COMPARING AND EVALUATING STUDENTS' UNDERSTANDING OF IDIOM ON PRINTED AND ELECTRONIC DICTIONARIES IN SOCIAL SCIENCE MAJORING

(A Comparative Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah
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of Education of English Department

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Monday 8 Nov 2021	I – III	Proposal Revition : Scope of the research	
Monday 13 Dec 2021	IV	Elaborate and discuss more about your findings and discussion	
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MOTTO & DEDICATION

MOTTO

"Every heartbeat is a mystery, do your best. It is never too late to do good until we

say goodbye"

DEDICATION

This thesis is the author's dedication to my beloved mother, my sincerity from the

heart for prayers that never break, the spirit is priceless. And my closest loved

ones, and for my proud blue almamater.

ABSTRACT

Nur Alifia Andini (2022). Comparing and Evaluating Students' Understanding of Idiom on Printed and Electronic Dictionaries in Social Science Majoring in SMAN 2 Sinjai. A thesis of English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by Arif Paturusi and Ismail Sangkala.

The aims of this study were to identify the comparison of the students in using printed and electronic dictionaries and to know the students' understanding of idioms with printed and electronic dictionaries.

This research used quantitative approach applied comparative research at the social science major students. The sample of this research was 40 students. The instruments were questionnaire and test. Questionnaire used closed-ended question which was formulated three sub-themes with twenty statements and test used achievement test shaped multiple choice and essay test. It consists of 10 multiple choice and 10 essay test.

Based on the findings, the result of the data show that higher students interest in the use of electronic dictionaries because of some reasons such as quick and easy to use; easy to carry around; availability of voiced pronunciation and enjoy using the dictionary. The result of students understanding of idiom showed that the score of students were using printed dictionary was 82.7, while the score of students were using electronic dictionary was 74.6. This meant that the score of the students using printed dictionary is higher than the score of the students using electronic dictionary.

Keywords: *Comparative Study, Printed Dictionary, Idiom Understanding, Electronic Dictionary*

ABSTRAK

Nur Alifia Andini (2022). Membandingkan dan Mengevaluasi Pemahaman Siswa tentang Idiom Pada Kamus Cetak dan Elektronik Jurusan IPS SMAN 2 Sinjai. Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dipandu oleh Arif Paturusi dan Ismail Sangkala.

Tujuan dari penelitian ini adalah untuk mengidentifikasi perbandingan siswa dalam menggunakan kamus cetak dan elektronik dan untuk mengetahui pemahaman idiom siswa dengan kamus cetak dan elektronik.

Penelitian ini menggunakan pendekatan kuantitatif dengan menerapkan penelitian komparatif pada mahasiswa jurusan IPS. Sampel penelitian ini adalah 40 siswa. Instrumen yang digunakan adalah angket dan tes. Angket menggunakan pertanyaan tertutup yang dirumuskan tiga subtema dengan dua puluh pernyataan dan tes menggunakan tes prestasi berbentuk pilihan ganda dan tes esai. Ini terdiri dari 10 pilihan ganda dan 10 tes esai.

Berdasarkan temuan, hasil data menunjukkan bahwa minat siswa yang lebih tinggi dalam penggunaan kamus elektronik karena beberapa alasan seperti cepat dan mudah digunakan; mudah dibawa-bawa; ketersediaan pengucapan bersuara dan nikmati penggunaan kamus. Hasil pemahaman siswa terhadap idiom menunjukkan bahwa nilai siswa yang menggunakan kamus cetak adalah 82,7, sedangkan nilai siswa yang menggunakan kamus elektronik adalah 74,6. Ini berarti bahwa nilai siswa yang menggunakan kamus cetak lebih tinggi daripada nilai siswa yang menggunakan kamus elektronik.

Kata Kunci: Studi Banding, Kamus Cetak, Pemahaman Idiom, Kamus Elektronik

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Nur Alifia Andini

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CHAPTER I

INTRODUCTION

A. Background

Idiomatic expressions are part of every language. Native speakers tend to use idiomatic expressions spontaneously without thinking of the figurative meaning. It is natural that non-native speakers find idioms difficult to understand because they do not know what the image of the idiomatic expression is based on. Idiomatic expressions are one of the things that need to be considered for non-native speakers, in contrast to native speakers who use idioms spontaneously in their daily lives, non-native speakers of English need to learn idioms so that they get used to it. But to be familiar with idioms, they must be familiar with tools that can help them understand the idiom, such as books containing idiom meanings or dictionaries.

Dictionaries are an indispensable tool for many English language learners. It is very common that we see language learners carrying around or checking up their dictionaries. The dictionary is a very helpful tool for learners, especially for those who are non-native speakers. Dictionaries help language learners in their comprehension and production of language, and support learners with invaluable information of words that they do not understand what the meaning of a word is. Along with the development of technology, the use of dictionaries is increasing so that the choice of available dictionaries is also expanding. There are printed dictionaries and electronic dictionaries that can facilitate learners in understanding idioms.

The existence of various dictionaries certainly affects how effective learners are in understanding, finding the meaning of words, and how they produce language. There are many different arguments among the researchers related to dictionary use. Chen investigated the extent to which vocabulary learning can be affected by print or electronic dictionary use. (Chen, 2010). The results revealed that there were not statistically significant differences in participants comprehending, producing and remembering vocabulary items searched through PDs or EDs. Expanding the scope of the previous design, Chen added, besides PD and ED-users, a new group of participants who were asked to adopt guessing strategies instead of using any dictionary types. The results, pointing to the advantage of using dictionaries over no-dictionary use, showed that there were not statistically significant differences between the PD and ED groups. (Chen, 2012). While, e-dictionaries provides a comparatively stronger learning effect than paper dictionaries. (Dziemianko, 2010). He agreed that e-dictionary use is better than paper dictionary use for learning.

The researcher interest in knowing something different, the researcher will compare and evaluate how is the use of dictionary on students' idiom understanding. The researcher will identify the comparison and the evaluation of using printed dictionary and electronic dictionaries and the students' understanding of idioms using both dictionaries. This study is designed to understand whether the use of different dictionaries can influence how well students' idiom understanding or no. The researcher wants to know the understanding of students' idioms, especially at the high school because

understanding the meaning of idioms is not an easy thing for them because idioms cannot be interpreted word by word like vocabulary in general and special lessons on idioms are not available so that tools that can facilitate students in understanding the meaning of idioms is also very influential. Therefore, the researcher compare and evaluate how the use of different dictionaries, printed dictionary and electronic dictionaries in students' understanding of idioms. The researcher conducted this research in Social Science Majoring because that majors learn English more than Science Majors

B. Research Problem of the Research

Based on the background above, the researcher formulated the research question as follows:

1. What are the comparison of the students' in using printed and electronic dictionaries?
2. How is the students' understanding of idioms with printed and electronic dictionaries?

C. Objective of the Research

The following are the objectives of this study, which are based on the concerns mentioned above:

1. To identify the comparison of the students in using printed and electronic dictionaries.
2. To know the students' understanding of idioms with printed and electronic dictionaries.

D. Significance of the Research

The result of this research will expect to be useful theoretically and practically. Theoretically, the result of this research will expect to motivate the student to learn about idioms using printed dictionary and electronic dictionaries. Moreover, to know the differences between students' idiom understanding using printed dictionary and electronic dictionaries. Practically, the result of this research will expect to be meaningful and useful for the teachers' about students' dictionary use and it can improve the way that they train their students in dictionary skill. This research also can be used as a reference for the other researcher.

