

**TEACHERS' AND STUDENTS' PERCEPTION
ON THE USE OF DIGITAL DICTIONARY IN ENGLISH CLASSROOM
AT MADRASAH ALIYAH NEGERI 2 PROBOLINGGO**

THESIS

Submitted to State Islamic University Kiai Haji Achmad Siddiq Jember
in Partial Fulfillment of the requirements of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Education and Language Department
English Education Department



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**ENGLISH EDUCATION PROGRAM
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FACULTY OF TARBIYAH AND TEACHER TRAINING
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KIAI HAJI ACHMAD SIDDIQ JEMBER
OCTOBER 2022**

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Day Thursday
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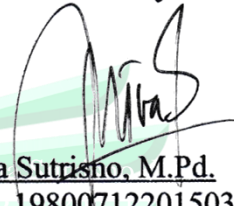
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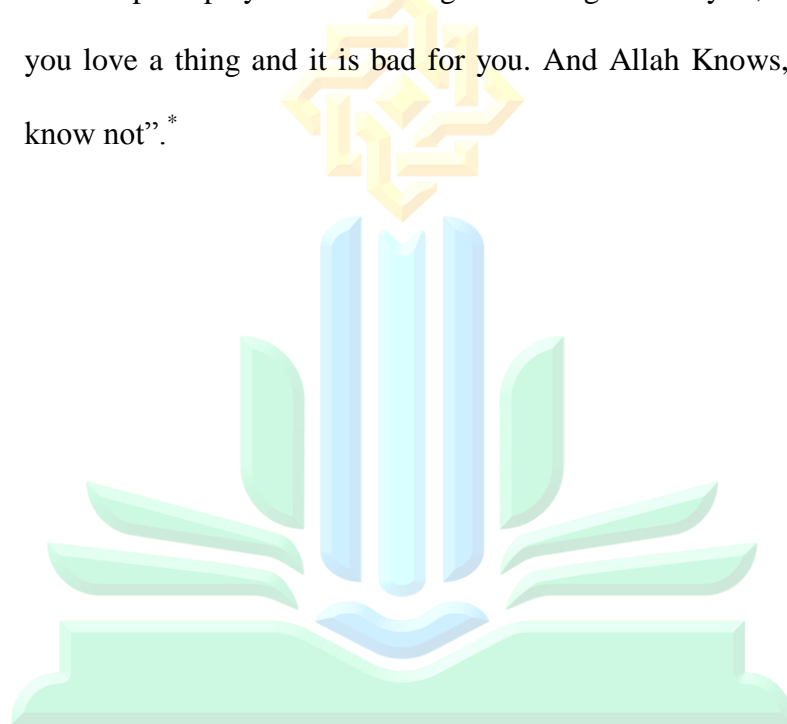
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MOTTO

.... وَعَسَىٰ أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ وَعَسَىٰ أَنْ تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ

وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ ﴿١٦٦﴾

Meanings: “...But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah Knows, while you know not”.*



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* Qur'an Ministry of Religion. Online version. <https://qur'an.kemenag.go.id>. (accessed on 13th September 2022, 13:22 pm)

DEDICATION

I dedicate this thesis to my beloved parents, Mr. Hasbullah and Mrs. Hasanah Muawanah who have supported me, prayed for me in all day and night. I am so glad to have you all in my life. Thank you mom, thank you dad, thank you for a countless things, I love you all.



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Jember, October 20th, 2022

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ABSTRACT

Aldy Maulana Firman, 2022: *“Teachers’ and Students’ Perception on The Use of Digital Dictionary in English classroom at Madrasah Aliyah Negeri 2 Probolinggo”*.

Rapid development of information technology brings impact to human life especially the educational world. Positive impact is closely related to the improvement of the quality of education. Technology gives an easy way toward teacher and students in teaching and learning activity. Moreover in English learning, students need to use technology as innovation to aid their study. Madrasah Aliyah Negeri 2 Probolinggo as an institution that implement Digital Dictionary as a media in English Language Teaching since pandemic Covid-19.

The aimed of this research was to investigate 1). Teachers’ perception on the use of Digital Dictionary in ELT classroom. 2). Students’ perception on the use of Digital Dictionary in English classroom at Madrasah Aliyah Negeri 2 Probolinggo.

This study used qualitative approach and the research design was field research. The research subjects were teachers and students of Madrasah Aliyah Negeri 2 Probolinggo. Data collecting techniques used in this study were interview, observation, and documentation. The data analysis used in this research was interactive analysis according Miles, Huberman, and Saldana. While, for the validity of data, the researcher used source triangulation and technical triangulation.

This research finding showed that: 1). Teachers’ perception on the use of digital dictionary in English classroom at Madrasah Aliyah Negeri 2 Probolinggo was the strategy of teacher to give responsibility to students, in order to have independence in English classroom, motivating students in English classroom, and having initiate learning in English classroom. 2). Students’ perception on the use of digital dictionary in English classroom at Madrasah Aliyah Negeri 2 Probolinggo, students have their own responsibility on the use of digital dictionary in English classroom, and having initiate learning, independence learning, and motivated in English classroom.

Keyword: Perception, Digital Dictionary, English classroom

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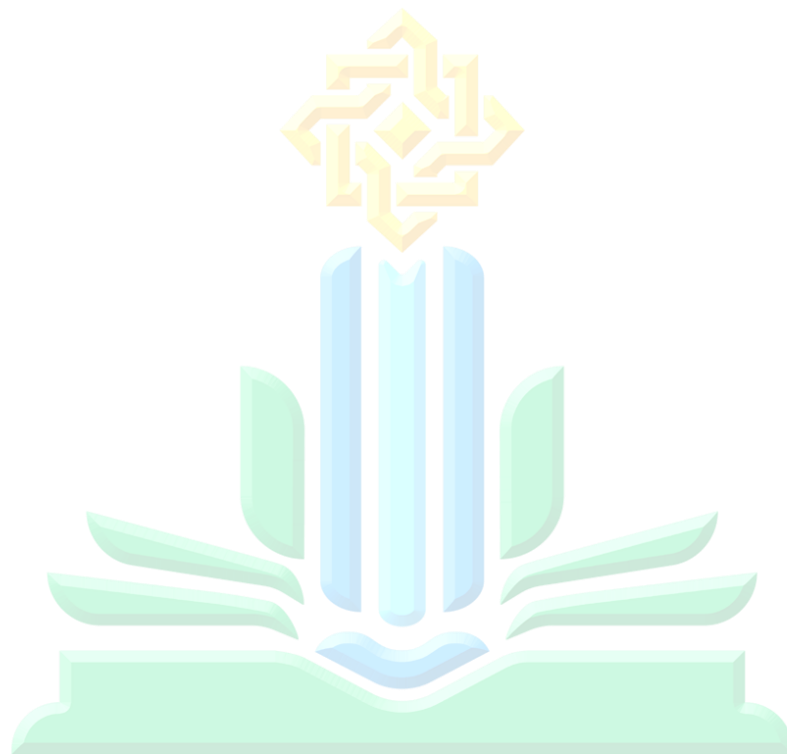
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CHAPTER I

INTRODUCTION

This chapter discusses some aspect dealing the topic of the research. They are background of study, research questions, research objectives, research significant, scope of the research, and definition of the terms.

A. Background of study

Rapid development of information technology brings impact to human life especially the educational world. Positive impact is closely related to the improvement of the quality of education. The technology information is so easily obtained either through the mass media, electronic, as well as through a network of internet technology. As stated in Law NO 11 years 2008 Article 4 NO 4 states that everyone has the right to promote thoughts and abilities in the use and utilization of technology information and communication as optimal as possible and can be accountable.¹

Utilizing technology is so much important for the development of education. Technology gives effective and efficient way toward teacher and students in teaching and learning activity. With the involvement of technology in education, people in educational field such as teachers and students are benefited from the use of technology. According to Vota in Mathew & Khaled, points out that regardless of the educational features of mobile-device technology, it may fail if teachers are not trained to use the technology to

¹ Republik Indonesia,” Undang-Undang No. 11 tahun 2008 Pasal 4 no 4 Tentang Pemanfaatan Teknologi Informasi dan Transaksi elektronik,” accessed August 24, 2022, <http://kemenag.go.id/file/dokumen/UU1108>.

improve their teaching activities.² It means, a teacher must be able to adjust the teaching media with the times and what of the students need. In other that, students can learn via internet material, applications, or the web through online learning.

Moreover in English learning, students need to use a tool to aid their study, and dictionary is one of the tools that help students. With the use of dictionary, students can get a lot of input for exploring different meaning. In addition, according to Collins, the development of smartphones and internet todays 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.³ It means, technology provide digital dictionary that can be obtained through technology device such as smartphone and internet.

Actually, Dictionary is available in two versions; there were a print version and a digital version which can be in the form of a website or application.⁴ Digital dictionary is an innovation of printed dictionary. It means that digital dictionary is a modern version of printed dictionary. In addition, the existence of digital dictionary among language learning is providing new way of ELT classroom. Digital Dictionary is considered to be very useful as teaching language learning media. At the same time, Boonmoth

² George Mathew Nalliveetil and Talal Hail Khaled Alenazi, "The Impact of Mobile Phones on English Language Learning: Perceptions of EFL Undergraduates," *Journal of Language Teaching and Research*, No. 2, (2016): 264-272.

