#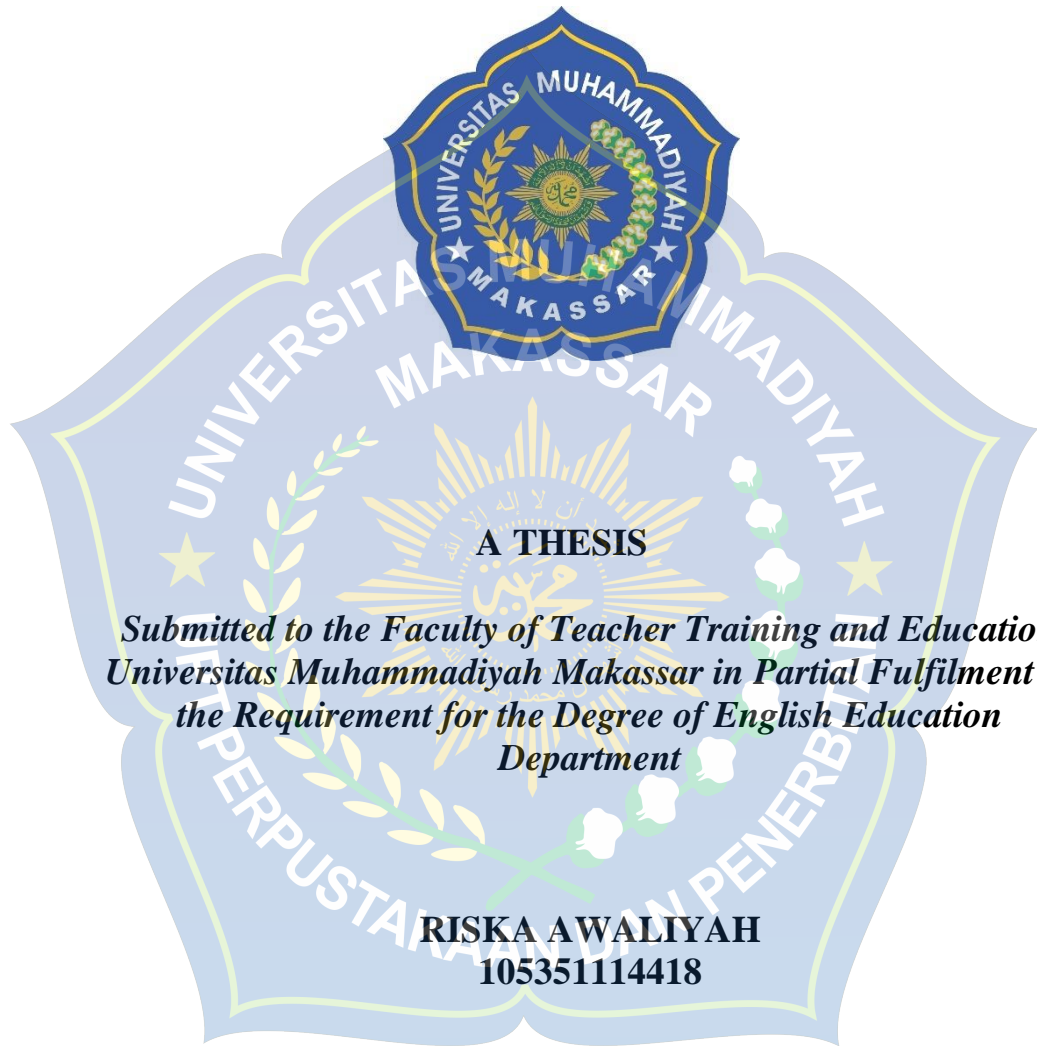 AN ANALYSIS OF STUDENTS' PERCEPTION ON PAPER AND ELECTRONIC DICTIONARY IN WRITING SKILLS AT THE NINTH GRADE OF SMP NEGERI 1 TAKALAR

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfilment of the Requirement for the Degree of English Education Department

RISKA AWALIYAH
105351114418

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR
2022

LEMBAR PENGESAHAN

بِسْمِ اللهِ الرحمن الرحيم

LEMBAR PENGESAHAN

Skripsi atas nama **Riska Awaliah** NIM **105351114418**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 762 Tahun 1444 H/2022 M, tanggal 14 Jumadil Awal 1444 H/08 Desember 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Rabu 21 Desember 2022**.

Makassar, 3 Jumadil Akhir 1444 H
27 Desember 2022 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag (........................)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (........................)

3. Sekretaris : Dr. Baharullah, M.Pd. (........................)

4. Dosen Penguji 1. Dr. Nurdevi Bte Abdul, S.Pd., M.Pd. (........................)

2. Uyyunnasirah Hambali, S.Pd., M.Pd. (........................)

3. Dr. Asriati AM, S.Pd., M.Hum. (........................)

4. Dr. Radiah, M.Pd. (........................)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

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APPROVAL SHEET

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

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بســـم اللــه الرحـمن الرحيــم

APPROVAL SHEET

Tittle	:	An Analysis of Students' Perception on Paper and Electronic Dictionary in Writing Skills at the Ninth Grade of SMP Negeri 1 Takalar
Name	:	Riska Awaliyah
Reg. Number	:	105351114418
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar, 27 Desember 2022

Approved By,

Consultant I

Dr. Nurdevi Bte Abdul, S.Pd., M.Pd.
NIDN. 0910048402

Consultant II

Herlina Daddi, S.Pd., M.Pd
NIDN. 0927087606

Dean of FKIP
Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

Head of
English Education Department

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

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI

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COUNSELING SHEET I

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259
Makassar
Telp. 0811 3782101 (Sekretariat)
Email: prodibg@unismuh.ac.id

بســم الله الرحمن الرحيم

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	Riska Awaliyah
NIM	:	105351114418
Department	:	English Education Department
Title	:	An Analysis of Students' Perception on Paper and Electronic Dictionary in Writing Skills at the Ninth Grade of SMP Negeri 1 Takalar
Consultant I	:	Dr. Nurdevi Bte Abdul, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
30-08-22		- Abstract - Provide your Complete thesis	
3-09-22		Double check the tenses used in chapter III	
5-09-22		Show your interpretation of research result	
9-09-22		- Revise abstract - Find out related theory of Perception on using dictiony	

Makassar, ...2022
Approved by:
Head of English Education Department

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

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COUNSELING SHEET I

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بســم الله الرحمن الرحيــم

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	**Riska Awaliyah**
NIM	:	**105351114418**
Department	:	**English Education Department**
Title	:	**An Analysis of Students' Perception on Paper and Electronic Dictionary in Writing Skills at the Ninth Grade of SMP Negeri 1 Takalar**
Consultant I	:	**Dr. Nurdevi Bte Abdul, S.Pd., M.Pd**

Day / Date	Chapter	Note	Sign
12-09-22		Put your research finding in abstract. Revise problem statements	D.
14-09-22		Revise findings - Abstract!	D.
21-09-22		Acc!	D.

Makassar, ...2022

Approved by:
Head of English Education Department

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

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COUNSELING SHEET II

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COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	Riska Awaliyah
NIM	:	105351114418
Department	:	**English Education Department**
Title	:	AN ANALYSIS OF STUDENTS' PERCEPTION ON PAPER AND ELECTRONIC DICTIONARY IN WRITING SKILLS AT THE NINTH GRADE OF SMP NEGERI 1 TAKALAR
Consultant II	:	Herlina Daddi, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
Wednesday 31/08/22	IV	Revise display of your findings	
Wednesday 28/09/22		All Report for Result seminar.	

Makassar, 31 Agustus 2022
Approved by:
Head of English Education Department

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

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v

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS MUHAMMADIYAH MAKASSAR

SURAT PERNYATAAN

Nama   : Riska Awaliyah

NIM   : 105351114418

Program : English Education Department

TITLE   : An Analysis of Students' Perception on Paper and Electronic Dictionary in Writing Skills at the Ninth Grade of SMP Negeri 1 Takalar

     Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

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Riska Awaliyah

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UNIVERSITAS MUHAMMADIYAH MAKASSAR

SURAT PERJANJIAN

Nama   : Riska Awaliyah

NIM   : 105351114418

Program   : English Education Department

TITLE   : An Analysis of Students' Perception on Paper and Electronic

Dictionary in Writing Skills at the Ninth Grade of SMP Negeri 1

Takalar

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesai skripsi saya, saya akan menyusun sendiri skripsi saya.
2. Dalam menyusun skripsi, saya akan selalu konsultasi dengan pembimbing.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi saya.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

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Makassar, 14 September 2022

Yang membuat perjanjian

Riska Awaliyah

Motto

"Do Whatever You Love, Be Yourself, And Success Will
Come Naturally"

(Rose'She)

I dedicate this thesis to my beloved parents,
who have supported me in every situation.
They have given me the best things to achieve
my dreams.

ABSTRACT

RISKA AWALIYAH, 2022. Thesis of English Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. *An Analysis of Students' Perception on Paper and Electronic Dictionary in Writing Skills at the Ninth Grade of SMP Negeri 1 Takalar*. Supervised by Nurdevi Bte Abdul and Herlina Daddi.

This research has been designed to analyze students' perception in using paper and electronic dictionary to the EFL students who studied at SMP Negeri 1 Takalar. This research used descriptive qualitative method. To obtain data of this research, the researcher used interview as an instrument. This research used 14 questions as the instrument for data collection. There were 22 students involved as participants of this research, they were selected by using purposive sampling technique.

The result of this research revealed that students' perception on paper and electronic dictionary. There were five of students' perception toward paper dictionary such as paper dictionary was easy to use for students, paper dictionary helps students in writing skills, paper dictionary is easy to be carried, paper dictionary less costly than buying electronic dictionary and paper dictionary enhances students learning. On the other side, there were six of students' perception toward electronic dictionary such as electronic dictionary was easy to use for students, electronic dictionary helps in writing skills, electronic dictionary is easy to be carried, many features are used in electronic dictionary, electronic dictionary less costly than buying paper dictionary, and electronic dictionary enhance students' learning. Therefore, it can be concluded that paper and electronic dictionary can help students in writing skills, but paper dictionary is more effectively can enhance students' learning. Electronic dictionary is mostly used by the students in enhancing students' learning. Paper dictionary has become a tool that easy to use for students and electronic dictionary has become a tool for the probability in which easy to be carried for students.

Keywords: Electronic dictionary, Paper dictionary, Students' perception

ABSTRAK

RISKA AWALIYAH, 2022. Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Analisis persepsi siswa terhadap kamus buku dan kamus elektronik pada kemampuan menulis siswa kelas Sembilan SMP Negeri 1 Takalar. Dibimbing oleh Nurdevi Bte Abdul dan Helina Daddi.

Penelitian ini dirancang untuk menganalisispersepsi siswa terhadap penggunaan kamus buku dan kamus elektronik pada pelajar Bahasa Inggris sebagai Bahasa asing pada SMP Negeri 1 Takalar.Penelitian ini menggunakan metode deskriptif kualitatif. Untuk menggupulkan data penelitian ini, peneliti menngunakan wawancara sebagai insturmen penelitian. Penelitian ini menggunakan 14 pertanyaan sebagai isntrumen pengumpulan data. Ada sebaunyak 22 siswa yang terlibat pada penelitian ini, mereka dipiling menggunaka teori purposive sampling.

Hasil penelitian ini menunjukkan bahwa persepsi siswa terhadap kamus buku dan kamus elektronik. Ada lima persepsi siswa terhadap kamus buku diantaranya yaitu, kamus buku mudah digunakan, kamus buku membantu siswa dalam menulis, kamus buku mudah dibawa, kamus buku lebih murah daripada membeli kamus elektronik, dan kamus buku dapat meningkatkan pembelajaran Bahasa siswa. Disisi lain, ada enam persepsi siswa terhadap kamus elektronik yaitu kamus elektronik mudah digunakan, kamus elektronik membantu siswa dalam menulis, kamus elektronik mudah dibawa, ada banyak fitur yang digunakan dalam kamus elektronik, dan kamus elektronik lebih murah serta kamus elektronik dapat meningkatkan pembelajaran Bahasa siswa. Sehingga, dapat disimpulkan bahwa kamus buku dan elekronik dapat membantu siswa dalam kemampuan menulis siswa, akan tetapi kamus buku lebih efektif dalam meningkatkan pembelajaran siswa. Sehingga, dapat disimpulkan bahwa kamus elektronik kebanyakan digunakan oleh siswa dalam meningkatkan pembelajarannya. Kamus buku menjadi alat yang mudah digunaka oleh siswa dan electronic dictionary menjadi alat yang mudah di bawa oleh siswa.

Keywords: Kamus elektronik, Kamus buku, Persepsi siswa

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Amin.

