

**THE USE OF BILINGUAL DICTIONARIES IN
LEARNING ENGLISH AMONG STUDENTS OF PUBLIC
AND PRIVATE HIGH SCHOOLS IN KOTA
YOGYAKARTA
2012/2013**

Submitted as Partial Fulfillment of the Requirements for the Attainment of the
Degree of Sarjana Pendidikan in English Language Education



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2012/2013**

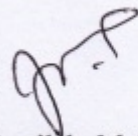
APPROVAL

**THE USE OF BILINGUAL DICTIONARIES IN LEARNING
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HIGH SCHOOLS IN KOTA YOGYAKARTA
2012/2013**

A THESIS



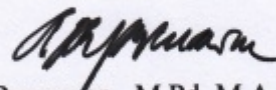
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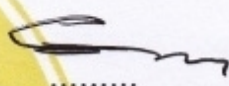
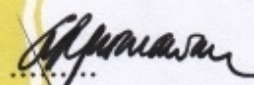
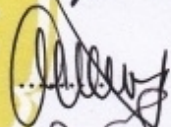
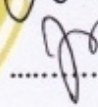
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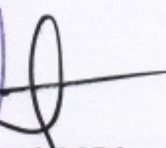
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A THESIS

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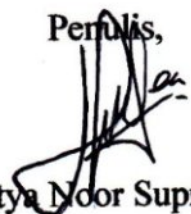
PERNYATAAN

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Penulis,

Aditya Noor Supraba

MOTTO

- ✓ "Winners are not afraid of losing. But losers are. Failure is part of the process of success. People who avoid failure also avoid success."

- Robert T. Kiyosaki

- ✓ "Learn from the mistakes of others because you did not have the age to commit all"

- ✓ "If you want peace, don't talk to your friends. Talk to your enemies."

- Israeli Prime Minister, Moshe

- ✓ "Do as you Say, Say as you Do"

- ✓ "Tell the Truth Today so you Don't Chase the Lie from Yesterday"

- Dunbar Plumbing

- ✓ "The best day to take that first step toward what you want is today."

- ✓ "Life isn't about finding yourself. Life is about creating yourself."

- Matt Maresca

Dedications

First of all I would like to give my gratefulness to Allah SWT, the one who gives me everything to accomplish my final task in Yogyakarta State University.

.... Then this thesis is dedicated to my beloved family who have given me a wonderful life
.... honestly, without them I am nothing....

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Finally, I realize that this thesis is still far from being perfect. I realize that many mistakes have been made even though I have already worked hard to complete the thesis. It is hoped that this thesis would have some contribution and use.

Yogyakarta, 16th Desember, 2012

The researcher,

Aditya Noor Supraba

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**By Aditya Noor Supraba
05202244170**

ABSTRACT

The purposes of this study are to provide an empirical evidence about the use of bilingual dictionary in learning English among students of high schools in Kota Yogyakarta and to describe the use of bilingual dictionary in learning English among students of high schools in Kota Yogyakarta.

The study is a survey, involving 160 students from 8 high schools in Kota Yogyakarta. The data were taken from 80 students of 4 public and 4 private high schools in Kota Yogyakarta. The data were in the form of quantitative data. They were collected using a questionnaire given to the students. The questionnaire was self made by the researcher. Before it was used to collect the data, it was tried out for validity and reliability. The data were analyzed descriptively.

The results of this study are the students' opinion to use bilingual dictionary indicates that it is in the good level. The mean score is 9.2125. The students' ability to use bilingual dictionary is also in the good level. The mean score is 5.4813. The benefit of bilingual dictionary in learning English is also in the good level. The mean score is 28.0438. It means that, in general the use of bilingual dictionary among students at public and private high school in Kota Yogyakarta falls into the good category.

CHAPTER I

INTRODUCTION

A. Background of the Study

English has become an international language for communication since several decades ago. Many people need to learn it to enter the global communication in the world. That is why English is taught as a compulsory subject in schools.

There are four basic language skills: speaking, writing, listening, and reading. Speaking and writing involve language production. There they are referred as productive skills. Listening and reading, on the other hand, involve receiving message and they are receptive skills. It is unavoidable that the learners need a lot of vocabularies to improve their language skills.

A dictionary can be used to improve the language skills. First, the learners can use it to find out the meaning of a new or difficult word from the text. In the reading class, the students are provided with texts related genre they have to learn. A challenging text presents some difficult or new words that will improve students' reading comprehension. A dictionary is needed to consult the meaning of difficult or new words based on the context of sentences in the text. Second, it provides phonetic symbols that enable them to pronounce well, then they understand what the speaker says or speak English well. Students need dictionary to check how to pronounce a certain word they listen or want to speak. To be good listeners or speakers, they need to pronounce words well in order to deny misunderstanding or miscommunication. Next, the learners can find out some

words they need to create a paragraph. In writing class, they are asked to write, organize, rewrite, and rearrange a paragraph. They need dictionary to check the words they want to write; whether they are suitable with sentences they want to jot down.

When the learners have a lot of vocabulary items and understand how to pronounce them, they will be able to listen, speak, read, and write well. They can reach the goals of basic competence and standard competence of the KTSP (*Kurikulum Tingkat Satuan Pendidikan*) curriculum, they are the competence of speaking, listening, reading, and writing. Dictionary may help students to reach the goals for it provides word entire, meaning, transcription, phrase in sentences, and idiomatic.

There are many high school students who have problems in learning English. They lack vocabulary that makes them unable to read and produce utterances well. This condition may be minimized with the use of dictionary during the class. Unfortunately, the use of dictionary is still a problem for them. They do not think that it is very important to bring it in class. There are some reasons that make them get reluctant to have or carry it to school. They do not maximize the use of dictionary that can make them increase their vocabulary. However, this condition is not the same in all schools. Some schools belong to students who have good vocabulary, but some others have students who are most of them lack of vocabulary. It can be said that some schools own students who are good in English but the others have students who get problems in learning English. Based on the explanation above, the writer is interested in studying about

The Use of Bilingual Dictionaries in Learning English Among Students of Public and Private High Schools in Kota Yogyakarta.

B. Identification of the Problem

English as a second language stated in the KTSP (*Kurikulum Tingkat Satuan Pendidikan*) curriculum has to be learned by students. There are four skills learned. To reach the goal students must learn and practice English well. Then they must have good vocabularies and pronunciation that enable them to speak, listen, read, and write English well.

A dictionary can help the students improve their skills. Unfortunately, the use of it is not maximized because of several reasons. First, most of students are reluctant to bring the dictionary. Next, the teacher does not make them bring it. Third, the teacher does not teach them how to use it correctly. Last, there is no activity using the dictionary.

