words of a language. It is correct since vocabulary is dealing with words. According

to Neuman and Dwyer (2009), vocabulary is words in a language that we must know in order to communicate effectively.

According to William & Mary School of Education (2015, Selecting Vocabulary, para. 1):

Vocabulary consists of *function words* and *content words*. Function words are common words, such as *are*, *that*, and *to*. Content words include nouns, verbs, adjectives, and adverbs, like *flower*, *eat*, *beautiful*, and *sadly*. Further, content words are comprised of both *concrete* and *abstract* words. Concrete words, such as *automobile*, can be taught using an object or showing a picture. Abstract words, like *harmony*, are more easily taught using examples and non examples. Finally, words may be considered to belong to either *general* vocabulary or *technical* vocabulary. General vocabulary refers to words, such as *giant*, that are not directly associated with a particular content area, while technical vocabulary, like *mitosis*, is associated with a specific content area, subject, or topic.

Furthermore, for the beginners of language learners, vocabulary is often used when they learn to listen, speak, read and write. As stated by Richard and Renandya (2002), vocabulary is considered as central in a language skills and provides a basis for students to be able to speak, hear, read, and write well. From the definition above, it can be concluded that vocabulary is the language component that consist a set of words for a particular language and should be learned by language learners to be able to communicate in the language and to master the target language successfully.

b. Vocabulary Knowledge and Retention

When second language/foreign language learners learn a new language, he/she needs to gain as much as vocabulary to be able to build linguistics competence to use the language. The four language skills (listening, reading, writing, speaking) needs to be mastered by language learners as well. Vocabulary knowledge is very basic to these skills that makes lacks of vocabulary knowledge will affects all the four language skills. Schmit (2008) states that “Vocabulary knowledge is viewed as one of the main factors necessary for mastering another language” (as cited in Ramazenali, 2017, p. 27).

Furthermore, Ramazenali (2017) defined word retention as someone’s ability to maintain the meaning of unknown words after a certain period of time. Word retention could be divided into two types: short-term retention and long-term retention. When the information (in this case is vocabulary) hold up from several seconds to a few minutes, it is called short-term retention (Zhang, 2004). In contrast, also Zhang (2004) claims that long-term retention is holding up the information in the memory that last anywhere from one hour to a lifetime. In this study, researcher take an immediate vocabulary test after the dictionary consultation as the short-term word retention and the delayed vocabulary test after one week of dictionary consultation as the long-term retention.

B. Theoretical Framework

The aim of this study is to investigate the practicality of Google Dictionary which is very well-known because of its easy and fast feature. Eventhough the practicality in term of 'usage' is undeniable compared with the paper one, researcher need to investigate more on the practicality in term of 'vocabulary learning' because researcher found problems regarding its function on students vocabulary building. For this study, only one kind of collecting data conducted, which is vocabulary test.

The first research question is answered by comparing Google Dictionary group and paper dictionary group vocabulary test results. Which one of the two groups performed better in vocabulary retention? The answer of this questions can lead to answering the first research question of this study. The second research question is answered by analyzing the vocabulary test results as well. However, this time the researcher use the Mann-Whitney *U*-Test method to measure the significance differences between the two groups to find out is there any significant results under the two dictionaries condition.

1. Review of Previous Study

The use of dictionaries for vocabulary learning is an interesting topic for some people who decide to do research about it. Every person or researcher has their own style to write their ideas, to collect data, to produce their findings and to draw conclusions. So far, researcher found two studies related to the topic that comes from educational articles. The

first study is about 'Effects of Printed, Pocket Electronic, and Online Dictionaries on High School Students' English Vocabulary Retention'. The second one is 'The Impact of Using Electronic Dictionary on Vocabulary Learning and Retention of Iranian EFL Learners'. These two studies aimed to find out the effect of different kinds of dictionary on students word retention.

The first study, 'Effects of Printed, Pocket Electronic, and Online Dictionaries on High School Students' English Vocabulary Retention', was conducted by Chiu and Liu (2013). Their research purpose is to find out the effect of using three different types of dictionary (printed dictionaries, pocket electronic dictionaries, and online type-in dictionaries) on vocabulary retention at junior high school students in Taiwan. The methodology research used in the study is mixed-method. Thirty-three students at grade seventh were the sample of this study. They were divided into three groups depends on what dictionary type they use to finish the reading tasks. The researchers used immediate and delayed vocabulary test to see the words retention, also questionnaires and interviews to investigate the students response after using the three different types of dictionaries. The results of this study showed that digital dictionaries (pocket electronic and online dictionaries) can attract students attention and make them interested in using dictionary in language learning. However, in case of retaining words, the help of paper dictionary functions more effectively rather than the other two dictionaries.

The study has some similarities and differences with the present study. The similarities can be seen from the research technique which is comparing the different types of dictionaries to find out the effect on students' vocabulary retention. Furthermore, the present study also use the reading text and vocabulary test as the research instruments. The differences can be seen from the research methodology and research participants. The study was using mixed-method research methodology while and the present study is using quantitative research methodology. The participants of the previous study were seventh grade student in junior high school while the present study participants are from the early semester students at university. In addition, the study were comparing the use of three types of dictionary (printed dictionaries, pocket electronic dictionaries, and online type-in dictionaries). Meanwhile, the present study only use two types of dictionary (paper and online dictionary).

The second previous study comes from Heshmatifar (2013), 'The Impact of Using Electronic Dictionary on Vocabulary Learning and Retention of Iranian EFL Learners'. The writer discussed about the effect of electronic dictionary for a long-term retention of vocabularies. The purpose is to investigate which one between the paper dictionary and electronic dictionary that become the best learning aid for vocabulary learning and retention of Iranian EFL learners. The participants of this study are 60 Iranian pre-university students. He used the quantitative research methodology where pre and post tests were done before and after

the treatment. The findings showed that the students who used electronic dictionary were retaining words better than those who looked up words by using paper dictionary. The study also found that there was a significant difference between the use of electronic and paper dictionary in vocabulary learning and retention. She concluded the study by stating that electronic dictionary is more helpful than paper dictionary in vocabulary learning and retention.

The second previous research has a similarity and a difference with the present research. The similarity is how the study is done by using quantitative research methodology. For the present study, researcher also use quantitative as the research methodology and vocabulary tests as the research instrument. Moreover, a very clear difference found in the participants of the research which is in the previous study, they were Iranian students who prepared to enter university meanwhile in the present study, they come from the early semester students in university.

As shown above, the two previous studies and the present study aimed to investigate the students' vocabulary development by using different types of dictionaries. The focuses of those studies are on vocabulary retention of the students and what type of dictionary that can be the best aid to achieve that. The most possible research methodology to collect and analyze the data is by using quantitative or mixed-methods. The participants of the three studies come from non-English-speaking countries (Taiwan, Iran, Indonesia) where they are called as English

foreign language learners (EFL). Furthermore, the finding of Chiu and Liu study is in contrast with what Heshmatifar found in her study. Chiu and Liu found that paper dictionary is doing so much better to help students to retain vocabularies rather than electronic or online dictionaries whereas Heshmatifar stated that electronic dictionaries found to be the best performance in helping students in vocabulary learning and retention.

2. Dictionary Use and Vocabulary Learning in The Context of Reading

Mondria & Wit-De Boer (1991) stated that "...words are best learned through reading, in which the process of inferring the meaning of words from the context is thought to have a clearly positive effect on retention" (as cited in Herusatoto, 2011). 'Inferring the meaning of words from context' means that the reader will use their own assumptions of an unknown word meaning based on any clues in the sentences. However, guessing the word meaning must be correct because if someone guessed the meaning of the word wrongly, it could make him having that wrong meaning remaining in his/her mind for nobody knows how long. Herusatoto (2011) study shows that learning vocabulary using word list is more effective rather than learning vocabulary from context for those Indonesian learners of English. He also add that learning unknown words that are presented with the meanings (especially in mother tongue language) is much easier rather than inferencing the meaning of the unknown words from context. In addition, Hulstijn et al. (1996) find in

their study that words often contribute to learning when reading is supported by dictionaries (as cited in Ansarin & Khojasteh, 2013).

According to Fraser (1999, p. 83), "...consulting a dictionary has the potential to be a productive strategy both for enhancing reading comprehension and for learning new words." Dictionary provides the users many knowledge and information about words, such as, definitions, pronunciations, synonyms, parts of speech, sample sentences, and so on. When reading a passage, students can make use the benefits of dictionary to help them more understand about the unknown words found to better understanding the reading comprehension. In his study, Zou (2016) make an experiment about the effectiveness of reading comprehension and dictionary consultation, and reading comprehension and inferencing for vocabulary learning. The result shows that reading comprehension with the help of dictionary is more effective than inferencing in vocabulary learning. He explained further that most of the participants who did reading comprehension and dictionary consultation in the experiment made full use of the informations available in dictionary and processed as much as possible to facilitate their understanding of the target words and the reading text. In searching for the meaning of words through dictionary, those students paid much attention to the information about the target words such as its spelling, definition, part of speech, pronunciation, etc.

3. Speed of Access and Word Retention

Jian et al. (2009) conducts a study about people preferences when it comes to the type of dictionary. The result showed that users prefer dictionary type that has easy access feature. Indirectly, it can be concluded that they prefer dictionary type like pocket dictionary or online dictionary rather than paper dictionary which is time-consuming to search a meaning of a word. However, Nesi (2000) claims that the quality of these 'easy access' dictionaries may not increase the student vocabulary retention since it is just take a really short time in searching for a word meaning that might require less thought and will be forgotten sooner.

Furthermore, it is obvious that paper dictionary requires users to spend more time when they search the meaning of a word. Hulstijn (2001) as cited in Chiu & Liu (2013, p. 621), indicates that:

During the PD search process, users temporarily hold the unfamiliar word in their working memories, and the time involved in looking up the word and the continuous rehearsal of the word form, while this takes place, might result in processing the word form deeply in the mind, and therefore be helpful for incidental vocabulary learning.

It could be inferred from statements above that the process of searching the meaning of a word by using paper dictionary can help students retain the words better since it takes time to find the meaning. However, some researchers think that this might cause too much burden on students which is not good in learning vocabulary (Chiu and Liu, 2013). The most compelling evidence comes from the study results of Liu

and Lin (2011). They examined the effects of three type of dictionaries (pop-up online dictionaries, type-in online dictionaries and paper dictionaries) in term of vocabulary learning efficiency. The findings showed that although the pop-up dictionary users performed a slightly better than the other two dictionaries users, there is no significant differences regarding their effects in increasing vocabulary learning. This study showed that since there is no significant differences among the three types dictionaries, searching the meaning of a word in paper dictionaries is more likely caused learners have much burden rather than help them process the word deeply in mind because paper dictionary did not lead to better or worse performance regarding with vocabulary learning.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method used in this research. Research methodology plays an important role in order to solve the problem for answering the research questions. In this chapter, researcher discussed a brief description of research design, research setting, research participants, method of data collection, and data analysis.