³ Collins, J. B., "Changes in electronic dictionary usage patterns in the age of free online dictionaries: implications for vocabulary acquisition," *APU Journal of Language Research*, 01(01), (2016): 36.

⁴ Laila Desnaranti at all, "The Analysis Of Digital English Dictionary Use By Non-English Major Undergraduate Students," *Journal of Teaching & Education*, No. 1 (2022).

admit that there has been growing interest in the use of Digital dictionaries for learning foreign languages and there has been a rise in students' use of Digital dictionaries for EFL purposes.⁵ It can be concluded that, digital dictionary changes the traditional method of English teaching into modern method in ELT classroom.

Allah state in Qur'an surah Al-Mujadalah, no.11:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ اٰنْشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning: "O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do".⁶

Surah Al-Mujadalah means that how high the degree and position of those who have knowledge are because those who are elevated by Allah SWT are people who believe, are pious and do good deeds and are knowledgeable. So these surah gave statement to have knowledge. The knowledge could be obtained through a good way. It is line with learning English that utilize technology by using digital dictionary.

In addition, the use of digital dictionary has become trend around language learner. It is in line with the current situation, where the students

⁵ Reza Dashtestani, " EFL teachers' and students' perspectives on the use of electronic dictionaries for learning English," University of Tehran, Islamic Republic of Iran, (2014) 51-65.

⁶ Qur'an Kemenag. Online version. <https://qur'an.kemenag.go.id>. (accessed on 17th September 2022, 15:20 pm)

have an easy access to use technology in learning process. Therefore, the teachers and students' perception on the use of digital dictionary in ELT classroom is so much important to be explored. It is because before using digital dictionary, teacher and students utilize Printed dictionary and Google search dictionary that need internet quota and good signal to explore the meaning of word. It is different with digital dictionary that can be used in online and offline mode.

MAN 2 Probolinggo is a one of schools with "A" accreditation in Probolinggo regency, East Java.⁷ This school utilized Digital dictionary as learning media in teaching and learning process, especially in teaching English as foreign language while some other schools around MAN 2 Probolinggo use a printed dictionary only as a learning media. This school has been implemented digital dictionary for student in ELT classroom as learning media since the pandemic Covid-19. Additionally, the students are utilized smartphone for teaching and learning activity. In Madrasah Aliyah Negeri 2 Probolinggo, students use KAMUSKU (English Indonesian dictionary). Free Apps can be downloaded in Playstore through smartphone. And it has provide online and offline mode.

The phenomenon encourages the researcher to establish a research under the title "students' and teachers' perception on the use of digital dictionary in ELT classroom at Madrasah Aliyah Negeri 2 Probolinggo". The researcher focuses on the perception of teachers and students on the use of

⁷ SK:1347/BAN-SM/SK/2021.

digital dictionary in ELT classroom at Madrasah Aliyah Negeri 2 Probolinggo.

B. Research question

Based on the background of study, the research aim to answer the following question

1. How is teachers' perception on the use of digital dictionary in ELT classroom at Madrasah Aliyah Negeri 2 Probolinggo?
2. How is students' perception on the use of digital dictionary in ELT classroom at Madrasah Aliyah Negeri 2 Probolinggo?

C. Research objective

Based on the research question, the objective of conducting this research as follow:

1. To figure out teachers' perception on the use of digital dictionary in ELT classroom at Madrasah Aliyah Negeri 2 Probolinggo.
2. To figure out students' perception on the use of digital dictionary in ELT classroom at Madrasah Aliyah Negeri 2 Probolinggo.

D. Research significant

This research aims to provide some significance for practical, theoretical and other researchers who will conduct the similar research as follows:

1. Practical Significance

The finding of this research is expected to give a contribution and information to the teachers on the use of digital dictionary in ELT classroom.

2. Theoretical Significance

This research could be a comparison in conducting another research. The findings of this study may be useful to other researchers who are interested in doing similar studies. The findings of this study can be used as a guideline to develop new research design and methodology.

E. Scope of the Research

This research will be conducted for teachers and students at Madrasah Aliyah Negeri 2 Probolinggo. For this research, the scope is on the teachers and students' perception on the use of digital dictionary in ELT classroom.

F. Definition of key term

The researcher provides the meaning of the keyword in order to avoid any misconception. The key terms are:

1. Perception

Perception is process of perceiving something as a result of an individual's sensory response to a stimulus, with the result being an interpretation or identification of the perceived objects. It means, the way of responding to objects that are understood around by seeing, feeling, listening.

2. Digital dictionary

Digital dictionary is dictionary that used through apps on mobile phone. This app is a tool for language learning media as vocabulary searching. This app provides the meaning of words and phrase and also sentence of language. It provides offline and online searching. Thus, the user can access this dictionary without quota. Even the user can search unfamiliar word with internet quota.

Kamusku Application is application which can be downloaded through the Google Play Store on smartphone. The application uses the online translation "Bing Translator" for words not found.

3. ELT classroom

English Language Teaching, or ELT, refers to the activity and industry of teaching English to non-native speakers. It means, ELT is language teaching that learned by language learner who is use English as foreign language.

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CHAPTER II

LITERATURE REVIEW

A. Previous studies

1. In this previous study, the researcher included result of the study that had been carried out related to the study that will be conducted by researcher. There were previous studies that doing research about the use of digital dictionary. The first was by Theresia Avila Tri Utami entitled “Students Responses on the Use of Online Dictionary at SMPN 15 Yogyakarta. This study aimed to find out students’ responses on the use of online dictionary in the English language lesson. Based on the result, the researcher found some results. First, the implementation of online dictionary in the classroom was not maximal enough. It is because the respondent rarely used online dictionary in their daily life. Students need time to recognize the online dictionary. Also the implementation of using online dictionary was only concluded one which is not enough. Second, the respondents felt worried while using online dictionary because of their limited internet quota. Third, even though the respondents felt worried about the internet quota, they felt happy because they can learn using mobile phone. Online dictionary offers ease and effectiveness that can help them learning English in the classroom.⁸
2. The second was by Huibin Zheng and Xiaoli Wang entitled “The Use of Electronic Dictionaries in EFL Classroom”. This study aimed to

⁸ Theresia Avila, “Students’ Responses On The Use Of Online Dictionary At Smpn 15 Yogyakarta 2017/2018”, (Thesis, University of Sanata Darma, 2017)

investigate the functionality of electronic dictionaries and reasons why they are popular in EFL class will be introduced. Also, some of the current issues related to the integration of electronic dictionaries into EFL instruction and learning will be identified and discussed. Based on the findings, discovering teaching and learning tools that save time and can contribute to learner achievement can help motivate teachers to learn more about effective uses of technology. As electronic dictionaries have become more and more attractive, accepted and popular to EFL learners at different levels, using electronic dictionaries in EFL classroom has gradually become an alternative to many.⁹

3. The third was by Reza Dashtestani entitled “EFL teachers’ and students’ perspectives on the use of electronic dictionaries for learning English”. This study focused on the teachers’ and students’ perspectives on the use of electronic dictionaries for learning English. The results of the study suggest that both EFL teachers and students held moderately positive attitudes toward the use of electronic dictionaries for learning EFL. They also indicate that there are several obstacles and challenges, including lack of training on the use of electronic dictionaries, students’ use of unsuitable versions of electronic dictionaries, lack of facilities to use electronic dictionaries in EFL classrooms, and distraction from learning caused by using electronic dictionaries in the classroom.¹⁰

⁹ Huibin Zheng, Xiaoli Wang, “The Use of Electronic Dictionaries in EFL Classroom,” 2016, *Studies in English Language Teaching*, Vol. 4, No. 1.

¹⁰ Reza Dashtestani, “EFL teachers’ and students’ perspectives on the use of electronic dictionaries for learning English”, 2014, *CALL-EJ*, 14(2), 51-65.

4. The fourth was by Kefah A. Barham entitled “The Use of Electronic Dictionary in the Language Classroom: The Views of Language Learners”. This study was carried out to present students’ experiences in using e- dictionaries in Educational Readings in English class. The findings of this study showed that participants expressed positive attitudes and perceptions toward the use of the mobile dictionary in “Educational Readings in English” course and in learning new vocabularies. They are also eager to use it in other courses and outside the classroom when teaching and helping other siblings.¹¹
5. The fifth was by Maslawati Mohamad, Nuraidawany Rashid, dan Wan Nur’ashiqin Wan Mohamad. Entitled “The Advantages and Disadvantages of E-Dictionaries to Enhance Vocabulary Learning of ESL Learners” this study aimed to explore the advantages of e-dictionaries towards ESL learners together with the difficulties faced when using e-dictionaries. The findings revealed that although e-dictionaries provide some benefits to enhance vocabulary learning, there are also difficulties faced by ESL learners. It was found that the benefits are it enables them to learn about new vocabulary regardless of place and time, helps them to learn proper pronunciation of words, identifies the word origin efficiently,

¹¹ Kefah A. Barham, “The Use of Electronic Dictionary in the Language Classroom: The Views of Language Learners”, 2017, An- Najah National University.

has visual impacts which contain interactive interaction, and gives clearer vocabulary instruction in comparison to printed dictionary.¹²

Table 2.1
Similarities and Differences of Previous Research

No	Research title	Similarities	Differences
1	Students responses on the use of online dictionary at SMPN 15 Yogyakarta	1. Both researches have same topic about The use of digital dictionary	1. The researcher conducted survey research and distribute questionnaire and interview. Also the researcher conducted pre-test and post-test to make students experience. 2. Previous research analyzed implementation of the use of digital dictionary
2	The Use of Electronic Dictionaries in EFL Classroom	1. Both researches have same topic about The use of digital dictionary	1. Previous research focused on analyzed efficiency and effectiveness in EFL Classroom 2. Previous research introduced functionality of electronic dictionaries and reasons why they are popular in EFL class 3. Previous research did the observation and reflection of using electronic dictionaries in EFL classes at a Chinese university.