E. Scope of the Research

The scope of this research limited to the use of both printed dictionary and electronic dictionaries on students' idiom understanding which focus on 6 of 8 parts lexemic idioms (Phrasal Verb Idioms, Irreversible Binomial Idioms, Phrasal Compound Idioms, Incorporating Verbs Idioms, Simile Idioms, and Proverb Idioms). The printed dictionary used in this research was Mc' Graw Hills Dictionary of American Idioms while the electronic dictionary was Cambridge Dictionary. The dictionary use was compared by students' test score which describes their idiom understanding at social science major of SMA 2 Sinjai.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents previous of related study, theoretical review, and conceptual framework.

A. Previous of Related Study

Previous related study that related with comparing and evaluating students' understanding of idiom on printed and electronic dictionaries, is the first indicated that the vocabulary development of the students taught by using CVA was higher than the students taught by DVL. (Bhatti, Butt, & Khanam, 2019). The difference between the previous research and this research are the previous research using experimental design and the effects of dictionary on students' vocabulary while this research using comparative design and the comparison of dictionary on students' idiom understanding. The similarities between the previous research and this research are both using dictionaries.

The second showed that participants care about instant and easy access to information in language learning. (Yurdagül & Öz, 2018) The difference between the previous research and this research are the previous research using mixed-method and investigate the attitude of students in smart phone use while this research using comparative design and the comparison of dictionary on students' idiom understanding.

The third research prove that using mobile for English language learning makes their job easy and they are able to develop their listening and

communicative habits. Findings of the study also reveal that using mobile for English language learning makes the students independent and self-evaluator. (Aziz, Hassan, Dzakiria, & Mahmood, 2018). The difference between the previous research and this research is the previous research aims to explore growing trends of using mobile in English language learning while this research aims to identify the comparison of printed dictionary and electronic dictionaries on students' idiom understanding. The similarities between the previous research and this research are both using quantitative research.

The fourth research found that the dictionary significantly improved the participants' productive collocation knowledge, but their performances in the collocation task were still not satisfactory. The participants showed inadequate dictionary use skills. The author also discusses the implications of the study for dictionary use instruction and collocation teaching. (Chen, 2017). The difference between the previous research and this research is the previous research aims to investigate the effects of dictionary use on the production and retention of collocations while this research to identify the comparison of dictionary on students' idiom understanding. The similarities between the previous research and this research are both using dictionaries.

The fifth research indicated that EDs can improve vocabulary learning. (Rezaei & Davoudi, 2016). The difference between the previous research and this research is the previous research aims to explore the influence of electronic dictionaries on vocabulary knowledge while this research to identify thecomparison and the evaluation of dictionary on students' idiom understanding

The similarities between the previous research and this research are both using printed dictionary end electronic dictionaries.

This research are different from the five previous research. The previous researchers investigated the effect of dictionary use towards students' vocabulary comprehension, while this current research are dictionary use on students' understanding of idioms. Idiom is a part of vocabulary, but it is not as common. However, this research has similarity with the previous research that it also identified dictionary use.

B. Theoretical Review

1. Dictionary Use

a. Concept of Compare and Evaluate Dictionary Usage

Evaluation criteria for dictionaries are, however, not only presented in dictionary reviews, they also feature prominently and can be harvested from numerous other sources such as lexicographically relevant articles, manuals, handbooks, reports, etc. Although there are exceptions, much the same critique noted above applies to the way in which evaluation criteria are treated in these studies. Although some dictionary types, their design features and evaluation criteria have received more attention in the literature than others, one could hypothesize that for most dictionary types there still does not exist a set of explicitly formulated, valid, generally acceptable, comprehensive, systematic and operationalizable evaluation criteria.

b. Definition of Dictionary

Dictionary is a tool for English learners or people who learn English. Nobody can deny that a dictionary is an important and the most needed language. Marckwardt in Rohmatillah states that dictionaries often supply information about the language not found elsewhere. Dictionaries often supply information about grammar, usage, status, synonym discrimination, application of derivative affixes, and distinctions between spoken and written English not generally treated in textbooks, even in a rudimentary fashion (Rohmatillah, 2016). Electronic dictionary (ED) is more useful than printed dictionary (PD) in learning and retention of vocabulary (Amirian, S., & Heshmatifar, Z., 2013).

According to Chen investigated the extent to which vocabulary learning can be affected by print or electronic dictionary use. (Chen, 2010). Huang stated that EFL learners consider dictionaries to be useful and fairly common even necessary tools in language acquisition and have certainly been longtime companions to many foreign language students. (Huang, 2003). Mokhtar et al. also found that Malaysian students preferred using dictionary strategies for comprehending vocabulary. (Mokhtar et al., 2010). According to Nation, dictionaries serve three purposes: 1) comprehension – look up unknown words or confirm word deduced from context during listening, reading, or translating; 2) production – look up unknown words or word parts needed for speaking, writing, and translating; 3) learning – enrich knowledge of known words, such as etymology or different contextual usages. (Nation, 2001).

Nation also suggests that advanced English learners use dictionaries very well in receptive and productive ways (see also Jian, Sandnes, Law, & Huang, 2009). In receptive ways, learners are able to get information from the context where the word occurs, choose the right entry or sub-entry, relate the meaning to the context, and decide if it fits. In productive ways, they are able to find the wanted word forms, check that there are no unwanted constraints on the use of the word, work out the grammar and collocations of the word, and check the spelling or pronunciation of the word before using it. Before the proliferation of online dictionaries some researchers discouraged the practice of dictionary use and encouraged more contextual analysis to uncover the meaning of unknown words (Nesi & Haill, 2002).

They advise students to use the dictionary as a tool of last resort, because looking up words creates a cognitive load that frequently interferes with short-term memory disrupting the process of reading comprehension. Many English as a foreign-language learners, however, rely heavily on dictionary use when they face new words while reading. This is because students find it hard to learn new words since they lack the large amount of comprehensible input needed to learn a word implicitly (Nagy & Herman,1987).

c. **Types of Dictionary**

According to Uktamovna stated that there are main sorts of dictionaries, the presence of various moderate, temporary and blended sorts. Thus, temporary from etymological to non semantic dictionaries are word references of terms of different sciences and parts of innovation. These

dictionaries are monolingual, bilingual and multilingual. Expressed dictionaries are far and wide, incorporating unique terms utilized in any logical field: science, science, medication, pressure-driven designing, and so forth. (Khusenova, n.d.). As we know there are several types of dictionary among foreign learners and the teacher. Many researchers have attempted to classify the variety of dictionary types.

1. Printed dictionary

   Printed dictionaries vary from tiny pocket-sized versions that could be affordable and easy to carry, to large wide-ranging multi volume works.

2. Handheld electronic dictionary

   Electronic dictionaries are small devices that input through a little keyboard, voice recognition or a scanning device that reads printed text and shows the translation on a small LCD screen or speaks the translation by voice telling the accurate pronunciation.

3. Dictionary programs

   These are computer software that allocates words or phrases to be entered and translated on a computer monitor.

4. Online

   Online dictionaries are similar to dictionary programs, these are often uncomplicated to search, but not always complimentary to use.

of thousands of common terms and verb constructs. Its features include: more than 24,000 entries and 27,000 senses; idiomatic phrases, proverbial expressions, and cliches; concise definitions, plus one or more example sentences for each phrase; sources (e.g., the Bible, Shakespeare, etc.) and origins (e.g., Rural, Nautical); guidance on the correct tone and social context; uniquely thorough treatment of variation (e.g., to get, to have, or to give the low-down); and, a comprehensive Phrase-Finder. An index of more than 60,000 entries.

Figure 2.1 Cover of Mc Graw Hills Dictionary of American Idioms

b. Cambridge Dictionary

Cambridge Advanced Learners' Dictionary is one of interesting electronic dictionary with has great features such as: clear definitions, prominent guidewords and also help the user to find the meaning of word that

depth article, primer, or how-to book, and/or have played with the idioms a bit.