A. Research Design

This study is using quantitative approach. Quantitative is chosen in order to prove or disapprove the hypothesis stated before. This research is an experimental research with *posttest only control group design*. This design has the same steps like the classical experiment research design (pre-test post-test design) except that it does not have a pre-test (Dantzker, Hunter & Quinn, 2016). There are many conditions where a pre-test is impossible because participants have already been exposed to the treatment, or it could take much money or could be too time-consuming. In this research, since most of nowadays students are now using Google in their daily life, it could be admitted that the participants in this research have been exposed to Google Dictionary so that the pre-test is inappropriate. In addition, a pre-test is used when a researcher want to assess the impact the students have after the experimental stimulus. However, for this study, researcher only compares a group that has received the independent variable (Google Dictionary) with one that has not. The analysis only focuses on post-test

differences between groups and then researcher interpret the findings as a measure of the impact of the independent variable (Google Dictionary).

This design put research subjects into two groups that are divided into experimental group and control group. As what Johnson and Christensen (2010, p. 301) say,

The experimental group is the group that receives the experimental treatment condition. The control group is the group that does not receive the experimental condition. This might mean that nothing was done to the control group or that the control group got what might be viewed as a standard or typical condition.

The design is illustrated as follows:

Figure 3.1 Experimental Design

Method of allocation to groups	Time 1 (T_1) Pre-test	Intervention (X)	Time 2 (T_2) Post-test
Random allocation (experimental group)	None	'Treatment'	Measure on outcome variable (Y)
Random allocation (control group)	None	No 'treatment'	Measure on outcome variable (Y)

Post-test only experimental design with a control group by Vaus (2001, p. 60).

For this study, experimental group used Google Dictionary as the treatment condition to find out the unknown words meaning found in a reading passage. Meanwhile the control group was in the standard condition or in this case is using

paper dictionary to find meaning of words. The Paper Dictionary is the English-Indonesia Dictionary by John M. Echols and Hassan Shadily which is commonly used among EFL learners in Indonesia. The vocabulary tests (post-test) was given to both groups immediately after the reading and also a week later.

B. Research Setting

This research took place at Uin Ar-Raniry Banda Aceh. It is located at Jl. Syeikh Abdul Rauf Darussalam, Banda Aceh. Researcher chose the English Department or also known as Pendidikan Bahasa Inggris (PBI) because this research is related with the foreign language learners. As it was named, this department prepares the students to be good at English and could become an English teacher or a professional at schools or universities in the future.

C. Research Participants

The population of this research was a total number of undergraduate students of English language department at UIN Ar-Raniry Banda Aceh in academic year 2018/2019. They are currently in the first semester and also taking the ‘Vocabulary and Pronunciation I’ course. They were about 271 students consisted of female and male students and were divided into 8 units. They were native speaker of Indonesian language and learning English as a foreign language.

For the sample chosen, researcher used the simple random sampling technique. Students in the population mostly use smartphone in their daily life and also all of them was taking the ‘Vocabulary I’ course. In other words, all of the

students in the population have the same chance to be chosen as the sample. With that in mind, using the simple random sampling, unit 6 and unit 8 were chosen as the sample for this study. Unit 8 which consisted 34 students was chosen as the experimental group (google dictionary) and unit 6 which consisted 34 students was chosen as the control group (paper dictionary).

D. Instruments and Method of Data Collection

1. Reading Passage and Target Words

The reading passage used in this study was adapted from a widely used English learning book for second grade of senior high school published in Indonesia. The reading was about a natural disaster, earthquake. The reason for this passage was because of what recently happened in our country, Indonesia. Beside for this experiment purpose, it is hoped that the reading passage would give students awareness about natural disaster which is oftenly happen in this country, especially the earthquake.

The reading passage was about 500 words long. The target words were marked in the text to give signal to participants to look them up in the dictionary. Each target word contained four to eleven letters. In addition, to avoid word inflection or the change of word form to express grammatical function that might cause confusion, all of the target words were mostly noun, adjective and verb (base form).

2. Target Words Prior Knowledge Test

A target word test was used to identify the students' knowledge of the meaning of the target words before consulting the dictionary. Researcher picked out 30 possible unknown words from the reading text to be tested in this test. This test was completed a week before the activity. The participants were not told that those words would appear in the reading text.

The format of this test was adapted from Winkle, Sydorenko & Gass (2010). The students were asked to choose one of the following responses for each target words.

1) I don't know this word.

2) I think i know this word.

The meaning of the word in Bahasa is _____

3) I definetely know this word.

The meaning of the word in Bahasa is _____

3. An Immediate Vocabulary Test

Two follow-up vocabulary tests were given to the participants immediately after the reading and the dictionary consultation. The tests were used to assess whether participants can recognize the target words and retain the meaning. For each correct answer, they get score 10. The

total score for ten words is 100. This stage consisted with two tests adapted from Chiu and Liu (2013):

1) Recognition Test

Participants were asked to identify the target words contained in the article they read. This is a multiple choice vocabulary test, with four choices per item: one correct answer, two distractors and one 'I don't know' choice. Both distractors have almost the same length and also begin with the same letter as the correct answer. One point is given for the correct answer and no point for the wrong and 'I don't know' answer. Although the main focus in this study is the meaning of the words, this test was considered important as well to see the ability of students to recognize the words form correctly.

2) Meaning Test

Students were asked to write down the meaning of each target word in Indonesian language. One point was given for students who wrote meaning in Indonesian language which they choose between entries in the dictionary even though the meaning they choose does not match the reading context.

4. A Delayed Vocabulary Test

The last test was completed a week after the activity in order to assess their vocabulary retention. All questions for the delayed vocabulary test were all the same as those in the immediate vocabulary test. However, the order of the questions was changed.

5. Experimental Procedures

In the first week, all participants from both experimental and control group completed the target words prior knowledge test for about 15 minutes. A week later, each group was assigned to read the reading passage with the aid of two different format of dictionary. Experimental group was using Google Dictionary while the control group was using Paper Dictionary to find the unknown words meaning.

Each groups read the reading passage containing target words that they were told to look up in the assigned dictionary. Following this activity, the participants were asked to write down the meaning of the target words in Indonesian language to make sure that they actually searched the words.

Right after the reading and dictionary consultation, an immediate vocabulary test that include recognition and meaning test was given. The tests were handed one by one in the order of recognition test first and when it finished they could do the meaning test. It was aimed to avoid to

cuing students to the correct answer. Then after a week, a delayed vocabulary test with the same questions and technique as in the immediate vocabulary test was given.

E. Data Analysis

1. Target Words Prior Knowledge Test

Based on the format of the test, if a student chose number 1) *I don't know this word* for all the target words, then she/he was immediately included in the study. If a student chose number 2) *I think i know this word* but wrote the incorrect meaning, she/he was also included in this study. In addition, if most of the participants chose number 3) *I definetely know this word* for a certain word, then the word was eliminated from the target words.

2. Post Test (Immediate and Delayed)

This research used Mann-Whitney U test which is the non-parametric test to the independent sample t-test. This test often presented as an alternative to a *t* test when the data are not normally distributed. Mann-Whitney or also known as U-test is used to determine whether or not there are differences in the two groups of data from independent samples. Likewise according to Fredderick and Larry (2007), the Mann-Whitney test does not require an assumption of the homogeneity of variants or the normal distribution of the data.

The hypothesis in this test is:

H_0 : There is no significant difference between the two samples.

Ha: There are significant differences between the two samples.

The data collected through both immediate and delayed vocabulary tests which were not normally distributed were analyzed by using the statistical software program known as Statistical Package for the Social Sciences (SPSS). Equally important, according to Corder and Foreman (2009) for this study that has large sample (more than 20 participants), the steps used in manual testing of the Mann-Whitney test are:

- Step 1. Combine and give rank to the data of the two sample groups from the lowest to the highest score.
- Step 2. Compute the sum of ranks for each sample groups.
- Step 3. Compute the U value for each group using the following formula;

For sample 1,

$$U_1 = n_1 n_2 + \frac{n_1 (n_1 + 1)}{2} - \Sigma R_1$$

and for sample 2,

$$U_2 = n_1 n_2 + \frac{n_2 (n_2 + 1)}{2} - \Sigma R_2$$

Note that the Mann-Whitney U-test statistic is the smaller one between U_1 and U_2 value.

Since the sample is large, the value of U approaches a normal distribution. Under this circumstances, the null hypothesis can be tested by a Z -test.

- Step 4. To find a z -score, compute the mean (\bar{x}_u), and the standard deviation (s_u) using the formula;

$$\triangleright \bar{x}_u = \frac{n_1 n_2}{2}$$

$$\triangleright s_u = \sqrt{\frac{n_1 n_2 (n_1 + n_2 + 1)}{12}}$$

- Step 5. Compute the z -score by using the mean, standard deviation, and the U -test statistic.

$$Z = \frac{U - \bar{x}_u}{s_u}$$

- Step 6. Compare the obtained z value to the critical z value from the table of critical values.

If the z score is not within the table of critical values, for a two-tailed test with $\alpha = 0.05$, the null hypothesis must be accepted if $-1.96 \leq Z \leq 1.96$.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the research findings and discussion based on the data obtained from the vocabulary tests from both experimental and control groups.

A. Research Findings

1. Target Words Prior Knowledge Test Analysis

A week before the reading activity, this test was given to find out students knowledge of the meaning of the possible unknown target words that have been chosen before. When researcher carried out this test, there were 34 students in unit 6 (control group) and also 34 students in unit 8 (experimental group) which means the total number of students was 68 students. In the previous chapter, researcher has stated that this test has three options for each target words; (1) *I do not know this word*, (2) *I think i know this word* and (3) *I definetely know this word*. For the second and the third options, students were required to write the meaning in Indonesian language. If they wrote the wrong meaning, they would be considered not knowing the word. Below are the table for the target words and the number of students that do not know the meaning of the word.

Table 4.1 The Table of Target Words List

No	Vocabulary	Total number of students that do not know the meaning of the word
1	Earthquake (<i>n</i>)	2
2	Hazard (<i>n</i>)	40
3	Catastrophe (<i>n</i>)	64
4	Terrible (<i>adj</i>)	37
5	Vibration (<i>n</i>)	36
6	Crust (<i>n</i>)	66
7	Movements (<i>n</i>)	49
8	Trigger (<i>v</i>)	60
9	Create (<i>v</i>)	29
10	Tremor (<i>n</i>)	60
11	Damage (<i>n</i>)	41
12	Building (<i>n</i>)	19
13	Death (<i>n</i>)	4
14	Injury (<i>n</i>)	43
15	Observation (<i>n</i>)	58
16	Magnitude (<i>n</i>)	67
17	Intensity (<i>n</i>)	67
18	Heavy (<i>adj</i>)	31
19	Extent (<i>n</i>)	61
20	Region (<i>n</i>)	46
21	Feature (<i>n</i>)	63
22	Loss (<i>n</i>)	46
23	Submarine (<i>n</i>)	66
24	Chain (<i>n</i>)	65
25	Destruction (<i>n</i>)	61
26	Major (<i>n</i>)	53
27	Coast (<i>n</i>)	60
28	Source (<i>n</i>)	29
29	Ancient (<i>adj</i>)	47
30	Attempt (<i>n</i>)	61

As shown in the table, those 13 red words are still unfamiliar for almost all of the participants where at least 60 students still do not know the meaning. These words finally become the target words where students need to find the meaning by using two different formats of dictionary and for being tested in the immediate and delayed vocabulary test after the

reading activity. However, in order to simplify the researcher in giving scores, only ten words would be tested in the vocabulary tests. 3 words include Trigger, Tremor and Coast which was unknown by 60 students were eliminated. The other 10 target words were at least unknown by 61 students from the total of 68 students.