¹² Maslawati Mohamad, Nuraidawany Rashid, dan Wan Nur'ashiqin Wan Mohamad, "The Advantages and Disadvantages of E-Dictionaries to Enhance Vocabulary Learning of ESL Learners", 2017, The International Academic Forum.

3	EFL teachers' and students' perspectives on the use of electronic dictionaries for learning English	<ol style="list-style-type: none"> 1. Both researches have same topic about The use of digital dictionary 2. Both researches have same objective conducted to investigate English as a foreign language (EFL) students' or teachers' perspectives on the use of electronic dictionaries 	<ol style="list-style-type: none"> 1. Previous research used mix method research design, those are qualitative and quantitative approach 2. Participants of the study were 126 EFL students and 73 EFL teachers and were invited to respond to questionnaire
4	The Use of Electronic Dictionary in the Language Classroom: The Views of Language Learners	<ol style="list-style-type: none"> 1. Both researches have same topic about The use of digital dictionary 2. Both researchers used qualitative approach 	<ol style="list-style-type: none"> 1. Previous research focused on analyzed Educational Readings in English classes 2. Previous research explores What are the students' experiences in using e- dictionaries in Educational Readings in English classes at the Faculty of Social Sciences and Teacher Training students at A-Najah National University
5	The Advantages and Disadvantages of E-Dictionaries to Enhance Vocabulary Learning of ESL Learners	<ol style="list-style-type: none"> 1. Both researches have same topic about digital dictionary 	<ol style="list-style-type: none"> 1. Previous study aims to explore the advantages of e-dictionaries towards ESL learners together with the difficulties faced when using e-dictionaries

B. Theoretical Framework

In doing a research some concept are needed to explain. The terms must be clarified in order to avoid confusion among the readers. The following terms are used in this study:

1. Perception

a. Definition of perception

Suratno and Aйдawati define state perception as the process of perceiving something as a result of an individual's sensory response to a stimulus, with the result being an interpretation or identification of the perceived objects.¹³ Perception creates a unique meaning for perceived objects by linking external stimuli with perceived objects based on each individual's experience. Perception is a method of organizing and interpreting stimuli in order to give the perceived objects a new meaning. Because something is only considered right if it is also perceived as such, perception is closely linked to beliefs.

According to Kodariah Perception refers to how we try to understand the world around us by gathering information through our five sense organs.¹⁴ According to the term, perception is a term used to express the experience of an object or a series of events. Perception is our perception of the information content. We can compare this

¹³Antonius Suratno & Emilia Ninik Aйдawati, Exploring Students' Perception And Ict Use In Indonesian High Schools, A Journal of Culture, English Language, Teaching & Literature, No. 2; (December 2016), 181.

¹⁴ Kodariah. Students' Perception on Role Play Method in Teaching English Speaking at The State Islamic SMPolak Kemang Jambi City. (Undergraduate thesis 1, State Islamic University of Jambi, 2016), 05.

representation to previous experiences and the way you notice or understand something using one of your senses

In common terminology, perception is defined by Longman Dictionary of Contemporary English as “a) the way you think about something and your idea of what it is like; b) the way that you notice things with your senses of sight, hearing etc.; c) the natural ability to understand or notice things quickly.”¹⁵ According to Desiderato state perception is an experience about an object, an event that has already happened and even what is happening, or it can be a relationship that is obtained to be able to deduce information or interpret a message contained therein. Perception can also be interpreted as a process about various things that are highly relevant senses or past experiences that aim to provide a structured picture and also have meaning in certain situations¹⁶. BimoWalgito states that perception is a process that is preceded by a sensing process, also known as the process of receiving a stimulus by an individual through sensory organs, also called a sensory process. But the process didn't just stop, because the stimulus received will be continued into a continuous process, namely the process of perception. Therefore, we can observe that perception cannot be separated from the sensing process of an individual and sensing is the initial center of the perceptual process. Therefore,

¹⁵ Qiong, A Brief Introduction to Perception, Studies in Literature and Language, No. 4, 2017, pp. 18-28

¹⁶ Miftahul Huda, Model-Model Pengajaran Dan Pembelajaran. (Yogyakarta: PustakaBelajar, 2017), 23.

sensing can occur at any time when an individual receives a stimulus through the individual's sense organs such as through the eye as a visual tool, through the ear as a hearing aid, through the tongue as a taste tool, through the nose as a means of smell and also the last one, namely through skin as a means of touching.¹⁷

b. Process of Perception

There are two theories from experts. The first part is a theory about the process of perception from Goldstein, and the second one is stated by Michele Kehoe.

According to Goldstein there are two processes of perception, which are:¹⁸

1) Bottom-up Processing

When stimuli enter the receptors, the mechanism of perception is called bottom-up processing. It's also known as datadriven processing.

2) Top-down Processing

Top-down processing, also known as information based processing, is characterized as processing that is based on knowledge. This type of knowledge isn't necessarily involved in interpretation, but as we'll see, it is often and often without our knowledge.

¹⁷ Walgito Bimo, Pengantar Psikologi Umum. (Yogyakarta: Andi, 2010), 70.

¹⁸ Goldstein, E. Bruce. Sensation and perception. (Belmont: Wadsworth Cengage Learning, 2014)

The next theory is stated by Kehoe in his book titled *Make that Grade Organisational Behaviour*.¹⁹ He states that there are three process of perception, that is:

1) Selective Attention

When the environment is perceptually picked, this is the method. This can be described as a scanning process for an individual, an item, or an event. It also filters out irrelevant details.

2) Perceptual Threshold

The next step is to add a perceptual threshold after the scanning device and information have been filtered. This process includes our brain's sensory input, and it is affected by a number of factors such as physical health, movement state, training, and experience.

3) Habituation

Habituation is the process when our brain is accepting the new information, and it connects with experience which is already

familiar to us. This process also can facilities the process of learning

c. Types of perception

According to Irwanto in Shandi's thesis, perception divide into two, those are positive and negative perceptions.²⁰

¹⁹ Kehoe Michelle. *Make that grade organizational behaviour* (2nd Ed). Dublin: Gill & Macmillan Ltd, 2013)

²⁰ Frestilya Ari Shandi, *Persepsi Masyarakat Tentang Pergaulan Bebas Di Masa Peminangan* (Thesis, (Iain) Metro 1441 H/2020 M).

- 1) Positive perception is a perception that describes all knowledge and responses that continue with the effort to use it. This will be continued by activating or accepting and supporting the perceived object.
- 2) Negative perception is a perception that describes all knowledge and responses that are not in harmony with the object in perception. It will proceed with passivity or reject and oppose the perceived object. Thus, it can be said that perception is both positive and the negative will always affect someone in doing something. Positive perception or negative perception all depends on how individuals describe all their knowledge about an object that is perceived.

It can be said that the perception both positive and negative will always affect a person in carrying out an action. And the emergence of a positive perception or negative perception all depends on how the individual describes all his knowledge of a perceived object.

Meanwhile, Taleghani in Ashari divide perception into two different categories,²¹ namely:

- 1) Supportive perception means that someone is showing agreement and giving encouragement, approval or help toward something.

²¹ Ayu Ashari, Teachers And Students' Perception Towards The Use Of Ict In Efl Classroom At Islamic Senior High School2 Soppeng, (Thesis, IAIN Pare Pare, 2019), 30.

- 2) Unsupportive perception means that someone is showing disagreement and not providing support or sympathy toward something.

d. Dimensions of Perception

According to Qiong, there are two dimensions of perception.²²

1) The Physical Dimension of Perception

The physical component of perception is primarily concerned with the conversion of a stimulus into a useful form, and it aids humans in acquiring information or knowledge about the world around them. It covers not only the energy properties of stimuli, as well as the nature and functions of human sensory organs, but also the transmission of stimuli from the nervous system to the brain. Physical differences between people are insignificant as compared to psychological differences, hence this physical dimension of perception presents of our country,

language, or skin color, we all have relatively similar eyes, ears, noses, and nerve endings that allow us to sense the world. We can all feel the breeze on our faces, hear a baby cry, enjoy wonderful music from around the world, smell the scent of flowers, see the full moon in the night sky, feel the pain of a knife cut on a finger, sense thirst and hunger, and so on, thanks to these identical sensory organs.