Billahi Fi Sabillil Haq Fastabiqul Khaerat

September 2022, Makassar

The Researcher

Riska Awaliyah

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CHAPTER I

INTRODUCTION

A. Background

Barham (2017) stated that the main objective of language learning is to master the language proficiency with regard to speaking, listening, reading and writing skill. English as a foreign language particularly gives challenges for the learners. The most significant challenges that the students face during the learning English as a foreign language is learning vocabulary. Vocabulary has been known as a central point in any language learning especially in English learning. The use of dictionary is a great way to support the learners in vocabulary learning

One aspect of English is vocabulary. The importance of vocabulary in foreign language learning is essential. Students will have a much easier time acquiring English in four major skills. Students who mastered grammar will have difficulties without vocabulary mastery. According to Santoso & Andriyadi (2019) vocabulary development is an important aspect of foreign language learning and language learner. Students who have mastered vocabulary have a good understanding of meaning, spoken and written forms. Writing is an important skill to produce language. students have to focus with many aspects of writing in English learning. Nowadays, learning process can be improved by using technology. Students can use technology in learning such as using electronic dictionary to help them to improve their vocabulary mastery.

According to Barham (2017) dictionary is a crucial tool for the usage in learning language especially in learning English as a foreign language. Language learner can use dictionary to create new sentences in writing skill, finding vocabulary, definition and practice the spelling. The dictionary provides to help the language learner in basic skills of English learning: Writing, speaking, reading and listening. There are two the most popular version of dictionary such as: Paper and Electronic dictionary. Paper dictionary is a list of words with any kind of information printed on the paper and the other hand electronic dictionary is a source information that can be read in digital version. Knežević (2021) state that different results both the use of paper and electronic dictionary and dictionaries are usually referred to the main tools designed to help human users in language-related tasks.

Based on the explanation above, the use of showing the positive attitudes and perception in English learning. Using dictionary can help students in learning English as a foreign language. The use of dictionary in English learning is important to make students easier finding a vocabulary that they do not know. Vocabulary mastery is crucial things for EFL students to create sentences or paragraph, so that the use of dictionary is a great way to support student in learning. EFL students of SMP Negeri 1 Takalar mostly used dictionary in their English Learning. The dictionary mostly used by the students is electronic dictionary.

This research is important to give more information for the researcher or language learner to be selective in choosing and using dictionary based on the learner needs in language learning. Therefore, the researcher looking for what

are the students' perception during using dictionary in writing skill to English language learning as a foreign language.

B. **Research Question**

Based on the background above the following problem in this research is How are the students perceive on the use of Paper and Electronic Dictionary in writing skills at the ninth grade of SMP Negeri 1 Takalar?

C. **Research Objectives**

The purpose of this research is to find out the way students perceive the use of Paper and Electronic Dictionary in Writing Skills at the Ninth Grade of SMP Negeri 1 Takalar

D. **Significances of the Research**

The researcher expects that the results of this research are useful for:

1. English teachers

   The teacher can use this research as information about the using dictionary English language learner.

2. Students

   The research can be source for students that would give value impact to the students

3. Future researchers

   This research expects can give useful information for the future researcher about the use of dictionary in English language learner.

E. **Scope of the research**

This research focused in the term of students' perception in assisting them to write procedure text by using paper dictionary and electronic dictionary at

ninth grade students in SMP Negeri 1 Takalar. This research focused on particular types of dictionaries, bilingual dictionary as a type of paper dictionary and online dictionary as a type of electronic dictionary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Previous Research Findings**

The researcher took previous studies related to the students' perception in using paper and electronic dictionary for learning English. Barham (2017) stated that the participants showing their positive attitudes and perceptions on the use of electronic dictionary in "Educational Reading in English". On the other hand, the students reflected on the process of using mobile as simple and that they did not need to be trained on how to use mobile dictionaries. However, further discussions on that topic revealed that they had challenges identifying the correct meaning among the many options provide by mobile dictionaries. It is important and teacher should spend more time to explain the different kinds of mobile dictionaries and assisting the students to understand how to use it appropriately

The second research showed the result that students had positive perception toward the use of electronic dictionary in learning foreign language. As stated by Marjun (2021) electronic dictionary showed the significant benefit for EFL students such as quickly to access, simplicity of use, the audio visual of electronic dictionary and convenience. In the other side the EFL students has differences attitude in using paper dictionary. It indicated that the students' attitude toward the use of paper dictionary gave much contributed for learning for any reason for instance easily accessible, enhance students learning, an more detail definition on paper dictionary rather than electronic dictionary

Fageeh (2014) found that there were significant differences between the experimental group participant and the control group participants on pretesting both in terms of vocabulary knowledge test performance and attitudes toward using etymological analysis via online dictionary medium to the benefit of experimental students. The finding also revealed that e-learning of translation, which included the use of blackboard and the online dictionary has been conductive to improve positive attitudes towards translation classes. In this experiment research showed that the online dictionary proved to be more effective than the using paper dictionary

The previous research finding showed that dictionaries are excellent learning media to improve vocabulary. According to Asgari & Mustafa (2012) using monolingual dictionary was another common strategy. The publisher created this sort of dictionary for language learning students because monolingual dictionaries are designed for native users. This research has discovered that the ELS students perceive the substance of vocabulary as a branch of language learning. However there several strategies that can be used by the language learner such as the use of monolingual dictionary, the use of various English language media, applying new English words in their daily speaking. On the other hand, the use of monolingual dictionary in this research presented the truth that the subject of this research was more successful learner at the upper of some proficiency levels had moved on from using bilingual dictionaries to using monolingual dictionaries

Rahimi & Shahab (2014) explained that EFL learner who used the mobile dictionary to learn English improved their language ability more than those

who used the printed dictionary, the finding corroborates previous research finding that generally computer-assisted language learning environments can have positive effect on learners' achievement in English learning as a foreign language. However, the innovative finding of this study related to using mobile dictionaries in language classes and learning process that is extended to environments out of the classroom into everyday activities and learning anywhere any times. In this case the language learning this future of mobile learning a more practical help as extending language learning outside of classroom time, especially when the class practice time is limited. Moreover, English language learning as a foreign language needed frequent informal practice. Mobile dictionary provides sample opportunities for learner to have continuous connection with the target language.

In addition, Zheng & Wang (2016) stated that an electronic dictionary is a small electrical device that functions a digital version of any dictionary. The strength of electronic dictionary is in function from general single-language dictionary to the specific terminology-based dictionary for medical, legal and other professional language. They are available in a variety of formats (dedicated handled device, apps on mobile device and online products). The amount of function accessible in electronic dictionaries has grown as technology has progressed. The other strength is text-to-speech and speech-to-text capabilities, interactive vocabulary game, a vocabulary diary, data transfer, and internet connectivity are available on many of them. Electronic dictionaries have just recently become available on mobile device and such as smartphone and tablets

According to Chen (2007) Electronic dictionaries are particularly popular tool for EFL learners in China among all of these new technologies. There are a number of contrasts exist between paper dictionary and electronic ones. Since of the work of information and web access, the number of lexicon things included in electronic lexicons surpasses the number within the paper ones. Moreover, there are a few special highlights that cannot be found within the paper dictionary, for example interactive learning function such as vocabulary games, speech feature, and reference book clearly, the electronic dictionary is faster in search speed, lighter in wight, and smaller in size (Zheng & Wang, 2016)

Hamdi & Harouni (2016) added that dictionary that presented on paper (hard-copy) that including word entries with their definition in the same language known as paper dictionary. The strength of paper dictionaries is sequenced in alphabetical order and contains several information of language learner generally needs. On the other hand, there is previous study survey mentioned language learner general patterns of using conventional printed dictionaries. These studies showed most language learners among them advanced learners, used dictionaries. Although they mostly used dictionaries to find out the meaning of several words, to check further information such as spelling, pronunciation and synonyms especially while do reading and writing tasks

From those previous researches finding, it can be concluded that there are similarities and differences with this research. The similarities that the previous researches identify students' response on the use of dictionary in

language learning process. On the other hand, the difference is this research focus on the students' experiences in using bilingual and online dictionary as a type of dictionary to assist them in writing skill as a students of English language learning.

B. Some Basic Concept

1. Concept of Perception

    a) Definition of perception

    According to Rooke and Wilson (2001) perception is defined as the act of recognizing and interpreting stimuli that register on our senses. On the other way, perception is concerned with how people comprehend their environment through their sensory organs. Human have sense organs, which are part of the sensory system such as ayes, noses and ears to receive information from their environment. Information is received and transmitted to the brain through these sensory organs. They also assist human in distinguishing between different people, things and activities. Perception, according Wood (2002) is the process of selecting, arranging, and interpreting persons, actions and events in order to construct meaning.

    According to Abdul & Jumiaty (2022) perception is a person's thoughts after they have seen and done something in order to get to a conclusion about how he feels. Perception allows us to determine the outcome of anything that has been captured by sight, feeling, hearing, smell and touch to produce meaning. Perception means the act of

selecting information obtained through the five senses so that each individual can develop a meaningful view of the object

According to Sarwono (2010) there are five factors that influence perceptions are:

1) Attention, normally does not collect all of the stimuli that are present at the same time, but rather focuses on one or two object

2) A person's mental preparedness for incoming stimuli

3) Needs are temporary or permanent requirements in a person's life that influence their view

4) The value system, namely the value system that governs a society, it has an impact on perception

5) Personality type, which refers to the diverse perspective that people have based on their personality patterns.

Based on the statements above, the researcher conclude that perception is a process by which humans recognize their environment based on the two statements above. Starting with the senses as the input, information is received and transferred to the brain where it is processed as an output. A human would be able to comprehend objects, people and activities through this process and interpret information from them.

b) Types of Perception

According to Irwanto, as described in Najah (2007), when human makes contact with something that is interpreted, the result of perception can be divided into two main categories:

1) Positive Perception

Positive perception is a positive response to describe or respond to something that is known or unknown. Positive response is a response to anything we are evaluating that is harmonious.

2) Negative Perception

A picture or response that is out of the sync with the object of perception is called negative perception. In other terms, negative perception is the rejection or refusal of an object that is appraised or perceived.

c) Step of Perception

According to Gans (2020) there are five steps of perceptual such as: the environmental stimulus, the attended stimulus, transduction, recognition and action.

The first step, the environmental stimulus means everything in the environment that has potential. Second step, attending of stimulus is the object in environment that is the focus of attention. The third step, transduction means allow visual messages to be delivered and understood by the brain. The next step, recognition is the ability to interpret and provide meaning to the object. The last step is action, perception's phase involves some kind of motor activity in response to a perceived and recognized object.

The perceptual process helps you to experiences and interact with the world around you in appropriate and meaningful ways. Steven Gans (2020) argued that perception is influenced by a number of

things such as: feeling, attention and motivation as the internal factor. On the other hand, the external factors include believes, environment and stimulus which have an impact on the outside factors

2. Writing

According to Kellogg (2001) writing is a cognitive process that test memory, mental skill and linguistic command to appropriately convey an idea because proficient composition of a text indicate successful learning a second language. Writing ability refers to a process of thinking that is related to human reasoning. Writing contains of a symbol (orthographic) and involves a complex process. Making good writing, we must use correct grammatical rules, choose appropriate vocabulary and consider the coherent and cohesion.

Kinds of writing:

According to George E. Wishon and Julia M Burk said that the kind of writing used to tell or report is called narration: that used to describe is called describe is called description: that used to explain or interpret is known as exposition the form of writing used to persuade or argued is known as argumentation. There are four kinds of writing:

a) Narration

The form of writing known as narration that tells the story of actions or happenings. Narration sets events in time and describes what happened in a chronologically natural order. Narration includes the form of short stories, novels, and brand-new stories, as well as a

significant portion of our daily social interaction in the form of discourse and conversation.

b) Description

Description known as a kind of writing that used to tell, description means to show, description is a strategy for presenting a verbal portrait of person, place, or thing. It can be used as a method to enrich other forms of writing or as dominant strategy for the developing a picture of "what is look like". The conclusion of description is describing location, person, or thing.

c) Exposition

Editorials, essays, and other informational and pedagogical materials all use exposition to provide information, make an explanation, and interpret meaning.

d) Persuasion/ argumentation

Argumentation or persuasion are both employed in persuasion and convincing. Writing academic attempts to use logic or evidence to persuade and persuade the reader to support the idea, idea, attitude, and researcher conviction. Starting an opinion and persuasively defending it is how argumentation concludes.