Many students do not like bringing dictionary as they think it is not important. They have a cell phone having a dictionary feature. This makes it easier for them to find new words. Bringing the big one will burden them. And, they are not used to taking it to school. They just put it at home.

When the writer did the Field Training Program (*PPL*), he observed the students that most of them did not bring or have a dictionary because it's heavy and their lazy behavior. He also observed the teachers that did not ask the students to bring it since they think they have alfa link or cell phone to find the new words. Teachers discuss the new words with their students and they get the meaning of the words or teachers provide the meaning of difficult words.

The students do not bring the dictionary because they do not know how to use it. Their teachers do not teach them how to find the words in dictionary well as it is probably there is no time to do it. They have to teach their students the four skills. The students do not like bringing the dictionary as no activity needs dictionary. Teachers have already provided practices with the meaning of the difficult words.

C. Problem Formulation

The writer makes the problem formulation by proposing the following question: “How do students of High Schools in Yogyakarta use bilingual dictionary in learning English?”

D. The Objectives of the Study

In line with the formulation of the problems, this research is aimed at:

1. providing empirical evidence about the use of bilingual dictionary in learning English among students of public and private high schools in Kota Yogyakarta, and
2. describing the use of bilingual dictionary in learning English among students of public and private high schools in Kota Yogyakarta.

E. The Significance of The Study

There are some benefits expected to be achieved from this research:

- a. The research findings can be used as a reference to conduct further analyses upon the use of bilingual dictionary among students of high schools.

- b. The research findings can be resulted in one of the considerations to improve the students' skills.
- c. The research findings can provide information and aid for the students of the English Education Department who have the same interest in the subject of study of the use of bilingual dictionary.
- d. The result of this study is useful for the English teachers to motivate students to use bilingual dictionary.
- e. This research can encourage the students to improve the language skills.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. The Use of Bilingual Dictionary

In learning a target language, students need a bilingual dictionary to help them improve the language skills. They need a lot of vocabularies to be a good listener, speaker, reader, or writer. By using a bilingual dictionary they may find the meaning of the words, the use of the words in sentences, and the pronunciation. For some words that are not easy to explain, the bilingual dictionary provides pictures that make it easy for them to understand.

Teachers should encourage students to use bilingual dictionary as they develop learner autonomy. A dictionary is a reference book listing alphabetically terms or important to a particular subject or activity along with discussion of their meaning and applications (Webster, 2004: 347). It is a handy resource for researching different meanings, collocations, examples of use and standard pronunciation. If students know how to use them effectively, there are hundreds of hours of self-guided study to be done with a good bilingual dictionary. The best way to complement a bilingual dictionary investment is strong study skills. Teachers play an important role in developing those skills.

2. Reference Types of Dictionary

A dictionary provides many uses for language learners. Based on the use of dictionaries, there are many types of dictionary. They can be described as follows:

The first is paper dictionary. Paper dictionary is provided on paper and published. These can be bought cheaply and last a very long time. Students usually complain that big dictionaries are too bulky to bring to class, so it is recommended that they have two - a pocket dictionary for class and a 'shelf' dictionary for home study.

The second is online dictionaries. This dictionary is uploaded in internet that can be found and used by learners easily. Many traditional dictionaries have online editions. Cambridge, for example, has an online advanced learners' dictionary at dictionary.cambridge.org, which is easy to use and provides examples of word use.

The next one is electronic dictionaries. This dictionary is not printed on paper but provided in an electronic tool. A big plus of electronic dictionaries is that they hold a large amount of data in a small space. However, they can be expensive, are attractive to thieves, and they wear out after a few years. The biggest problem lies, paradoxically, in their ease of use (Beare, 1997).

Generally speaking, English learner's dictionaries can be classified into four broad categories: the monolingual dictionaries, the bilingual dictionaries, the bilingualized dictionaries, and the semi-bilingual dictionaries (Xu, 2002: 38). Monolingual dictionary is a dictionary that only provides meaning (definition) of words (L2) and examples in one language (L2). Bilingual dictionary gives definition in L1 and example in L1 and L2. Bilingualized dictionary presents definition and example in both L1 and L2. Semi-bilingual dictionary provides definition in L1 and L2, but the example of the word only in L2.

3. Monolingual versus Bilingual Dictionary

Dictionary is provided in both monolingual and bilingual versions/types. Each of them has its specific function that the learners need. Monolingual dictionary is a dictionary that only provides meaning (definition) of words (L2) and examples in one language (L2). While the bilingual dictionary combines the information provided in the learner's monolingual dictionary, i.e., definitions, examples of use and grammatical properties of the words, and L1 equivalents as in a bilingual dictionary (Xu, 2002: 38, 39).

Xu (2002: 38) states that some teachers are opposed to bilingual dictionaries on principle. They believe that learners should think in English as much as possible. He believes that learners should have a bilingual dictionary on hand as a supportive tool but that training should focus on monolingual dictionary work. This is because sometimes a quick translation works best, as in the case of many concrete nouns, but it is a good idea to foster thinking and explanation in English.

Finding a proper dictionary has always been the concern for both teachers and learners. Scholars have emphasized that learners should use monolingual English dictionaries, because they believe that monolingual dictionaries can guide learners to think in English. Some researchers, however, have found monolingual dictionaries to be an obstacle to learners' comprehension, because in most cases, they would fail to grasp the meaning even after reading the definition. So these researchers believe that bilingual dictionaries are of greater help than monolingual dictionaries (Yu, 2003: 186).

a. Learner training

To increase their vocabularies and to pronounce the words correctly, learners need to use bilingual dictionary to check them. The learners, however, should know how to use bilingual dictionary well. Then they can enhance their skills in learning English. Here are some ideas on how learners to be better at using dictionaries as suggested by Xu (2002).

- 1) Before beginning, it is very important not to assume that learners, especially at low levels, know how to use a bilingual dictionary. Here is a basic task that introduces them to the layout.
- 2) Layout activity. This activity raises awareness of bilingual dictionary layout and parts of speech.
- 3) Present learners with a table of words relating to a text you've read in class, for example:

| Verb (v.) | Adjective (adj.) | Noun (n.) |
|------------------|-------------------------|------------------|
| Surprise | Surprised | Surprise |
| Party | X | Party |
| ... | ... | Celebration |
| ... | Happy | ... |
| ... | ... | Present |

- 4) Give a brief explanation of the difference between the three parts of speech shown in the table and the symbols, v., adj. and n. used to denote them. Also explain why there is an 'X' in the verb section of 'party'.
- 5) Learners then use their dictionaries to complete the table.
- 6) As a follow up activity, learners look back at the text and discuss why the particular parts of speech were used in that context. This activity

underlines the importance of contextualizing new vocabulary and integrating it with bilingual dictionary work.