²² Qiong, A Brief Introduction to Perception, Studies in Literature and Language, No. 4, 2017, pp. 18-20

2) The Psychological Dimension of Perception

People's beliefs, values, attitudes, needs, interests, and other factors have a stronger impact on how individuals perceive the outside world in IC, the psychological dimension becomes more important. People give 16 interpretations of selected stimuli at this phase, and as a result, they have their own distinct personal touch on the outer world. For example, when it comes to parents living with their children, Chinese and American people have distinct perspectives. In China, it is natural common for parents to live with their children, hence the Chinese word "living under the same roof" is used. Because children are constantly taught in school that it is their role or obligation to look after their parents, living with them and getting advice from them is seen as both an asset and blessing. Nonetheless, American parents and children prefer to live separately because they value their privacy and do not want outsiders to interfere with their personal lives. This disparity is attributable to their differing cultural beliefs and perspectives on life. As a result, rather than their sensory organs (The physical dimension) determining what stimuli will attract people's attention and thus receive meanings, it is their value, attitude, or motives (The psychological dimension) that determine what stimuli will attract people's attention and thus receive meanings.

2. Digital dictionary

a. Definition of Digital dictionary

Digital dictionary is new technology that can we use to give information about the spelling, meaning, or using of words.²³ Digital dictionary was a new media in teaching and learning. Digital dictionary was the modern tool in language learning. Digital dictionary was a transformation from printed dictionary. Kamusku Application is a one of digital dictionary. This digital dictionary application can be downloaded for free through the Google Play Store on your smartphone.

In this study, the researcher used the Application, Kamus Inggris (Kamusku), on Android smartphone or Iphone for the best English to Indonesia dictionary. Kamus Inggris (Kamusku) is large English to Indonesian dictionary application that gives us the opportunity to know the meaning of English words in Indonesian and vice versa. It has a very intuitive and simple layout that is very aesthetically pleasing. The design of this dictionary application is very similar to other applications like that but the features it offers are very easy to find and use. We found the Kamus Inggris (Kamusku)'s design and layout could be perfect for a dictionary app. Each aspect of this English to Indonesian dictionary application from the font color to the font type and the way each feature is organized is ideal.

²³ Indah, "The Influence Of Using Electronic Dictionary As Medium On The Students' Vocabulary Mastery At The Eighth Grade Of Junior High School 5 Metro"(Thesis, IAIN Metro, 2017), 22.



Figure 2.1 Digital Dictionary (KAMUSKU)



Figure 2.2 Digital Dictionary (KAMUSKU)

On the use of digital dictionary, the first installed Kamusku Application on the PlayStore. The second opened the Application and input a word. The third, the meaning would arise.

b. Advantages and Disadvantages

The advantage of Kamusku itself is that it can be used offline even if you don't have an internet quota. For its own vocabulary, the Kamusku application has popular words to words that are rarely heard or used in communication. Digital dictionaries are regarded as more convenient as they are more portable and flexible compared to printed dictionaries, It could use it anywhere and anytime inside and outside of the classroom, In addition mentioned that printed dictionaries require them to have perseverance in flipping through the pages to get to the targeted word definition.²⁴ According to Golonka et al in Rashid journal e-dictionaries help to aid students as an individual study tools considering that it is a self-contained prograded applications. Since there are few studies conducted on e-dictionaries, there is need to discover the learners' perceptions in using e-dictionaries in English as foreign Language (EFL) classroom, especially in the tertiary education environment.²⁵

Digital dictionary is available online and dictionary apps are available on most hand-held devices and mobile phones.²⁶ This helps the learners to identify the meaning and origin of targeted word efficiently. This is because e-dictionaries also offer hyper link which

²⁴ Mohamad, "Rashid, and Nur'ashiqin, The Advantages and Disadvantages of E-Dictionaries to Enhance Vocabulary Learning of ESL Learners", The International Academic Forum, 2017. 5

²⁵ Rashid, and Nur'ashiqin, "The Advantages and Disadvantages of E-Dictionaries to Enhance Vocabulary Learning of ESL Learners" 2

²⁶ Rashid, and Nur'ashiqin, "The Advantages and Disadvantages of E-Dictionaries to Enhance Vocabulary Learning of ESL Learners" 3

connect users to other relevant websites. The provision of etymological analysis at the end of the entries also facilitates learning. E-dictionaries are also available as apps for portable devices and smart mobile phones which are convenient to the users. He further added e-dictionaries are favorable to adult learners in comparison to young ones.

The disadvantage of digital dictionary is related with technology abuse, the use of digital dictionary cause the user to get an easy way, without the process. That causes students ignored the very important skill in language learning which is using the context to deduce the correct meanings.²⁷ Digital dictionary can prevent students guessing skills and contextualized thinking in vocabulary acquisition. Moreover, electronic dictionaries can cause distraction, it often takes place when students use electronic dictionaries in the classrooms, Electronic dictionaries can also be very disturbing when students use them in the classroom, and the voice of electronic dictionaries that suddenly occurs in class could be very annoying or surprising to the teacher and the students who are busy doing their work.²⁸

c. Digital dictionary in English classroom

Digital dictionaries can be used as a tool in the same ways that paper dictionaries can, they are capable of more than such tools, and

²⁷ Huibin Zheng1, Xiaoli Wang, “The Use of Electronic Dictionaries in EFL Classroom”, Scholink journal, No. 1, (2016) 153 www.scholink.org/ojs/index.php/selt

²⁸ Zheng1 and Wang, “The Use of Electronic Dictionaries in EFL Classroom”, 146

both learners and teachers must understand both the advantages and liabilities of using Digital dictionaries.²⁹

Digital dictionary in English classroom could be the proponent media in learning model of self-Directed Learning and Autonomus learning. Self-directed learning is a condition that the learner has their own control in the decision to making process regarding his own learning and accepts full responsibility for it, even though he will need help and advice from a teacher.³⁰ Self-Directed Learning can act as a useful strategy for students' independently and can be successfully used as a useful tool for motivating learners to engage themselves in learning activities both inside and outside of classroom, because they could take the responsibility for what lessons to take and what problems to solve in real life situations, they are able to choose, plan, manage and evaluate their learning activities which can be carried out at any place and any time. Self-Directed Learning gives the learners to have a greater role in their learning process.

Meanwhile according to Richard, learner autonomy refers to the principle that learners should take an increasing amount of responsibility for what they learn and how they learn it.³¹ Autonomus Learning is a learning system where students take the initiative, accept

²⁹ Zhengl and Wang, "The Use of Electronic Dictionaries in EFL Classroom", 144

³⁰ Huda and Miftahul., "Model-model Pengajaran dan Pembelajaran", 2013, Yogyakarta: Pustaka Pelajar.

³¹ Richards, J. C., "Autonomous Learner", 2022,
<https://www.professorjackrichards.com/autonomous-learner/>

and accept their responsibility to learn the way they want, this is a system that is responsible for students.

Based on the learning model of Self-Directed Learning and Autonomus Learning, it could be applied with the use of digital dictionary. In the digital dictionary, it provided various vocabularies that students could increase their vocabulary easier. Digital dictionary provide pronunciation voice that students could learn how to pronounce well. And digital dictionary provide the example of sentence that students could make sentence well in English. It appropriated that Self-Directed Learning and Autonomus Learning aimed the students to independent, motivated and have initiated learning in ELT classroom.

3. English classroom

English Language Teaching, or ELT, refers to the activity and industry of teaching English to non-native speakers. It means, ELT is language teaching that learned by language learner who is use English as foreign language.

As an academic discipline, ELT is primarily concerned with the teaching and learning of English. The majority of research work and publications in applied linguistics have been directly concerned with language teaching and learning. English language teaching is common in those countries where English is not the first language (EFL, ESL, and EIL). It is also taught in English speaking countries because many people

from non-English speaking countries move there. Language teaching and learning is often assumed to be a very difficult process. The difficulties of learners also depend upon how much their native language is different from English. Learners of English language usually commit errors of grammar, vocabulary, and pronunciation.³²



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³² “band,” Introduction to ELT ENG 503, accessed may 3, 2022, <https://www.coursehero.com/band>.

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 approach and design, data collecting method, research participants, data analysis, and data validity.

A. Research approach and design

The approach that will be used in this research is qualitative research. Qualitative research is studying that purpose to understand the phenomena about what is experienced by subjects such as behavior, perception, motivation, action, etc. Holistically and by mean of description in the form of words and language, in particular natural context and by utilizing various natural method.³³

This research used qualitative research focused on the field research design. Field research is research carried out in a place or a location chosen to research or something that happens in that place.³⁴ Therefore, this study has a qualitative purpose of discovering the teacher and students' perception on the use of digital dictionary in ELT classroom.

B. Location of The Research

In this research, researcher chose Madrasah Aliyah Negeri 2 probolinggo as research location because this school is an senior school that

³³ John W. Creswell, Educational Research (Boston: Pearson, 2015), 3.

³⁴ Abdurahman Fathoni, Metodologi Penelitian Dan Teknik Penyusun Skripsi, (Jakarta: PT Rineka Cipta, 2006), 96.

have been implementing the use of digital dictionary for teaching and learning activities toward young learners. The school applies a various innovative ways in teaching and learning process including the use of digital dictionary in the English learning class. And this uniqueness is relevant to be investigated in educational research.