5) Below Basic Level

A student is categorized as the below basic level if the students answer the questions with percentage point less than 59%. As stated in the theoretical framework above, below basic level is described for those who have just started to learn English as second or foreigner language. Students have heard a little about it, but don't know much or even have never heard of it. They can just recall minimal vocabulary. In common idiom knowledge perspective, this can be said that below basic is labelled for those who have no idea and never use English common idiom in both real life and academic terms. As generally the idioms which are mostly is used by teenagers are pair of words idioms, number idioms, animal idioms, color and name idioms, etc., it is not impossible for students to use and even listen about it in real life. However, as the test is standardized in order to assess students' understanding level based on the measurement of the categorization, this level is possible for English learners as well.

The first step in the evaluation process should be administered and standardized tests to compare the youngster to normative data of figurative language development. One option is to use the Test of Language Competence-Expanded Edition (TLC-E). The TLC-E contains a subject called "Figurative Language" that examines the students' ability to explain the meanings of common idioms, each presented in a spoken context, and to

select an appropriate interpretation of each expression in a multiple choice format. Level 1 of TLC-E, for students aged 5 through 9 years, contains a different set of idioms from level 2, for students aged 9 through 18 years. Answer choices are presented in picture form in level 1, and in written form in level 2. Standard scores, percentile ranks, and confidence ranges are available for each subtest of the TLC-E. Another option is to use the Fullerton Language Test for Adolescents which contains a subtest requiring the students to explain the meaning of 20 different idioms presented out of context, and read aloud by the examiner. Means and standard deviations are available for the idioms subtest for students aged 11 through 18 years. However, this subtest has a number of serious limitations and should be administered and interpreted cautiously.

The evaluation process should also examine other aspects of the students' development, for deficits in other areas will certainly affect the types of techniques, materials and stimuli used to enhance idiom comprehension. Areas that are especially important to examine include cognition, reading comprehension, spoken and written language expression, and syntactic, semantic, pragmatic, and metalinguistic development. Numerous standardized tests of intelligence, academia achievement, and linguistic ability are available to examine these aspects of development. In constructing the idiom understanding task, a variety of idioms types should be included.

b. Definition of Idiom

Defining idioms is not easy. In the body of literature, several criteria have been suggested to define idioms. According to Ghazala opines that idioms are all in all metaphorical and cannot be understood directly; they should not be taken literally in the sense that their meanings are not the outcome of the individual meanings of their constituent words taken collectively. (Ghazala, 2003). Meanwhile, according to McCarthy and O'Dell idiom can be defined as a fixed expression whose meaning is not obvious from looking at the individual words. (McCarthy and O'Dell, 2002). Trask explained idiom as "fixed expression whose meaning is not guessable from the meaning of its part". (Trask, 2019). In addition, Van de Voort and Vonk in Orfan defined an idiom as "an expression whose overall figurative meaning cannot be derived from the meaning of its parts. (Orfan, 2020). Mitsis in Alhaysony, an idiom is as a continuum of nonliteral expressions that starts with usual collocations, continues with stable or fixed collocations and metaphorical collocations, and ends with idioms of absolute abstract meaning. (Alhaysony, 2017).

c. Kinds of Idiom

McCarthy and O'Dell (2010:22-32) divide the idioms into eight types of idioms as follows:

a. Similes are expressions which compare two things; they always include the words as or like, example: My brother's as thin as a rake (extremely thin)

b. Binomials are type of idiom in which two words are joined by a conjunction (linking word), usually "and", example: black and white

c. Trinomials are a similar type of idiom, in which three words are joined, example: I've looked here, there and everywhere for my glasses but can't find them. Proverbs are short sentences which refer to something most people have experienced and which gives or warnings, example: We should buy extra travel insurance for our skiing trip. Better safe than sorry.

d. Euphemisms are a type of idiom used to avoid saying words which may offend or be considered unpleasant, example: Go behind a tree if you need to answer the call of nature.

e. Cliché is a comment that is often used in certain common, everyday situations, example: Truth will out!

f. Fixed statements are expressions that you can often hear and use fixed statements in everyday conversation, example: Get your skates on!

g. Other languages, it mostly comes from Latin or French, example: *Ad hoc*, *De facto*.

Ghazala classifies idiomatic expressions into five main types: (i) pure idioms, (ii) semi-idioms, (iii) proverbs, popular sayings and semi-proverbial expressions, (iv) phrasal verbs, metaphorical catchphrases and popular expressions (v). (Ghazala, 2003).

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

1. Idioms of Encoding (identifiable) Idioms of encoding are those idiosyncratic lexical combinations that have transparent meaning involving collocational preferences and restrictions, exemplified by at in "he drove at 70 m.p.h"

2. Idioms of Decoding (non-identifiable) Idioms of decoding refer to those non identifiable and misleading lexical expressions whose interpretations could not be comprehended on the basis of only learned linguistic conventions. In other words, the meaning of decoding idioms is not predictable. Expressions such as "beat around the bush" and "fly off the handle" are examples of this type of idioms.

Makkai also divided the classification of idioms into the lexemic and the sememic. Sememic idioms include proverb and similar structure of sentence length, and are therefore of less interest in our context. Even a third idiomaticity area can be imagined where cultural idioms could be located. The lexemic idioms are composed of more than one minimal free form. The lexemic idioms are divided into eight types.

1. Phrasal Verbs Idioms

   A phrasal verb is a verb that contains of two kinds of words. The first word is a verb, and the second word is particle. The particle can be article (a, an, the), preposition/adverb (up, in, out), conjunction (but, and, or), and affix (un-, in-, - ness, -ly).

Examples: take off (leave the ground)

2. Tournures Idioms

   Tournures idioms are the largest lexemic idioms, usually containing at least three words and mostly are verbs. A tournures idiom mostly falls into sentences. Based on its structure, tournures idioms are divided into:

   a. The form contains the compulsory definite and indefinite article.

   Example: to do a guy (to disappear secretly).

   b. The form contains an irreversible binomial introduced by a preposition.

   Example: to be at seven and eight (to be in a condition of confusion, at odds).

   c. A direct object and further possible modifiers follow the primary verb.

   Example: to build castle in the air (to make impossible plans).

   d. The leading verb is not followed by direct object but by preposition plus noun or nothing.

   Example: to dance on air (to get hanged).

   e. The leading verb is BE.

   Example: to be above board (to be out in the open, honest).

3. Irreversible Binomial Idioms

   Irreversible Binomial Idioms consist of two words, which are separated by conjunction. The words orders in this structure are fixed.

Example: high and dry (without resources), Romeo and Juliet (institutionalized symbols of ideal love or symbol of true love).

4. Phrasal Compound Idioms

Phrasal Compound Idioms are containing primarily nominal made up of adjective plus noun, noun plus noun, verb plus noun, or adverb plus preposition. Example: black mail (any payment force by intimidation), bookworm (a person committed to reading or studying).

5. Incorporating Verbs Idioms

Incorporating Verbs Idioms have the forms are Noun-Verb, Adjective-Noun, Noun-Noun, and Adjective-Noun. Usually incorporating verb separated by (-).

6. Pseudo-Idioms

Pseudo-Idioms are also being able to mislead or misinform an unwary listener. Example: Cranberry (bright red acid berry produced by any plant of the genus oxycoccus). In the sentence "make a cranberry face". It means the face become red. Another example is tic-tac-toe (special game).

7. Simile-Idioms

Similes are categorized as idioms. They come in the form of a phrase with the pattern (as) adjective as (a/the) noun/noun phrase.