Based on the explanation above, it can be said that bilingual dictionary is very important and useful for the learners in improving their vocabulary. They may have either bilingual or monolingual dictionary. The use of them make the learners easier to find new vocabulary with its meaning and pronunciation. The teachers should encourage and motivate them to have dictionary as they can enhance their English skills.

b. The Function of Monolingual Dictionary

Most of students do not like to take a monolingual dictionary in class. They think that it is very hard to carry. Therefore, the teacher should tell them the function of having it. To increase vocabularies that can support language skills, learners need to have dictionary to find out them. The use of monolingual dictionary is suggested as it provides definition of the words and their examples in L2. The learners can get the meaning of the words exactly since they sometimes are not owned by L1. Then, the use of it makes them improve their vocabularies quickly.

Beare (1997) states that using a monolingual dictionary can be a difficult thing for students, especially if they have to carry it all the way to a class by themselves. There are lots of good reasons, however, why teacher might want to train them in using an English-English dictionary. The benefits of English-English dictionary make it very useful to be in class. The first good reason is that learners only use this dictionary. They do not need to think or avoid their own language.

They can copy the definition down into their notebook that can increase their use of English outside class as well.

The second reason is that many learners get worried in looking for one difficult English word in the dictionary. They often find the difficult word explained with another difficult word they also do not know. This will rarely happen with the right dictionary and if this happens all the time they should probably be using an easier one such as an Elementary Learners' Dictionary. If this still happens occasionally even when they have the right dictionary, that means that the word they do not know in the definition is also very useful and they are therefore getting double practice of English by learning that one too.

The next reason is that English-English dictionaries are available in many different levels. By using an Intermediate Learners' Dictionary, for example, the learners will know that any words which they read in a text that do not appear in the dictionary are not important enough to learn at this stage of their English studies and so can be ignored. If there are many words in the article they are reading that are not in the dictionary for their level, that is also a good sign that the text is too difficult and they should read a graded text instead. Bilingual dictionaries are not often graded this way.

The fourth one is that when students have problem with the English definition. They understand the meaning but still cannot think what that word is in their own language, and so they go to a bilingual dictionary to check. Usually, though, this means that the translations given are not really the same thing as the English word. This is particularly true with personality words, where seemingly

the same word in different languages might have very different positive and negative meanings. This is another case in which stopping translation helps- in this case to really learn what the English word means.

The next reason is that learners learn English grammar words. They also sometimes complain that words like “noun” and “adverb” in the English-English dictionary make the definitions difficult to understand, but these are words they will also need in order to be able to study English without using their own language. A dictionary is a very good place to learn grammar words from because the same words are repeated many times. Copying these words down (or short versions like “n” or “adv”) when they learn new vocabulary can help them learn the vocabulary better and learn the grammar words at the same time. Knowing these words in English will also help them discuss the language with people who do not speak your language, for example if they study abroad.

The sixth benefit in using English-English dictionary is that it provides more information. A good English-English dictionary for foreign language learners includes lots of extra information for study that most bilingual dictionaries leave out, such as the most used words in the English language, more definitions for each word, common confusions and mistakes, and the phonemic script for pronunciation. The learners, however, sometimes do not know the exact meaning of the words. Therefore, it is time for them to consult it to the teacher because the definition of the word is in English.

Then, English-English will tie in with the textbook. Some textbooks have exercises that need monolingual dictionaries. Many words in the exercises need

proper explanation in English because they get real meaning of the words that sometimes difficult to translate. The next one is to cut down on dictionary use. Because using an English-English dictionary takes more time than using a bilingual one, especially an electronic one, this can stop students using dictionaries too often when they should be listening to the teacher or guessing words from context.

The last one is related to quality control. By using a good English-English dictionary for learners recommended by their teacher, they can avoid the problems that some bilingual dictionaries (especially electronic ones) have such as lots of useless or out of date words no one uses and a lack definitions for each word.

From the explanation above, it can be concluded that using dictionaries and other reference sources are very important for developing study skills and skills of locating information, in particular article. Special attention should be paid to the use of monolingual dictionaries as a indispensable tool not only for developing students' range of vocabulary, but raising both language and cultural awareness and developing some kind of "sense of the English language. "Being based on the millions of sentences from authentic spoken and written language, examples in modern dictionaries help to understand the meaning of the word better and deeper. That is why dictionary can also be seen as a reference book.

Teachers can develop different tasks to encourage learners to use dictionaries both monolingual and bilingual. Besides, the tasks can be based on the information taken from dictionaries. Cross-referencing of the dictionaries can contribute to developing both L1 and L2 as well as learners'. A dictionary is the

best friend of a student. It also helps a lot with the student autonomy. Something teachers must do is to teach the students the usages of a dictionary and how to look for what they want.

4. The Advantages of the Use of Bilingual Dictionary

Many advantages can be taken from a bilingual dictionary. These advantages are very useful for language learners. First, the language learners can get the meaning of the words. Bilingual Dictionary provides a lot of words with their meaning. Not only the meaning, it also presents the derivatives of the word such as economic, economize, economically, economics. This makes it easy for the learners to understand those words.

Next, the bilingual dictionary provides the pronunciation of the words. Good bilingual dictionary always provides the words' pronunciation. The learners can check the pronunciation of the words, then they are able to pronounce perfectly in speaking and understand well what the speaker says.

Then, it also provides sample of the use of the words. It makes the use of the words clear. Bilingual dictionary presents the meaning of the word and the use of it, for example 'she has a new pen' is different from 'she has me buy a new pen'. By presenting the use of the words, the learners can understand well the use of the words in sentences.

It also provides pictures of the words that make the language learners understand well about the words. There are some words that are difficult to

explain such as ‘canopy’, ‘cockpit’, etc. The learners will understand well when those words are drawn. Parts of things, animals are usually presented in pictures. This makes it easy for the learners to understand the meaning.