C. Research Subject

In this section, the researcher observed to the English teachers at Madrasah Aliyah Negeri 2 probolinggo and students of third grade. In this part, the researcher interviewed three teachers and students, then the researcher doing observation in the class around of two times. The researcher chooses the English subject based on some criteria: first, the English teacher who implements the digital dictionary. Second the teacher allows students to use smartphone for teaching and learning.

D. Data collecting method

Data collection technique is ways to accumulate the proper information or data by researcher. Data collection technique in qualitative research carries out interview, observation, documentation. Therefore, the researcher uses some data collection technique, for more detail as following below:

1. Interview

According to cresswell the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group.³⁵ Interview

³⁵ John W. Creswell, Research Design(California: SAGE Publications, 2014) 239.

is activity that involves interviewer and informant where the interviewer will give some questions to be answered by informant. The researcher used this interview to find out data about the use of digital dictionary in ELT classroom.

In this interview, the researcher use semi-structure interview. The researcher prepares some points of questions that related with the use of digital dictionary in ELT classroom. The researcher divides into 2 times. The first, the researcher interview English teacher then continue with students.

2. Observation

Observation means collecting data from the field directly. The type of observation in this research is using descriptive observation qualitative research. This descriptive observation is observation deals with exploration stage the research makes observation possibly get an overview from many elements of the situation Research participan.³⁶

Therefore, this observation must be implemented by going directly to the location, so that the researcher will understand about the situation such as activity and the object being research

The process of observation data is divided in two parts; there are participant observation and non-participant observation. Participant observation means the researcher are actively in daily activities with the

³⁶ Farida Nugrahani, Metode Penelitian Kualitatif (Surakarta, 2014), 123.

participant to be studied. Nonparticipant observation means the researcher not actively in daily activities but just an independent observer

Based on the explanation, this research will use non-participant observation technique, so that the researcher become an observer only. It means the researcher is not involved directly with the activities.

3. Documentation

Document study is a complement to the use of the observation method and interviews in qualitative research.³⁷ Documentation is the way to collect data that produces important notes related to the problem of research, so that complete, correct, and not based on estimates such data will obtained as achievement index, number of children, population, etc. in social research the function of data derived from document is mostly used as supporting and complementary data for primary data obtained through in-depth observation and interview.³⁸

E. Data analysis:

The researcher uses three components of data analysis based on Miles, Huberman and Saldana.³⁹ First is using data condensation. Second, data display. Third is drawing and verifying conclusion. in this analysis, the researcher makes a conclusion data and information.

³⁷ Hardani et al., *Metode Penelitian Kualitatif&kuantitatif* (Yogyakarta : CV. Pustaka Ilmu Group, 2020) 120

³⁸ Basrowi Suwandi, *Memahami Penelitian kualitatif* (Jakarta: Rineka Cipta, 2008), 158.

³⁹ Miles, Huberman, and Saldana, *Qualitative Data Analysis*, (United States of America, 2014)

1. Data condensation

Miles, Huberman, and Johnny Saldana “Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we’re making data stronger. (We stay away from data reduction as a term because that implies we’re weakening or losing something in the process.)”

2. Data display

Data display is a component of analyzing data that arranged systematically. In this part, the researcher will describe and analyze the data obtained from the interview and observation section.

3. Drawing and verifying conclusion

Drawing and verifying conclusion is the last component of analyzing data that. The researcher give a meaning toward data that has been analyzed.

F. Data validity

Validity is an important key to effective research. If a piece of research is invalid then it is worthless.⁴⁰ Triangulation or seeing things from different view, means that verification of the invention by using various data sources

⁴⁰Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, (New York: routledge, 2018)

and various data collection methods.⁴¹ The researcher use source and technique to test the validity of data.

1. Source triangulation

Source triangulation to test the credibility of data is done by checking the data that has been obtained through several source. The researcher use interview or observation to get data with the different informants.

2. Technique triangulation

Triangulation of technique to test the credibility of the data is done by checking the data to the same source with different technique. The researcher obtained data and do the test with interview and observation. If the credibility of the data is different, the data is no valid.

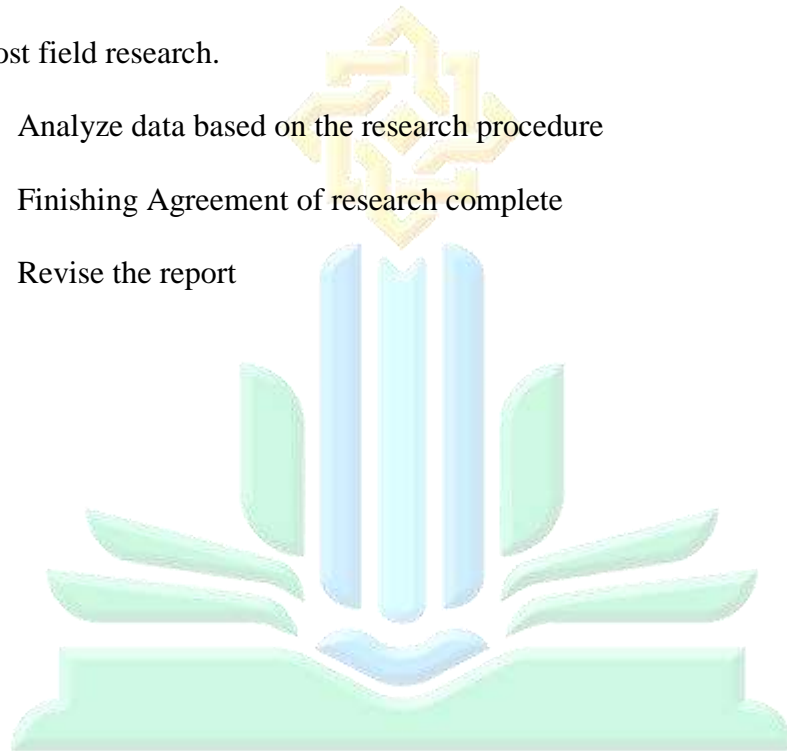
G. Research procedure

Researcher divided the process of conducting a research into three stages the steps of this research are as follow:

1. Pre field research stage.
 - a. Arrange research design.
 - b. Choose the research location.
 - c. Finishing Agreement.
 - d. Deciding the informant.
 - e. Prepare the research instruments.

⁴¹ Hardani et al., Metode Penelitian Kualitatif&kuantitatif (Yogyakarta : CV. Pustaka Ilmu Group, 2020) 120

2. Field research stage.
 - a. Apprehend background and objective of research.
 - b. Enter the research location.
 - c. Participate actively in teaching and learning activity and collect data
 - d. Complete the data.
3. Post field research.
 - a. Analyze data based on the research procedure
 - b. Finishing Agreement of research complete
 - c. Revise the report



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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The results of this research are focused on teachers' and students' perception on the use of digital dictionary in ELT classroom.

1. Teachers' perception on the use of digital dictionary in creating innovative teaching

Digital dictionary was a new media in teaching and learning. Digital dictionary was the modern tool in language learning. Digital dictionary was a transformation from printed dictionary. In this case, the use of digital dictionary had created innovative teaching at Madrasah Aliyah Negeri 2 Probolinggo.

Kamusku Application was a type of digital dictionary that used by teacher Madrasah Aliyah Negeri 2 Probolinggo. Mrs Denny said:

“Kamusku application is exactly the same as the printed dictionary we used to use before. We can translate vocabulary, even translate phrases, and translate sentences. The dictionary application itself can pronounce pronunciations and provide online and offline mode. And we can't find it in printed dictionaries.”⁴²

Based on the teachers' response, it found that teachers at Madrasah Aliyah Negeri 2 Probolinggo had a supportive perception on the advantage of digital dictionary. In a broad context, teachers are aware of the advantages of digital dictionary. The researcher assumed

⁴²Denny Natalia ,S.Pd. Interviewed by Aldy maulana firman, Probolinggo, 10th August 2022

that, that's alibi also became a consideration of teachers' choice in ELT class as learning media between digital dictionary with printed dictionary.

Mr mahfudz also stated:

“Kamusku Application has popularity in students of MAN 2 Probolinggo compared with other Application as well, besides Kamusku Application was simple. It is free use and without pay to use it. It can minimize phone storage.”⁴³

“I found the benefits of the digital dictionary itself during the implementation of this new curriculum, namely the MERDEKA Curriculum. In the MERDEKA Curriculum itself consist of 30% theory and 70% projects. So the student is more independently and more confident. Because, students can increase their vocabulary, now they can find it on their own smartphone and more confident to pronounce English vocabulary well in the class. Because Kamusku Application compatible towards the project of MERDEKA Curriculum.”⁴⁴

Based on the interview on the advantages of Kamusku Application. Researcher concluded that teacher gave a perception on the advantages of Kamusku Application in ELT classroom, students were more independently because students could increase their vocabulary. And, students were more confident to pronounce English vocabulary well in the class.