3. Dictionary

a) Definition of Dictionary

Ramadhani (2021) said that the dictionary is one of the learning media that can help implement the learning process for the language learner English as a foreign language. Dictionary cannot be separate from

people who is studying English. Dictionary can be helpful in four skills of English language. Students can find that they need to writing and speaking by using dictionary. Language learner also can understand the words that they find in reading or listening. Dictionary can help the students to look for the meaning of English words and find the English translation, language learner also can check the spelling of words, find out the pronunciation, look for the collocations of word, find out the example of the use of a word in natural language

According to Baxter (1980) the first thing an EFL student buy is a dictionary, and students carry dictionary rather than grammar textbooks. EFL students may have a powerful instrument at their disposal, which they can utilize to again a deeper knowledge of how to use a new language situation. Dictionary can be a helpful resource for the language learner if the students can use the dictionary effectively. Dictionary is one of the aids that can be used to attain the goals of language teaching and learning process. Dictionary has a lot of advantages for the EFL students, such as: it helps the students to structure their learning, it extends educational opportunity to develop new way of learning, it inspires the students to find and to evaluate the information, it helps the learner to study independently, it provides proper motivation toward self-learning, and it is innovative strategy in English teaching and learning process. English language learners highly needed dictionary to master foreign language (Al Sayed & Siddiek, 2018)

b) Purpose of Using Dictionary

Dictionary is an important tool that the language learner needs to master English language as a foreign language. Dictionary can help the language learner to understand the words and it supports the learner to increase their skill in English learning. There are four skills in English learning, such as: Writing, speaking, listening and reading. The language learner can use dictionary to help them mastering those skills. According to (Taylor, 2004) explained some purpose of using dictionary, such as:

1) Comprehension (decoding)

The first purposes of using dictionary are to look up unknown words met by the learner while listening, reading or translating, to confirm the meaning of partly known words and to confirm guesses from context.

2) Production (encoding)

The second purposes are to look up unknown words, spelling, pronunciation, meaning, grammar, constraints use, collocation, inflections, and derived forms of partly known words needed to speak, write or translate. Then, to check correct and error, and to find a different word to use instead of a known one.

3) Learning

The last purpose of using dictionary is for learning, language learner can choose words to learn and enrich knowledge of partly known words including etymology.

c) Types of Dictionaries

Dictionaries have many different types based on the language basis and design. There are two types of dictionaries based on the language basis such as Monolingual and bilingual dictionaries. In the other hand, there are also two types of dictionaries based on the design such as paper dictionary and electronic dictionary.

1.) Paper Dictionary

Dictionary is one of the teaching tools that can assist in the implementation of English as a foreign language learning process. A dictionary is inextricably linked to someone learning a foreign language. Whenever someone wanted to know the definition of a terms, he would look up in the dictionary. Paper dictionary defines as a list of words for any kind of information printed on the paper and it is organized alphabetically. Although, the paper dictionary has its own microstructure, it is compelled to present all information in a linear order on some level (unless alternative typesets or colour are used (Ramadhani et al., 2021)

According to Atkins & Rundell (2008) divided students dictionaries into three types: monolingual dictionary, bilingual dictionary and multilingual dictionary.

a. Monolingual Dictionary

According to Taylor (2004) Monolingual dictionary is a type of reference work in which the terms of a language are explained using the same language for example, the big Indonesian dictionary, which has the definition in Indonesian as well. A

monolingual dictionary refers to a dictionary contains only one language. The students who are studying a foreign language who use monolingual dictionary should interpret the dictionary's meaning and facts in the dictionary. The monolingual dictionary provided the relevant information of words, and students can find the antonym or synonym of words

b. Bilingual Dictionary

According to Jian (2008) bilingual means that the target terms are defined in a second language that corresponds to the user's first language. Bilingual dictionary is a dictionary that has entries two languages. Bilingual dictionary assists to obtain a more active use of the source language and it helps to understand of the source language. Bilingual dictionary also can assist the language learners in translating from one language to the other language. It is crucial because it contains translation from English to Indonesian and it also assists the students to translate English text into Indonesian easily (Fageeh, 2014)

c. Multilingual Dictionary

According to (Ramadhani et al., 2021) Multilingual dictionary has three or more languages, such as the English-Indonesian-Arabic dictionary. The usefulness of a dictionary as a learning tool is largely affected by the dictionary user's qualities. The dictionary's completeness defining vocabulary and other information that have to include suite to the needs of the user

2.) Electronic Dictionary

According to Hamilton (2012) Dictionary may be paper or electronic dictionary (e-dictionary). E-dictionary may be used online or can be accessed via application in mobile phone. Electronic dictionary defines as sources of information that can be read in digital version. Electronic dictionary has a potential to be a useful instrument in English language classes. It can facilitate reading comprehension and vocabulary acquisition for learner reading a second language

Electronic dictionaries are becoming widespread as new technological tools of vocabulary learning. It is one of the newest inventions of dictionary that enables for the user to find out the meaning of the words faster than the paper dictionary. Language learner need to use dictionary as a tool to find out the meaning of the word that they do not understand. Nowadays, the development of electronic dictionary has added a new and appreciated research for vocabulary learning (Asgari & Mustafa, 2011)

According to Razaei & Davoudi (2016) Electronic dictionary have evolved rapidly over the past three decades. From the first human readable electronic dictionary available to the public in the late 1980s in three types such as CD-ROM, Handheld calculator type reference works (pocket ED) and online dictionary.

a. CD-ROM, that contains information that can be read on a computer but not changed.

b. Hand-held calculator-type reference works (Pocked ED), a piece of electronic equipment that is small enough to be used such as alfalink

c. Online Dictionary.

Online dictionary can be accessed through the internet. Students use a dictionary to look up words that they don't know. It can be very helpful in English learning. The development of internet technology has brought to personal computer (PCs), laptops, smartphones and other electronic devices. One of alternative medium that used by language learners is online dictionary which contains text, image, audio, or animation. This can be used in the form of application in mobile phones or other devices. It designed to assist in vocabulary learning. EFL students can use so many kinds of application dictionaries such as Longman Dictionary, U-Dictionary, Cambridge Advanced Learner dictionary and etc.(Asgari & Mustafa, 2012)

According to Oppentocht &Schutz (2003) explained that there are three main advantages of electronic dictionaries such as, easier access and more explicit information, dictionary extensions and improved dictionary function. In more detail, the advantages of electronic dictionaries will be described below:

a. Easier access and more explicit information

The lexicographer does not need to make these abbreviations because the electronic dictionary has no limit on

the amounts of terms it can hold. To cross-reference I a typical dictionary, users have to open many pages, which are usually indicated with the word (see). When searching for a new word, the electronic dictionary's hyperlink capability allows user to cross-references without having to write the word.

b. Dictionary extensions

The electronic dictionary has a hyperlink capability that can assist user find instance of the use of terms in sentences in other sources. Many computer programs and web pages now include translation capabilities as well as an electronic dictionary.

c. Improved dictionary function

User of electronic dictionaries do not require any particular ability; simply inputting the relevant word provides the definition. The voice feature is another benefit of electronic dictionary. User can hear a word's correct pronunciation without having to read the phonetic characters in a paper dictionary.

C. Conceptual Framework
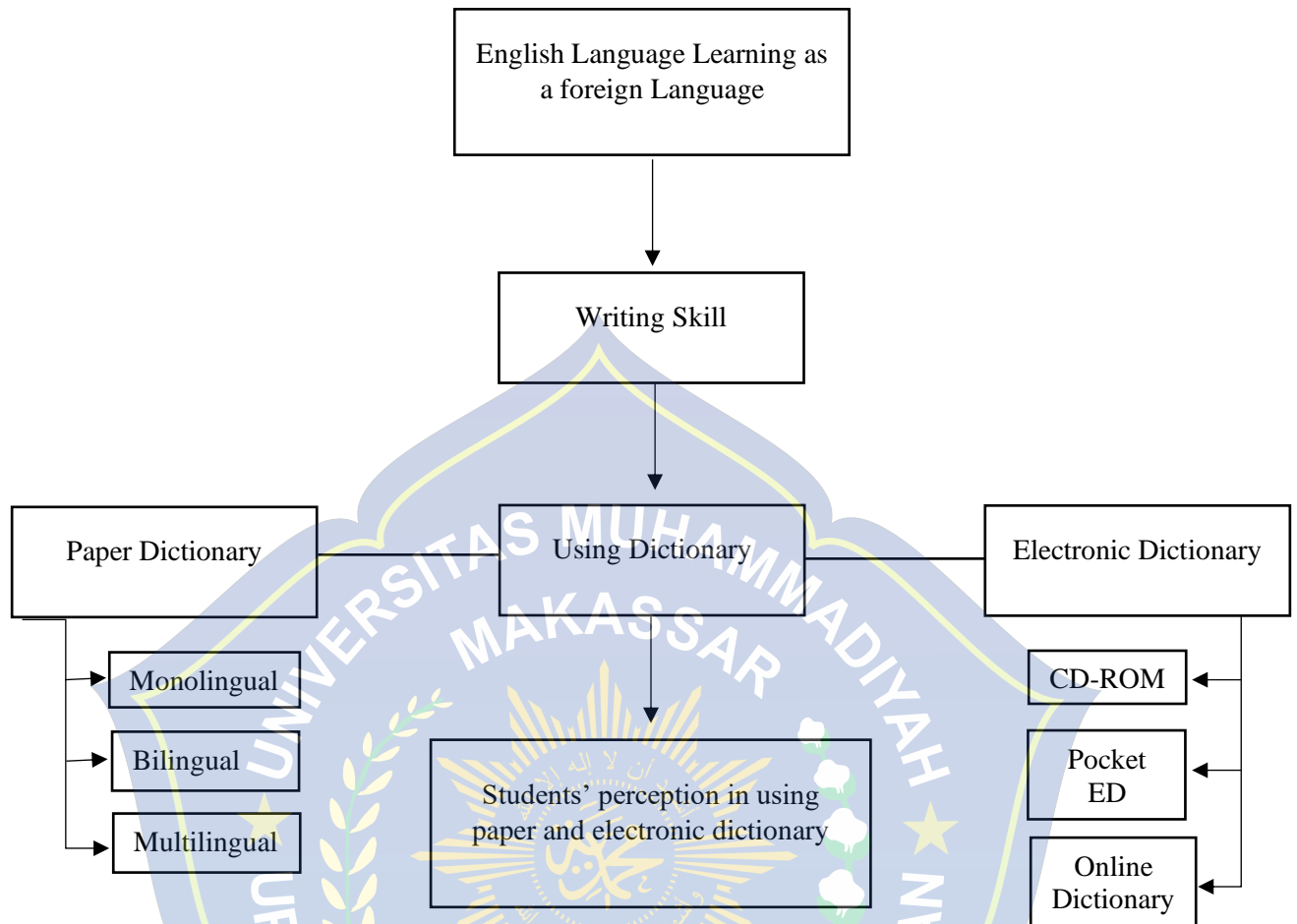
Figure 2.1 Conceptual Framework

Based on the conceptual framework above, the researcher analyzed the students' perception on the use of paper and electronic dictionary in writing or creating procedure text in English language learning as a foreign language. The researcher focused just on particular type of dictionaries, bilingual dictionary as one type of paper dictionary and online dictionary as the type of electronic dictionary.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this section the researcher used Descriptive Qualitative Research Method. Qualitative research involves collecting and analyzing non-numerical data (text, video, or audio). To understand concepts, opinions, or experienced. It can be used to gather in-depth insight into a problem or generate new ideas for research. In this research, the researcher used descriptive design based on the objective research to identify the students' perception in using paper and electronic dictionary in writing skill.

B. Focus of the Research

The variable of this research was the students' perception on a particular type of dictionary, bilingual dictionary as a type of paper dictionary and online dictionary as a type of electronic dictionary in assisting them to write or to create paragraphs.

C. Subject of the Research

In this research, the researcher choosed SMP Negeri 1 Takalar as the location for the researcher. It based on the observation, it showed the students of SMP Negeri 1 Takalar mostly used electronic dictionary in their English learning. SMP Negeri 1 Takalar had six classes in the ninth grade but the researcher took students in the ninth grade as the participants in this research. The total number of participants was 22 students in ninth grade of SMP Negeri 1 Takalar. The subject of this research is characterized based on the students who used paper dictionary and the students who used electronic

22

dictionary. The participants were selected by using purposive sampling technic.

D. Research Instrument

Instrument is known as a tool that can be used to obtain the research data. In this study the researcher used interview as instrument to collect the data. Interviewing is a flexible data collection method that permits the use of a variety of sensory channels, including spoken, nonverbal, spoken, and heard. Cohen and collaborators (2009), the interview guideline would direct the researcher in obtaining data about students' perceptions of the Discussion Method employed in a bilingual classroom setting. The researcher gave questions for students. The total number of questions are 14 questions for students both of students who use paper dictionary and students who use electronic dictionary.

There are three kinds of interview, such as structure interview, unstructured interview and semi-structured interview. In this research, the researcher used semi-structured interview. in which semi-structured interview an interview protocol is used in some interviews to guide the researcher thought the interview procedure. While there are some conversational elements to this, it is mostly a directed interaction between the researcher and the participant. It keeps some structure (hence the name semi-structured), but it also allows the researcher to probe the participant for extra information.

According to Bloom & Crabtee (2006) the semi-structured interview is intended to be a personal intimate contact in full narratives and stories are

elicited through open, direct, vocal questioning. The goal of the interviewer is to gather information while listening and encouraging the other person to speak. Individual can express thoughts and feeling that are plainly private in semi-structured interviews. This strategy focuses on the interview's interpersonal abilities, especially their ability to develop rapport and establish relationship (Aleandri & Russo, 2015)

E. Data Collection

In this research the researcher used interview to collect the data. The purpose of this data collection technique was to find out the students' perception or opinion in learning English by using paper or electronic dictionary. Conducting the interview as follows:

1. The researcher explained about the aim of this research to the students of the ninth grade (IX.4)

2. The researcher classified the students based on the student who use paper dictionary and the students who use electronic dictionary.