5. Examples of the Use Dictionary for Games

a. Dictionary Race

This activity makes learning fun and integrates dictionary work with the main aims of the lesson. The activity is conducted as follows:

- 1) Write down a list of eight words that the class will need for the lesson ahead and their definitions. Jumble them up and give them out to the class.
- 2) In groups of four, learners have to look up two words each in their dictionaries and match them to the definitions on the handout.
- 3) They then run to the front to check their answers with the teacher.
- 4) The first group to have a complete set of correct definitions is the winner (Beare, 1997).

b. Focus on Phonology

This activity highlights the usefulness of a good bilingual dictionary in determining the correct pronunciation of a word. It assumes learners already have some knowledge of phonemic script and that the teacher’s pronunciation is close to the bilingual dictionary form. This is done as the following:

- 1) Teacher selects some key words that are important for the course / lesson and writes them on the board.
- 2) Learners look up the pronunciation in their dictionaries.

- 3) Teacher pronounces each of the key words in two ways: one is correct and the other is incorrect. Learners use the phonemic spelling to guess which one is right. They get a point for each correct answer.
- 4) In the feedback stage, the teacher drills correct pronunciation and answers any questions.

Teachers should not neglect bilingual dictionary work. Like pronunciation, it is a natural part of any course that needs to have an appropriate focus and allocation of time. By encouraging the intelligent and self-guided use of dictionaries, learners become more independent, and as teachers this is one of our core goals.

Pronunciation is not skill as stated in curriculum. That is why pronunciation is rare taught by teachers though it is very important in learning English. Having good pronunciation, the learners can increase their English skills (listening, speaking, reading, and writing). Therefore, the use of bilingual dictionary, especially dictionary providing phonetic transcription, is very needed. They can check their pronunciation through bilingual dictionary. Not only to check their pronunciation, they also can find out the meaning of new or difficult word from the text. They are successful in learning English when they are able to receive messages and communicate or produce words well.

6. Barometer of Using English Bilingual Dictionary Rightly

Learners need bilingual dictionary for some purposes such as the meaning of words, spelling, and the use of words in sentences. They have to get those exactly as the target language implements them. English bilingual dictionary is

very important to find and check the spelling of a word. There are two ways to do these.

a. How to Find a Word in the Bilingual Dictionary

Beare (1997) states that when learners want to find a word in the dictionary, they can look at the words printed in large bold type at the upper top left-hand and right-hand corner of any page. The first of these two words show them which is the first word on that page and the second shows them the last words to be found on that page.

Example: *They are looking for the word 'signal'. They can find 'signal' on the page which has the two words Signac and silage (example taken from the Collins English Dictionary) printed at the upper top left-hand and right-hand corner.*

When learners have found the word looked for, they need to understand a few common conventions to make best use of their dictionary. Here is an example entry in a dictionary:

feat (fi:t) *n.* a remarkable, skillful, or daring action; exploit; achievement: *feats of strength...* (example taken from the *Collins English Dictionary*)

- 1) feat - the defined word
- 2) (fi:t) - a phonological transcription of the word (the correct pronunciation), usually using the IPA (International Phonetic Alphabet)
- 3) *n.* - the part of speech, in this case 'n'. means noun (look for a list of abbreviations used in your Dictionary usually included on one of the first few pages).

- 4) a remarkable, skillful, or daring action; exploit; achievement: definitions of the word. Different meanings of a word will be separated by numbers.
- 5) *feats of strength* - an example sentence using the defined word

b. How to Check

In learning a foreign language, learners should spell the words correctly. And, they can check the spelling of the words in the Dictionary. To find words in the dictionary is important to know the alphabet well. They will need to be able to judge quickly whether any word comes before or after another one, this is called alphabetical order. If the first letters of two words are the same, they look at the next letters to decide the correct order.

Example: *dare, dart, darn* - in the case of these three words, 'dare' comes first, 'darn' second, and 'dart' last. The first three letters 'd', 'a', and 'r' are the same in all three words so the correct alphabetical order is based on the fourth letter.

Bearé says that learners must know the differences between British and American Spelling. Most dictionaries include both spellings and will make note of the two spellings. Usually the differences are noted in one of two ways:

In many US dictionaries the difference is included in the headword with the variation in parentheses:

For example colo(u)r

In British Dictionaries, the dictionary makes note of the difference in brackets immediately after the headword:

For example watch, plural watches; glass, plural glasses

The table provides a list of the main differences between British and American spelling:

| British | American |
|--------------------|------------------|
| -our (honour) | -or (honor) |
| -re (centre) | -er (center) |
| -ogue (dialogue) | -og (dialog) |
| -ence (defence) | -ense (defense) |
| -ise 1 (recognise) | -ize (recognize) |

Sometimes it is necessary to divide a word at the end of the line because there is not enough space for the completion of the word. These days many computer programs automatically take care of this problem for learners. However, if they are using a typewriter or handwriting on stationary it is useful to know these rules.

In order to divide a word and a hyphen (-) typed without a space immediately after the first part of the divided word at the end of the line. Here are the most important rules to follow when dividing a word:

- 1) By syllable divide the word by syllables or units of sound. For example important, im-por-tant – ‘important’ has three syllables; thinking, think-ing – ‘thinking’ has two syllables
- 2) By structure divide the word into the smaller units of meaning from which the word is constructed. It may have a beginning (a prefix) such as un-,

dis-, im-, etc., (im-portant, dis-interested) or an ending (a suffix) such as -able, -fully, (as in desirable, desir-able).

- 3) By meaning Decide how each part of the divided word is best understood in order that the word is easily recognized from the two parts. For example compound words such as houseboat made up of two words combined to make a single word, house-boat.

There are six further rules that help learners decide when and how to divide words. First, never divide a word within a syllable. Second, never divide an ending (suffix) of two syllables such as -able or -fully. Next, never divide a word with an ending of two letters such as -ed -er, -ic (exception -ly). Then, never divide a word so that one of the parts is a single letter. Fifth, never divide a word of one syllable. Last, never divide a word of less than five letters.

The explanation above can be concluded that the learners should know the way how to find and check the words they are looking for. Besides, they must know that not all dictionaries have British spelling but also provides American spelling. They may decide what pronunciation they want to have, British or American because some many words having the same meaning but different spelling. When they know how to find and check the words included meaning, spelling, derivatives, and the use of those words well, they are able to increase their vocabularies that are also able to enhance their skills in listening, speaking, reading, and writing. Then, they are successful in learning English as a second language.

7. Phonetic Symbol

Phonetic symbol is the way of a word must be pronounced. It helps learners make sure how to pronounce the word exactly and perfectly. The English sounds are phonetically symbolized on different ways in different dictionaries. It is important for students to realize this to be able to use different dictionaries beneficially. Table 1 below indicates differences in phonetic symbolization in four different dictionaries commonly used in Indonesia. Students should familiarize themselves with the symbol used in the dictionary they are consulting and always be aware of the differences (cited in Suwarsih Madya, 2000).