2. Vocabulary Test (Immediate and Delayed)

a. Students Test Scores

In the second meeting where the reading activity and immediate vocabulary test was held, two sample students with initial PB and DA from unit 6 (control group) were not coming to the class that makes both of them immediately eliminated from the sample. In addition, students with initial GT, PSM and AM were not taking the delayed test due to their permission to leave the class earlier. Also, one student with initial MJ was clearly found cheating with a friend next to her on the delayed test. Those students were also eliminated from the sample.

Other students that were eliminated from this research sample also came from unit 8 (experimental group). Two students with initial YFN and FA were not present two weeks in a row where the reading activity, immediate and delayed test were held. PA, MZH, TSF, DA and N were the initial of students who did not come to the class at the day where delayed vocabulary test was held. All of them were

eliminated from the sample. At the end, the sample from control group was 28 students and 27 sample students from experimental group.

Below are the tables of students score for immediate and delayed Recognition Test (RT) and Meaning Test (MT) for both groups.

Table 4.2 Unit 6 (control group) Students' Test Scores

NO	Name (Initial)	Immediate Test		Delayed Test	
		RT	MT	RT	MT
1	MAS	100	60	100	20
2	MAF	100	80	80	60
3	DAA	90	80	80	50
4	J	100	90	90	60
5	KM	100	70	90	20
6	HM	40	10	20	10
7	NA	100	50	80	40
8	RK	100	90	100	60
9	WN	90	20	90	10
10	SE	100	70	90	40
11	UA	100	90	100	40
12	NI	100	30	100	20
13	MU	100	30	60	10
14	MFA	100	80	90	50
15	RJ	100	40	100	40
16	DN	100	40	100	10
17	RR	100	60	100	40
18	AJ	100	50	100	30
19	RRN	100	40	90	30
20	NA	100	100	90	10
21	AZM	100	90	100	90
22	BM	100	30	100	30
23	IJ	100	70	100	50
24	RM	100	50	100	30
25	EPA	90	100	90	80
26	MJ	100	80	100	70
27	RW	100	40	100	30
28	RMA	60	40	60	10

Table 4.3 Unit 8 (experimental group) Students' Test Scores

NO	Name (Initial)	Immediate Test		Delayed Test	
		RT	MT	RT	MT
1	SF	100	40	90	20
2	MH	100	20	90	10
3	M	100	50	90	30
4	FAA	100	30	90	20
5	FW	100	30	80	10
6	NI	90	20	70	0
7	F	100	60	80	20
8	N	90	20	80	10
9	JM	90	40	90	30
10	YA	90	50	80	50
11	EM	100	50	100	10
12	FR	100	30	100	10
13	ER	60	10	50	10
14	SS	100	40	90	10
15	FM	100	60	90	50
16	RF	100	60	100	60
17	YAH	100	40	100	10
18	MAZ	80	20	40	0
19	BM	80	40	80	30
20	ED	100	20	100	10
21	NH	100	40	70	20
22	AA	100	20	100	10
23	ZH	100	30	100	20
24	WN	100	50	100	10
25	MA	100	70	90	50
26	AF	100	50	90	30
27	PAR	100	100	100	70

b. Mann-Whitney *U* Test

The Mann-Whitney *U* test does not require normality of data and homogeneous of data that make this test can be done without testing assumptions. Hypothesis testing for this research is done by

using the Mann-Whitney test analysis because the data in this research were not normally distributed. Analysis of the Mann-Whitney test for the immediate vocabulary test will show an outline of the differences in vocabulary retention between the two experimental classes for the short-term memory while the Mann-Whitney test analysis of the delayed vocabulary test will show differences in vocabulary retention between the two experimental classes after a short period of time in this case is one week or seven days after the reading activity.

To find out the significant differences between the two experimental classes, the following hypothesis can be used:

H_0 : There is no significant difference between the use of Google Dictionaries and Paper Dictionaries in vocabulary retention for EFL undergraduate students.

H_1 : There is a significant difference between the use of Google Dictionaries and Paper Dictionaries in vocabulary retention for EFL undergraduate students.

H_0 would be accepted if the probability value (sig) > 0.05 . While H_0 would be rejected if the probability value (sig) < 0.05 . The following are the Mann-Whitney analysis results between the two groups for both immediate and delayed recognition and meaning vocabulary test which is conducted by using the Statistical Package for Social Science (SPSS).

1) Immediate Recognition Test (RT1)

The following table shows the mean ranking between the two Google and Paper Dictionary groups for immediate vocabulary recognition test results.

Table 4.4 The Mean Rank of Immediate Recognition Test Between PD and GD Group.

	Dictionary	N	Mean Rank	Sum of Ranks
RT1	Paper Dictionary	28	29,02	812,50
	Google Dictionary	27	26,94	727,50
	Total	55		

The table above shows Mean Rank or average rank for each group. That is, in the first group that use Paper Dictionary the mean rank is 29.02 which is higher than the mean rank of the Google Dictionary group, 26.94. To see whether the mean rank differences is statistically significant, the Mann-Whitney U-test is computed.

Table 4.5 The Mann-Whitney U Test for Significant Different Between PD and GD Group.

	Mann-Whitney U	Z	P-value
RT1	349,500	-0,665	0,506

At the significant level $\alpha = 0.05$, the above results indicate that $P\text{-value} > \alpha$ which is $0.506 > 0.05$ and it was decided that there is not enough evidence to reject H_0 . Then there is no significant differences between the two groups in the immediate recognition test or which means H_0 is accepted.

2) Delayed Recognition Test (RT2)

The following table shows the mean ranking between the two Google and Paper Dictionary groups for delayed vocabulary recognition test results.

Table 4.6 The Mean Rank of Delayed Recognition Test Between PD and GD Group.

	Dictionary	N	Mean Rank	Sum of Ranks
RT2	Paper Dictionary	28	30,45	852,50
	Google Dictionary	27	25,46	687,50
	Total	55		

The table above shows Mean Rank or average rank for each group. That is, in the first group that use Paper Dictionary the average rating is 30.45 which is higher than the mean rank of the Google Dictionary group, 25.46.

Table 4.7 The Mann-Whitney U Test for Significant Different Between PD and GD Group.

	Mann-Whitney U	Z	P-value
RT2	309,500	-1,219	0,223

Based on the test results above, with the significant level $\alpha = 0.05$, the above results indicate that $P\text{-value} > \alpha$ which is $0.223 > 0.05$ and it was decided that there is not enough evidence to reject H_0 as well. Then there is no significant differences between the two groups in the delayed vocabulary recognition test or which means H_0 is accepted.

3) Immediate Meaning Test (MT1)

The following table shows the mean ranking between the two Google and Paper Dictionary groups for immediate vocabulary meaning test results.

Table 4.8 The Mean Rank of Immediate Meaning Test Between PD and GD Group.

	Dictionary	N	Mean Rank	Sum of Ranks
MT1	Paper Dictionary	28	33,95	950,50
	Google Dictionary	27	21,83	589,50
	Total	55		

From the mean rank above, it shows that the mean rank of the group that use Paper Dictionary is far greater than the group that use Google Dictionary ($33.95 > 21.83$).

Table 4.9 The Mann-Whitney U Test for Significant Different Between PD and GD Group.

	Mann-Whitney U	Z	P-value
MT1	211,500	-2,827	0,005

The results from the Mann-Whitney test above at a significant level of $\alpha = 0.05$, it is obtained p-value $< \alpha$ ($0.005 < 0.05$) which means that H_0 is rejected and H_1 is accepted. It can be concluded that there is a significant difference between the two groups that use different formats of dictionary in the immediate meaning test where the use of Paper Dictionary is better than Google Dictionary.

4) Delayed Meaning Test (MT2)

The following table shows the mean ranking between the two Google and Paper Dictionary groups for delayed vocabulary meaning test results.

Table 4.10 The Mean Rank of Immediate Meaning Test Between PD and GD Group.

	Dictionary	N	Mean Rank	Sum of Ranks
MT2	Paper Dictionary	28	33,39	935,00
	Google Dictionary	27	22,41	605,00
	Total	55		

From the mean rank above, it shows that the mean rank of the group that use Paper Dictionary is far greater than the group that use Google Dictionary ($33.39 > 22.41$).

Table 4.11 The Mann-Whitney U Test for Significant Different Between PD and GD Group.

	Mann-Whitney U	Z	P-value
MT2	227,000	-2,594	0,009

The results from the Mann-Whitney test above at a significant level of $\alpha = 0.05$, it is obtained p-value $< \alpha$ ($0.009 < 0.05$) which means that H_0 is rejected and it can be concluded that there is a significant difference between the two groups that use different formats of dictionary in the delayed meaning test where the use of Paper Dictionary is better than Google Dictionary.

B. Discussions

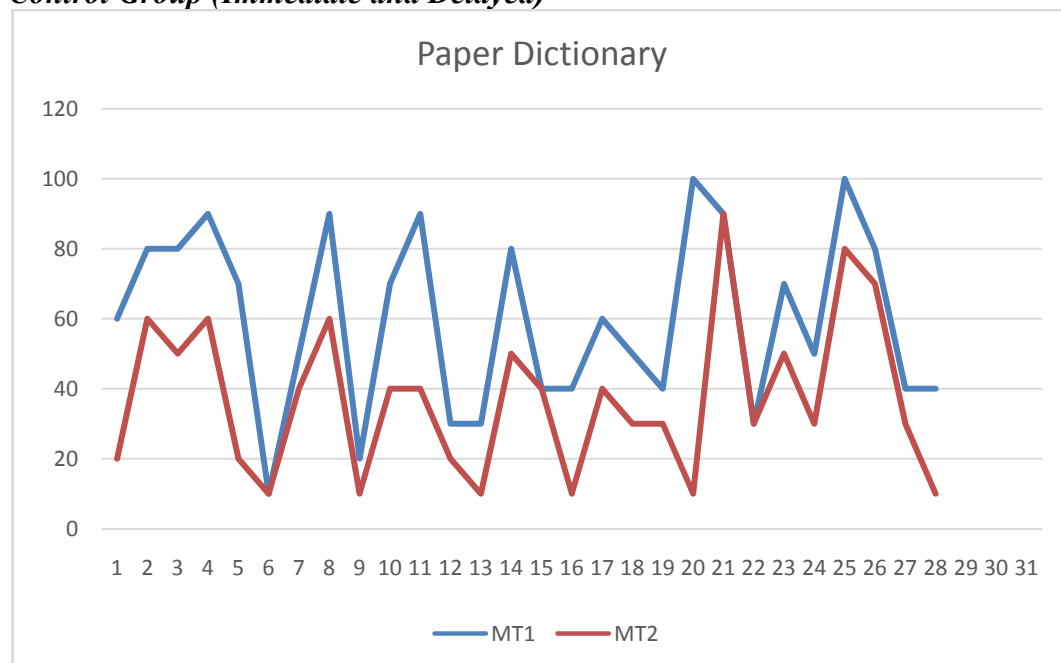
As what presented in findings part, both Paper Dictionary and Google Dictionary groups do not appear to differ significantly in their vocabulary recognition test (RT). In contrast, for the vocabulary meaning test (MT) results, it showed that there is a significant differences between the two groups. Paper Dictionary users were performed way much better in the vocabulary meaning test (MT).