Teacher also states the disadvantage of digital dictionary:

“As we know that The disadvantages of Kamusku Application are the features also incomplete, as we know that another dictionary application like U-dictionary application provides American and British accent features for pronounce voice,

⁴³ Fariz Mahfudz, S.Pd. Interviewed by Aldy maulana firman, Probolinngo, 12th August 2022

⁴⁴ Fariz Mahfudz ,S.Pd. Interviewed by Aldy maulana firman, Probolinngo, 12th August 2022

there are also provide photo or video text features that can be directly translated. But we don't need it for our teaching and learning.”⁴⁵

Mr Mahfudz briefly added:

“The disadvantage of Kamusku Application is about related with the smartphone itself, for the example when the battery of smartphone lowbat, so students cannot open Kamusku Application.”⁴⁶

In the interview of disadvantages of Kamusku Application, researcher assumed that teacher did not stated unsupportive perception on the use of Kamusku Application in ELT classroom. Teacher stated the disadvantages of Kamusku Application is about obstacle in the use of technology itself.

In addition, the use of digital dictionary created innovative teaching. Teacher said:

“Of course, make students are easier to find vocabulary. As my previous experience, I find students less enthusiastic, even not pay attention in learning. When I asked, the students answer that they did not know the meaning of the vocabulary itself.

And they don't carry printed dictionaries. So I am looking for the latest innovations in learning. At this time I feel that students can be more active in learning, moreover in Application letter and Giving instruction material.”⁴⁷

“Until now, I obligate students to install Kamusku Application in their personal smartphone that can be used for language learning and to finish their assignment. It seems, they finish it faster when they use Kamusku Application. also it can repair their pronunciations and increasing their vocabulary”⁴⁸

⁴⁵ Denny Natalia ,S.Pd. Interviewed by Aldy maulana firman, Probolinngo, 10th August 2022

⁴⁶ Fariz Mahfudz ,S.Pd. Interviewed by Aldy maulana firman, Probolinngo, 12th August 2022

⁴⁷ Denny Natalia ,S.Pd. Interviewed by Aldy maulana firman, Probolinngo, 10th August 2022

⁴⁸ Denny Natalia ,S.Pd. Interviewed by Aldy maulana firman, Probolinngo, 10th August 2022

Based on the teacher perception, teachers had a supportive perception on the use of digital dictionary in creating innovative teaching. It found that the use of digital dictionary made the students could easier to find vocabulary, active in learning English. Could finish their assignment faster. Students also could repair their pronunciations and increasing their vocabulary.

Mr Mahfudz added:

“I tried to make a comparison between the way I teach firstly and recently. Firstly, I did not use any technology in teaching. But recently, I attempt to take benefit from technology and it had a positive response from the students. They do not need to carry printed dictionary anymore and they only pronounce a word to know the meaning when I let them to utilize smartphone for students need and they were more focus to learn”⁴⁹

Based on teachers’ response above, teacher assumed that the students could utilize technology and without carried printed dictionary in teaching learning when the teachers are using innovative teaching in the learning process. They tried to take the benefits from the technology. Moreover, on the use of digital dictionary in language learning.

Teacher also added some explanation:

“In my opinion, it is great to utilize smartphone to install Kamusku Application in teaching English because beside it eases the teacher, it was innovative in teaching and learning.”⁵⁰

⁴⁹ Fariz Mahfudz ,S.Pd. Interviewed by Aldy maulana firman, Probolinngo, 12th August 2022

⁵⁰ Sugeng Budianto ,S.Pd. Interviewed by Aldy maulana firman, Probolinngo, 11th August 2022

“In my opinion, technology will make it easier. So, if the negative impact is about technology abuse. Usually smartphone are used for learning. The students abuse to play online games, or other things.”⁵¹

Based on the teachers' response above, it can be concluded that using digital dictionary was easy for the teachers and also as innovative media in teaching and learning. especially printed dictionary that was not adequate for modern era, here so the teachers used digital dictionary. In addition, the disadvantage of digital dictionary also related with technology abuse.

In the observation of class XII Social II, the class was consisting of twenty students inside. Researcher watched that when teacher teach about material Application letter. Teacher entering the class and directly greeted the students with salam, made sure that all students are in the good condition to participate in the class activity, she then check students' attendance. In the material of Application letter, teacher explained how to write Job Application Letter. Teacher explained it by using English, then translated into Indonesian. In the first explanation, teacher explained 'Opening' in Application letter, then continued with 'Body' Application letter. Then, teacher ordered students to write Application letter by dividing into some group. The group consists of 4 up to 5 students. In the test, students were utilized their personal smartphone to open Kamusku Application. There were no students used printed dictionary at the time, students were input and

⁵¹ Sugeng Budianto ,S.Pd. Interviewed by Aldy maulana firman, Probolinngo, 11th August 2022

pronounce a word to get the meaning of vocabulary. In the next meeting, in the material of Giving Instruction, teacher explained the form of 'command' and 'prohibition'. After explaining Giving Instruction material, teacher ordered students to make about 5 sentences, then write it in their own book. In the material of Giving Instruction, researcher noted when student were able to write it easily. In the use of Kamusku Application, students input a word that would be translated related with the Giving Instruction material.⁵²



Figure. 4.1
Students utilize smartphone to use digital dictionary

Teacher perception on the use digital dictionary in ELT classroom in creating innovative teaching was also strengthened by documentation. Researcher found data that in teacher self-reflection that teacher had learning goals to be achieved. Teacher should had an innovative teaching that should be achieved. Therefore, the use of digital dictionary was the goals of teacher itself.⁵³

⁵² Observation at MAN 2 probolinggo, 30th August 2022

⁵³ Documentation of Teacher self-reflection

From the interviews, observations, and documentation researcher concluded that teachers' perception on the use of digital dictionary in ELT classroom created innovative teaching. The use of digital dictionary made students more independently because students could increase their vocabulary, students were more confident to pronounce English vocabulary well in the class, active in learning English, finished students' assignment faster, students could utilize technology, did not need to carry printed dictionary, easy for the teachers and also as innovative in teaching and learning.

2. Students' perception on the use of digital dictionary in growing interest in learning

Digital dictionary had been popular around students at Madrasah Aliyah Negeri 2 Probolinggo. The media used by teacher in teaching English in the ELT classroom which are necessary in teaching and learning process for the students. Students stated about the advantage and disadvantages about the digital dictionary:

“Kamusku application is very easy to access; I can also use it without internet quota. I can translate words that I don't know the meaning of. But sometimes there are some words that are not appropriate or invalid. For example, if I input a word, then there is a word that not available, or the meaning is not appropriate”⁵⁴

Safani also state the advantage and disadvantage about digital dictionary:

⁵⁴ Zainullah(student), Interviewed by Aldy maulana firman, Probolinggo, 11th August 2022

“Kamusku Application is really help me in learning. It can help me to pronounce well. It provides the example of sentences in every word. Also, Kamusku application is not provide Slank vocab, sometimes I try to find the meaning of the word Slank but it is not available”⁵⁵

Dhea briefly added:

“Before using the Kamusku Application, I used the U-dictionary application. When I try to compare to the U-dictionary, there are a lot of advertisements, also to activate the features, you must subscribe. For the disadvantage are only the features incomplete.”⁵⁶

From the interview, researcher found data that was stated by students. The advantages were, Kamusku Application is very easy to access, students could use it without internet quota, they could translate words, pronounce vocabulary in English, and provide the example of sentences in every word, and no advertisement. In addition, the disadvantages of Kamusku Application have appropriate or invalid word, having no slank vocab, and the features were incomplete.

Researcher assumed that the unsupportive perception on the disadvantages of Kamusku Application were having no relation in ELT classroom.

Meanwhile, the use of digital dictionary in ELT classroom grew students interest in learning, students said:

“Kamusku Application makes me to be active in English class, because I can increase my vocabulary easier. Also, it makes grow my interest in learning English.”⁵⁷

⁵⁵ Safani(student), Interviewed by Aldy maulana firman, Probolinggo, 11th August 2022

⁵⁶ Dhea Qomariah(student), Interviewed by Aldy maulana firman, Probolinggo, 11th August 2022

⁵⁷ Zainullah(student), Interviewed by Aldy maulana firman, Probolinggo, 11th August 2022

“Also, this media is effective. Because, it appropriate with me that was lazy in learning English. So, the use of Kamusku Application is right for today”⁵⁸

In the interview, researcher assumed that Kamusku Application made students to active in English class because students could increase students’ vocabulary easier. Also, the media was effective. Because, it appropriated with students that was lazy in learning English. So, the use Kamusku Application was right for students.

Dhea added:

“Today, I can utilize my own smarphone to open Kamusku Applicaation in learning. I think this media also efficient. Because when I use Printed Dictionary makes me get difficulty in learning, it was need a lot of time to open every page to find the meaning of vocabulary. In addition, i don’t need to carry printed dictionary, and Kamusku Application gives a new fun experience in learning English.”⁵⁹

Based on the interview, it was found that students utilize their own smarphone to open Kamusku Application in learning. It made students efficient, because when students use Printed Dictionary, it made students wasting time in learning. In addition, students didn’t need to carry printed dictionary, and it gave a new fun experience in learning.

Also safani:

“Kamusku Application provide me example about sentences about the word that was inputted. So, I can learn how to make

⁵⁸ Zainullah(student), Interviewed by Aldy maulana firman, Probolinggo, 11th August 2022

⁵⁹ Dhea Qomariah (student), Interviewed by Aldy maulana firman, Probolinggo, 11th August 2022

sentences well in English. Also, it provides pronunciations of word in English, and it help me to pronounce words well.”⁶⁰

“When I study English with Kamusku Application, I get excited because besides learning English, I can learn a little about technology that we are as young generation need this. It makes me easier. So we don't need to bother opening the printed dictionary anymore.”⁶¹

Based on students' response above, students could learn how to make sentences well in English, and it could repair students pronunciation they assumed that they are need learn about technology. Besides they got excited by Kamusku Application. Students state that they can learn a little about technology.