Example: (as) brown as berry, (as) cleaver as a basket full of monkeys.

A simile also use pattern verb like a noun.

Example: Chatter like a magpie, sleep like a baby.

8. Proverb Idioms

   Proverbs are of sentence length and have both an acceptable literal meaning and an additional moral or message.

   Example: not count one's chickens (before they were hatched) = (not be confident of getting a result, realizing something until it happens).

   In addition, Supratman in Pali (2017) divides idiom into some types as follows:

   1. Idiomatic Pairs
   a. Pairs of adjective
      Example: Slow but sure
   b. Pairs of nouns
      Example: Peace and quite
   c. Pairs of verbs
      Example: Touch and go (unpredictable or scramble)
   2. Similes (Idiomatic Comparison)
      Example: As blind as a bat (totally blind/being uninformed)
                As green as grass (totally green as grass)
   3. Phrasal Verbs
      Example: To come across (something/somebody) means to find or by chance
   4. Action, which represent feelings
      Example: To feel in one's bones 9 to feel certain without evidence, known by institution)

5. Sayings

These sayings are usually complete sentences, they are the more informal sayings.

Example: It is too bad (unfortunately)

What's the matter (what happens?)

You had better (better...)

6. Typical Conversational Phrase

Some fixed conversational phrase whose meaning are not literal and which therefore may be difficult to understand such as:

Example: How do you do?

7. Idiom with Preposition

Example: Above all (the main point)

All the way (entirely)

As long as (during)

As to (about)

In this research, the researcher compared and evaluated printed dictionary and electronic dictionaries on students' understanding of idioms. The researcher focus on lexemic idioms because the lexemic idioms are idioms which collate with the familiar part of speech (verbs, nouns, adjective, and preposition) and they are composed of more than one minimal free form and each lexicon of which can occur in other environments as the realization of a mono lexicon lexeme.

3. The Importance of Using Dictionary in Understanding of Idiom

Understanding idioms is difficult. The reasons are that, first idiomatic expression cannot be translated word by word from its literary context. For example in, "take someone for a ride", we cannot translate it into "remove someone for her journey on a horse or bicycle or in a vehicle", but the meaning is "deceive or cheat someone in some way". Second, it usually has double or more than two meanings, for example "look at", in the sentence "Management is looking at ways of cutting costs. It means "to think about a subject carefully so that you can make a decision about it", and in "If I'd had children I might have looked at things differently. The meaning is "to consider something in a particular way", and also "Can you look at my essay sometime?" It is "to read something in order to check it or form an opinion about it". Third, there is no grammatical rule in forming idioms. It means if the structure is changed, it will have different meanings or it will be meaningless. For example take a word "look", if we add another word like "in, after, up", it will have different senses. The combination "look in" means "get a chance to take part or succeed in". "Look after" means "take care of or be in charge of someone or something". And "look up" is "try to find a piece of information by looking in a book or computer". If we add "off", it does not make sense.

Because of those reasons, the way in which idioms are easy is that they become familiar among English foreign learners. They will be familiar with idioms when they often use a dictionary. Dictionary will tell them a lot of information about words as well as the meaning of idiom, how the idiom is used,

examples of the idiom in use, and so on. They can find, read, and even memorize idioms from the dictionary they use. It assists them to improve their idiom understanding.

C.   **Conceptual Framework**

Figure 2.3 Conceptual Framework

The research conducted to the students of social science major. The researcher compared different forms of dictionaries and evaluated the use of these dictionaries. The dictionaries that compared were the printed dictionary and the electronic dictionaries. The printed dictionary used in this study was the Mc'Graw Hills Dictionary of American Idioms, while the electronic dictionary used was the Cambridge Dictionary. This study also aims to know the students' understanding of idioms. The researcher evaluated the students' understanding of lexemic idioms. This research was a comparative study aims to compare and evaluate students' understanding of lexemic idioms with different dictionaries.

CHAPTER III

RESEARCH METHOD

This chapter presents research design, research variable and indicators, population and sample, research instrument, techniques of data collection, and technique of data analysis.

A. Research Design

In this study, the researcher applied comparative research at the social science major students' of SMA 2 Sinjai. The study used quantitative approach that focuses on students' understanding of idiom. The result of the research is to find out the differences between using printed dictionaries and electronic dictionaries on students' idiom understanding.

B. Research Variables and Indicators

1. Variables

In this study, there were three types of variables. They were two independent variables (X1 and X2) and one dependent variable (Y). The first independent variable of this research was the used of printed dictionary, Variable (X1). And the second independent variable of this research was the used of electronic dictionaries, Variable (X2). The dependent variable of this research was the students' understanding of idioms.

2. Indicators

Indicators in this research were the comparison and evaluation of students' understanding of idiom on printed and electronic dictionaries at social science major.

C. Population and Sample

1. Population

The population of this research was the twelfth grade of social science major students' of SMA 2 Sinjai in the 2021/2022 school year, which consists of four classes (XII IPS 1, XII IPS 2, XII IPS 3, and XII IPS 4)

2. Sample

The object of this research was taken by using purposive sampling technique which was the object chosen is based on researcher consideration. In this study, the researcher took three classes. They are class IPS 1, IPS 2 and class IPS 4 with total 40 students. The researcher chose those classes because the three classes are taught by the same teacher so that the subject matter is the same and did not differ between the three classes.

D. Research Instrument

In this research, the instruments that used by the researcher were questionnaire and test. Questionnaire used to identify the comparison of printed and electronic dictionaries, and test used to evaluate the students' understanding of idioms with printed and electronic dictionaries.

E. Technique of Data Collection

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

1. Questionnaire

In this research the researcher used closed-ended question used to measure variable (X) of this research that was about students' dictionary use to know the comparison of the students' in using printed and electronic dictionaries. The researcher formulated three sub-themes with twenty statements in the close-ended questions part.

2. Test

In this research, the researcher used achievement test shaped multiple choice and essay test. It consists of 10 multiple choice and 10 essay test. Multiple choices designed to uncover the learner's receptive knowledge of idioms. This consists of an idiom followed by a list of three possible definitions. One of the three choices is the correct answer, another is nearly correct but slightly different, and the final possible choice is completely wrong.

Beneath the multiple-choice answers, essay test provided for the participants to write an example sentence of their own using the idiom. During this stage of the test, the researcher tell students that they should make their own sentences since it is design to ensure that the students' understand of the given idiom item using the information provided in the dictionary.

For the receptive part of the test the students' answers were marked as either right or wrong. For the productive part of the task it is necessary to grade the answers with regards to how well the students are able to use the idiom in a sentence. In this section the students' sentences was given a score of 4, 6, or 8.

F. Technique of Data Analysis

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

1. The Data of Questionnaire

The researcher formulated three sub-themes with twenty statements in the close-ended questions part. Then the researcher was total the checklist (√) in each agreement. The scales were in the form of numbers which start from 1 up to 2. There were two degrees of agreement. They were "Disagree" and "Agree". Afterward, the researcher tabulated the data into a descriptive statistic. The responses from the participants was presented in the form of percentage in each sub-themes. In order to get the percentage response, the researchers was count the total of all respondents who chose the same degree of agreement. After that, the researcher divided it by the total of all respondents and multiplied by 100%. Next, the researcher present the data percentage in the form of a table. Subsequently, the researcher explain them one by one and makes the conclusion.

Looking for the percentage of results of the questionnaire:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= The frequency of each answer to the questionnaire

N= Number of respondents

(Sugiyono, 2013)

2. The Data of Test

The test was done in twelfth grade of social science major which uses printed dictionary and electronic dictionary based on the students' preference. The result of the test was score by using analytic scale which converts into 1-10. The data from the test analyzed using SPSS.