Actually, the results of immediate and delayed vocabulary tests for Google and Paper dictionary groups showed that the use of Paper Dictionary was more effective in helping students to retain the target words. Eventhough the findings for recognition test (RT) indicate that there has no significant differences between the two groups, Paper Dictionary users still had a slightly higher mean rank than Google Dictionary users. In immediate tests, the mean rank is 29,02 (Paper Dictionary) which is slightly higher than 26,94 (Google Dictionary). Also, in the delayed test, Paper Dictionaries are slightly superior in mean rank than Google Dictionary (30.45 > 25.46). However, since the recognition test only concern on whether students remember the target words form not the meaning, this test does not have a major influence on the final results of this study.

It should be noted that, based on the analysis of the *target words prior knowledge test*, 61 participants from the total 68 students did not know the 10 target words before the reading activity. Immediately after the reading activity, the participants in the control group could correctly answer the meaning test for about more half of the target words on average (60%). However, one week later

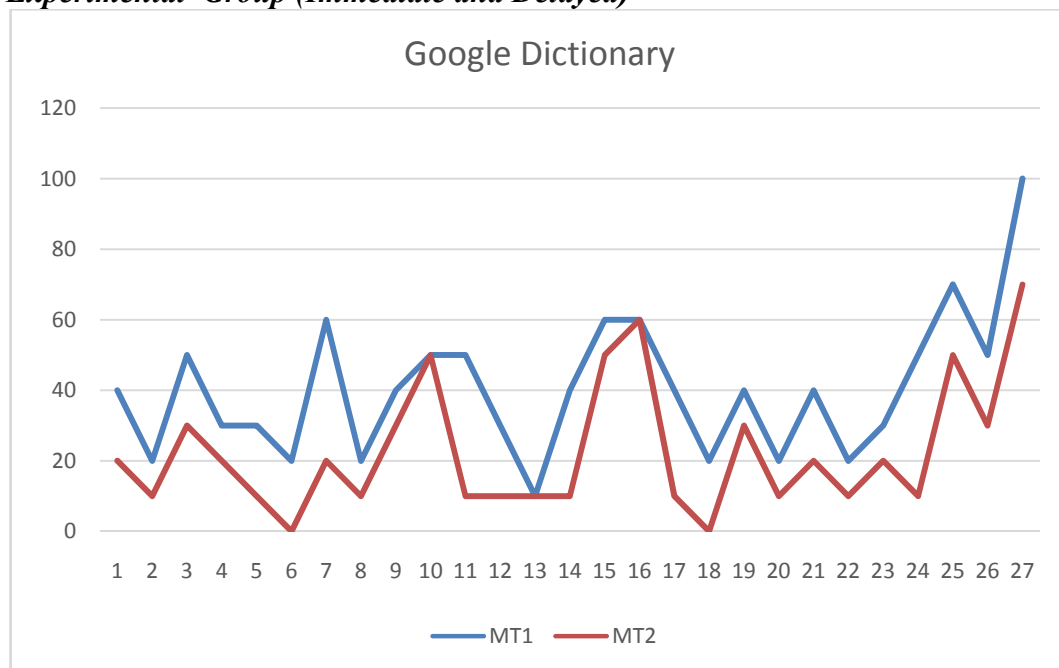
their retention dropped by about one half again, that is from 60% correct in the immediate test dropped to 37% in the delayed test. In the experimental group that use Google Dictionary, the participants could correctly answer the meaning test for about 40% of the target words after the reading. One week later, it is also dropped about one half from 40% to 22.6% correct answer.

Figure 4.1 The Comparison of Each Students' Vocabulary Test Score in Control Group (Immediate and Delayed)



MT1 which is the blue line, stands for immediate meaning test meanwhile MT2 which is the orange line stands for the delayed meaning test. The graph above shows that many of the participants had a sharp decline in vocabulary test scores in their delayed test. The lowest score of the six participants for delayed vocabulary test is 10 among the 28 students. That means, at least there is one target word that they retained from using Paper Dictionary in the reading activity.

Figure 4.2 The Comparison of Each Students' Vocabulary Test Score in Experimental Group (Immediate and Delayed)



Different from the Paper Dictionary group, the Google Dictionary group participants did not have a sharp decline from immediate to delayed meaning test. Yet, there are two participants that has 0 score in the delayed meaning test which means these students do not retain any target words in the end.

Based on the graphs above also, we can clearly see that the participants from both groups did good in the immediate meaning test (MT1) but more poorly in the delayed meaning test (MT2). It can be inferred that no matter what format of dictionary that is used by the participants, their retention of the target words would be decreased over time.

This study has confirmed that there was a significant main effect of using different formats of dictionaries for EFL student vocabulary retention and the more effective format is the one in the paper-based form. This findings contrast

with the earlier studies from Heshmatifar (2013). She demonstrated that students that use electronic dictionary performed better in word retention rather than those students that use paper dictionary. Another study carried out by Alharbi (2016) suggested that pop-up dictionary and type-in dictionary (which is also online dictionary) could enhance reading comprehension and vocabulary learning better than book dictionary (paper dictionary). Nevertheless, the findings of the present study appear to be in line with Chiu and Liu (2013) that claimed spending more time when searching words in paper dictionary seemingly helped students in retaining target words better than pocket electronic and online dictionaries.

According to the incidental observation during the reading activity, Google Dictionary group finished the reading task more quickly than the Paper Dictionary group. Which is yes, it is very practical to use rather than Paper Dictionary that is more time-consuming. However, back to the first research question, *is Google Dictionary practical for EFL Undergraduate Students at UIN Ar-Raniry to retain new vocabulary?* Based on the findings and discussions above, it can be declared that, Google Dictionary is very practical to use but not practical to retain new vocabulary for EFL students at UIN Ar-Raniry. During the experiments, when students use the Google Dictionary using their smartphones, some of them received notifications from their social media accounts. It could be assumed that it might distract their focus from searching the words in the dictionary. On the other hand, Paper Dictionary group wasted a lot of time in doing the reading task but they had nothing that can distract their attention when searching the meaning of the words. This might be one of the reasons why

students that use Paper Dictionary that has no other distracting functions performed better in vocabulary retention.

The second research question, *how practical is Google Dictionary in helping students at UIN Ar-Raniry to retain new vocabulary?* As discussed previously, in the immediate meaning tests, Paper Dictionary group participants could correctly answer for more than half of the target words on average 60% meanwhile the Google Dictionary group only answer 40% correctly which is not up to half of the target words. Comparing the results, the answer of the second research question can be stated that Google Dictionary might be easier and faster to use which is very practical for students but the practicality for vocabulary retention is proved to be unable to help students that much since Paper Dictionary is doing better in helping students to retain vocabulary.

The participants in Paper Dictionary group made bigger efforts when searching the meaning of the words which makes the students hold the target words in their working memory longer than using Google Dictionary. That also might help them to process the words more deeply and end up being another reason why the participants performed best with the support of Paper Dictionary.

In line with this, Tulgar (2017, p. 55) states in her study,

Though following the alphabetical order in print dictionaries may seem time-consuming, it helps learners activate their spelling skills. When learners are cognitively involved in finding the word they are searching for, the level of word retention may also increase in addition to the chance of learning new ones.

It is obvious that Google Dictionary give users the practicality to type-in the words and getting the meaning immediately. The users do not have to go through the alphabetical order to find the meaning of a word. Even the users sometimes do

not have to enter or type-in the whole letters since it will automatically offers the whole words for them. Still, this practicality can turn into the disadvantages for language learners. A simple example, a student that only type-in the first few letters of a word and getting the whole letters and its meaning automatically might have a difficulty in writing it as a whole word in the future without a doubt or without spelling mistakes in writing performance. It may be due to the dependence on what the technology has offered to him or her.

Setting out from the results of this study, both formats of dictionary has their own advantages and disadvantages which is profitable and detrimental for EFL learners. Foreign language teachers may not have much time to teach their students how to use dictionaries effectively since they only focus on how to improve the four skills of language learners. Yet, if they include dictionary training in their language teaching, hopefully they may see the possitive results of the appropriate dictionary use to the progress of their students, especially in vocabulary retention.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents the conclusion and the suggestion of this study. The conclusion summarizes important points based on the results and the discussions in the previous chapter. The suggestions deal with recommendations for related parties.

A. Conclusion

From the results of the present study, it can be concluded that different type of dictionary will affect the vocabulary retention of EFL students in UIN Ar-Raniry. It appears that the paper-based format is better to enhance students' words retention. The searching effort made by the participants in Paper Dictionary group might help them mentally process the word form and meaning more deeply. In the end, eventhough the use of Paper Dictionary is so time-consuming, the continuous repetition of the word form in learners' head during the look-up process will help their vocabulary learning. In contrast, the practical use of Google Dictionary may not really attract their attention to the word forms and the meaning of the words since it just takes a really short time that might recuire less thought and will be easily forgotten soon. In addition, students might also be distracted by their smartphones notifications when using it to access the Google Dictionary that could be another reason why it is not practical for vocabulary retention in this study.

B. Suggestion

Since this research was based only on quantitative data, future research can conduct the qualitative ones and gather the students opinions regarding different formats of dictionary especially the paper vs online dictionaries to find out further evidences about the comparison in vocabulary learning.

Since each dictionaries formats has their own advantages and disadvantages, teachers need to think about how to combine these two dictionaries advantages and how to make it beneficial for vocabulary learning among EFL students.

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Target Words Prior Knowledge Test

Name :

Unit :

In this vocabulary test, to measure your vocabulary knowledge, you should choose one of the three options for each words below. For each word, if you do not know the meaning in Bahasa, tick (✓) the ‘*I don’t know this word*’ coloumn. If you feel like you know the meaning in Bahasa but you are unsure, write down the meaning in the ‘*I think i know this word*’ coloumn. Finally, if you are sure you know the meaning of the word, write down the meaning in ‘*I definetely know this word*’ coloumn. Good Luck!