The data gathered from interviews was supported by observation, in the observation of class XII Social II, the class was consisting of twenty students inside. Researcher watched that when students learn about material Application letter. Teacher entering the class and directly greeted the students with Salam, made sure that all students are in the good condition to participate in the class activity, she then check students' attendance. In the material of Application letter, students were explained how to write Job Application Letter. The explained was using English, then translated into Indonesian. In the first explanation, students were explained 'Opening' in Application letter, then continued with 'Body' in Application letter. Then, students were ordered to write Application letter and dividing into some group.

⁶⁰ Safani(student), Interviewed by Aldy maulana firman, Probolinngo, 11th August 2022

⁶¹ Safani(student), Interviewed by Aldy maulana firman, Probolinngo, 11th August 2022

The group consists of 4 up to 5 students. In the class work, students were active. Students were discussing Application letter. They open Kamusku Application to find a meaning of word that would be written in the Job Application Letter. In the next meeting, in the material of Giving Instruction, students were explained the form of 'command' and 'prohibition'. After explaining Giving Instruction material, students were ordered to make about 5 sentences, then write it in their own book. In the material of Giving Instruction, researcher noted when student were able to write it easily. In the use of Kamusku Application, students input a word that would be translated related with the Giving Instruction material.⁶²



Figure 4.2

Students utilize smartphone to use digital dictionary

The data also strengthened by documentation. Researcher found data in students reflection that students were agree with the question in students reflection was given by teacher. Students were

⁶² Observation at MAN 2 probolinggo, 30th August 2022

agree with the students reflection that digital dictionary made students grow interest in learning especially in language learning.⁶³

From the interviews, observations, and documentation researcher concluded that students' perception on the use of digital dictionary in ELT classroom grew students' interest in learning. The use of digital dictionary was effective, because students were lazy to learn English by using Printed dictionary, Kamusku Application made students efficient in learning because students did not need to open a lot of page of printed dictionary. In addition, don't need to carry printed dictionary and gave a new fun experience in learning, and students could learn how to make sentences well in English, it could repair students pronunciation, students got excited by Kamusku Application because students could learn a little about technology.

Table 4.1
Research findings

No	Focus	Findings
1	Teachers' perception on the use of digital dictionary in English classroom	Teachers' perception on the use of digital dictionary in English classroom, the use of digital dictionary made students more independently because students could increase their vocabulary, students were more confident to pronounce English vocabulary well in the class, active in learning English, finished students' assignment faster, students could utilize technology, did not need to carry printed dictionary, easy for the teachers

⁶³ Documentation of Students Reflection

		and also as innovative in teaching and learning.
2	Students' perception on the use of digital dictionary in English classroom	Students' perception on the use of digital dictionary in English classroom the use of digital dictionary was effective, because students were lazy to learn English by using Printed dictionary, digital dictionary made students efficient in learning because students did not need to open a lot of page of printed dictionary. In addition, don't need to carry printed dictionary and gave a new fun experience in learning, and students could learn how to make sentences well in English, it could repair students pronunciation, students got excited by digital dictionary because students could learn a little about technology.

B. Discussion

1. Teachers' perception on the use of digital dictionary in ELT classroom

Based on the findings of Teachers' perception on the use of digital dictionary in ELT classroom, the use of digital dictionary made students more independently because students could increase their vocabulary, students were more confident to pronounce English vocabulary well in the class, active in learning English, finished students' assignment faster, students could utilize technology, did not need to carry printed dictionary, easy for the teachers and also as innovative in teaching and learning.

In other hand, teachers' perception on the use of digital dictionary in ELT classroom at Madrasah Aliyah Negeri 2 Probolinggo was the strategy of teachers about Self-Directed Learning. In the Self-Directed Learning teacher gave responsibility to students, in order to have independence learning in ELT classroom, motivating students in ELT Classroom, and having initiate learning in ELT classroom. According to Huda and Miftahul Self-directed learning is a condition that the learner has their own control in the decision to making process regarding his own learning and accepts full responsibility for it, even though he will need help and advice from a teacher.⁶⁴

Based on the findings and theory explained, researcher concluded that in the teachers' perception on the use of digital dictionary in ELT classroom at Madrasah Aliyah Negeri 2 Probolinggo was the strategy of teacher to give responsibility to students, in order to have independence in ELT classroom, motivating students in ELT classroom, and having initiate learning in ELT classroom.

2. Students' perception on the use of digital dictionary in ELT classroom

From the data findings about students' perception on the use of digital dictionary in ELT classroom, the use of digital dictionary was effective, because students were lazy to learn English by using Printed dictionary, digital dictionary made students efficient in learning because

⁶⁴ Miftahul Huda, "Model-model Pengajaran dan Pembelajaran", 2013, Yogyakarta: Pustaka Pelajar.

students did not need to open a lot of page of printed dictionary. In addition, don't need to carry printed dictionary and gave a new fun experience in learning, and students could learn how to make sentences well in English, it could repair students pronunciation, students got excited by digital dictionary because students could learn a little about technology.

Based on students' perception on the use of digital dictionary in ELT classroom at Madrasah Aliyah Negeri 2 Probolinggo, it was related with theory of Autonomous Learning that students have their own responsibility on the use of digital dictionary in ELT classroom, and having initiate learning, independence learning, and motivated in ELT classroom. According to Richard, Autonomous Learning refers to the principle that learners should take an increasing amount of responsibility for what they learn and how they learn it.⁶⁵

Based on the findings and theory explained, researcher concluded that in the students' perception on the use of digital dictionary in ELT classroom at Madrasah Aliyah Negeri 2 Probolinggo, students have their own responsibility on the use of digital dictionary in ELT classroom, and having initiate learning, independence learning, and motivated in ELT classroom.

⁶⁵ Richards, J. C., "Autonomous Learner", 2022,
<https://www.professorjackrichards.com/autonomous-learner/>

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the study that have done at Madrasah Aliyah Negeri 2 Probolinggo about teachers' and students' perception on the use of digital dictionary in ELT classroom using a qualitative approach with observation, interview, and documentation as a data collecting method, researcher took the conclusion into some points, including:

1. Teachers' perception on the use of digital dictionary in ELT classroom

Teachers' perception on the use of digital dictionary in ELT classroom at Madrasah Aliyah Negeri 2 Probolinggo was the strategy of teacher to give responsibility to students, in order to have independence in ELT classroom, motivating students in ELT classroom, and having initiate learning in ELT classroom.

2. Students' perception on the use of digital dictionary ELT classroom

Students' perception on the use of digital dictionary in ELT classroom at Madrasah Aliyah Negeri 2 Probolinggo, students have their own responsibility on the use of digital dictionary in ELT classroom, and having initiate learning, independence learning, and motivated in ELT classroom.

B. Suggestions

By the end of this study, researcher needed to give some suggestions for other researcher

Researcher suggested other researcher to conduct a further research that contains about teacher' and students' perception on the use of digital learning technology .



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DECLARATION OF AUTHENTICITY

The undersigned below, I am:

Name : Aldy Maulana Firman

NIM : T20186152

Major : Tadris Bahasa Inggris

Faculty : Tarbiyah dan Ilmu Keguruan

State that the thesis untitled 'Teachers' and Students' Perception on The Use of Digital Dictionary in ELT Classroom' is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and bibliography. Do the fact, I am the only one who is responsible for the thesis if there is any objection or claim from other.

Jember, 20 October 2022

Author



Aldy maulana firman

The image shows a handwritten signature in black ink over a 3000 Rupiah postage stamp. The stamp features the Garuda Pancasila emblem and the text 'SEPTUHAN RUPIAH', '3000', 'TEL', '22', 'METERAL TEMPEL', and 'FF79DAJX665682207'. The signature is written in a cursive style and extends across the bottom of the stamp.

APPENDIX 1 : Research matrix

Title	variable	Indicator variabels	Research method	Focus of problrms
Teachers' and students' perception on the use of digital dictionary in English classroom at Madrasah Aliyah Negeri 2 Probolinggo	1. Perception 2. Digital dictionary 3. English classroom	1. Teachers' perception on the use of digital dictionary 2. Students' perception on the use of digital dictionary 3. Kamusku Application	<ul style="list-style-type: none"> - Research approach and design <ul style="list-style-type: none"> ➤ Qualitative research - Data collecting method: <ul style="list-style-type: none"> ➤ Interview ➤ Observation ➤ Documentation - Research participan <ul style="list-style-type: none"> ➤ English teachers ➤ Students of Madrasah Aliyah Negeri 2 Probolinggo - Data analysis: <ul style="list-style-type: none"> ➤ Data condensation ➤ Data display ➤ Drawing and verifying conclution - Data validity: <ul style="list-style-type: none"> ➤ Source and technique triangulation 	1. How is Teachers' and Students' perception on the use of digital dictionary in ELT classroom?