The classification of students' scores into five levels as follow:

Classification	Score	Description
Advanced Level	90% - 100%	The students' are able to produce the common idioms for their daily activities. So, when they communicate using the common idioms appropriately, based on the meaning and the situation when they are speaking
Mastery Level	80% - 89%	The students' are able to communicate the main idea or pragmatic meaning of the idioms in new and unpredictable situations
Proficient Level	70% - 79%	The students' can apply vocabulary and grammar in new and unpredictable situations
Basic Level	60% - 69%	The students' can recall vocabulary in isolation, when they are given second language phrases/sentences, they can recall target language meaning, identify words that do not belong, or determine if target language statements are true or false
Below Basic Level	≤59%	The students' have no idea and never use English common idiom in both real life and academic terms

Table 3.1 Classification of Students' Score

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher shows the findings of the research and discussion of the findings.

A. Findings

1. The comparison of the students' in using printed and electronic dictionaries by the students' of social science major SMA 2 Sinjai

The comparison of the students' in using printed and electronic dictionary can be seen through the result of the questionnaire. The data will be shown in table as follows:

Table 4.1 The Percentage of Students' Preference to the Type of Dictionary

No	Statement	Agree	Disagree
1	I use paper dictionary (printed dictionary) Mc Graw Hills Dictionary	72,5%	27,5%
2	I use electronic dictionary Cambridge Dictionary	95%	5%

The table above showed the result of the types of dictionary that the students chose. The first statement from the students showed that twenty nine students (72.5%) chose agree and eleven students (27.5%) chose disagree. Then, the second statement showed that thirty eight students (95%) chose agree and two students (5%) chose disagree. It showed that most of the students used both printed dictionary and electronic dictionary. However, the number of students who chose agree in electronic dictionary is higher than those who chose agree in

printed dictionary, meant that most of them chose to use electronic dictionary more than printed dictionary.

To see clearly the percentage of students' preference to the type of dictionary, look at the figure below:

Figure 4.1 The Percentage of Students' Preference to the Type of Dictionary

The following table shows the statement of comparison in using Printed Dictionary and Electronic Dictionary which also supports the choice of dictionaries chosen by the students' of social science major.

Table 4.2 Statement of Comparison in Using Printed Dictionary (PD) and Electronic Dictionary (ED)

No	Statement	PD	ED
1	Quick and easy to use	5%	95%
2	Easy to carry around	7.5%	92.5%
3	Make understanding the information easier	35%	65%
4	Rich and significant amount of information	45%	55%
5	Easy to find example, synonyms, antonyms	40%	60%
6	Availability of voiced pronunciation	7.5%	92.5%
7	Need experience in using this dictionary	55%	45%
8	This dictionary could be used for a long time	27.5%	72.5%
9	Enjoy using this dictionary	17.5%	82.5%
10	This dictionary is appropriate for beginners in learning English at primary or lower secondary school	67.5%	32.5%
11	This dictionary is easy to use at any time and any place	10%	90%
12	This dictionary is reliable	30%	70%

Table 4.2 shows the level of presentation of the use of printed and electronic dictionary. The results of the presentation of the data obtained show that students' are more inclined to use the electronic dictionary than the printed dictionary for different reasons.

To know the significance percentage of the comparison in using printed dictionary (PD) and electronic dictionary (ED), could be seen in figure below:

Figure 4.2 The Significance Percentage of Comparison in Using Printed Dictionary (PD) and Electronic Dictionary (ED)

Figure 4.2 shows that students' are more inclined to use the electronic dictionary than the printed dictionary for different reasons. The results of these data indicate a significant difference. The results of the data found that the level of comparison of the use of printed and electronic dictionaries from 12 statement items obtained 5 significant items.

The first (1st) statement which is quick and easy to use showed that 5% students chose printed dictionary and 95% students chose electronic dictionary. The second (2nd) is easy to carry around showed that 7.5% students chose printed

dictionary and 92.5% students chose electronic dictionary. The sixth (6th) is the availability of voiced pronunciation showed that 7.5% students chose printed dictionary and 92.5% students chose electronic dictionary . The ninth (9th) is enjoy using dictionary showed that 17.5% students chose printed dictionary and 82.5% students chose electronic. The tenth (10th) is this dictionary is appropriate for beginners in learning English at primary or lower secondary school showed that 67.5% students chose printed dictionary and 32.5% students chose electronic dictionary.

To support the findings above, the researcher found the data of the evaluation of dictionary usage to clear the information, as follow:

Table 4.3 The Students' Evaluation of Dictionary Usage

No	Statement	Agree	Disagree
1	I know how to use a dictionary	87.5%	12.5%
2	I started to use dictionaries at secondary school	77.5%	22.5%
3	I use the dictionary as a result of reading an English text	85%	15%
4	I use the dictionary when I want to write in English	77.5%	22.5%
5	I use the dictionary when I speak or want to speak in English	75%	25%
6	I use the dictionary to translate from Indonesian into English or from English to Indonesian	90%	10%

Table 4.3 showed the result of the evaluation of dictionary usage. The first statement showed that thirty five students (87.5%) chose agree and five students (35%) chose disagree. It showed that most of the students know how to use a dictionary. The second statement showed that thirty one students (77.5%) chose agree and nine students (22.5%) chose disagree. It showed that most of the

students started to use dictionaries at secondary school. The third statement showed that thirty four students (85%) chose agree and six students (15%) chose disagree. It showed that most of the students use the dictionary as a result of reading an English text.

The fourth statement showed that thirty one students (77.5%) chose agree and nine students (22.5%) chose disagree. It showed that most of the students use dictionary when they want to write in English. The fifth statement showed that thirty students (75%) chose agree and ten students (25%) chose disagree. It showed that most of the students use dictionary when they speak or want to speak in English. The sixth statement showed that thirty six students (90%) chose agree and four students (10%) chose disagree. It showed that most of the students use dictionary to translate from Indonesian into English or from English to Indonesian.

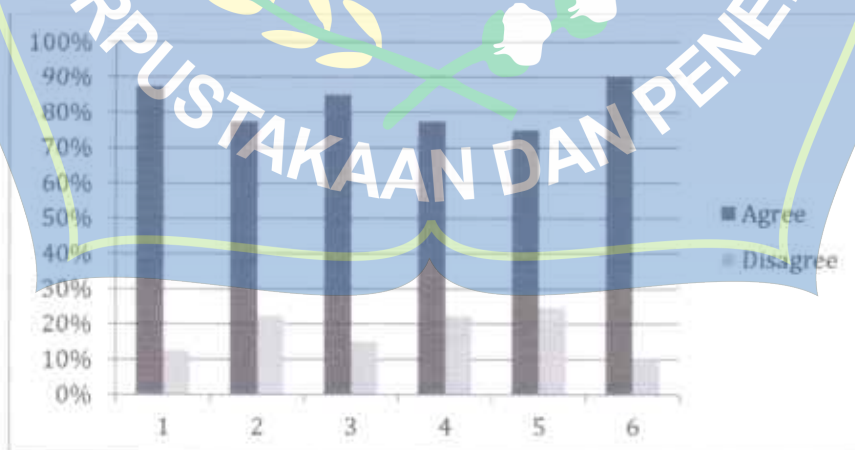To see clearly the evaluation of dictionary usage, look at the figure below:

Figure 4.3 Figure of the Evaluation of Dictionary Usage

Figure 4.3 shows that students' have started using dictionaries since they were in secondary school, as a result of reading, writing and when they want to translate from Indonesian to English or English to Indonesian.