No	Vocabulary	I don’t know this word	I think i know this word	I definetely know this word
1	Earthquake (<i>n</i>)		Meaning:	Meaning:
2	Hazard (<i>n</i>)		Meaning:	Meaning:
3	Catastrophe (<i>n</i>)		Meaning:	Meaning:
4	Terrible (<i>adj</i>)		Meaning:	Meaning:
5	Vibration (<i>n</i>)		Meaning:	Meaning:
6	Crust (<i>n</i>)		Meaning:	Meaning:
7	Movements (<i>n</i>)		Meaning:	Meaning:
8	Trigger (<i>v</i>)		Meaning:	Meaning:
9	Create (<i>v</i>)		Meaning:	Meaning:
10	Tremor (<i>n</i>)		Meaning:	Meaning:
11	Damage (<i>n</i>)		Meaning:	Meaning:
12	Building (<i>n</i>)		Meaning:	Meaning:
13	Death (<i>n</i>)		Meaning:	Meaning:
14	Injury (<i>n</i>)		Meaning:	Meaning:
15	Observation (<i>n</i>)		Meaning:	Meaning:
16	Magnitude (<i>n</i>)		Meaning:	Meaning:
17	Intensity (<i>n</i>)		Meaning:	Meaning:
18	Heavy (<i>adj</i>)		Meaning:	Meaning:
19	Extent (<i>n</i>)		Meaning:	Meaning:
20	Region (<i>n</i>)		Meaning:	Meaning:
21	Feature (<i>n</i>)		Meaning:	Meaning:
22	Loss (<i>n</i>)		Meaning:	Meaning:
23	Submarine (<i>n</i>)		Meaning:	Meaning:
24	Chain (<i>n</i>)		Meaning:	Meaning:
25	Destruction (<i>n</i>)		Meaning:	Meaning:
26	Major (<i>n</i>)		Meaning:	Meaning:
27	Coast (<i>n</i>)		Meaning:	Meaning:
28	Source (<i>n</i>)		Meaning:	Meaning:
29	Ancient (<i>adj</i>)		Meaning:	Meaning:
30	Attempt (<i>n</i>)		Meaning:	Meaning:

*Reading Passage***Name :****Unit :****EARTHQUAKES****The Most Deadly Natural Hazards**

Earthquakes being the most deadly natural hazards strike without any prior warning leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time (earth science 2001).

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shock. The vibrations from a large earthquake last for few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

The study of earthquake is called seismology. Seismology studies the frequency, type and size of earthquakes. Earthquakes are measured using observations by seismometers. The magnitude of an earthquake and its intensity is recorded on a numerical scale known as Richter scale. On this scale, 6.5 can cause heavy damage. (Earth Science. 2001)

The effects of an earthquake are strongest in the area which is near its epicenter. The extent of the earthquake vibration and further damage to the region is partly dependent on the features of the ground. The worst possible damage occurs in the

densely populated areas where structures are not built to withstand intense shaking. Damage and loss of life incurred during earthquake is due to falling buildings and flying glass and objects. In certain areas, an earthquake can cause mudslides that can bury areas under it. Powerful submarine earthquake cause tsunami or a chain of fast moving waves in the ocean that ripple outward from earthquake epicenter towards coastal areas causing surmountable damage ([http\\: http://www.USGS.Org](http://www.USGS.Org)). On an average, 1,000 earthquakes with intensities of 5.0 or greater than recorded each year.

As Indonesia is situated in the “Ring of Fire”, it is not more prone to earthquakes. According to United States geological survey (USGS, earthquake hazards program), till now Indonesia has witnessed five great earthquakes with the magnitude ranging from 8.5 to 9.1. These earthquakes cause major destruction in the places they occurred. One of the major earthquakes that hit Indonesia was “2004 Indian Ocean tsunami). It was the deadliest natural disaster in the area. Its magnitude was 9.1-9.3. Heavy loss of human lives was witnessed and damage was felt as far as east coast of Africa (<http://www.USGS.Org>)

Earthquakes have been a source of terror to people since ancient times, but only for the last few hundred years serious attempts have been made to understand them. Many methods have been developed to predict earthquakes despite all the research efforts by seismologists. The prediction cannot be made to a specific day or month. In future perhaps scientists will be able to predict earthquakes exactly but for now science has yet to provide answers.

Name :
Unit :

Vocabulary Test

➤ Recognition Test

Please choose the vocabulary that appears in the article entitled '**Earthquake: The Most Deadly Natural Hazard**'. If you do not remember the vocabulary in the item, please choose (d).

1. () a. Destitution b. Destination c. Destruction d. I don't know
2. () a. Attempt b. Attain c. Attend d. I don't know
3. () a. Extent b. Extant c. Extinct d. I don't know
4. () a. Crust b. Castor c. Crush d. I don't know
5. () a. Submachine b. Submersion c. Submarine d. I don't know
6. () a. Feather b. Future c. Feature d. I don't know
7. () a. Chant b. Chain c. Chance d. I don't know
8. () a. Magnitude b. Magnified c. Magnetic d. I don't know
9. () a. Intensify b. Intensity c. Intentions d. I don't know
10. () a. Castrate b. Catastrophe c. Cartography d. I don't know

Name :

Unit :

Vocabulary Test

➤ **Meaning Test**

Please write down the **Indonesia** meaning of the following vocabulary.

1. Feature = _____
2. Catastrophe = _____
3. Crust = _____
4. Extent = _____
5. Attempt = _____
6. Magnitude = _____
7. Chain = _____
8. Submarine = _____
9. Destruction = _____
10. Intensity = _____

Students' Vocabulary Test Answer (Paper Dictionary Group)

Student 1:

Name : AGHA ZAFIR MOBARAK

Unit : 06

EARTHQUAKES

The Most Deadly Natural Hazards

Earthquakes being the most deadly natural hazards strike without any prior warning leaving
 1) bencana alam
catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration
 2) lapisan kulit/kerak bumi
 3) paku
 through earth's crust. These powerful movements trigger a rapid release of energy that
 creates seismic waves that travel through the earth. Earthquakes are usually brief, but may
 repeat over a long period of time (earth science 2001).

Earthquakes are classified as large and small. Large earthquakes usually begin with slight
 4) getaran
tremors but rapidly take form of violent shock. The vibrations from a large earthquake last for
 few days known as aftershocks. Small earthquakes are usually slight tremors and do not
 cause much damage. Large earthquakes are known to take down buildings and cause death
 and injury (Richter 1935). According to some statistics, there may be an average of 500,000
 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause
 damage each year.

The study of earthquake is called seismology. Seismology studies the frequency, type and
 size of earthquakes. Earthquakes are measured using observations by seismometers. The
 5) alat pengamatan
 6) Tingkatan
 7) kedalaman/kedahsyatan
magnitude of an earthquake and its intensity is recorded on a numerical scale known as
 Richter scale. On this scale, 6.5 can cause heavy damage. (Earth Science. 2001)

The effects of an earthquake are strongest in the area which is near its epicenter. The extent
 of the earthquake vibration and further damage to the region is partly dependent on the
 8) Jarak kuan

9) features of the ground. The worst possible damage occurs in the densely populated areas ^{sekitar-ciri} where structures are not built to withstand intense shaking. Damage and loss of life incurred during earthquake is due to falling buildings and flying glass and objects. In certain areas, an earthquake can cause mudslides that can bury areas under it. ^{10) rumah rusak / dasar rusak} Powerful submarine earthquake ^{11) gempa} cause tsunami or a chain of fast moving waves in the ocean that ripple outward from earthquake epicenter towards coastal areas causing surmountable damage (<http://www.USGS.Org>). On an average, 1,000 earthquakes with intensities of 5.0 or greater than recorded each year.

As Indonesia is situated in the "Ring of Fire", it is not more prone to earthquakes. According to United States geological survey (USGS, earthquake hazards program), till now Indonesia has witnessed five great earthquakes with the magnitude ranging from 8.5 to 9.1. These earthquake cause major ^{12) kerusakan/kecelakaan} destruction in the places they occurred. One of the major earthquakes that hit Indonesia was "2004 Indian Ocean tsunami). It was the deadliest natural disaster in the area. Its magnitude was 9.1-9.3. Heavy loss of human lives was witnessed and damage was felt as far as ^{13) pantai} east coast of Africa (<http://www.USGS.Org>)

Earthquakes have been a source of terror to people since ^{14) masa lampau} ancient times, but only for the last few hundred years serious ^{15) kejadian} attempts have been made to understand them. Many methods have been developed to predict earthquakes despite all the research efforts by seismologists. The prediction cannot be made to a specific day or month. In future perhaps scientists will be able to predict earthquakes exactly but for now science has yet to provide answers.

Immediate Test:

Name : AGHA ZAFIR MUBARAK

Unit : 6

Vocabulary Test**➤ Recognition Test**

Please choose the vocabulary that appears in the article entitled 'Earthquake: The Most Deadly Natural Hazard'. If you do not remember the vocabulary in the item,

please choose (d).

- | | | | | |
|-----------|----------------|----------------|----------------|-----------------|
| ✓ 1. (a) | a. Crust | b. Castor | c. Crush | d. I don't know |
| ✓ 2. (b) | a. Castrate | b. Catastrophe | c. Cartography | d. I don't know |
| ✓ 3. (a) | a. Extent | b. Extant | c. Extinct | d. I don't know |
| ✓ 4. (b) | a. Chant | b. Chain | c. Chance | d. I don't know |
| ✓ 5. (c) | a. Destitution | b. Destination | c. Destruction | d. I don't know |
| ✓ 6. (a) | a. Magnitude | b. Magnified | c. Magnetic | d. I don't know |
| ✓ 7. (c) | a. Feather | b. Future | c. Feature | d. I don't know |
| ✓ 8. (b) | a. Intensify | b. Intensity | c. Intentions | d. I don't know |
| ✓ 9. (a) | a. Attempt | b. Attain | c. Attend | d. I don't know |
| ✓ 10. (c) | a. Submachine | b. Submersion | c. Submarine | d. I don't know |

100

Name : AGHA ZAFIR MUBARAK

Unit : 06

Vocabulary Test

> Meaning Test

Please write down the **Indonesia** meaning of the following vocabulary.

- | | |
|-------------------|--|
| ✓ 1. Crust | = <u>kerak / lapisan</u> |
| ✗ 2. Attempt | = <u>kejadian / serangan</u> |
| ✓ 3. Destruction | = <u>kerusakan / kehancuran</u> |
| ✓ 4. Extent | = <u>jangkauan</u> |
| ✓ 5. Chain | = <u>Rentetan</u> |
| ✓ 6. Submarine | = <u>Bawah laut / dasar laut</u> |
| ✓ 7. Feature | = <u>Segit/ciri-ciri</u> |
| ✓ 8. Intensity | = <u>kekuatan / kedensyatan</u> |
| ✓ 9. Magnitude | = <u>kekuatan Tingkatan</u> |
| ✓ 10. Catastrophe | = <u>Bencana alam / malapetaka</u> |

90

Delayed Test:

Name : AGHA ZAFIR MUBARAK
Unit : 06

Vocabulary Test➤ **Recognition Test**

Please choose the vocabulary that appears in the article entitled '**Earthquake: The Most Deadly Natural Hazard**'. If you do not remember the vocabulary in the item, please choose (d).