3. The researcher gave an interview sheet to the students

4. The researcher interviewed the students in the classroom.

5. The researcher recorded the interview

6. The researcher made transcription based on the result of the interview

F. Data Analysis

According to Huberman (1984) data analysis divided into three data such as: Analysis, data reduction and data display by and analysis by Surendran

(2020) in qualitative data better use three steps in analysing data it was supported:

a. Analysis

Analysis is can be collected through methods of observations, one-to-one interviews, conducting focus groups, and similar methods. Analysis data is defined as the data that approximates and characterizes.

b. Data Reduction

Data Reduction means summarizing and choosing the main things, focusing on important matters, look for themes and pattern. This the data which has been reduced will give a clearer picture, and make it easier for researcher to conduct further data collection, and look for it when needed. The data obtained from the field is quite a lot, for that reason need to be recorded carefully the amount of data will be more and more complex and complicated. For this reason, it is necessary to immediately analyse data through data reduction.

c. Data Display

The last step is to display the data. Presentation of data is done in the form of brief descriptions graphs, charts, relationships between categories, and flowcharts. In this case Huberman stated the most frequent form of display data for qualitative research data in the past has been narrative text. Most often used to present the data in qualitative research by displaying data, it will make it easy to understand what is happening, plan work then based on what has been understood.

CHAPTER IV

FINDINGS AND DISCUSSION

A. **Findings**

To collect the data for this research, the students participated in offline interviews in the classroom. The purpose of this research is to ascertain students' perception on paper and electronic dictionary in writing skills. The researcher recruited students from the ninth grade (IX.4) of SMP Negeri 1 Takalar.

1. **Students' perception toward Paper Dictionary**

To get the actual data from the students, the researcher had asked the students by interviews. The researcher found that there are five of students' perceptions on paper dictionary. It based on the students who used paper dictionary in their English learning. There are seven students who used paper dictionary in English learning. The findings of the interview are listed in description below:

a. Paper dictionary is easy to use for students

Extract 1:

> AS: *Kamus buku lebih mudah digunakan dibandingkan kamus electronic*
> AS: Paper dictionary is easier to use than electronic dictionary
>
> AI: *kamus buku mudah digunakan dan lebih lengkap daripada kamus elektronik*
> AI: paper dictionary is easy to use dan it is more complete than electronic dictionary
>
> MI: *Kamus buku mudah digunakan*
> MI: Paper dictionary is easy to use

Based on the students' answer above, the first students said that paper dictionary is easier to use than paper dictionary, and the second students stated the same thing but she also argued that paper dictionary is complete and the next student also said that paper dictionary is easy to use. It means most of the students argued that paper dictionary is easy to use for their English learning.

b. Paper dictionary helps students in writing skills

Extract 2:

> MI: *Ya, membantu saya*
> MI: Yes, it helps me
>
> FA: *Ya, sangat membantu bagi saya*
> FA: Yes, it is helpful for me
>
> AI: *Ya, membantu saya dalam menulis, walaupun sedikit lama ditemukan*
> AI: Yes, it helps me in writing, even thought it take a long time

The students' answer above based on the question "*Does using paper dictionary help you to write procedure text?*" and most of the students answered that paper dictionary helped them in writing skills especially to write procedure text but on the other hand there was a student said that using paper dictionary need a time.

c. Paper dictionary is easy to be carried

Extract 3:

> *YS: Buku kamus lebih gampang dibawa kemana-mana*
> YS: Paper dictionary is easier to be carried
>
> IA: *Kamus buku mudah di bawa tapi mengambil banyak tempat karena kebanykan kamus buku tebal*

> IA: Paper dictionary is easy to be carried but it needs a place because most of the paper dictionary are thick

Based on the students' answered above, the first students answered that paper dictionary is easy to be carried but on the other side the second students answered that paper dictionary easy to be carried but need a place to bring it, it is because she argued that most of the paper dictionary are thick. It indicated that students has different perception on this question.

d. Paper dictionary less costly than buying electronic dictionary

Extract 4:

> AY: *Kamus buku lebih murah daripada kamus elektronik*
> AY: paper dictionary is cheaper than electronic dictionary
>
> CP: *Iya, kamus buku lebih murah daripada kamus elektronik*
> CP: yes, paper dictionary is cheaper than electronic dictionary
>
> MI: *kamus buku ada yang agak mahal daripada kamus elektronik*
> MI: there are also paper dictionary is expensive than electronic dictionary

Based on the students' answer, the students said that paper dictionary is cheaper than electronic dictionary but on the other hand there also student said that there are also paper dictionary is expensive than electronic dictionary.

e. Paper dictionary enhances students learning

Extract 5:

> YS: *Lumayan membuat saya lebih mudah belajar*
> YS: It is quite making me easier to learn

> N: *Kamus buku mudah dimengerti*
> N: paper dictionary is easy to understand

Based on the question "does using paper dictionary enhances your English learning?" the first students answered that paper dictionary said that can enhances her learning, and the second students also stated that using paper dictionary can their English. There are seven students who used paper dictionary in language learning and most of them gave the same answer. It means using paper dictionary can enhances students' language learning.

2. **Students' Perception toward Electronic dictionary**

Students' perception on electronic dictionary is consist of six points. It based on the students' answer on the interview. There are 15 of students in the ninth grade of SMP Negeri 1 Takalar (IX.4) who used electronic dictionary. The type of electronic dictionary that mostly used by the students is an online dictionary. The students' perception on electronic dictionary are listed in description below:

a. Electronic dictionary is easy to use for students

Extract 1:

> NA: *kalau saya lihat dari segi kepraktisan, sudah pasti jawabannya kamus elektronik. Kita tinggal mengetikkan kata yang ingin dicari*.
> NA: if I look at in practical terms, it would be an electronic dictionary. We just type the words that we want
>
> MR: *Mudah mencari kata dan juga sangat simple*
> MR: easy to find out the words and it is very simple
>
> SA: *kamus elektronik lebih gampang digunakan*

> SA: Elecronic dictionary is easier to use

Based on the students' answer, the first students said that electronic dictionary is practical and it is easy to type the words and the second students said that using paper dictionary is easy to find the words, not only easy to find the word but also it is very simple students. The third students said that using paper dictionary is easy to use.

b. Electronic dictionary helps in writing skills

Extract 2:

> NR: *Ya membantu, karena mudah diterjemahkan*
> NR: Yes, it helps because it is easy to translate
>
> PF: *Ya, sangat membantu*
> Yes, it is very helpful
>
> M: *Ya membantu, karena mudah mencari kata*
> M: Yes, it helps because it is easy to find the words

Based on the question "dose using electronic dictionary help you to write procedure text?" most of the students answered that electronic dictionary can helps them in writing skills. It means using electronic dictionary gives positive impact to the students in language learning especially in writing skills.

c. Electronic dictionary is easy to be carried

Extract 3:

> MR: *karena kamus elektronik mudah dicari dan sangat simple dibawa*
> MR: because electronic dictionary is easy to find and it is very simple to be carried
>
> NR: *karena lebih mudah dipahami dan mudah di bawa-bawa*
> NR: because it is easier to understand and it is easy to becarried

The students' answer above based on the question "why do you choose electronic dictionary in Englissh learning?" and the first students said that he choosed electronic dictionary because electronic dictionary is easy to find and it is very simple to be carried and the second students said that she choosed electronic dictionary beacause it is easier to understand and it is easy to becarried. There are 15 students who used electronic dictionary in their English learning and most of the students said that electronic dictionary is easy to be carried.

d. Many features are used in electronic dictionary

Extract 4:

NA: *Kebanyakan kamus elektronik ini sekarang mempunyai kemampuan dalam menerjemahkan ke beberapa macam Bahasa*
NA: Most of electronic dictionary have the ability to translate into various languages

N: *Membantu cara pengucapan yang tepat dan memudahkan pembelejaran susunan kalimat dan juga tersedia dalam berbagai jenis Bahasa dan bidang*
N: It helps in pronouncing the words correctly and it helps in arrange the sentences. It provides in various languages and sectors

Based on the students' answer, the first students said that electronic dictionary has the ability to translate a language to the various language, and the second students said that electronic dictionary helps students in pronouncing the words correctly and she said that it also provides various languages.

e. Electronic dictionary less costly than buying paper dictionary

Extract 5:

PF: M*embeli kamus elektronik bisa terbilang lebih murah daripada kamus buku*
PF: Buying electronic dictionary is cheaper than paper dictionary

AI: K*amus buku lebih mahal daripada membeli kuota untuk kamus elektronik*
AI: Paper dictionary is more expensive than buying quota for electronic dictionary

Based on the students' answer, the first students said that electronic dictionary is cheaper than paper dictionary. Most of the students who choose electronic dictionary using online dictionary for their language learning so that they argued that paper dictionary is more expensive than electronic dictionary.

f. Electronic dictionary enhances learning

Extract 6:

MK: *Ya, dapat meningkatkan pembelajaran Bahasa Inggris saya*
MK: *Yes, it can enhance my English learning*

NA: *Ya, karena membuat semangat belajar meningkat*
NA: Yes, because it increases learning spirit

Based on the question "does using electronic dictionary enhances your English learning?" most of the student answere that electronic dictionary can enhance their learning. Using electronic dictionary can give positive impact depend on how the students use electronic dictionary effectively.

B. Discussion

The discussion of this research refers to conduct the interview to the students. The researcher got the result of data analysis reveals that students' perception on the use of paper and electronic dictionary is indicating different attitude.

1. Students' perception toward paper dictionary

Based on the result that the researcher conducted from the interview, it found there was 7 students from 22 participants using paper dictionary in their English learning. First, students perceive that they interest to use paper dictionary because paper dictionary is easy to use and understand for students, not only easy to use but also there is students argued that paper dictionary is complete. Second, paper dictionary helps students in writing skills. It means the students who had used paper dictionary in their English learning and they argued that paper dictionary is easier in the practice of writing. Third, some students argued that paper dictionary is easy to be carried, the next is there a student argued that paper dictionary less costly than buying electronic dictionary but on the other hand four of seven students who used paper dictionary argued that electronic dictionary less costly than buying paper dictionary. On the other side students argued that paper dictionary effectively can enhance students' learning.

2. Students' perception toward electronic dictionary

Freeman and Anderson (2011) stated that technology provides teaching resources and brings learning experience to the learners on the world. Through using technology, students can learn independently and provide new

fun experience for the students. However, online dictionary should not replace the paper dictionary.

The researcher found there was 15 students from 22 participants of this research choosing electronic dictionary in their English learning. First, the result of data analysis reveals that students perceive the more easily to use is electronic dictionary as the students answer from the interview. Second, electronic dictionary can help students in writing skills, the result of the interview also showed that electronic dictionary is easy to be carried. Students regard that electronic dictionary has many features that the students can access. Most of the students also argued that electronic dictionary less costly than buying paper dictionary. Some students also perceive that electronic dictionary can enhance students learning.

The use of electronic dictionary in learning English can helps students in language learning especially in writing skills. With the convenience provided by the online dictionary, it can trigger students' enthusiasm and also students' learning interest because students can learn in and out of the class with electronic dictionary such as online dictionary. The most important advantage of an electronic dictionary is that it is very convenient to use. Students do not need to waste time turning the page to find the words they need. This online dictionary is supported learning English as a media in learning activities.

There is also a feature that can improve students' skills. The feature is the audio that pronounce the words clearly. With this feature students can feel more confident to pronounce the word because they can directly hear the pronunciation from native voice in online dictionary. Moreover, it can help

students' pronunciation to be better. The main use of dictionary is to provide the meaning of a word, to check on correct spelling, correct pronunciation and vocabulary.