Table 1. Phonetic Transcription in Different Dictionaries

| Sound | Sample Words | Phonetic Transcription | | | |
|-------|--------------|------------------------|------------------|----------------------|------------------|
| | | Hornby | Pino & Witterman | Wojowasit o & others | Echols & Shadily |
| V | see | i: /si:/ | i: /si:/ | i: /si:/ | ie /sie/ |
| | sit | i /sit/ | i /sit/ | i /sit/ | i /sit/ |
| O | ten | e /ten/ | e /ten/ | e /ten/ | e /ten/ |
| | hat | ae /haet/ | ae /haet/ | ae /haet/ | ae /haet/ |
| W | arm | a: /a:m/ | a: /a:m/ | a: /a:m/ | a: /arm/ |
| | got | ɔ /gɔt/ | ɔ /gɔt/ | ɔ /gɔt/ | ɔ /gat/ |
| E | saw | ɔ: /sɔ:/ | ɔ: /sɔ:/ | ɔ: /sɔ:/ | ɔ /sɔ/ |
| | put | u /put/ | u /put/ | u /put/ | u /put/ |
| L | soon | u: /su:n/ | u: /su:n/ | u: /su:n/ | u: /suwn/ |
| | cut | ʌ /kʌt/ | ʌ /kʌt/ | ʌ /kʌt/ | ʌ /kʌt/ |
| S | bird | ə: /bɛ:d/ | ə: /bɛ:d/ | ə: /bɛ:d/ | ɒ /bɒd/ |
| | ago | ə /ə'gɒu/ | ə /ə'gou/ | ə /ə'gou/ | ə /ə'gow/ |
| D | name | ei /neim/ | ei /neim/ | ei /neim/ | ei /neim/ |
| I | home | u /haum/ | u /hum/ | u /houm/ | u /howm/ |
| P | mine | ai /main/ | ai /main/ | ai /main/ | ai /main/ |
| H | now | au /now/ | au /na/ | au /nau/ | au /now/ |
| T | boy | oi /boi/ | oi /boi/ | oi /bi/ | oi /boi/ |
| H | ear | i ə /iə/ | i ə /iə/ | i ə /iə/ | i /ir/ |
| O | hair | e ə /heə/ | e ə /heə/ | e ə /hə/ | e /hear/ |

| N G S | poor | u ə /pu ə / | u ə /pu ə / | u /pu ə / | u /pʊə / |
|--|----------|-------------|---------------|-----------|------------|
| C O N S O N A N T S | pen | p /pen/ | p /pen/ | p /pen/ | p /pen/ |
| | bed | b /bed/ | b /bed/ | b /bed/ | b /bed/ |
| | time | t /taim/ | t /taim/ | t /taim/ | t /taim/ |
| | dead | d /ded/ | d /ded/ | d /ded/ | d /ded/ |
| | cave | k /keiv/ | k /keiv/ | k /keiv/ | k /keiv/ |
| | game | g /geim/ | g /geim/ | g /geim/ | g /geim/ |
| | chin | t /tʃin/ | t /tʃin/ | t /tʃin/ | c /cin/ |
| | June | d /d u:n/ | d /dju:n/ | d /d u:n/ | d /juwn/ |
| | fail | f /feil/ | f /feil/ | f /feil/ | f /feil/ |
| | very | v /veri/ | v /verie/ | v /veri/ | v /verie/ |
| | thigh | θ /θai/ | θ /θ ai/ | θ /θ ai/ | θ /θ ai/ |
| | then | ð /ð en/ | ð /ð en/ | ð /ð en/ | TH /tHen/ |
| | set | s /set/ | s /set/ | s /set/ | s /set/ |
| | zoo | z /zu:/ | z /zu:/ | z /zu:/ | z /zuw/ |
| | shed | ʃ /ʃed/ | ʃ /ʃed/ | ʃ /ʃed/ | sy /syed/ |
| | measure | ʒ /ʒeɪzə/ | ʒ /me: ʒ uəl/ | ʒ /meɪzə/ | zy /ʒeɪzə/ |
| | hen | h /hen/ | h /hen/ | h /hen/ | h /hen/ |
| | mine | m /main/ | m /main/ | m /main/ | m /main/ |
| | name | n /neim/ | n /neim/ | n /neim/ | n /neim/ |
| | sing | ŋ /siŋ / | ŋ /ŋ siŋ / | ŋ /siŋ / | ŋ /siŋ / |
| leg | l /leg/ | l /leg/ | l /leg/ | l /leg/ | |
| raid | r /reid/ | r /reid/ | r /reid/ | r /reid/ | |
| yes | j /jes/ | j /jes/ | j /jes/ | j /jes/ | |
| wet | w /wet/ | w /wet/ | w /wet/ | w /wet/ | |

The table above shows that there are 12 vowels, 8 diphthongs, and 24 consonants used to transcribe received pronunciation in English.

B. English Learning at High School

1. The Need of Learning Vocabulary

In learning a language, learners need to learn the four skills (listening, speaking, reading, and writing). And to make the goal of learning, they should know well the element of language such as vocabulary. Learning vocabulary is a

very important part of learning a language. The more words learners know, the more they will be able to understand what they hear and read; and the better they will be able to say what they want to when speaking or writing. Vocabulary is needed due to all skills using it. By having a lot of vocabulary, they are able to receive and produce utterances or sentences well. Then, they can communicate with the language well.

2. Vocabulary Learning in Curriculum

The KTSP curriculum does not state the teaching of vocabulary. It is included in the teaching of the four language skills; listening, speaking, reading, writing. In teaching the skills, teachers are expected to provide new vocabulary or key words of texts or dialogue they are teaching. The students improve their vocabulary during the learning teaching process or the task they finish. Therefore, in some indicators for reading skill the use of vocabularies are presented such as to find the synonym, to find the meaning, or the antonym of the underlined words, and to complete the paragraph with suitable word.

3. The English Learning Processes of Teenager

The teenagers at high schools learn English four sessions in a week as stated in curriculum. They have to know many kinds of text such as narrative, spoof, recount, procedure, explanation, exposition, news item, discussion, review. These kinds of text are provided in speaking, listening, reading, and writing. Then, this needs a lot of vocabularies. To meet the goal of learning, they should increase their vocabulary.

4. Vocabulary Learning at High Schools

As vocabulary is only one of elements of language, it is not stated in curriculum. Teaching vocabulary is included in the four skills. Unfortunately, many students are reluctant to learn vocabulary found during the learning teaching process. Therefore, teachers should motivate the students to increase their vocabulary as it can help them understand the four skills well. The use of bilingual dictionary must be the best way to increase their vocabulary as not only do they get the meaning of the words, but they also know how to pronounce the words correctly.