2. The students' understanding of idiom with printed and electronic dictionaries

The researcher displayed the results of research lexemic idioms data processing from students' understanding of idioms using printed and electronic dictionary. Data processing in this study using the SPSS 2.5 application with the number of participants as many as 40 students. The research was conducted on students of social science major at SMA Negeri 2 Sinjai.

Table 4.4 Group Statistics of the Students' Understanding of Idiom with Printed (PD) and Electronic Dictionaries (ED)

Electronic Dictionary (ED)

	Dictionary Use	N	Mean	Std. Deviation	Std. Error Mean
Idiom Understanding	ED	26	74,6923	15,55576	3,05073

Printed Dictionary (PD)

	Dictionary Use	N	Mean	Std. Deviation	Std. Error Mean
Idiom Understanding	PD	14	82,7143	10,62963	2,84089

The results of the data analysis compare means in this study with the aim of comparing the students' understanding of idioms with printed and electronic dictionaries. The number of respondents consisting of 40 people found the use of electronic dictionaries as many as 26 people (N) with a mean value of 74.6923. Furthermore, for the use of printed dictionaries as many as 14 people (N) with a mean value of 82.7143.

Standard Deviation is a reflection of the average deviation from the data mean. Standard Deviation is used to describe how far the data we get varies. This means that if the standard deviation is below the average (mean) then the research data has a good representation value, otherwise if the standard deviation is above the average (mean) then the research data has a poor representation value. In addition, the standard error of the mean is a value that measures how well the average we get from the sample and estimates the population mean.

The standard deviation and the standard error of the mean aims at describing the deviation of the data from the research results that we get. So based on the data above, it can be concluded that the average value (mean) obtained from the sample that estimates the population average is well distributed. Because it has a mean value greater than the standard deviation of 15.55576 for electronic dictionary (ED) and 10.62963 for printed dictionary (PD). In addition, the mean standard error value above shows a good estimate of the mean value. The standard error mean for electronic dictionary (ED) is 3.05073 and printed dictionary (PD) is 2.84089.

B. Discussion

1. The comparison of the students' in using printed and electronic dictionaries by the students' of social science major SMA 2 Sinjai

This research was conducted to find out the comparing and evaluating students' understanding of idioms on printed and electronic dictionaries in social science major. The results of data processing carried out found that the percentage level showed the use of electronic dictionaries was 95% while the use of printed dictionaries was 77.5%. The results of the data above are supported by a significant presentation rate for the reasons for using an electronic dictionary of 95% (quick and easy to use). As for the use of the printed dictionary found a significant result of 67.5% (this dictionary is suitable for beginners).

The results of this study can be seen that every student can use a printed dictionary or an electronic dictionary. However, in fact, from the results of the data obtained, it was found that students preferred to use electronic dictionaries rather than printed dictionaries. There are several reasons why students prefer to use an electronic dictionary because it is quick and easier to use (95%), easy to carry (92.5%) and the availability of voiced pronunciation (92.5%). As for the use of the printed dictionary, students consider it more suitable for use for beginners (67.5%).

The process of rapid technological development plays an important role in everyday life. This is very influential in the world of education. The learning process is easier to do because it is electronic. The availability of

electronic learning becomes the focus of this research by comparing the level of students' tendency to learn using printed and electronic dictionaries. So based on the research that has been done it was found that students are more likely to use an electronic dictionary than a printed dictionary.

The previous research that supports this research conducted by Dziemianko (2010) explains that the use of an electronic dictionary is better than the use of a printed dictionary in learning. In addition, research conducted by Amirian, S., & Heshmatifar, Z. (2013) found that the use of electronic dictionaries can help and improve vocabulary. The learning process through electronics can certainly make it easier to learn English and can improve listening skills and communicative habits.

Yurdagul & Oz (2018) explained that students are more concerned with instant and easy access to information in learning and language such as in the use of electronic dictionaries. From the explanation above, it can be seen that the use of an electronic dictionary can make it easier for students to learn English than a printed dictionary. The use of electronic dictionary makes it easy for students to increase vocabulary because it is assisted by voiced pronunciation which is certainly not owned by printed dictionary.

2. **The students' understanding of idiom with printed and electronic dictionaries**

In this study, data analysis was carried out by looking at the comparison of the students' understanding of idioms with printed and electronic dictionaries. Respondents totaling 40 students involved in this study were

given a test to determine the understanding of idioms using a printed dictionary and an electronic dictionary. The test given is in the form of multiple choice questions and essay test. This research is to see the comparison of students' understanding of idioms so that when the test is carried out, each student uses a printed dictionary or an electronic dictionary.

The results of the tests that have been carried out, it is found that the level of understanding of students' idioms is better when using the printed dictionary compared to the electronic dictionary. The highest score obtained by students when doing tests using a printed dictionary is 98 and the highest score for using an electronic dictionary is 96. The average value of student test results for using a printed dictionary is 82.7143 with a standard deviation of 10.62963. However, the average value of student test results for the use of electronic dictionaries is 74.6923 and the standard deviation is 15.55576.

The test prepared by the researchers in this study was to see a comparison of students' understanding of idioms in using both printed and electronic dictionaries. The tests that have been carried out were found to be more students who took tests that were electronic dictionary as many as 26 people while students who took tests using the printed dictionary were 14 people. The test process that has been carried out can be seen that students' interest in the use of an electronic dictionary is higher than the use of a printed dictionary. Even though students' interest in using electronic dictionaries is higher than the use of printed dictionaries, it does not directly affect students' understanding of idioms.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that has been done with the title "Comparing and Evaluating Students' Understanding of Idioms on Printed and Electronic Dictionaries in Social Science Majoring". Respondents involved in this study were 40 students of class XII IPS. The researcher concluded that the students' interest was higher in using the electronic dictionary as many as 26 people with an average value (mean) of 74.6923 with a standard deviation of 15.55576, while the students' interest in using the printed dictionary obtained an average value (mean) of 82 ,7143 with a standard deviation of 10.62963. It can also be seen that students' interest in the use of electronic dictionaries does not directly affect students' understanding of idioms.

Higher students' interest in the use of electronic dictionaries because of some reasons such as quick and easy to use; easy to carry around; make the understanding the information easier; rich and significant amount of information, etc. In addition, the score of students were using printed dictionary was 82.7, while the score of students were using electronic dictionary was 74.6. It showed that the score of the students' using printed dictionary is higher than the score of the students' using electronic dictionary.

B. Suggestion

1. For students

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

2. For institution

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

3. Further researcher

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

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APPENDICES

APPENDICES A

DICTIONARY USE TOWARD
STUDENTS' UNDERSTANDING OF IDIOM

Place of the research : SMA 2 Sinjai

Respondent : Eleventh Grade of Social Science Major

Instruction:

1. Write the name, ID and class!

2. Read the statement below carefully!

3. Please give checklist to your own preference!

Name : MUKHTG

ID : 9514

Class : XII IPS 4

1. Types of dictionary that you prefer (you may choose more than one)

No	Statement					Agree	Disagree
1.	I use paper dictionary (printed dictionary)						✓
	(Saya menggunakan kamus cetak)						
		Always	Often	Rarely	Never		
	Frequency used						
2.	I use electronic dictionary						✓
	(Saya menggunakan kamus elektronik)						
		Always	Often	Rarely	Never		
	Frequency used	✓					

Note: For the frequency used, you may checklist one of your own preference!

| 12. | This dictionary is easy to use at any time and any place (Kamus ini mudah digunakan kapanpun dan dimanapun) | | ✓ |
| 13. | This dictionary is reliable (Kamus ini dapat diandalkan) | | ✓ |

Note:

PD: Printed Dictionary

ED: Electronic Dictionaries

3. The evaluation of dictionary usage

No	Statement	Agree	Disagree
1.	I know how to use a dictionary. (Saya tahu cara menggunakan kamus)	✓	
2.	I started to use dictionaries at secondary school (Saya mulai menggunakan kamus sejak sekolah menengah)	✓	
3.	I use the dictionary as a result of reading an English text. (Saya menggunakan kamus karena membaca teks bahasa Inggris)	✓	
4.	I use the dictionary when I want to write in English. (Saya menggunakan kamus ketika saya ingin menulis dalam bahasa Inggris)	✓	
5.	I use the dictionary when I speak or want to speak in English (either for preparation for or after speaking) (Saya menggunakan kamus ketika saya berbicara atau ingin berbicara dalam bahasa Inggris (baik untuk persiapan atau setelah berbicara)	✓	

6.	I use the dictionary to translate from Indonesian into English or from English into Indonesian. (Saya menggunakan kamus untuk menerjemahkan dari Bahasa Indonesia ke Bahasa Inggris atau dari Bahasa Inggris ke Bahasa Indonesia)	✓	

Dictionary Task: To get the students' understanding of idioms.

a. Multiple Choice

- The following task has 10 sentences.