The researcher concluded especifically, this result of this research indicated that electronic dictionary is mostly used by the students rather than paper dictionary. As stated by Chen (2007) Electronic dictionaries are particularly popular tool for EFL learners in China among all of these new technologies. In the other side students regard that paper dictionary look up for the usage are mostly effective in enhancing students' learning.
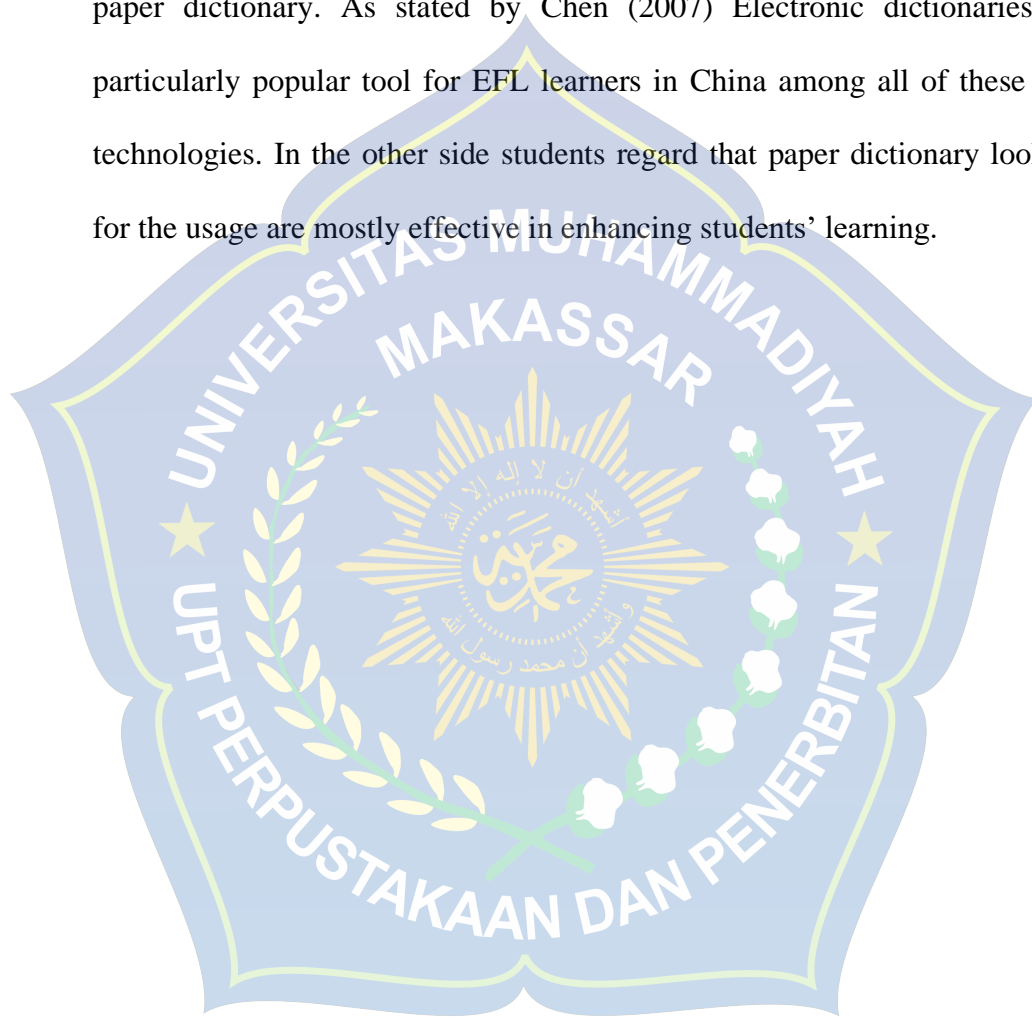
CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on the result of the research, the researcher then draws the conclusions that students' perception on paper an electronic dictionary showed the different attitude. Electronic dictionary is mostly used by the students in enhancing students' learning. It is consist of 15 students' who used electronic dictionary and 7 students who used paper dictionary. Both of paper and electronic dictionary can help students in writing skills, but paper dictionary is more effectively can enhance students' learning. Electronic dictionary also has become a tool for the probability in which easy to be carried.

The use of paper and electronic dictionary plays a significant impact for language learner especially in writing skills. Students can get information to arrange the sentences by using paper or electronic dictionary. The use of paper and electronic dictionary can impact for language learning whether good or not it depends on the students to be selective and use it effectively.

B. **Suggestion**

Based on the result of data analysis and conclusion, the researcher suggested as follows:

The students should know how to use both of paper and electronic dictionary effectively especially in language learning. Students should be selective in choosing paper or electronic dictionary that can effectively

help students in writing skills. The teachers need to consider that electronic dictionary have positive impact that can help students in language learning. Therefore, it is better if the teachers allow the students to use online dictionary in the class. However, the teachers should prevent the students from playing rather than studying on their mobile phone.

Hopefully this research can be useful as additional reference and source of information for the next researcher. This research has limitations, which only investigates the students' perception on the use of paper and electronic dictionary in writing skills.

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APPENDICES 1

List of interviews

A. Questions for Students' Perspective toward Paper Dictionary

1. What do you think about the use paper dictionary in English learning?

   (Apa yang anda pikirkan tentang kamus buku dalam pembelajarn bahasa

   Inggris?

2. Which one of two types of dictionaries is easier in the practice of writing?

   (Yang mana diantara dua tipe kamus yang lebih mudah dalam praktek

   menulis?)

3. Why do you choose paper dictionary in English learning?

   (Mengapa kamu memilih kamus buku dalam pembelajaran bahasa

   Inggris?)

4. How long have you been using paper dictionary?

   (Berapa lama kamu telah menggunakan kamus buku?)

5. Does using paper dictionary help you in learning English?

   (Apakah menggunakan kamus buku membantu kamu dalam belajar

   Bahasa Inggris?) (Adopted by Fageeh, 2014)

6. Does using paper dictionary enhance your English learning?

   (Apakah menggunakan kamus buku meningkatkan pembelajaran bahasa

   Inggris kamu?) (Adopted by Marjun, 2021)

7. Does buying paper dictionary cheaper than buying electronic dictionary?

   (Apakah membeli kamus buku lebih murah darpada membeli kamus

   buku?) (Adopted by Marjun, 2021)

B. Questions for Students' Perspective toward Electronic Dictionary

1. What do you think about the use electronic dictionary in English learning?

   (Apa yang anda pikirkan tentang kamus elekronik dalam pembelajarn bahasa Inggris?

2. Which one of two types of dictionaries is easier in the practice of writing?

   (Yang mana diantara dua tipe kamus yang lebih mudah dalam praktek menulis?)

3. Why do you choose electronic dictionary in English learning?

   (Mengapa kamu memilih kamus electronik dalam pembelajaran bahasa Inggris?)

4. How long have you been using electronic dictionary?

   (Berapa lama kamu telah menggunakan kamus elektronik?)

5. Does using electronic dictionary helps you in learning English?

   (Apakah menggunakan kamus elektronik membantu kamu dalam belahar Bahasa Inggris?) (Adopted by Fageeh, 2014)

6. Does using electronic dictionary enhances your English learning?

   (Apakah menggunakan kamus elektronik meningkatkan pembelajaran bahasa Inggris kamu?) (Adopted by Marjun, 2021)

7. Does buying elektronik dictionary cheaper than buying electronic dictionary?

   (Apakah membeli kamus elektronik lebih murah darpada membeli kamus buku?) (Adopted by Marjun, 2021)

APPENDICES 2

Interview Result

A. Interview Result from student toward paper dictionary

Resource: AI

1. What do you think about the use paper dictionary in English learning?

   (Apa yang anda pikirkan tentang kamus buku dalam pembelajarn bahasa

   Inggris?

   Answer: menurut saya, buku kamus bagus digunkan dalam belajar

2. Which one of two types of dictionaries is easier in the practice of writing?

   (Yang mana diantara dua tipe kamus yang lebih mudah dalam praktek

   menulis?)

   Answer: kamus buku

3. Why do you choose paper dictionary in English learning?

   (Mengapa kamu memilih kamus buku dalam pembelajaran bahasa

   Inggris?)

   Answer: karena kamus buku lebih lengkap

4. How long have you been using paper dictionary?

   (Berapa lama kamu telah menggunakan kamus buku?)

   Answer: sekitar 2 tahun yang lalu

5. Does using paper dictionary helps you to write procedure text?

   Apakah menggunakan kamus buku membantu kamu dalam menulis

   procedure text?

   Answer: ya, karena di dalam buku kamus lengkap, walaupun sedikit lama

   ditemukan

6. Does using paper dictionary enhances your English learning?

   (Apakah menggunakan kamus buku meningkatkan pembelajaran bahasa Inggris kamu?)

   Answer: ya, lumayan

7. Does buying paper dictionary cheaper than buying electronic dictionary?

   (Apakah membeli kamus elektronik lebih murah darpada membeli kamus buku?)

   Answer: Kamus buku lebih mahal daripada membeli kuota untuk kamus elektronik
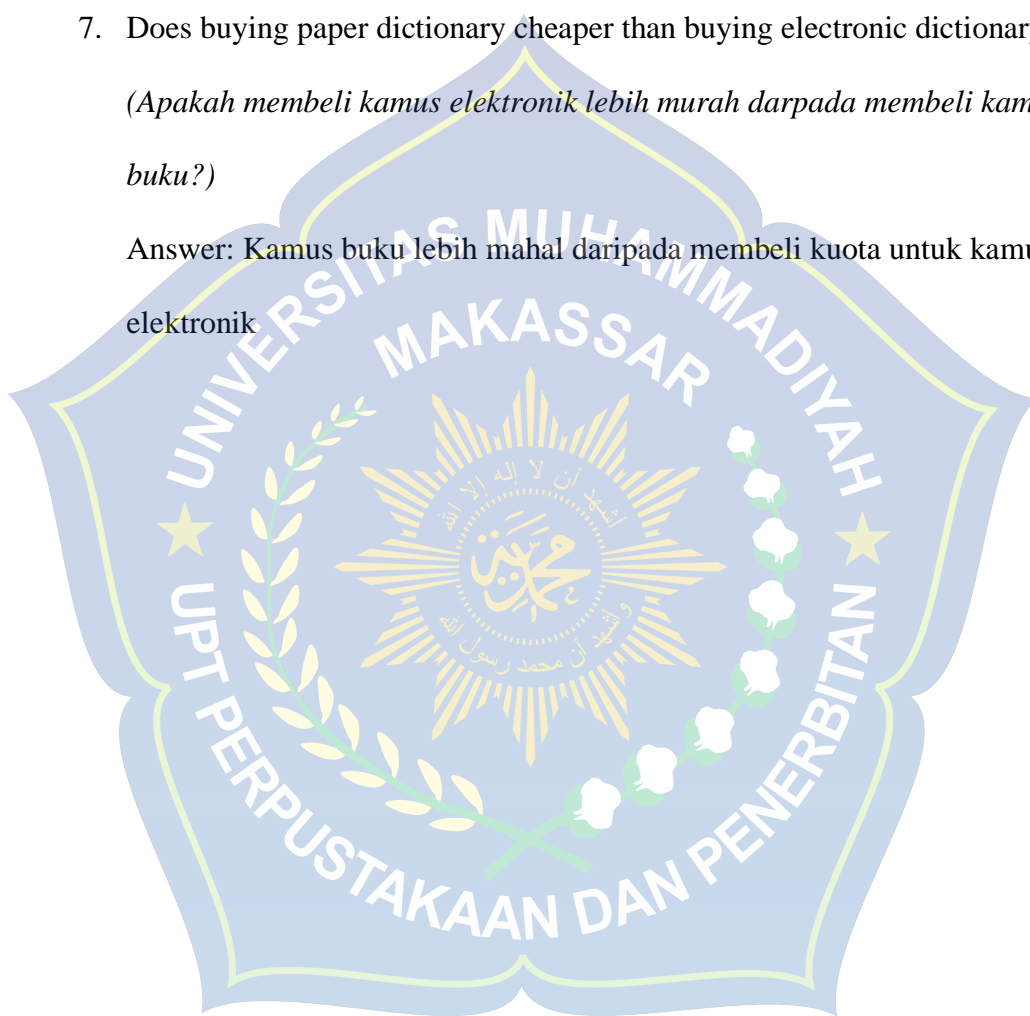
Resource: MI

1. What do you think about the use paper dictionary in English learning?

   (Apa yang anda pikirkan tentang kamus buku dalam pembelajarn bahasa

   Inggris?

   Answer: menurut saya, buku kamus mudah digunakan

2. Which one of two types of dictionaries is easier in the practice of writing?

   (Yang mana diantara dua tipe kamus yang lebih mudah dalam praktek

   menulis?)

   Answer: kamus buku

3. Why do you choose paper dictionary in English learning?

   (Mengapa kamu memilih kamus buku dalam pembelajaran bahasa

   Inggris?)

   Answer: karena mudah dicari dan digunakan

4. How long have you been using paper dictionary?

   (Berapa lama kamu telah menggunakan kamus buku?)

   Answer: sekitar 2 tahun

5. Does using paper dictionary helps you to write procedure text?

   Apakah menggunakan kamus buku membantu kamu dalam menulis

   procedure text?

   Answer: ya, membantu saya karena mudah dicari

6. Does using paper dictionary enhances your English learning?

   (Apakah menggunakan kamus buku meningkatkan pembelajaran bahasa

   Inggris kamu?)

   Answer: ya, dapat meningkatkan pembelajarn bahasa Inggris saya

7. Does buying paper dictionary cheaper than buying electronic dictionary?

   (Apakah membeli kamus elektronik lebih murah darpada membeli kamus

   buku?)

   Answer: kamus buku ada yang agak mahal daripada kamus elektronik

B. Interview Result from student toward electronic dictionary

Resource: NA

1. What do you think about the use electronc dictionary in English learning?

   (Apa yang anda pikirkan tentang kamus elektronik dalam pembelajarn

   bahasa Inggris?