Teachers usually provide the teaching vocabulary during all skills of language. Especially for reading skill, teachers always teach their students new words as in reading text always found the key words. The purpose of this is to make them understand the text well. Not only in teaching reading, but they also provide vocabulary in listening, speaking, and writing skill. They need a lot of vocabularies to accept or produce utterances.

C. Relevant Research Studies

The previous studies related to the use of dictionary in English learning were conducted by Zhang Yan 'The Role Of The English Learner's Dictionary In English Learning' (2006) and Wa 'Translation Students' Use of Dictionaries: a Hongkong Case Study for Chinese to English Translation' (2009).

Zhang concluded that English learners should be made fully aware of the diversity of dictionaries: from traditional print to special-field dictionaries in order to be capable of choosing the appropriate dictionary when solving

specific linguistic problems. While Wa had conclusion that the study contributes to the teaching and learning of dictionary skills, with special relevance to Chinese-English translation, and to the research on dictionary use for production in terms of the language combination of Chinese/English, and to the method of introspection.

D. Conceptual Framework

Concerning the necessity of bilingual dictionary, the use of bilingual dictionaries among students is essential in learning English.

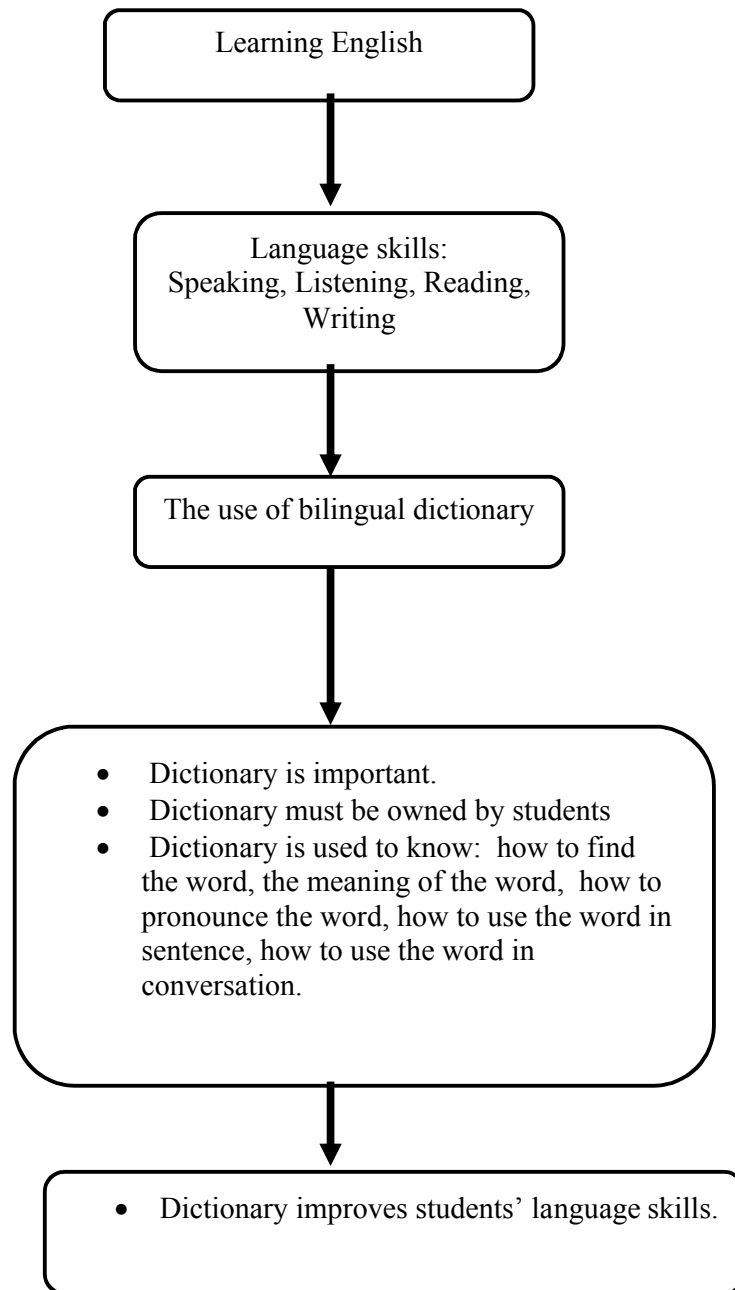


Figure 1. Dictionaries are essential in learning English among students.

In learning a target language, students need to master the language skills; listening, speaking, reading, and writing. A bilingual dictionary may help them to improve those skills. Therefore, the students must consider that the use of bilingual dictionary is important. For this, students should have their own bilingual dictionary. They may have many kinds of dictionary to help them in learning English. When students have it and are able to use bilingual dictionary well, they will know: how to find the word, the meaning of the word, how to pronounce the word, how to use the word in sentence, and how to use the word in conversation. Finally, bilingual dictionary helps them to improve their language skills.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents the type of study, population and sample, instrument of research, technique of trial instrument, data collecting technique, and data analyzing technique.

A. Type of Research

This research is a survey. Survey is a non-experimental, descriptive research method. Surveys can be useful when a researcher wants to collect data on phenomena that cannot be directly observed such as opinions. The study observes the students of high schools in Yogyakarta in using bilingual dictionary. The data are the students' answers of the questionnaire. To support the data, this study takes teachers' answers relating with the use of bilingual dictionary. The analyzed data are used to describe the use of bilingual dictionary among students in Yogyakarta.

B. Population and Sample

1. Population

Since the unit analysis of this research is the use of bilingual dictionary among students of high schools in Yogyakarta, it needs population and sample for this research. The population of this research is the students of public and private High Schools and vocational schools in Yogyakarta.

2. Sample

The sample of this research consisted of 80 students from 4 public senior and vocation high schools and 80 students from 4 private senior and vocation high schools in Kota Yogyakarta. It is expected that 4 public and 4 private schools represent the description of the use of bilingual dictionary among students of public and private high schools in Kota Yogyakarta. They are 20 students of SMA N 1 Yogyakarta, 20 students of SMA N 8 Yogyakarta, 20 students of SMA Muhammadiyah 1 Yogyakarta, 20 students of SMA Muhammadiyah 6 Yogyakarta, 20 students of SMK N 1 Yogyakarta, 20 students of SMK N 5 Yogyakarta, 20 students of SMK Muhammadiyah, and 20 students of SMK PIRI Yogyakarta. The reason of taking these schools is they represent the favorite and not favorite schools. The most favorite high school is SMA N 1 Yogyakarta and not favorite one is SMA Muhammadiyah 6 Yogyakarta, while the favorite vocational school is SMK N 1 Yogyakarta and not favorite one is SMK PIRI Yogyakarta.