Read the sentence and use your own dictionary (printed or electronic dictionary) to find the underlined word!

Using the information given in your dictionary, choose the most appropriate definition from the 3 choices!

1. She is beavering away at the moment.
   a. To work very hard at something
   b. A small American animal
   c. To create a lot of problems for someone

2. His directions were as clear as mud.
   a. Very soft wet earth
   b. Very difficult to understand
   c. Very fast

3. I bit my tongue to tell her to stop complaining.
   a. To not say something that you want to say
   b. To eat some delicious food
   c. To speak the truth

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

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

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

7. I told a <u>white lie</u> to not hurt her feelings.

   ✗ A lie that is told in order to be polite

   b. An honest statement   ✓

   c. A funny story

8. Jokowi is the one of the <u>big cheese</u> in town.

   ✗ An important person

   b. Wise president   ✓

   c. An unimportant

9. Jack enjoys <u>blowing his own trumpet</u>. He certainly thinks he is the best.

   ✗ To tell everyone proudly about his achievement

   b. Thum the horn   ✓

   c. The sound of trumpet

10. I will do the group project all by myself. It's just <u>a piece of cake</u>.

   a. A portion of food

   b. Fun work   ✓

   ✗ Something that is easy to do

b. Essay Task

- Write your sentence using the idiom below!
- Don't copy the same example from the dictionary.
- If you have any questions during the task, please ask the researcher!

1. Beavering away   8

Sentence: she has been beaving away at that essay for hours.

2. As clear as mud   8

Sentence: the computer manual was a clear as mud, so we reading it.

3. Bit my tongue

Sentence: I wanted to tell him exactly what I thought of him, but I had to bite my tongue.   8

4. Variety is the spice of life It is merely that variety is & the spice of life.

Sentence: ~~the answer to this next questions my be~~   8

5. Bearing fruit

Sentence: The apple tree is finally bearing fruit   8

6. In black and white   8

Sentence: Would you put that down in be black and white?

7. A white lie   I'd rather tell my mother a white lie than

Sentence: tell her the truth and upset her.   8

8. Big cheese   He left ~~ben~~ business school and became   8

Sentence: a big cheese in the city.

9. Blowing his own trumpet   8

Sentence: An immodest man who is always blowing his own

10. A piece of cake

Sentence: The exam was a piece of cake   8

APPENDICES B

DICTIONARY USE TOWARD
STUDENTS' UNDERSTANDING OF IDIOM

Place of the research : SMA 2 Sinjai

Respondent : Eleventh Grade of Social Science Major

Instruction:

1. Write the name, ID and class!

2. Read the statement below carefully!

3. Please give checklist to your own preference!

Name : Ahmad Muhajir

ID : 9498

Class : XII Ipi A

1. Types of dictionary that you prefer (you may choose more than one)

No	Statement					Agree	Disagree
1.	I use paper dictionary (printed dictionary) (Saya menggunakan kamus cetak)						✓
		Always	Often	Rarely	Never		
	Frequency used				✓		
2.	I use electronic dictionary (Saya menggunakan kamus elektronik)					✓	
		Always	Often	Rarely	Never		
	Frequency used		✓				

Note: For the frequency used, you may checklist one of your own preference!

2. Comparison in using printed and electronic dictionaries (you only can choose one of them)

No	Statement	PD	ED
1.	Quick and easy to use (Cepat dan mudah untuk digunakan)	✓	✓
2.	Easy to carry around (Mudah dibawa kemana-mana)	✓	✓
3.	Make understanding the information easier (Mempermudah memahami informasi)	✓	
4.	Rich and significant amount of information (Informasi dalam jumlah yang banyak dan signifikan)		✓
5.	Easy to find examples, synonyms, antonyms (Mudah untuk menemukan contoh, sinonim, antonim)		✓
6.	Availability of voiced pronunciation (Ketersediaan pengucapan bersuara)		✓
7.	Need experience in using this dictionary (Butuh pengalaman dalam menggunakan kamus ini)		✓
8.	This dictionary could be used for a long time (Kamus ini dapat digunakan untuk waktu yang lama)	✓	
9.	Enjoy using this dictionary (Nikmati menggunakan kamus ini)		✓
11.	This dictionary is appropriate for beginners in learning English at primary or lower secondary school (Kamus ini cocok untuk pemula dalam belajar bahasa Inggris di sekolah dasar atau menengah pertama)		

| 12. | This dictionary is easy to use at any time and any place
(Kamus ini mudah digunakan kapanpun dan dimanapun) | | ✓ |
| 13. | This dictionary is reliable
(Kamus ini dapat diandalkan) | ✓ | |

Note:

PD: Printed Dictionary

ED: Electronic Dictionaries

The evaluation of dictionary usage.

No	Statement	Agree	Disagree
1.	I know how to use a dictionary. (Saya tahu cara menggunakan kamus)	✓	
2.	I started to use dictionaries at secondary school (Saya mulai menggunakan kamus sejak sekolah menengah)		✓
3.	I use the dictionary as a result of reading an English text (Saya menggunakan kamus karena membaca teks bahasa Inggris)	✓	
4.	I use the dictionary when I want to write in English (Saya menggunakan kamus ketika saya ingin menulis dalam bahasa Inggris)		✓
5.	I use the dictionary when I speak or want to speak in English (either for preparation for or after speaking). (Saya menggunakan kamus ketika saya berbicara atau ingin berbicara dalam bahasa Inggris (baik untuk persiapan atau setelah berbicara).		✓

6.	I use the dictionary to translate from Indonesian into English or from English into Indonesian. (Saya menggunakan kamus untuk menerjemahkan dari Bahasa Indonesia ke Bahasa Inggris atau dari Bahasa Inggris ke Bahasa Indonesia)	✓	

Dictionary Task: To get the students' understanding of idioms.

a. Multiple Choice

- The following task has 10 sentences.

- Read the sentence and use your own dictionary (printed or electronic dictionary) to find the underline word!

- Using the information given in your dictionary, choose the most appropriate definition from the 3 choices!