   Answer: Kebanyakan kamus elektronik ini sekarang mempunyai

   kemampuan dalam menerjemahkan ke beberapa macam Bahasa

2. Which one of two types of dictionaries is easier in the practice of writing?

   (Yang mana diantara dua tipe kamus yang lebih mudah dalam praktek

   menulis?)

   Answer: kalau saya lihat dari segi kepraktisan, sudah pasti jawabnnya

   kamus elektronik kita tinggal mengetikkan kata yang ingin saya cari

3. Why do you choose electronic dictionary in English learning?

   (Mengapa kamu memilih kamus electronik dalam pembelajaran bahasa

   Inggris?)

   Answer: membantu cara pengucapan kata yang tepat dan memudahkan

   pembelajaran susunan kalimat dan juga tersedia dalam berbagai jenis

   bahasa dan bidang

4. How long have you been using electronic dictionary?

   (Berapa lama kamu telah menggunakan kamus elektronik?)

   Answer: 2 tahun sampai sekarng

5. Does using electronic dictionary helps you to write procedure text?

   (Apakah menggunakan kamus elektronik membantu kamu dalam menulis procedure text?)

   Answer: iya membantu saya dalam menulis

6. Does using electronic dictionary enhances your English learning?

   (Apakah menggunakan kamus elektronik meningkatkan pembelajaran bahasa Inggris kamu?)

   Answer: iya, karena membuat semangat belajar meningkat atau mudah

7. Does buying elektronic dictionary cheaper than buying electronic dictionary?

   (Apakah membeli kamus elektronik lebih murah darpada membeli kamus buku?)

   Answer: lebih murah kamus elektronik darpada kamus buku
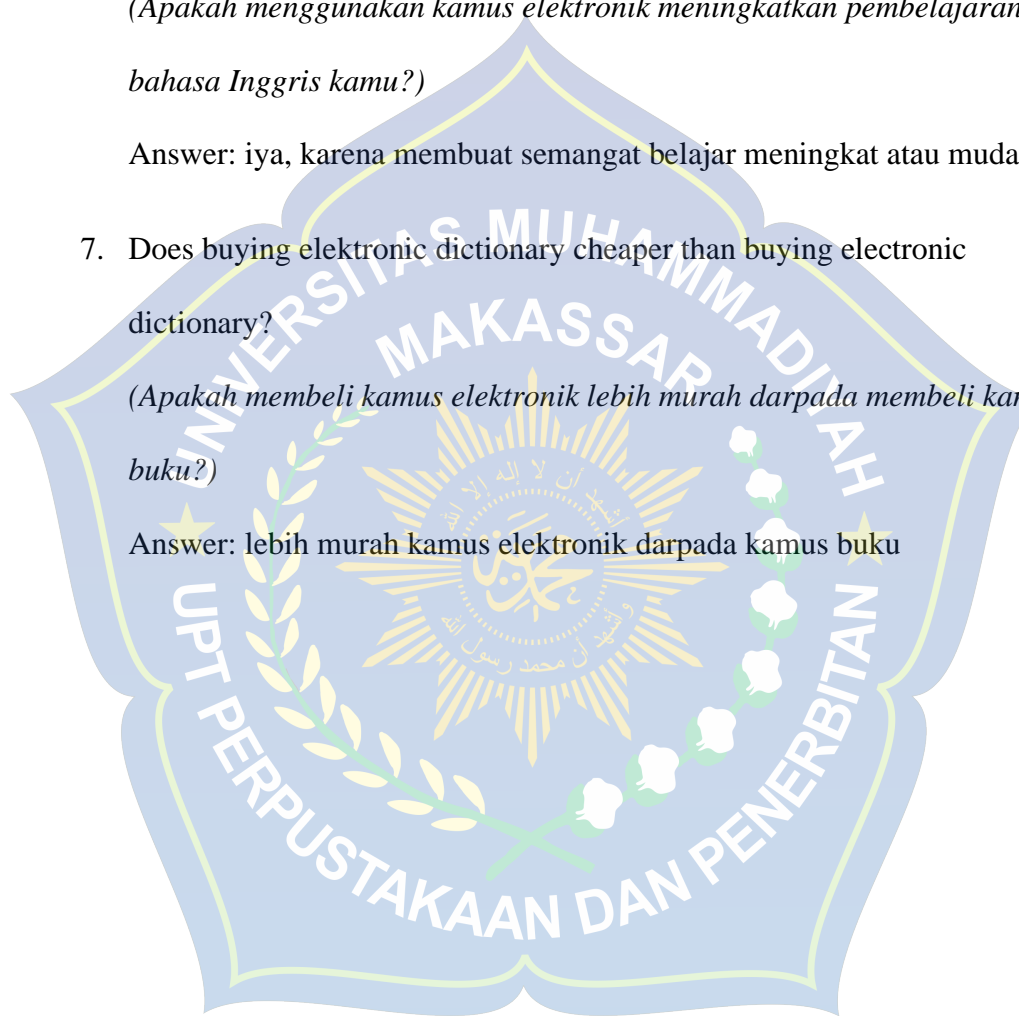
Resource: PF

1. What do you think about the use electronc dictionary in English learning?

   (Apa yang anda pikirkan tentang kamus buku dalam pembelajarn bahasa Inggris?

   Answer: kamus elektronik mudah diterjemahkan

2. Which one of two types of dictionaries is easier in the practice of writing?

   (Yang mana diantara dua tipe kamus yang lebih mudah dalam praktek menulis?)

   Answer: kamus elektronik

3. Why do you choose electronic dictionary in English learning?

   (Mengapa kamu memilih kamus electronik dalam pembelajaran bahasa Inggris?)

   Answer: karena kamus elektronik lebih mudah dan cepat digunakan

4. How long have you been using electronic dictionary?

   (Berapa lama kamu telah menggunakan kamus elektronik?)

   Answer: kurang lebih sekita 4 tahun

5. Does using electronic dictionary helps you to write procedure text?

   (Apakah menggunakan kamus elektronik membantu kamu dalam menulis procedure text?)

   Answer: ya, sangat membantu

6. Does using electronic dictionary enhances your English learning?

   (Apakah menggunakan kamus elektronik meningkatkan pembelajaran bahasa Inggris kamu?)

   Answer: lumayan meningkatkan

7. Does buying elektronic dictionary cheaper than buying electronic

dictionary?

(Apakah membeli kamus elektronik lebih murah darpada membeli kamus

buku?

Answer: Membeli kamus elektronik bisa terbilang lebih murah daripada

kamus buku

APPENDICES 3

The name of the participants

NO	NAME	DICTIONARY	CLASS
1.	FITRI ANGGREANI	PD	IX.4
2.	MUHAMMAD ARIEL SYAOUTRA	ED	IX.4
3.	MUH. RAGIL IBRA	ED	IX.4
4.	YUDHA SEBASTIAN	PD	IX.4
5.	MUH KHALILULLAH	ED	IX.4
6.	NASRULLAH	PD	IX.4
7.	SYAHRIAL SYAPUTRA	PD	IX.4
8.	AGUS SYAM	PD	IX.4
9.	ALFIANA ISKANDAR	PD	IX.4
10.	MUHAMMADA ILHAM.	PD	IX.4
11.	NUR ANNISA	ED	IX.4
12.	PUTRI FEBRIANI H	ED	IX.4
13.	CAHAYA PRATIWI	ED	IX.4
14.	MUHAJIR	ED	IX.4
15.	KHARISMA FEBRIANA SAPUTRI	ED	IX.4
16.	NUR MAHDA PUTRI	ED	IX.4
17.	MUH. ARIF	ED	IX.4
18.	DZUL IKRAM	ED	IX.4
19.	ST. HARTINA NUR AMALIA	ED	IX.4
20.	NAURAH RAYYANI RAMADHANI	ED	IX.4

21.	NAFIDZAH RAYYANI RAMADHANI	ED	IX.4
22.	SITI AISYAH SAPUTRI	ED	IX.4

APPENDICES 4

Students' interview sheets on paper dictionary:

Name: Fitri anggreani

Class: IX.4

Name: Muhammad Ilham

Class: IX.4

INTERVIEW SHEET

Name : Muhammad Ilham

Number phone:

Class : IX.4

Questions for Students' Perspective toward Paper Dictionary

1. What do you think about paper dictionary?
   Apa yang kamu pikirkan tentang kamus buku?

2. How long have you been using paper dictionary?
   Berapa lama kamu telah menggunakan kamus buku?

3. Why do you choose paper dictionary in English learning?
   Mengapa kamu memilih menggunakan kamus buku dalam pembelajaran bahas inggris?

4. Which one of two types of dictionaries is easier in the practice of writing?
   Yang mana di antara dua tipe kamus yang lebih mudah dalam praktek menulis?

5. Why do you think paper dictionary easier than paper dictionary?
   Mengapa kamu berpikir bahwa kamus elektronik lebih mudah digunakan daripada kamus buku?

6. Does using paper dictionary helps you in writing skills espesially to write procedure text?
   Apakah menggunakan kamus buku membantumu dalam skill menulis khususnya dalam menulis procedure text?

7. Does using paper dictionary enhances your English learning?
   Apakah menggunakan kamus buku meningkatkan pembelajaran Bahasa Inggris mu?

8. What are the difficulties in using paper dictionary to assist you in writing skills?
   Apa kesulitan dalam menggunakan kamus elektronik untuk membantumu dalam praktek menulis?

9. Does using paper dictionary gives more detailed definitions?
   Apakah menggunakan kamus lektronik memberikan informasih yang detail?

10. Does buying paper dictionary cheaper than buying electronic dictionary?
    Apakah membeli kamus elektronik lebih murah daripada kamus buku?

1. mudah di gunakan
2. 2 tahun
3. karna mudah di cari dan di gunakan
4. kamus elektronik
5. Di karenakan lebih prakttis dan lebih mudah dipahami dan juga lebih gampang d terjemahkan
6. Iya, membantu karna mudah di cari
7. Iya, dapat meningkatkan pembelajaran bahasa inggris
8. jaringan kurang bagus (ngeleg)
9. Lumayan detail, tetapi kadang-kadang kurang tepat
10. memberi kamus elektronik bisa terbilang murah dari pada kamus buku

11.

Name: Agus syam

Class: IX.4

INTERVIEW SHEET

Name : Agus syam

Number phone:

Class : IX.4

Questions for Students' Perspective toward Paper Dictionary

1. What do you think about paper dictionary?
   Apa yang kamu pikirkan tentang kamus buku?

2. How long have you been using paper dictionary?
   Berapa lama kamu telah menggunakan kamus buku?

3. Why do you choose paper dictionary in English learning?
   Mengapa kamu memilih menggunakan kamus buku dalam pembelajarn bahas inggris?

4. Which one of two types of dictionaries is easier in the practice of writing?
   Yang mana di antara dua tipe kamus yang lebih mudah dalam praktek menulis?

5. Why do you think paper dictionary easier than paper dictionary?
   Mengapa kamu berpikir bahwa kamus elektronik lebih mudah digunakan daripada kamus buku?

6. Does using paper dictionary helps you in writing skills especially to write procedure text?
   Apakah menggunakan kamus buku membantumu dalam skill menulis khususnya dalam menulis procedure text?

7. Does using paper dictionary enhances your English learning?
   Apakah menggunakan kamus buku meningkatkan pembelajaran Bahasa Inggris mu?

8. What are the difficulties in using paper dictionary to assist you in writing skills?
   Apa kesulitan dalam menggunakan kamus elektronik untuk membantumu dalam praktek menulis?

9. Does using paper dictionary gives more detailed definitions?
   Apakah menggunakan kamus lektronik memberikan informasih yang detail?

10. Does buying paper dictionary cheaper than buying electronic dictionary?
    Apakah membeli kamus elektronik lebih murah daripada kamus buku?

1. kamus buku lebih Muda di gunakan

2. 1. Tahun

3. karna kamus buku lengkap

4. kamus buku

5. karna Mudah untuk dicari

6. Membantu

7. iya

8. Jaringan yg tidak Stabil

9. iya

10. kamus elektronik lebih mudah dari Pada kamus buku

Name: Ahmad Yasir

Class: IX.4

INTERVIEW SHEET

Name   : Ahmad Yasir
Number phone:
Class   : IX.9

Questions for Students' Perspective toward Paper Dictionary

1. What do you think about paper dictionary?
   Apa yang kamu pikirkan tentang kamus buku?

2. How long have you been using paper dictionary?
   Berapa lama kamu telah menggunakan kamus buku?

3. Why do you choose paper dictionary in English learning?
   Mengapa kamu memilih menggunakan kamus buku dalam pembelajarn bahas inggris?

4. Which one of two types of dictionaries is easier in the practice of writing?
   Yang mana di antara dua tipe kamus yang lebih mudah dalam praktek menulis?

5. Why do you think paper dictionary easier than paper dictionary?
   Mengapa kamu berpikir bahwa kamus elektronik lebih mudah digunakan daripada kamus buku?

6. Does using paper dictionary helps you in writing skills espesially to write procedure text?
   Apakah menggunakan kamus buku membantumu dalam skill menulis khususnya dalam menulis procedure text?