- | | | | | |
|-----------|----------------|----------------|----------------|-----------------|
| ✓ 1. (C) | a. Destitution | b. Destination | c. Destruction | d. I don't know |
| ✓ 2. (a) | a. Attempt | b. Attain | c. Attend | d. I don't know |
| ✓ 3. (a) | a. Extent | b. Extant | c. Extinct | d. I don't know |
| ✓ 4. (a) | a. Crust | b. Castor | c. Crush | d. I don't know |
| ✓ 5. (C) | a. Submachine | b. Submersion | c. Submarine | d. I don't know |
| ✓ 6. (C) | a. Feather | b. Future | c. Feature | d. I don't know |
| ✓ 7. (b) | a. Chant | b. Chain | c. Chance | d. I don't know |
| ✓ 8. (a) | a. Magnitude | b. Magnified | c. Magnetic | d. I don't know |
| ✓ 9. (b) | a. Intensify | b. Intensity | c. Intentions | d. I don't know |
| ✓ 10. (b) | a. Castrate | b. Catastrophe | c. Cartography | d. I don't know |

100

Name : AGHA ZAFIR MUBARAK

Unit : 06

Vocabulary Test

Meaning Test

Please write down the **Indonesia** meaning of the following vocabulary.

- | | |
|------------------|------------------------------------|
| ✓ 1. Feature | = <u>ciri-ciri</u> |
| ✓ 2. Catastrophe | = <u>Bencana alam / malapetaka</u> |
| ✓ 3. Crust | = <u>kerak bumi</u> |
| ✓ 4. Extent | = <u>jangkauan / wilayah</u> |
| ✗ 5. Attempt | = <u>keadilan</u> |
| ✓ 6. Magnitude | = <u>Skala / level / Tingkatan</u> |
| ✓ 7. Chain | = <u>rantetan</u> |
| ✓ 8. Submarine | = <u>Dasar laut</u> |
| ✓ 9. Destruction | = <u>kehancuran</u> |
| ✓ 10. Intensity | = <u>Daya / kekuatan</u> |

90

Student 2:

- 1.) catastrophe = malapetaka / bencana alam
- 2.) Crust = kerak
- 3.) trigger: cepat bertindak
- 4.) tremors = gempa bumi
- 5.) observations: pengamatan
- 6.) Magnitude: besarnya
- 7.) intensity: ketebatan
- 8.) extent: luas
- 9.) features: mengutamakan
- 10.) submarine: kapal selam
- 11.) chain: rantai
- 12.) destruction: menghancurkan
- 13.) coast = pesisir
- 14.) ancient: kuno
- 15.) attempts: percobaan.

Immediate Test:

Name : Dara Nisrina

Unit : 06

Vocabulary Test**➤ Recognition Test**

Please choose the vocabulary that appears in the article entitled 'Earthquake: The Most Deadly Natural Hazard'. If you do not remember the vocabulary in the item, please choose (d).

- | | | | | | |
|---|---------|---|---|---|-----------------|
| ✓ | 1. () | <input checked="" type="radio"/> a. Crust | b. Castor | c. Crush | d. I don't know |
| ✓ | 2. () | a. Castrate | <input checked="" type="radio"/> b. Catastrophe | c. Cartography | d. I don't know |
| ✓ | 3. () | <input checked="" type="radio"/> a. Extent | b. Extant | c. Extinct | d. I don't know |
| ✓ | 4. () | a. Chant | <input checked="" type="radio"/> b. Chain | c. Chance | d. I don't know |
| ✓ | 5. () | a. Destitution | b. Destination | <input checked="" type="radio"/> c. Destruction | d. I don't know |
| ✓ | 6. () | <input checked="" type="radio"/> a. Magnitude | b. Magnified | c. Magnetic | d. I don't know |
| ✓ | 7. () | a. Feather | b. Future | <input checked="" type="radio"/> c. Feature | d. I don't know |
| ✓ | 8. () | a. Intensify | <input checked="" type="radio"/> b. Intensity | c. Intentions | d. I don't know |
| ✓ | 9. () | <input checked="" type="radio"/> a. Attempt | b. Attain | c. Attend | d. I don't know |
| ✓ | 10. () | a. Submachine | b. Submersion | <input checked="" type="radio"/> c. Submarine | d. I don't know |

100

Name : Dara Nisrina

Unit : 06

Vocabulary Test

➤ Meaning Test

Please write down the **Indonesia** meaning of the following vocabulary.

- | | |
|------------------|----------------|
| ✓ 1. Crust | = kerak |
| 2. Attempt | = - |
| ✓ 3. Destruction | = penghancuran |
| 4. Extent | = tingkat |
| ✓ 5. Chain | = rantai |
| ✓ 6. Submarine | = kapal selam |
| 7. Feature | = - |
| 8. Intensity | = - |
| 9. Magnitude | = - |
| 10. Catastrophe | = - |

40

Delayed Test:

Name : Dara Nurina
Unit : 06

Vocabulary Test**➤ Recognition Test**

Please choose the vocabulary that appears in the article entitled '**Earthquake: The Most Deadly Natural Hazard**'. If you do not remember the vocabulary in the item, please choose (d).

- | | | | | |
|-----------|----------------|----------------|----------------|-----------------|
| ✓ 1. (c) | a. Destitution | b. Destination | c. Destruction | d. I don't know |
| ✓ 2. (a) | a. Attempt | b. Attain | c. Attend | d. I don't know |
| ✓ 3. (a) | a. Extent | b. Extant | c. Extinct | d. I don't know |
| ✓ 4. (a) | a. Crust | b. Castor | c. Crush | d. I don't know |
| ✓ 5. (c) | a. Submachine | b. Submersion | c. Submarine | d. I don't know |
| ✓ 6. (c) | a. Feather | b. Future | c. Feature | d. I don't know |
| ✓ 7. (b) | a. Chant | b. Chain | c. Chance | d. I don't know |
| ✓ 8. (a) | a. Magnitude | b. Magnified | c. Magnetic | d. I don't know |
| ✓ 9. (b) | a. Intensify | b. Intensity | c. Intentions | d. I don't know |
| ✓ 10. (b) | a. Castrate | b. Catastrophe | c. Cartography | d. I don't know |

100

Name : Dara Mistrina

Unit : 06

Vocabulary Test

➤ Meaning Test

Please write down the **Indonesia** meaning of the following vocabulary.

1. Feature = _____

2. Catastrophe = _____

✓ 3. Crust = kerak

4. Extent = _____

5. Attempt = _____

X 6. Magnitude = getaran

7. Chain = _____

8. Submarine = _____

9. Destruction = _____

10. Intensity = _____

10

Students' Vocabulary Test Answer (Google Dictionary Group)

Student 1:

- 1) Catastrophe = malapetaka
- 2) Crust = kerak
- 3) Trigger = meneschaskan
- 4) Tremors = getaran
- 5) observation = pengamatan
- 6) ~~Mag~~ Magnitude = Besarnya
- 7) Intensity = kekuatan
- 8) Extent = Luasnya
- 9) Features = ciri
- 10) Submarine = yg berhubungan dgn dasar laut / bawah laut
- 11) Chain = rangkaian
- 12) Destruction = kerusakan
- 13) Coast = pesisir
- 14) ~~Attempt~~ ~~men~~ ~~men~~ ~~men~~
- 15) Ancient = lama
- 16) Attempt = mencoba

Immediate Test:

Name : Muhammad Alkahfi

Unit : 8

Vocabulary Test➤ **Recognition Test**

Please choose the vocabulary that appears in the article entitled '**Earthquake: The Most Deadly Natural Hazard**'. If you do not remember the vocabulary in the item,

please choose (d).

- | | | | | |
|-----------|----------------|----------------|----------------|-----------------|
| ✓ 1. (a) | a. Crust | b. Castor | c. Crush | d. I don't know |
| ✓ 2. (b) | a. Castrate | b. Catastrophe | c. Cartography | d. I don't know |
| ✓ 3. (a) | a. Extent | b. Extant | c. Extinct | d. I don't know |
| ✓ 4. (b) | a. Chant | b. Chain | c. Chance | d. I don't know |
| ✓ 5. (c) | a. Destitution | b. Destination | c. Destruction | d. I don't know |
| ✓ 6. (a) | a. Magnitude | b. Magnified | c. Magnetic | d. I don't know |
| ✓ 7. (c) | a. Feather | b. Future | c. Feature | d. I don't know |
| ✓ 8. (b) | a. Intensify | b. Intensity | c. Intentions | d. I don't know |
| ✓ 9. (a) | a. Attempt | b. Attain | c. Attend | d. I don't know |
| ✓ 10. (c) | a. Submachine | b. Submersion | c. Submarine | d. I don't know |

100

Name : Muhammad Alkahfi

Unit : 8

Vocabulary Test

➤ Meaning Test

Please write down the **Indonesia** meaning of the following vocabulary.

1. Crust = _____
- ✓ 2. Attempt = mencoba
- ✓ 3. Destruction = Kerusakan
4. Extent = _____
- ✓ 5. Chain = Rangkaian
- ✓ 6. Submarine = Bawah laut
- ✓ 7. Feature = ciri
- ✓ 8. Intensity = kekuatan
- ✗ 9. Magnitude = uasnya
- ✓ 10. Catastrophe = Malapetaka

70

Delayed Test:

Name : Muhammad Ankanfi

Unit : 8

Vocabulary Test➤ **Recognition Test**

Please choose the vocabulary that appears in the article entitled 'Earthquake: The Most Deadly Natural Hazard'. If you do not remember the vocabulary in the item, please choose (d).

- | | | | | |
|-----------|----------------|----------------|----------------|-----------------|
| ✓ 1. (c) | a. Destitution | b. Destination | c. Destruction | d. I don't know |
| ✓ 2. (a) | a. Attempt | b. Attain | c. Attend | d. I don't know |
| X 3. (b) | a. Extent | b. Extant | c. Extinct | d. I don't know |
| ✓ 4. (a) | a. Crust | b. Castor | c. Crush | d. I don't know |
| ✓ 5. (c) | a. Submachine | b. Submersion | c. Submarine | d. I don't know |
| ✓ 6. (c) | a. Feather | b. Future | c. Feature | d. I don't know |
| ✓ 7. (b) | a. Chant | b. Chain | c. Chance | d. I don't know |
| ✓ 8. (a) | a. Magnitude | b. Magnified | c. Magnetic | d. I don't know |
| ✓ 9. (b) | a. Intensify | b. Intensity | c. Intentions | d. I don't know |
| ✓ 10. (b) | a. Castrate | b. Catastrophe | c. Cartography | d. I don't know |

go

Name : Muhammad Alkahfi

Unit : 8

Vocabulary Test

➤ Meaning Test

Please write down the **Indonesia** meaning of the following vocabulary.