1. She is beavering away at the moment.
   - a. To work very hard at something ✓
   - b. A small American animal
   - c. To create a lot of problems for someone

2. His directions were as clear as mud.
   - a. Very soft wet earth
   - b. Very difficult to understand ✓
   - c. Very fast

3. I bit my tongue to tell her to stop complaining.
   - a. To not say something that you want to say ✓
   - b. To eat some delicious food
   - c. To speak the truth

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

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

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

7. I told a <u>white lie</u> to not hurt her feelings.

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

   b. An honest statement ✓

   c. A funny story

8. Jokowi is the one of the <u>big cheese</u> in town.

   ~~a.~~ An important person

   b. Wise president ✓

   c. An unimportant

9. Jack enjoys <u>blowing his own trumpet</u>. He certainly thinks he is the best.

   ~~a.~~ To tell everyone proudly about his achievement

   b. Plays the horn ✓

   c. The sound sof trumpet

10. I will do the group project all by myself. It's just <u>a piece of cake</u>

    a. A portion of food

    b. Fun work ✓

    ~~c.~~ Something that is easy to do

b. **Essay Task**
   - Write your sentence using the idiom below!
   - Don't copy the same example from the dictionary.
   - If you have any questions during the task, please ask the researcher!

1. Beavering away

   Sentence: She has been beavering away at that essay for hours. 8

2. As clear as mud

   Sentence: His instructions were as clear as mud 4

3. Bit my tongue

   Sentence: I wanted to tell him exactly what I thought of him, but I had to bite my tongue 8

4. Variety is the spice of life

   Sentence: It is merry that variety is the spice of life 8

5. Bearing fruit

   Sentence: Eventually her efforts ~~bore fruit and the got the job for wanted~~ bore fruit and the did the job she wanted 8

6. In black and white

   Sentence: I had to believe it because it was there in black and white 8

7. A white lie

Sentence: I'll rather tell my mother a white lie than tell her the truth and upset her   8

8. Big cheese

Sentence: He left business school and become a big cheese in the city   8

9. Blowing his own trumpet

Sentence: An immodest man who is always blowing his own trumpet   8

10. A piece of cake

Sentence: The exam was a piece of cake   8

APPENDICES C

T-Test

Group Statistics

	Idiom Understanding	N	Mean	Std. Deviation	Std. Error Mean
Dictionary Use	ED	26	74,6923	15,55576	3,05073
	PD	14	82,7143	10,62963	2,84089

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differenc e	Std. Error Differenc e	Lower	Upper
Dictionary Use	Equal variances assumed	5,273	,028	-1,720	38	,093	-8,02198	4,66264	-17,46139	1,41744
	Equal variances not assumed			-1,924	35,231	,063	-8,02198	4,16865	-16,47943	,43547

APPENDICES D

The score of students' who are using printed dictionary (PD)

No	Name	Score
1	S	96
2	N	98
3	N	86
4	S	84
5	N	90
6	M	96
7	N	80
8	H	78
9	Z	86
10	M	86
11	N	66
12	N	70
13	N	66
14	A	76

APPENDICES E

The score of students' who are using electronic dictionary (ED)

No	Name	Score
1	A	94
2	A	96
3	A	88
4	S	52
5	R	72
6	A	94
7	A	84
8	W	64
9	P	92
10	I	94
11	S	88
12	D	80
13	A	68
14	W	68
15	V	51
16	A	82
17	F	88
18	A	56
19	M	68

20	H	74
21	P	52
22	Y	62
23	A	86
24	A	82
25	M	49
26	M	88

APPENDICES F

Surat Keterangan Bebas Plagiat

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl Sultan Alauddin No 259 Makassar 90221 Tlp (0411) 866972,881593, Fax (0411) 865588

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar. Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Nur Alfita Andini
NIM   : 105351119417
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	2 %	10 %
2	Bab 2	22 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	5 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar. Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 17 Januari 2022
Mengetahui
Kepala UPT- Perpustakaan dan Penerbitan,

Nurhidaya, S.Hum., M.I.P
NBM. 964 591

APPENDICES G

Surat Pengantar Penelitian LP3M

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Nomor : 4949/05/C.4-VIII/XI/43/2021   06 Rabiul Akhir 1443 H
Lamp : 1 (satu) Rangkap Proposal   11 November 2021 M
Hal : Permohonan Izin Penelitian

Kepada Yth:
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel
di-
    Makassar

Berdasarkan Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor T513/FKIP/A.4-II/XI/1443/2021 tanggal 10 November 2021, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : **NUR ALIFIA ANDINI**
No. Stambuk : **10535 1119417**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul:

"Comparing and Evaluating Students' Understanding of Idiom on Printed and Electronic Dictionaries in Social Science Majoring"

Yang akan dilaksanakan dari tanggal 17 November 2021 s/d 17 Januari 2022

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

Ketua LP3M,
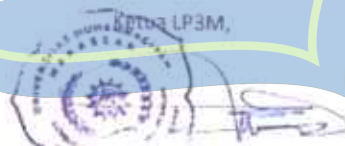
Dr.Ir. Abubakar Idhan, MP.
NBM 101 7716

11-22

APPENDICES H

Surat Kontrol Penelitian

APPENDICES I

Surat Keterangan Telah Meneliti

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 2 SINJAI
Jln. Persatuan Raya No. 850 Bikeru, Website: https://uptsman2sinjai.sch.id Kode Pos 92661

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor: 423.3/154/UPT SMA/2 SINJAI/DISPK

Yang bertanda tangan dibawah ini, Kepala UPT SMA Negeri 2 Sinjai, menerangkan bahwa:

Nama	Nur Afni Aisdiat
NIM	105351119417
Program Studi	Pendidikan Bahasa Inggris
Fakultas	Keguruan dan Ilmu Pendidikan
Asal Kampus	Universitas Muhammadiyah Makassar

Benar yang tersebut namanya di atas telah melaksanakan penelitian di sekolah kami dalam rangka penyusunan skripsi dengan judul:

"COMPARING AND EVALUATING STUDENTS' UNDERSTANDING OF IDIOM ON PRINTED AND ELECTRONIC DICTIONARIES IN SOCIAL SCIENCE MAJORING"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Sinjai, 20 November 2021
Kepala UPT SMA Negeri 2 Sinjai,

Abdul Warif, S.Pd., M.Pd
NIP. 19700537 199512 1 002

APPENDICES J

LOA (Letter of Acceptance)

MAJELIS DIKTILITBANG PT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

LETTER OF ACCEPTANCE
04/07/BG-FKIP/LOA/B/II/1443/2022

Dear NUR ALIFIA ANDINI

It is our pleasure to inform you that, after reviewing your paper:
THE COMPARISON OF THE STUDENTS' IN USING PRINTED AND
ELECTRONIC DICTIONARIES IN SMAN 2 SINJAI
The manuscript ID: 634
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing template	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Applied Linguistics Studies**, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jals@bg.unismuhmakassar.ac.id

Makassar, 1 February 2022 M
29 Jumadil Akhir 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

Terakreditasi institusi
BAN-PT

APPENDICES K

Documentation

Students' who prefer to use electronic dictionary

Students' who prefer to use printed dictionary

CURRICULUM VITAE

NUR ALIFIA ANDINI is a student of the English Department at the Muhammadiyah University of Makassar. She was born on August 23, 1998 in Makassar. She is the second child. She has 4 brothers Nur Ichwan, Moh Irvandi, Moh Reza and Moh Dzaqi and 2 sisters Nurasyifa and Zarah Zuhairah.

In 2005, she started attending elementery school at SDN 42 Bikeru, at 2009 she moved to Malaysia and continue her school at Sekolah Indonesia Kota Kinabalu (SIKK) and graduated in 2011. Next she continued her junior high school at SMPN 6 Sinjai Selatan and graduated in 2014. Then she continued to high school at SMAN 1 Sinjai Selatan and graduated in 2017. In 2017 she was accepted at the University Muhammadiyah of Makassar as a student of the English Department, Faculty of Teacher Training and Education. At the end of her study, she was able to complete her thesis in 2022 with the title "COMPARING AND EVALUATING STUDENTS' UNDERSTANDING OF IDIOM ON PRINTED AND ELECTRONIC DICTIONARIES IN SOCIAL SCIENCE MAJORING"