7. Does using paper dictionary enhances your English learning?
   Apakah menggunakan kamus buku meningkatkan pembelajaran Bahasa Inggris mu?

8. What are the difficulties in using paper dictionary to assist you in writing skills?
   Apa kesulitan dalam menggunakan kamus elektronik untuk membantumu dalam praktek menulis?

9. Does using paper dictionary gives more detailed definitions?
   Apakah menggunakan kamus lektronik memberikan informasih yang detail?

10. Does buying paper dictionary cheaper than buying electronic dictionary?
    Apakah membeli kamus elektronik lebih murah daripada kamus buku?

1. lebih mudah diguanakan
   Think kamus Buku merupakan media yyg kasa daba untuk mencari

2. 1 tahun

3. karna kamus Buku lengkap

4. kamus buku

5. karna mudah untuk dicari

6. membantu

7. iya

8. Jaringan yg tidak stabil

9. iya

~~iya karna detail~~

~~10. kamus elektronik lebih murah daripada kamus buku~~

10. kamus Buku lebih murah daripada elektronik

Name: Alfiana Iskandar

Class : IX.4

INTERVIEW SHEET

- Kamus Lengkap
  1 Milliard
  by . Desy Anwar
  E - 1
  1 - E

Name   : ALFIANA ISKANDAR

Number phone: —

Class   : X1.4

Questions for Students' Perspective toward Paper Dictionary

1. What do you think about paper dictionary?

   Apa yang kamu pikirkan tentang kamus buku? = I think is good.   Good

2. How long have you been using paper dictionary?
   Berapa lama kamu telah menggunakan kamus buku?= Sekitar 2 tahun yang lalu.
   I have been using paper dictionary for two years.

3. Why do you choose paper dictionary in English learning?
   Mengapa kamu memilih menggunakan kamus buku dalam pembelajaru bahas inggris? = karena sesuai absad. I choose paper dictionary because it is alphabetical order

4. Which one of two types of dictionaries is easier in the practice of writing?
   Yang mana di antara dua tipe kamus yang lebih mudah dalam praktek menulis?= Lektronik lebih mudah. Paper dictionary is easier than electronic dictionary

5. Why do you think paper dictionary easier than paper dictionary?
   Mengapa kamu berpikir bahwa kamus elektronik lebih mudah digunakan daripada kamus buku?= karena kamus buku susah untuk dicari.
   No Because paper dictionary is more complated informations.

6. Does using paper dictionary helps you in writing skills espesially to write procedure text?
   Apakah menggunakan kamus buku membantumu dalam skill menulis khususnya dalam menulis procedure text?= Ya, karena didalam buku kamus lengkap, walaupun sedikit lama di temukan. Yes it help me in writing, but usually it take a long time to find out the words

7. Does using paper dictionary enhances your English learning?
   Apakah menggunakan kamus buku meningkatkan pembelajaran Bahasa Inggris mu? = Ya, lumayan. Yes it enhaces my english learning

8. What are the difficulties in using paper dictionary to assist you in writing skills?
   Apa kesulitan dalam menggunakan kamus elektronik untuk membantumu dalam praktek menulis?= kesulitanga, adalah sulit untuk dicari dan lebih longkap. The difficulties is, it difficult to find the words

9. Does using paper dictionary gives more detailed definitions?
   Apakah menggunakan kamus lektronik memberikan informasih yang detail? = Many Yes, karena lengkap. Yes it is gave give complate and detail definition

10. Does buying paper dictionary cheaper than buying electronic dictionary?
    Apakah membeli kamus elektronik lebih murah daripada kamus buku?= kamus buku lebih mahal dari pada kouta.

Name: Yudha Sebastian

Class: IX.4

Students' interview sheets on electronic dictionary:

Name: Cahaya Pratiwi

Class: IX.4

INTERVIEW SHEET

Name : Cahaya Pratiwi

Number phone:

Class : IX.4

Questions for Students' Perspective toward Electronic Dictionary

1. What do you think about electronic dictionary?
   Apa yang kamu pikirkan tentang kamus elektronik?

2. How long have you been using electronic dictionary?
   Berapa lama kamu telah menggunakan kamus elektronik?

3. Why do you choose electronic dictionary in English learning?
   Mengapa kamu memilih menggunakan kamus elektronik dalam pembelajarn bahas inggris?

4. Which one of two types of dictionaries is easier in the practice of writing?
   Yang mana di antara dua tipe kamus yang lebih mudah dalam praktek menulis?

5. Why do you think electronic dictionary easier than paper dictionary?
   Mengapa kamu berpikir bahwa kamus elektronik lebih mudah digunakan daripada kamus buku?

6. Does using electronic dictionary helps you in writing skills espesially to write procedure text?
   Apakah menggunakan kamus elektronik membantumu dalam skill menulis khususnya dalam menulis procedure text?

7. Does using electronic dictionary enhances your English learning?
   Apakah menggunakan kamus elektronik meningkatkan pembelajaran Bahasa Inggris mu?

8. What are the difficulties in using electronic dictionary to assist you in writing skills?
   Apa kesulitan dalam menggunakan kamus elektronik untuk membantumu dalam praktek menulis?

9. Does using electronic dictionary gives more detailed definitions?
   Apakah menggunakan kamus lektronik memberikan informasih yang detail?

10. Does buying electronic dictionary cheaper than buying paper dictionary?
    Apakah membeli kamus elektronik lebih murah daripada kamus buku?

1. kebanyakan kamus elektronik ini sekarang mempunyai kemampuan dalam menerjemahkan ke beberapa macam bahasa

2. 2 thun sampai sekarang

3. membantu cara pengucapan kata yg tepat dan memudahkan pembelajaran susunan kalimat dan juga tersedia dalam berbagai jenis bahasa dan bidang

4. kamus elektronik karna lebih mudah di pahami cari dan dipahami

5. kalau saya lihat dari segi ke praktisan, sudah pasti jawabnya kamus elektronik kita tinggal mengetikkan kata yg ingin saya cari

6. iyaa

7. iya karna membuat semangat belajar meningkat/mudah

8. Jaringan yg lag

9. tidak juga

10. iya lebih murah buku daripada elektronik

Name: Siti Aisyah Saputri

Class: IX.4

INTERVIEW SHEET

Name   : SITI AISYAH saputri
Number phone: 085756192135
Class   : IX.4

Questions for Students' Perspective toward Electronic Dictionary

1. What do you think about electronic dictionary?
   Apa yang kamu pikirkan tentang kamus elektronik?

2. How long have you been using electronic dictionary?
   Berapa lama kamu telah menggunakan kamus elektronik?

3. Why do you choose electronic dictionary in English learning?
   Mengapa kamu memilih menggunakan kamus elektronik dalam pembelajaran bahas inggris?

4. Which one of two types of dictionaries is easier in the practice of writing?
   Yang mana di antara dua tipe kamus yang lebih mudah dalam praktek menulis?

5. Why do you think electronic dictionary easier than paper dictionary?
   Mengapa kamu berpikir bahwa kamus elektronik lebih mudah digunakan daripada kamus buku?

6. Does using electronic dictionary helps you in writing skills espesially to write procedure text?
   Apakah menggunakan kamus elektronik membantumu dalam skill menulis khususnya dalam menulis procedure text?

7. Does using electronic dictionary enhances your English learning?
   Apakah menggunakan kamus elektronik meningkatkan pembelajaran Bahasa Inggris mu?

8. What are the difficulties in using electronic dictionary to assist you in writing skills?
   Apa kesulitan dalam menggunakan kamus elektronik untuk membantumu dalam praktek menulis?

9. Does using electronic dictionary gives more detailed definitions?
   Apakah menggunakan kamus tektronik memberikan informasih yang detail?

10. Does buying electronic dictionary cheaper than buying paper dictionary?
    Apakah membeli kamus elektronik lebih murah daripada kamus buku?

✱ Jawaban ✱

1. lebih gampang di gunakan
2. kurang lebih dari 5 tahun
3. karena lebih cepat mendapatkan jawaban
4. elektronik dichonary
5. Dikarenakan lebih praktis dan lebih mudah di fahami dan juga lebih gampang di terjemahkan
6. iya dikarenakan lebih mudah ketika di terjemahkan
7. iya, sedikit membantu
8. Jaringan kurang bagus, atau hp ngeleg
9. iya
10. tidak

Name: Putri Febrianti. H

Class: IX.4

INTERVIEW SHEET

Name : putri Febriyani. H.

Number phone:

Class : IX (94)

Questions for Students' Perspective toward Electronic Dictionary

1. What do you think about electronic dictionary?
   Apa yang kamu pikirkan tentang kamus elektronik?

2. How long have you been using electronic dictionary?
   Berapa lama kamu telah menggunakan kamus elektronik?

3. Why do you choose electronic dictionary in English learning?
   Mengapa kamu memilih menggunakan kamus elektronik dalam pembelajarn bahas inggris?

4. Which one of two types of dictionaries is easier in the practice of writing?
   Yang mana di antara dua tipe kamus yang lebih mudah dalam praktek menulis?

5. Why do you think electronic dictionary easier than paper dictionary?
   Mengapa kamu berpikir bahwa kamus elektronik lebih mudah digunakan daripada kamus buku?

6. Does using electronic dictionary helps you in writing skills espesially to write procedure text?
   Apakah menggunakan kamus elektronik membantumu dalam skill menulis khususnya dalam menulis procedure text?

7. Does using electronic dictionary enhances your English learning?
   Apakah menggunakan kamus elektronik meningkatkan pembelajaran Bahasa Inggris mu?

8. What are the difficulties in using electronic dictionary to assist you in writing skills?
   Apa kesulitan dalam menggunakan kamus elektronik untuk membantumu dalam praktek menulis?

9. Does using electronic dictionary gives more detailed definitions?
   Apakah menggunakan kamus lektronik memberikan informasih yang detail?

10. Does buying electronic dictionary cheaper than buyng paper dictionary?
    Apakah membeli kamus elektronik lebih murah daripada kamus buku?

1. Mudah diperjemahkan

2. kurang lebih sekilaс 4 tahun

3. karena kamus elektronik Lebih mudah dan cepat digunakan

4. Electronic dictionary

5. kamus elektronik Lebih cepat diterjemahkan sedangkan kamus buku lebih lambat digunakan

6. Ya. Sangat membantu

7. Lumayan meningkatkan

8. kadang-kadang jartngan lambat dan atau sedang kehabisan kuota

9. Ya. mungkin Lumayan delail, namun terkadang ada kata yang kurang tepat

10. membeli kamus elektronik bisa terbilang ~~mudah~~ murah dari pada kamus buku

ENGLISH

Name: Muh. Khailullah

Class: IX.4

Name: Muh. Ragil Ibra

Class: IX.4

INTERVIEW SHEET

Name : muh ragil Ibra

Number phone:

Class : IX.4

Questions for Students' Perspective toward Electronic Dictionary

1. What do you think about electronic dictionary?
   Apa yang kamu pikirkan tentang kamus elektronik?

2. How long have you been using electronic dictionary?
   Berapa lama kamu telah menggunakan kamus elektronik?

3. Why do you choose electronic dictionary in English learning?
   Mengapa kamu memilih menggunakan kamus elektronik dalam pembelajarn bahas inggris?

4. Which one of two types of dictionaries is easier in the practice of writing?
   Yang mana di antara dua tipe kamus yang lebih mudah dalam praktek menulis?

5. Why do you think electronic dictionary easier than paper dictionary?
   Mengapa kamu berpikir bahwa kamus elektronik lebih mudah digunakan daripada kamus buku?

6. Does using electronic dictionary helps you in writing skills espcsially to write procedure text?
   Apakah menggunakan kamus elektronik membantumu dalam skill menulis khususnya dalam menulis procedure text?

7. Does using electronic dictionary enhances your English learning?
   Apakah menggunakan kamus elektronik meningkatkan pembelajaran Bahasa Inggris mu?

8. What are the difficulties in using electronic dictionary to assist you in writing skills?
   Apa kesulitan dalam menggunakan kamus elektronik untuk membantumu dalam praktek menulis?

9. Does using electronic dictionary gives more detailed definitions?
   Apakah menggunakan kamus lektronik memberikan informasih yang detail?

10. Does buying electronic dictionary cheaper than buying paper dictionary?
    Apakah membeli kamus elektronik lebih murah daripada kamus buku?

1. mudah digunakan

2. 1 tahun

3. karena mudah di cari, dan buku sangat simple dibawa

4. kamus elektronik

5. karena gampang di pahami, dan gampang digunakan

6. Ya, sangat membantu, karena mudah untuk di cari

7. Ya, dapat meningkatkan pembelajaran bahasa inggris saya

8. Jaringan tidak stabil, atau website yang error

9. lumayan detail, tetapi kadang-kadang kurang tepat

10. membeli kamus elektronik bisa terbuang murah daripada kamu buku

Name: Nur Annisa

Class: IX.4

INTERVIEW SHEET

Name : Nur Annisa

Number phone:

Class : IX.4

Questions for Students' Perspective toward Electronic Dictionary

1. What do you think about electronic dictionary?
   Apa yang kamu pikirkan tentang kamus elektronik?

2. How long have you been using electronic dictionary?
   Berapa lama kamu telah menggunakan kamus elektronik?

3. Why do you choose electronic dictionary in English learning?
   Mengapa kamu memilih menggunakan kamus elektronik dalam pembelajarn bahas inggris?