- | | |
|------------------|--|
| ✓ 1. Feature | = <u>ciri</u> |
| ✓ 2. Catastrophe | = <u>Bencana</u> |
| 3. Crust | = _____ |
| 4. Extent | = _____ |
| 5. Attempt | = _____ |
| ✗ 6. Magnitude | = <u>Getaran</u> |
| 7. Chain | = _____ |
| ✓ 8. Submarine | = <u>yg berhubungan dgn bawah laut</u> |
| ✓ 9. Destruction | = <u>kehancuran</u> |
| ✓ 10. Intensity | = <u>kekencatan</u> |

50

Student 2:

- ①. Bencana Alam .
2. Lapisan kulit
3. Menggerakkan
4. Tremor (Skala gempa).
5. Pengamatan
6. Besarnya
7. Kekuatan
8. Tingkat
9. ~~Yang terhubung~~ Fitur
10. Yang terhubung Dengan Dasar laut .
11. rangkaian / deretan .
12. menghancurkan / membinasakan .
13. Pesisir .
14. Purbakala
15. Upaya .

Immediate Test:

Name : Nur Intan M

Unit : 8

Vocabulary Test**➤ Recognition Test**

Please choose the vocabulary that appears in the article entitled 'Earthquake: The Most Deadly Natural Hazard'. If you do not remember the vocabulary in the item,

please choose (d).

- | | | | | |
|-----------|---|---|---|-----------------|
| ✓ 1. () | <input checked="" type="radio"/> a. Crust | b. Castor | c. Crush | d. I don't know |
| ✓ 2. () | a. Castrate | <input checked="" type="radio"/> b. Catastrophe | c. Cartography | d. I don't know |
| ✓ 3. () | <input checked="" type="radio"/> a. Extent | b. Extant | c. Extinct | d. I don't know |
| ✓ 4. () | a. Chant | <input checked="" type="radio"/> b. Chain | c. Chance | d. I don't know |
| ✓ 5. () | a. Destitution | b. Destination | <input checked="" type="radio"/> c. Destruction | d. I don't know |
| ✓ 6. () | <input checked="" type="radio"/> a. Magnitude | b. Magnified | c. Magnetic | d. I don't know |
| ✓ 7. () | a. Feather | b. Future | <input checked="" type="radio"/> c. Feature | d. I don't know |
| ✓ 8. () | a. Intensify | <input checked="" type="radio"/> b. Intensity | c. Intentions | d. I don't know |
| ✗ 9. () | a. Attempt | b. Attain | <input checked="" type="radio"/> c. Attend | d. I don't know |
| ✓ 10. () | a. Submachine | b. Submersion | <input checked="" type="radio"/> c. Submarine | d. I don't know |

go

Name : Nur Intan M.


Unit : 8.

Vocabulary Test

> Meaning Test

Please write down the **Indonesia** meaning of the following vocabulary.

- ~~1.~~ Crust = Kerusakan
2. Attempt = _____
3. Destruction = _____
4. Extent = _____
- ✓ 5. Chain = Rentetan / Deretan
6. Submarine = _____
- ✓ 7. Feature = Fitur
- ~~8.~~ Intensity = Kapabilitas
9. Magnitude = _____
10. Catastrophe = _____



Delayed Test:

Name : NUR INFAN M.

Unit : 8.

Vocabulary Test**➤ Recognition Test**

Please choose the vocabulary that appears in the article entitled '**Earthquake: The Most Deadly Natural Hazard**'. If you do not remember the vocabulary in the item, please choose (d).

- | | | | | |
|-----------|----------------|----------------|----------------|-----------------|
| ✓ 1. (c) | a. Destitution | b. Destination | c. Destruction | d. I don't know |
| X 2. (c) | a. Attempt | b. Attain | c. Attend | d. I don't know |
| X 3. (b) | a. Extent | b. Extant | c. Extinct | d. I don't know |
| X 4. (c) | a. Crust | b. Castor | c. Crush | d. I don't know |
| ✓ 5. (c) | a. Submachine | b. Submersion | c. Submarine | d. I don't know |
| ✓ 6. (c) | a. Feather | b. Future | c. Feature | d. I don't know |
| ✓ 7. (b) | a. Chant | b. Chain | c. Chance | d. I don't know |
| ✓ 8. (a) | a. Magnitude | b. Magnified | c. Magnetic | d. I don't know |
| ✓ 9. (b) | a. Intensify | b. Intensity | c. Intentions | d. I don't know |
| ✓ 10. (b) | a. Castrate | b. Catastrophe | c. Cartography | d. I don't know |



Name : NURINTANM

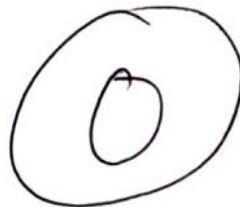
Unit : 8

Vocabulary Test

➤ Meaning Test

Please write down the **Indonesia** meaning of the following vocabulary.

1. Feature = _____
2. Catastrophe = _____
- X 3. Crust = kerusakan
4. Extent = _____
5. Attempt = _____
6. Magnitude = _____
- X 7. Chain = meratakan
- X 8. Submarine = bencana alam
9. Destruction = _____
- X 10. Intensity = intensitas / keparitas



Performing the Mann-Whitney U-Test Using SPSS

1. Define the variables

First, click the ‘Variable View’ tab at the bottom of the screen. Then, in the ‘Name’ column, type the names of the variables. It should be the grouping variable.

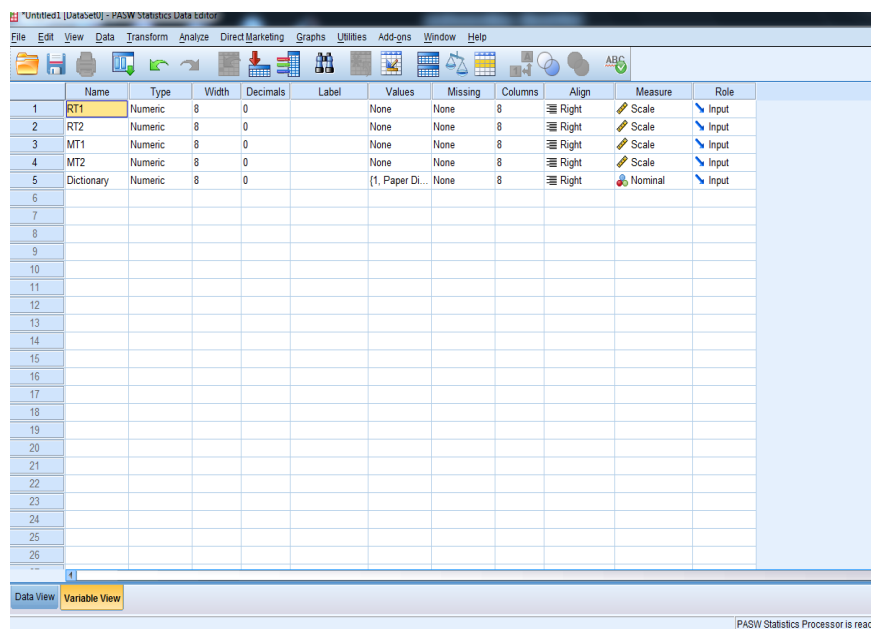


Figure A.1

As shown in the figure A.1, there are 5 variables, RT1 (Immediate Recognition Test), RT2 (Delayed Recognition Test), MT1 (Immediate Meaning Test), MT2 (Delayed Meaning Test), and the ‘Dictionary’ which is divided into two types. In this study, the groups are “Paper Dictionary” and “Google Dictionary”. Therefore, researcher set the grouping variables for the variable ‘Dictionary’. First, researcher selected the ‘Values’ column and click the (...) in the corner of the column, then researcher set a value of 1 to equal “Paper Dictionary” and the value 2 to equal “Google Dictionary” as shown in the figure A.2

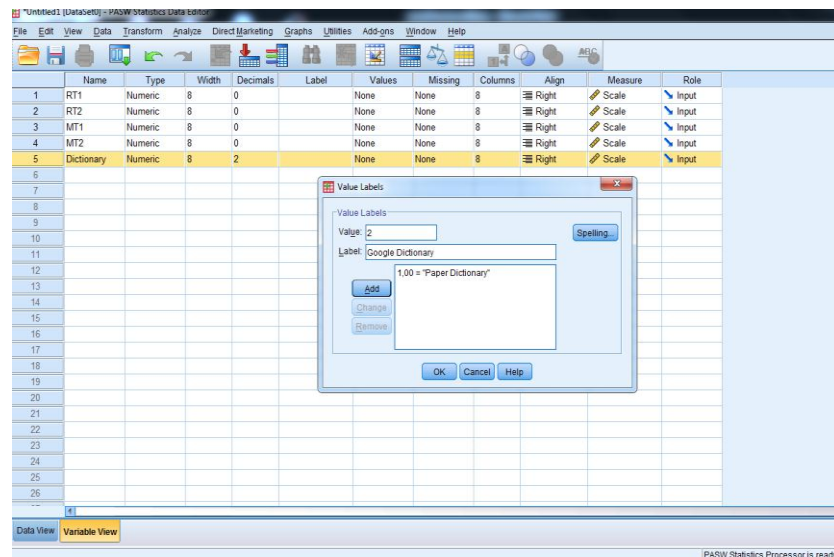


Figure A.2

2. Insert the students' score for each variables.

Click the “Data View” tab at the bottom of the screen and insert the score of students’ test for each variable column. Researcher also typed in the corresponding grouping variable in the “Dictionary” column. All of the score for ‘Paper Dictionary’ group are signified by a value of 1 in the grouping variable column that we called ‘Dictionary’, and the “Google Dictionary” group are signified by a value of 2. See the Figure A.3, Figure A.4, and Figure A.5.

The screenshot shows the SPSS Data View window with the following data:

1	RT1	RT2	MT1	MT2	Dictionary	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	
1	100	100	60	20	1																					
2	100	80	80	60	1																					
3	90	80	80	50	1																					
4	100	90	90	60	1																					
5	100	90	70	20	1																					
6	40	20	10	10	1																					
7	100	80	50	40	1																					
8	100	100	90	60	1																					
9	90	90	20	10	1																					
10	100	90	70	40	1																					
11	100	100	90	40	1																					
12	100	100	30	20	1																					
13	100	60	30	10	1																					
14	100	90	80	50	1																					
15	100	100	40	40	1																					
16	100	100	40	10	1																					
17	100	100	60	40	1																					
18	100	100	50	30	1																					
19	100	90	40	30	1																					
20	100	90	100	10	1																					
21	100	100	90	90	1																					
22	100	100	30	30	1																					
23	100	100	70	50	1																					
24	100	100	50	30	1																					
25	90	90	100	80	1																					

Figure A.3

	RT1	RT2	MT1	MT2	Dictionary	var	var	var	var	var	var	var	var	var	var	var
25	90	90	100	80	1											
26	100	100	80	70	1											
27	100	100	40	30	1											
28	60	60	40	10	1											
29	100	90	40	20	2											
30	100	90	20	10	2											
31	100	90	50	30	2											
32	100	90	30	20	2											
33	100	80	30	10	2											
34	90	70	20	0	2											
35	100	80	60	20	2											
36	90	80	20	10	2											
37	90	90	40	30	2											
38	90	80	50	50	2											
39	100	100	50	10	2											
40	100	100	30	10	2											
41	60	50	10	10	2											
42	100	90	40	10	2											
43	100	90	60	50	2											
44	100	100	60	60	2											
45	100	100	40	10	2											
46	80	40	20	0	2											
47	80	80	40	30	2											
48	100	100	20	10	2											
49	100	70	40	20	2											

Figure A.4

	RT1	RT2	MT1	MT2	Dictionary	var	var	var	var	var	var	var	var	var	var	var
34	90	70	20	0	2											
35	100	80	60	20	2											
36	90	80	20	10	2											
37	90	90	40	30	2											
38	90	80	50	50	2											
39	100	100	50	10	2											
40	100	100	30	10	2											
41	60	50	10	10	2											
42	100	90	40	10	2											
43	100	90	60	50	2											
44	100	100	60	60	2											
45	100	100	40	10	2											
46	80	40	20	0	2											
47	80	80	40	30	2											
48	100	100	20	10	2											
49	100	70	40	20	2											
50	100	100	20	10	2											
51	100	100	30	20	2											
52	100	100	50	10	2											
53	100	90	70	50	2											
54	100	90	50	30	2											
55	100	100	100	70	2											
56																
57																

Figure A.5

3. Analyze the data.

Use the pull-down menus and choose “Analyze”, “Nonparametric Tests”, “Legacy Dialogs”, and “2 Independent Samples...” (see figure A.6).