C. Time and Place of the Study

The researcher distributed the questionnaires on September 12 – September 25, 2012. The data were collected completely on September 26, 2012. The places of this study were 4 public schools and 4 private schools. They were SMA N 1 Yogyakarta, SMA N 8 Yogyakarta, SMA Muhammadiyah 1 Yogyakarta, SMA Muhammadiyah 6 Yogyakarta, SMK N 1 Yogyakarta, SMK N 5 Yogyakarta, SMK Muhammadiyah, and SMK PIRI Yogyakarta.

D. Data Collection

This study uses a questionnaire to get the data. The researcher provides 21 questions for students and 5 questions for the English teachers. The questionnaire answers are scored by using the Likert Scale, which ranges from 1, in which the students strongly disagree with the statement, to scale 4 which represent the strong agreement to the statement. In other words, scale 1 indicates that the students have the most negative feeling/attitude toward each statement about bilingual dictionary, and scale 5 the most positive. Thus, 1 means strongly disagree, 2 means disagree, 3 agree, and 4 means strongly agree.

E. Research Instrument

In this study, the writer uses a questionnaire as the instrument to measure The Use of Bilingual Dictionaries in Learning English Among Students of Public and Private High Schools in Kota Yogyakarta.

Questionnaire

Questionnaire is given to find out The Use of Bilingual Dictionaries in Learning English Among Students of Public and Private High Schools in Kota Yogyakarta. Before the questionnaire is given to the participants, the researcher tested the validity and reliability of each point. The questions to students ask:

Table 3.1: The Questionnaire Instrument for the Students

| No | Aspect | Item Number | |
|----|--|------------------------------------|---------------------|
| | | Questionnaire | Objective questions |
| 1. | Students' opinion to the use of bilingual dictionary | 1, 2, 3 | 1, 2, 3 |
| 2. | Students' ability to use of bilingual dictionary | 5, 6 | 4, 5 |
| 3. | The benefit of using bilingual dictionary | 4, 7, 8, 9, 10, 11, 12, 13, 14, 15 | 6 |

Table 3.2: The Questions to Teachers Ask

| No | Aspect | Item number |
|----|--|-------------|
| 1. | The way how to motivate students to own bilingual dictionary | 1 |
| 2. | The way how to have students bring bilingual dictionary | 2, 3 |
| 3. | The way how to teach in using bilingual dictionary | 4 |
| 4. | The benefit of using bilingual dictionary during the lesson | 5, 6 |

F. Validity and Reliability of the Research Instrument

The construct validity is used to examine that the test has been representative and consistent with the theories underlying the problem presented. The content validity is used to find that the content of the questions is appropriate with the students. The item validity is used to examine the quality of items of the instrument.

The construct validity is used because the items of questionnaire are based on the theory. And he uses the item validity. To find the items of the instruments

of the test, the writer uses SPSS 18 to find the score of *correlated item-total correlation*.

The reliability test of this study uses *Cronbach Alpha* technique. The instrument of this research is reliable if the value of *Cronbach's Alpha* is higher than value of Rule of *Thumb* (0.6).

G. Validity and Reliability of the Instruments

1. Validity and Reliability

a. The Validity of Instrument

To verify the validity of the instruments the researcher uses the software of SPSS version 18 *corrected item-total correlation*.

Table 3.3: The Validity of the Test Items

| Variable | No Item | Correlated item-total correlation | r-table | Criterion |
|---|---------|-----------------------------------|---------|-----------|
| Students' opinion to the use of bilingual dictionary (SO) | 1 | 0.566 | 0.468 | Valid |
| | 2 | 0.671 | 0.468 | Valid |
| | 3 | 0.689 | 0.468 | Valid |
| Students' ability to use bilingual dictionary (SA) | 5 | 0.706 | 0.468 | Valid |
| | 6 | 0.706 | 0.468 | Valid |
| The benefit of using bilingual dictionary (BD) | 4 | 0.664 | 0.468 | Valid |
| | 7 | 0.628 | 0.468 | Valid |
| | 8 | 0.348 | 0.468 | Invalid |
| | 9 | 0.689 | 0.468 | Valid |
| | 10 | 0.814 | 0.468 | Valid |
| | 11 | 0.711 | 0.468 | Valid |
| | 12 | 0.612 | 0.468 | Valid |
| | 13 | 0.723 | 0.468 | Valid |
| | 14 | 0.591 | 0.468 | Valid |
| 15 | 0.663 | 0.468 | Valid | |

Based on the table above, there are only 1 invalid item among 15 test items, is number 8. This invalid item is not used in calculating the result of this research.

b. The Reliability of Instrument

The reliability tends to the explanation whether or not the instrument can measure something consistently in a certain time. Because the instrument of this research uses objective test form, to find the reliability of the instrument, the researcher uses SPSS version 18 for windows on scale reliability model.

Table 3.4: The Reliability Test

| Variable | Cronbach's Alpha | Rule of Thumb | Criterion |
|-----------------|-------------------------|----------------------|------------------|
| SO | 0.790 | 0.6 | Reliable |
| SA | 0.827 | 0.6 | Reliable |
| BD | 0.894 | 0.6 | Reliable |

Source: output SPSS processed

Based on the table above it can be said that the instrument of this research is reliable because the value of *Cronbach's Alpha* is higher than value of Rule of Thumb.

H. Data Analysis Technique

The collected data found in this research are analyzed quantitatively. It means that all the data gathered from the questions to students and teachers are analyzed descriptively. While the data obtained from questionnaire are analyzed quantitatively.

In this analysis, the interpretation is based on the mean score and standard deviation. To describe the use of bilingual dictionary among students, the writer uses the categories as follows:

81% - 100% = very good

61% - 80% = good

41% - 60% = Fair

21% - 40% = poor

0% - 20% = very poor

After analyzing the data by using the descriptive quantitative analysis, the researcher classifies the students' answers into five categories namely very high, high, average, low, and very low. The complete formula can be seen in the following table.