4. Which one of two types of dictionaries is easier in the practice of writing?
   Yang mana di antara dua tipe kamus yang lebih mudah dalam praktek menulis?

5. Why do you think electronic dictionary easier than paper dictionary?
   Mengapa kamu berpikir bahwa kamus elektronik lebih mudah digunakan daripada kamus buku?

6. Does using electronic dictionary helps you in writing skills espesially to write procedure text?
   Apakah menggunakan kamus elektronik membantumu dalam skill menulis khususnya dalam menulis procedure text?

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9. Does using electronic dictionary gives more detailed definitions?
   Apakah menggunakan kamus lektronik memberikan informasih yang detail?

10. Does buying electronic dictionary cheaper than buying paper dictionary?
    Apakah membeli kamus elektronik lebih murah daripada kamus buku?

1. Mudah digunakan
2. 2 tahun
3. karna cepat mendapatkan jawaban dan mudah dibawa-bawa
4. kamus elektronik
5. karnah mudah dipahami
6. iya lebih mudah digunakan
7. iya dapat meningkatkan pembelajaran bahasa Inggris saya
8. kadang-kadang jaringa yang kurang baik
9. lumayang detail, tetapi kadang-kadang kurang tepat
10. Membeli kamus elektronik bisa terbilang murah dari pada kamus buku
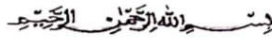
APPENDICES 5

Documentation of Interview:

Interview:

Interview:

SURAT KETERANGAN BEBAS PLAGIASI

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin N0.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بسم الله الرحمن الرحيم

SURAT KETERANGAN BEBAS PLAGIAT

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Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Riska Awaliyah

NIM   : 105351114418

Program Studi : Pendidikan Bahasa Inggris

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Kepala UPT Perpustakaan dan Penerbitan,

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

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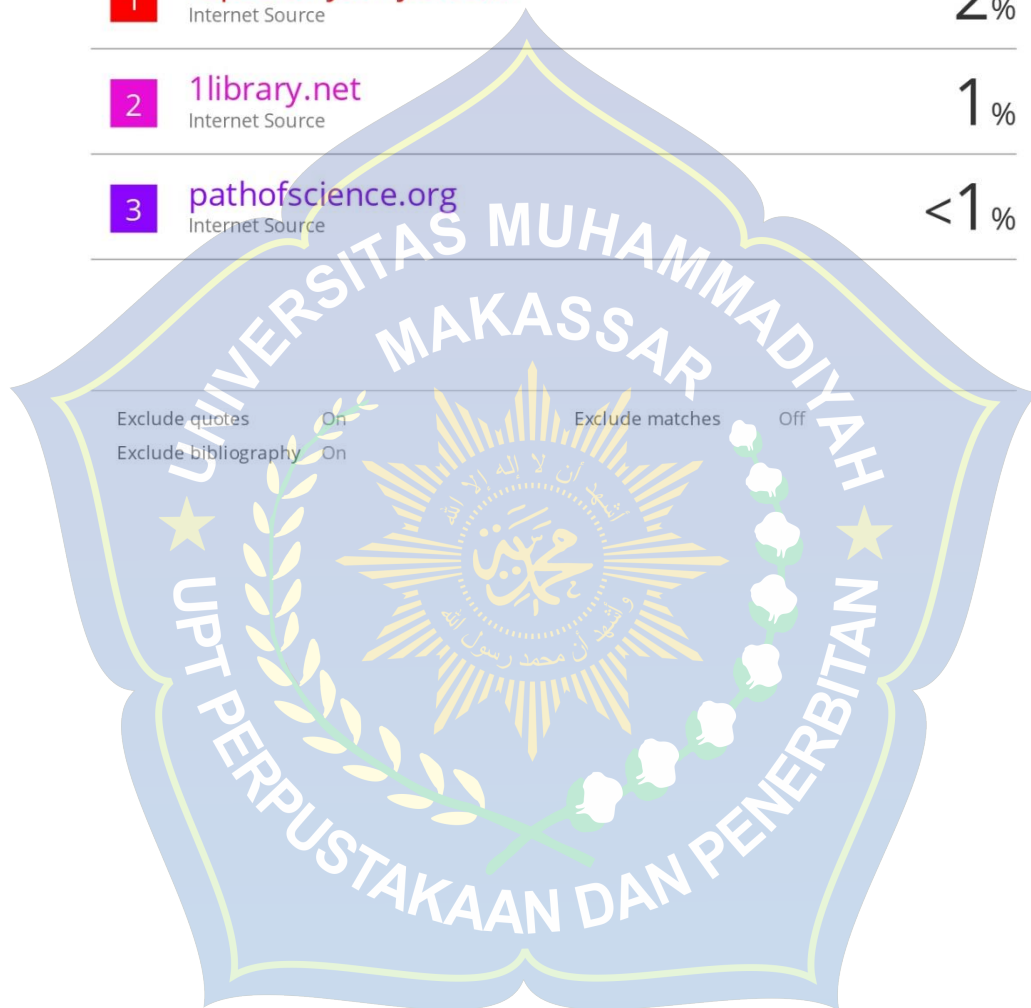
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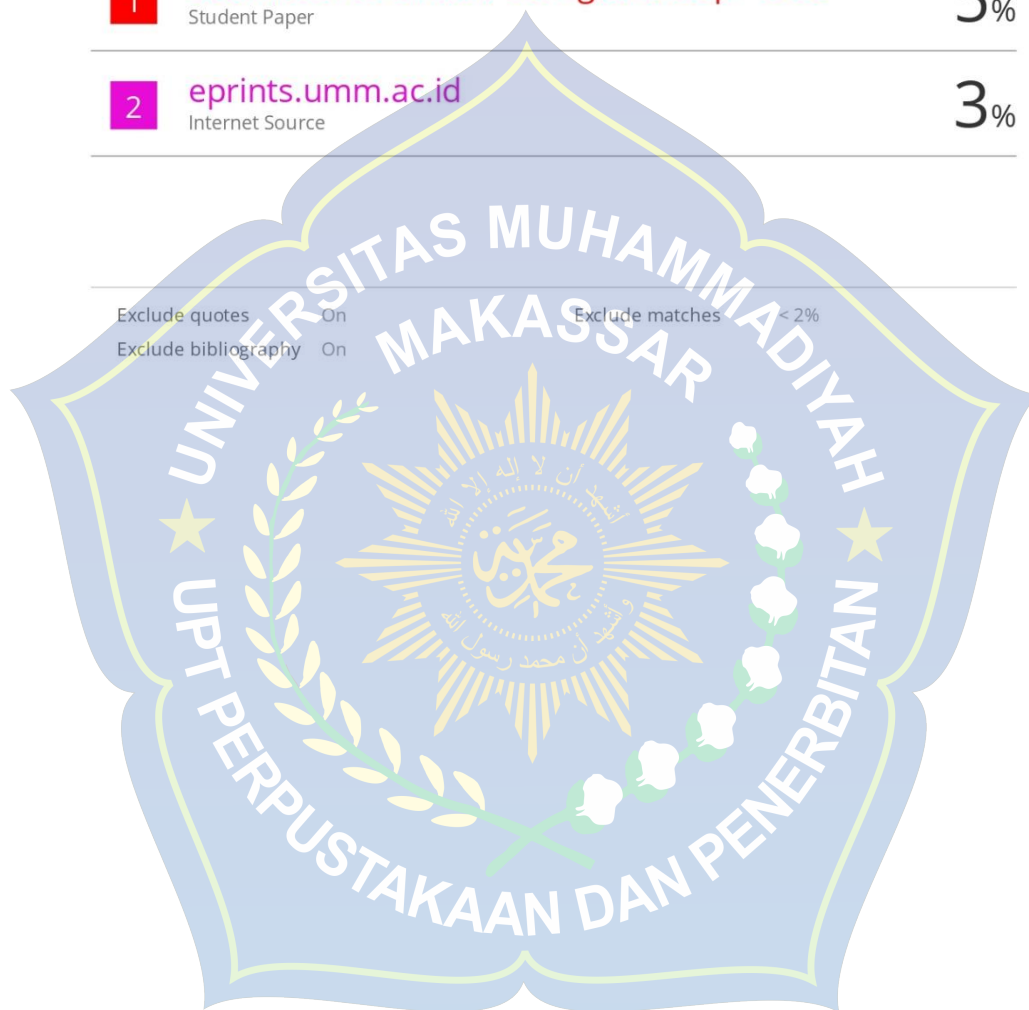| 1 | Submitted to United Colleges Group - UCG
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Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

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28 July 2022 M

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Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel
di –
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Nama   : **RISKA AWALIYAH**
No. Stambuk : **10535 1114418**
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Jurusan   : Pendidikan Bahasa Inggris
Pekerjaan   : Mahasiswa

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"An Analysis of Students' Perception on Paper and Electronic Dictionary in Writing Skill at the Ninth Grade of SMP Negeri 1 Takalar"

Yang akan dilaksanakan dari tanggal 1 Agustus 2022 s/d 1 Oktober 2022.

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Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

Ketua LP3M,

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

07-22

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بِسْــــمِ اللَّهِ الرَّحْمَنِ الرَّحِيْـــمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Riska Awaliyah

NIM : 105351114418

Judul Penelitian : AN ANALYSIS OF STUDENTS' PERCEPTION ON PAPER AND ELECTRONIC DICTIONARY IN WRITING SKILLS AT THE NINTH GRADE OF SMP NEGERI 1 TAKALAR

Tanggal Ujian Proposal : 07 Juli 2022

Tempat/Lokasi Penelitian : SMP Negeri 1 Takalar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 1-08-22	Pengantaran Surat	Hj. Tahira, S. Pd	
2	Selasa, 2-08-22	Observasi	Hj. Tahira, S. Pd	
3	Rabu, 3-08-22	Wawancara Penelitian	Hj. Tahira, S. Pd	
4	Kamis, 4-08-22	Wawancara Penelitian	Hj. Tahira, S. Pd	
5	Jumat, 5-08-22	Wawancara Penelitian	Hj. Tahira, S. Pd	

Mengetahui,

Takalar, 06 Agustus 2022

Ketua Program Studi,
FKIP Unismuh Makassar

Kepala Sekolah SMPN 1 Takalar

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

Husnah, S.Pd., M.Pd
NIP. 197201102605022004

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Nomor : 109 /Disdikbud-SMP.01/VIII/2022

Yang bertanda tangan di bawah ini :

Nama	:	Hj.HASNAH, S.Pd.,M.Pd
NIP	:	19720110 200502 2 004
Pangkat/Gol Ruang	:	Pembina / IV.A
Jabatan	:	Kepala Sekolah

Dengan ini menerangkan bahwa mahasiswa dibawah ini :

Nama	:	RISKA AWALIYAH
No.Stambuk	:	10535 1114418
Fakultas	:	Fakultas Keguruan dan Ilmu Pendidikan
Jurusan	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa Universitas Muhammadiyah Makassar

Benar-benar telah selesai melakukan penelitian di SMP Negeri 1 Takalar selama 5 hari,terhitung mulai tanggal 01 Agustus s/d 05 Agustus 2022 untuk mengumpulkan data dalam rangka penulisan Skripsi yang berjudul

" An Analysis of Students' Perception on Paper and Electronic Dictionary in Writing Skill at the Ninth G00000000000000000000000rade of SMP Negeri 1 Takalar "

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Takalar, 05 Agustus 2022
Kepala Sekolah,

Hj.HASNAH, S.Pd.,M.Pd
NIP. 19720110 200502 2 004

LETTER OF ACCEPTANCE

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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Jalan Sultan Alauddin No. 259 Makassar
Telp   : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
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0644/BG-FKIP/LOA/B/XII/1444/2022

Dear RISKA AWALIYAH

It is our pleasure to inform you that, after reviewing your paper:

AN ANALYSIS OF STUDENTS ON PAPER AND ELECTRONIC
DICTIONARY IN WRITING SKILLS AT THE NINTH GRADE O SMP
NEGERI 1 TAKALAR

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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	√	
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Makassar, 8 December 2022 M
14 Jumadil Awal 1444 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

CURRICULUM VITAE (CV)

RISKA AWALIYAH was born in Makassar on July 14th 2000. She is the first child of Mr. Bakri, S.Pd.I.,M.Pd.I and Syamsiah HK,S.Ag couple. She has two brothers. She started her education at SDN Inpres 138 Mangulabbe and graduated in 2012. Then she continued her study at MTs Mahyajatul Qurra' Lassang and graduated in 2015. After that, she continued her study at SMA Negeri 1 Takalar and graduated in 2018. At the same time, she registered herself at Univeritas Muhammadiyah Makassar, and took English Education major.