APPENDIX 2 : RESEARCH INTERVIEW

A. Interview Guide

Teacher interview

1. apa yg bapak/ibu ketahui tentang aplikasi kamus?
2. aplikasi kamus apa yg bapak gunakan?
3. dibandingkan dengan kamus pencarian Google, ataupun kamus aplikasi lain di playstore, apa saja kelebihan dari aplikasi ini yg membuat bapak memilih aplikasi ini?
4. selain itu, apa saja kekurangan dari aplikasi ini?
5. apakah setiap mengajar, bapak memanfaatkan aplikasi kamus ini?
6. apakah aplikasi kamus memudahkan siswa dalam pembelajaran bahasa?
7. apakah siswa lebih mudah memahami arti dari kosa kata itu sendiri?
8. apakah bapak memperbolehkan siswa menggunakan hp untuk proses belajar?
9. apakah siswa lebih mandiri atau berinisiatif untuk menyelesaikan tugas dari guru?
10. Bagaimana respon siswa saat pertama kali menggunakan aplikasi kamus?
11. apakah bapak mengalami kendala dalam penggunaan aplikasi kamus?
12. apakah siswa menggunakan hp sebagaimana mestinya didalam kelas?

13. apa yg bapak lakukan jika siswa menggunakan hp selain untuk belajar?
14. apakah dengan adanya kamus digital suasana kelas lebih interaktif dan antusias?
15. apakah siswa lebih termotivasi untuk lebih mandiri menyelesaikan tugas dengan menggunakan aplikasi kamus?
16. bagaimana hasil belajar siswa setelah menggunakan aplikasi kamus?
17. apa pendapat bapak sebelum menggunakan aplikasi kamus
18. apa pendapat bapak setelah menggunakan aplikasi kamus?

Students' interview

1. apa yg km ketahui tentang aplikasi kamus?
2. aplikasi kamus apa yg kamu gunakan?
3. dibandingkan dengan kamus pencarian Google, ataupun kamus aplikasi lain diplaystore, apa saja kelebihan dari aplikasi ini?
4. selain itu, apa saja kekurangan dari aplikasi ini?
5. bagaimana pendapatmu mengenai penggunaan aplikasi kamus dikelas?
6. apakah km merasa lebih mudah menggunakan?
7. apakah km diperbolehkan untuk menggunakan hp dikelas?
8. apakah km merasa dengan menggunakan aplikasi kamus, km merasa mempelajari hal baru dalam mata pelajaran bahasa Inggris?
9. apakah km meras termotivasi untuk mempelajari bahasa dengan adanya aplikasi kamus?
10. apakah dengan menggunakan aplikasi kamus,km lebih antusias untuk belajar bahasa Inggris?
11. menurut kamu, apakah dengan adanya aplikasi kamus membuat kalian lebih percaya diri untuk aktiv dalam kelas?
12. apa saja kendala yg km alami dalam penggunaan kamus dalam kelas?
13. bagaimana pendapatmu sebelum menggunakan aplikasi kamus?
14. bagaimana pendapatmu setelah mennggunakan aplikasi kamus?

APPENDIX 3 : TEACHER SELF-REFLECTION AND STUDENTS REFLECTION

My Self-Reflection

No		
1.	How to make students appear interested and/or excited about the lesson?	I used digital dictionary at the time. I thought that students interested about the lesson and they were really excited in the class. it caused by the use of digital dictionary that help them in English class.
2.	What did I do to engage the students or get them excited at the beginning of the lesson?	In the teaching students were not enthusiastic at the time. Then I gave tongue twister in the opening of teaching and learning and students were excited to start the lesson.
3.	How did I modify my lesson based on the lesson?	In the material of Application Letter, students need much vocabulary in writing an Application letter, so I utilized digital dictionary that help students to find vocabulary.
4.	If I had to teach this lesson again, what would I do differently?	Based on the teaching and learning activity that was finished. I think it was very effective and efficient.
5.	How did the students accomplish my goals for the lesson?	Based on the teaching and learning activity that was finished. I think students accomplished the goals of lesson.

Students Reflection

Name : Zainullah

1	The chapter was easy to be understood?	Of course, the chapter was easy for me and I know to write Application Letter well.
2	Do you understand the purpose of an Application Letter?	The purpose of Application Letter is about how to write job Application Letter.
3	Do you know to write an Application Letter?	Yes of course, the first is write Opening of Application Letter and then continued with Body of Application Letter.
4	Do you need a media to help you write Application Letter?	I think so, because in Application Letter I need the translation of vocabulary that I use in writing Application Letter.
5	Do you need internet source and digital dictionary to write Application Letter?	Yes, digital dictionary is a media that help me in writing Application Letter at the time. I could find the meaning of vocabulary easily.

Students Reflection

Name : M. Safani



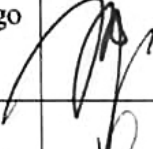




1	The chapter was easy to be understood?	I think so, the chapter was easy to be understood and I know to write Application Letter well.
2	Do you understand the purpose of an Application Letter?	Yes of course, the purpose of Application Letter is about how to write job Application Letter.
3	Do you know to write an Application Letter?	I know to write Application Letter, the first is write Opening of Application Letter and then continued with Body of Application Letter.
4	Do you need a media to help you write Application Letter?	I think so, because in Application Letter I need the translation of vocabulary that I use in writing Application Letter.
5	Do you need internet source and digital dictionary to write Application Letter?	Yes, digital dictionary is a media that help me in writing Application Letter at the time. I could find the meaning of vocabulary easily.





Students Reflection

Name : Dhea Qomariah

1	The chapter was easy to be understood?	Of course, the chapter was easy for me and I know to write Application Letter well.
2	Do you understand the purpose of an Application Letter?	The purpose of Application Letter is about how to write job Application Letter.
3	Do you know to write an Application Letter?	Yes of course, the first is write Opening of Application Letter and then continued with Body of Application Letter.
4	Do you need a media to help you write Application Letter?	I think so, because in Application Letter I need the translation of vocabulary that I use in writing Application Letter.
5	Do you need internet source and digital dictionary to write Application Letter?	Yes, digital dictionary is a media that help me in writing Application Letter at the time. I could find the meaning of vocabulary easily.

APPENDIX 4 : Journal of the Research and Letter**JOURNAL OF THE RESEARCH****AT MAN 2 PROBOLINGGO**

No	Date	Activity	Research Subject	Paraf
1	10 March 2022	Doing preliminary study	English teacher of MAN 2 Probolinggo	
2	11 March 2022	Doing preliminary study	English teacher of MAN 2 Probolinggo	
3	30 July 2022	Sending a letter for doing a research to the school	Head Master of MAN 2 Probolinggo	
4	2 August 2022	Interview	English teacher of MAN 2 Probolinggo	
5	3 August 2022	Class Observation	XII Social 2	
6	10 August 2022	Interview	English teacher of MAN 2 Probolinggo	
7	11 August 2022	Class Observation	XII Social 1	

8	11 August 2022	Interview	Assistant of Academic Curriculum	
9	16-17 August 2022	Interview	Students of XII Social 2	
			Students of XII Social 2	
			Students of XII Social 2	

Pajarakan, 20 September 2022

English teacher of MAN 2 Probolinggo



Denny Natalia S.Pd.



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Nomor : B-4643/In.20/3.a/PP.009/09/2022
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Madrasah Aliyah Negeri 2 Probolinggo
Pajajaran-Probolinggo

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu
Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186152
Nama : ALDY MAULANA FIRMAN
Semester : Semester Sembilan
Program Studi : TADRIS BAHASA INGGRIS

Untuk mengadakan Penelitian/Riset selama 60 (enampuluh) hari dilingkungan
lembaga wewenang Bapak/Ibu Dr.AHMAD ZAMRONI, SS. M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 30 juli 2022

an. Dekan,

Wakil Dekan Bidang Akademik,





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN PROBOLINGGO
MADRASAH ALIYAH NEGERI 2**

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SURAT KETERANGAN

Nomor : 457/Ma.13.8.2/PP.00.6/09/2022

Yang bertanda tangan di bawah ini :

Nama : Ahmad Zamroni, SS. M. Pd.
Jabatan : Kepala Madrasah
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Dengan ini menerangkan bahwa :

Nama : Aldy Maulana Firman
NIM : T20186152
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Perguruan Tinggi: Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Benar – benar telah melaksanakan penelitian pada tanggal 30 Juli s.d 12 Agustus 2022 dengan judul "**Teachers' and Students' perception on the use of digital dictionary in ELT class room at MAN 2 Probolinggo**".

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya

Probolinggo, 21 September 2022
Kepala


Ahmad Zamroni

APPENDIX 5 : BIOGRAPHY

ABOUT THE RESEARCHER



1. PERSONAL INFORMATION

Name : Aldy Maulana Firman

Gender : Male

Place of birth : Probolinggo

Date of birth : 23th November 2000

Address : Banyuanyar Tengah, Banyuanyar, Probolinggo

Email : aldimaulanafirman87@gmail.com

2. EDUCATIONAL BACKGROUND

2005-2007 : RA. Tarbiyatul Islam

2007-2012 : MI Tarbiyatul Islam

2012-2015 : MTs Tarbiyatul Islam

2015-2018 : MAN 2 Probolinggo