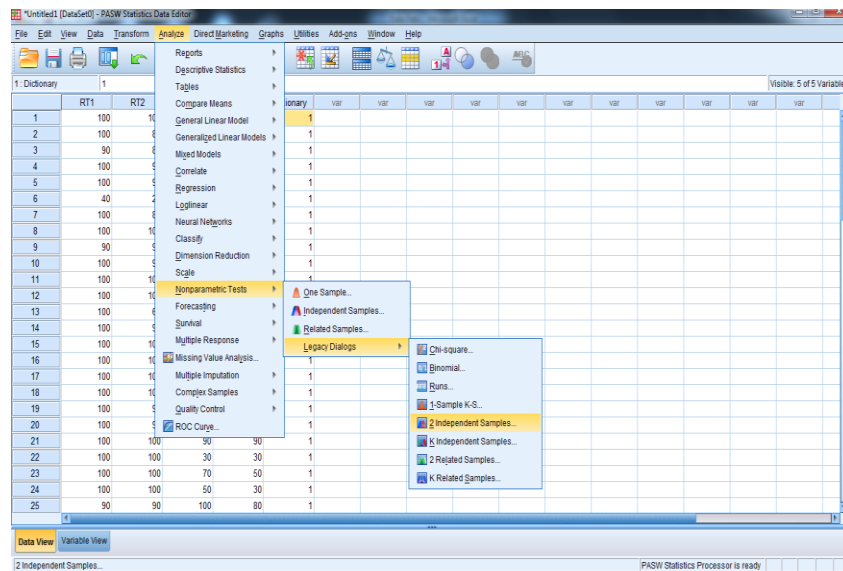


Figure A.6

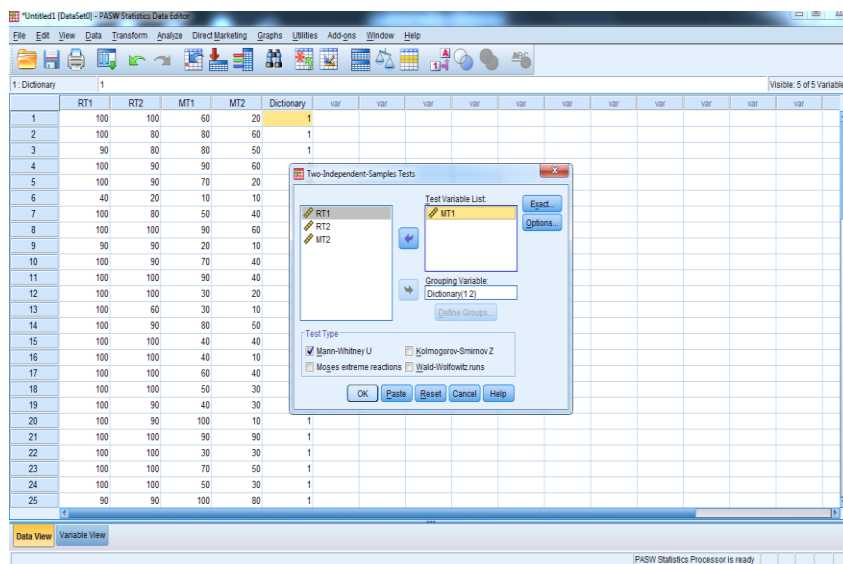


Figure A.7

Use the top arrow button (see Figure A.7) to place the variable with the data values in the box 'Test Variable List'. Then use the lower arrow button to place the grouping variable in the box 'Grouping Variable'. Click 'OK' to process the analysis. The result are shown in the Figure A.8.

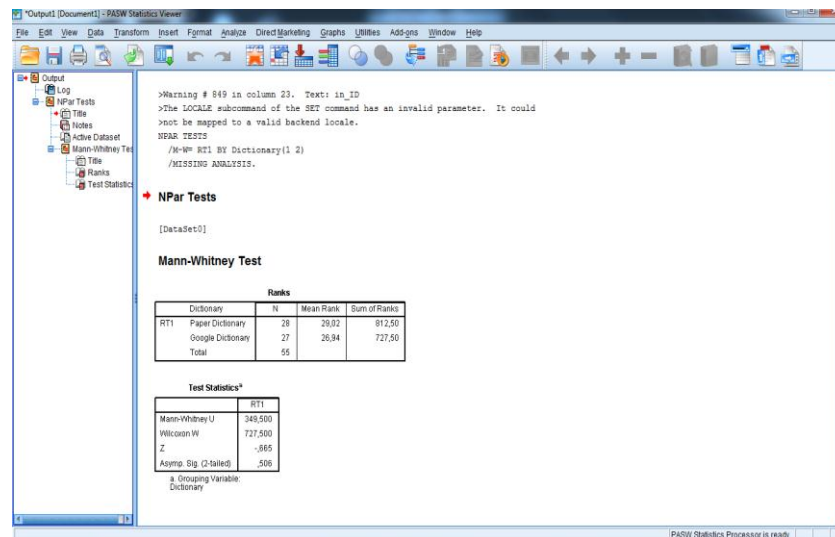


Figure A.8

4. SPSS Outputs

4.1 Immediate Recognition Test

Ranks			
Dictionary	N	Mean Rank	Sum of Ranks
RT1 Paper Dictionary	28	29,02	812,50
Google Dictionary	27	26,94	727,50
Total	55		

Test Statistics ^a	
	RT1
Mann-Whitney U	349,500
Wilcoxon W	727,500
Z	-,665
Asymp. Sig. (2-tailed)	,506

a. Grouping Variable: Dictionary

4.2 Delayed Recognition Test

Ranks			
Dictionary	N	Mean Rank	Sum of Ranks
RT2 Paper Dictionary	28	30,45	852,50
Google Dictionary	27	25,46	687,50
Total	55		

Test Statistics ^a	
	RT2
Mann-Whitney U	309,500
Wilcoxon W	687,500
Z	-1,219
Asymp. Sig. (2-tailed)	,223

a. Grouping Variable: Dictionary

4.3 Immediate Meaning Test

Ranks			
Dictionary	N	Mean Rank	Sum of Ranks
MT1 Paper Dictionary	28	33,95	950,50
Google Dictionary	27	21,83	589,50
Total	55		

Test Statistics ^a	
	MT1
Mann-Whitney U	211,500
Wilcoxon W	589,500
Z	-2,827
Asymp. Sig. (2-tailed)	,005

a. Grouping Variable: Dictionary

4.4 Delayed Meaning Test

		Ranks		
Dictionary		N	Mean Rank	Sum of Ranks
MT2	Paper Dictionary	28	33,39	935,00
	Google Dictionary	27	22,41	605,00
	Total	55		

Test Statistics ^a	
	MT2
Mann-Whitney U	227,000
Wilcoxon W	605,000
Z	-2,594
Asymp. Sig. (2-tailed)	,009

a. Grouping Variable: Dictionary

Appointment Letter of The Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B- 9080/UN.08/FTK/KP.07.6/09/2018

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 16 Januari 2018
- MEMUTUSKAN**
- Menetapkan :
 PERTAMA : **Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-1039/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018**
- Menunjuk Saudara:
- | | |
|-----------------------------|----------------------------|
| 1. Dr. Syarwan Ahmad, M.Lis | Sebagai Pembimbing Pertama |
| 2. Fera Busfina Zalha, MA. | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **Diah Febriaka Putri**
- NIM : **140203170**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **The Practicalities of Google Dictionary for Vocabulary Retention among EFL Undergraduate Students**
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 14 September 2018
 An. Rektor
 Dekan

 Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan

**Confirmation Letter of Conducting Research from Fakultas Tarbiyah dan
Keguruan UIN Ar-Raniry Banda Aceh**



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 11272 /Un.08/TU-FTK/ TL.00/10 /2018

30 Oktober 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Diah Febriaka Putri
N I M	: 140 203 170
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Utama Daroy Kameu, Lr. Cot Geulumpang, Daroy Kameu, Aceh Besar

Untuk mengumpulkan data pada:

Kampus UIN Ar-Raniry, Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Practicalities of Google Dictionary for Vocabulary Retention Among EFL Undergraduate Students

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



Am. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

**Confirmation Letter of Conducting Research from Fakultas Tarbiyah dan
Keguruan UIN Ar-Raniry Banda Aceh**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id. Website <http://ar-raniry.ac.id>

Surat Keterangan

Nomor: B-503/Un.08/KP.PBI/TL.00/12/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-11272/Un.08/ TU. FTK/TL.00/10/2018 tanggal 30 Oktober 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Diah Febriaka Putri
NIM : 140203170
Prodi : Pendidikan Bahasa Inggris

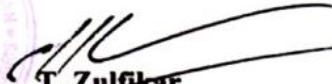
Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

The Practicalities of Google Dictionary for Vocabulary Retention Among EFL Undergraduate Students.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 18 Desember 2018
Ketua Prodi Pendidikan Bahasa Inggris,



20

T. Zulfikar

AUTOBIOGRAPHY

1. Name : Diah Febiarika Putri
2. Place/Date of Birth : Banda Aceh/February 24th 1996
3. Sex : Female
4. Religion : Islam
5. National/ethnic : Indonesia/ Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Daroy Kameu, Darul Imarah, Aceh Besar.
9. Email : diah.febiarikaputri@gmail.com
10. Parents
 - a. Father's Name : Irwansyah
 - b. Occupation : Private Employees
 - c. Mother's Name : Erlita
 - d. Occupation : Housewife
11. Education Background
 - a. Primary School : SD Negeri 5 Banda Aceh (2008)
 - b. Junior High School : SMP Negeri 1 Banda Aceh (2011)
 - c. Senior High School : SMANegeri1 Banda Aceh (2014)
 - d. University : UIN Ar-Raniry (2019)

Banda Aceh, December 26th, 2018

Diah Febiarika Putri