Table 3.5: Conversion criterion by five scales

| Scale number | Category |
|-------------------------------|-----------|
| $(M + 1.5 SD)$ and above | Very good |
| $(M + 0.5 SD) - (M + 1.5 SD)$ | Good |
| $(M - 0.5 SD) - (M + 0.5 SD)$ | Fair |
| $(M - 1.5 SD) - (M - 0.5 SD)$ | Poor |
| $(M - 1.5 SD) -$ and below | Very poor |

Meanwhile, the quantitative analysis is used to describe the use of bilingual dictionary with the mean and standard deviation. The mean is used to find out the exposure answer. It is the sum of the separate answer divided by the

total number of questionnaire. In the other words, the mean is the most efficient measurement of central tendency. While the standard deviation is the way of showing the spread of answers. It measures the degree to which the group of answer deviates from the mean.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the results of the research and its analysis. The discussion is divided into 2 parts namely finding and discussion about the use of bilingual dictionary in learning English among students of public and private high schools in Kota Yogyakarta.

The data are taken from 8 teachers and 160 students (20 students of SMA N 1 Yogyakarta, 20 students of SMA N 8 Yogyakarta, 20 students of SMA Muhammadiyah 1 Yogyakarta, 20 students of SMA Muhammadiyah 6 Yogyakarta, 20 students of SMK N 1 Yogyakarta, 20 students of SMK N 5 Yogyakarta, 20 students of SMK Muhammadiyah, and 20 students of SMK PIRI Yogyakarta). On this research there are 15 statements for questionnaire, 6 questions for students and 6 questions for teachers.

A. The Use of Bilingual Dictionary in Learning English among Students of Public and Private High Schools in Kota Yogyakarta.

1. Students' Opinion to Use Bilingual Dictionary

The data description of using bilingual dictionary in learning English are presented and discussed in detail in this part. After giving out a questionnaire to the students, the researcher collected and analyzed the data or the result of the test. It is made based on the score (the lowest through the highest score) of their questioner and also the mean and the standard deviation. The result can be seen in the following table.

Table 4.1: The Data Result of Students' Opinion to the Use of bilingual Dictionary

| | Using Self Monitoring Strategy |
|----------------|---------------------------------------|
| N | 160 |
| Minimum | 4 |
| Maximum | 12 |
| Mean | 9.2125 |
| Std. Deviation | 1.63063 |

The table above shows the information about the mean and the standard deviation. The mean score is 9.2125 and the standard deviation is 1.63063, while the maximum score is 12 and the minimum score is 4.

Table 4.2: The Conversion criterion by four scale

| Scale Number | Category |
|----------------------------|-----------------|
| M + 1.5 SD and above | Very good |
| (M + 0.5SD) – (M + 1.5 SD) | good |
| (M – 0.5SD) – (M + 0.5 SD) | Fair |
| (M – 1.5SD) – (M – 0.5 SD) | poor |
| (M – 1.5SD) and below | very poor |

In using bilingual dictionary in learning English, the ideal mean of the score of the test is $60\% \times 12 = 7.2$, while the standard deviation is $\frac{1}{4} \times 7.2 = 1.8$. The result of the criterion can be seen as follows:

Table 4.3: The Conversion Criterion for Deciding in Standard of the Ideal Mean and Ideal Standard Deviation

| Scale Number | Criterion |
|---|------------------|
| $X > 1.5 (SD) + M = 1.5 (1.8) + 7.2 = 9.9$ | Very good |
| $(0.5 (SD) + M) - (1.5 (SD) + M) = (0.5 (1.8) + 7.2) - (1.5 (1.8) + 7.2) = 8.1 - 9.9$ | Good |

| | |
|---|-----------|
| $(0.5 (SD) - M) - (0.5 (SD) + M) = (0.5 (1.8) - 7.2) - (0.5 (1.8) + 7.2) = 6.3 - 8.1$ | Fair |
| $(1.5 (SD) - M) - (0.5 (SD) - M) = (1.5 (1.8) - 7.2) - (0.5 (1.8) - 7.2) = 4.5 - 6.3$ | Poor |
| $X < 1.5 (SD) - M = (1.5 (1.8) - 7.2) = < 4.5$ | Very poor |

According to the information at the table of the conversion criterion above, the researcher makes the conclusion as follows:

9.9 > = very good

8.1 – 9.9 = good

6.3 – 8.1 = Fair

4.5 – 6.3 = poor

< 4.5 = very poor

Based on the information above, the researcher makes the conclusion of the distribution score of using bilingual dictionary. It can be seen in the table below:

Table 4.4: The Distribution Score of Students' Opinion to the Use of Bilingual Dictionary

| Score | Frequency | Percentage | Category of Level |
|-----------|-----------|------------|-------------------|
| > 9.9 | 76 | 47.5% | Very Good |
| 8.1 – 9.9 | 44 | 27.5% | Good |
| 6.3 – 8.1 | 30 | 18.75% | Fair |
| 4.5 – 6.3 | 8 | 5% | Poor |
| <4.5 | 2 | 1.1% | Very Poor |

Having seen the table above, it can be understood that the students' opinion to the use of bilingual dictionary is different one another. Moreover, based on the information above the researcher can conclude that there are 76

students or 47.5% who can be categorized into very good category, 44 students or 27.5% are in good level, and 30 students or 18.75% categorized into *Fair* category, 8 students or 5 % are in *poor* level, and 2 students or 1.1% categorized into *very poor* level. Based on the highest-level above it can be concluded in *very good* category. In this result, there are no similar frequencies in different categories.

Based on the table above, only 10 students never use bilingual dictionary. It can be caused by many factors, such as they do not think that bilingual dictionary helps them to improve their skill, teachers do not ask them to bring bilingual dictionary during the lesson, teachers do not motivate them to have it, and they think that dictionary makes them trouble. Therefore, they do not have dictionary. They may use alfalink or cell phone when they need to find new words, although they do not know how to pronounce the words.

Based on the teachers' answers related with *students' opinion to the use of bilingual dictionary*, the researcher uses the mean score to measure the category of mean frequency level. The mean score is 9.2125 which is included in good level. So it can be concluded that *students' opinion to the use of bilingual dictionary* falls into the good category.

2. Students' Ability to Use Bilingual Dictionary

The data description of students' ability to use bilingual dictionary in learning English are presented and discussed in detail in this part. After conducting a questionnaire to the students, the researcher collected and analyzed the data or the result of the test. It is made based on the scores (the lowest through

the highest score) of their questioner and also the mean and the standard deviation. The result of the data can be seen in the following table.

Table 4.5: The Data Result of Students' Ability to Use Bilingual Dictionary

| | Using Self Monitoring Strategy |
|----------------|---------------------------------------|
| N | 160 |
| Minimum | 2 |
| Maximum | 8 |
| Mean | 5.4813 |
| Std. Deviation | 1.30780 |

Based on the table above, it shows the information about the mean and the standard deviation. It can be understood that the mean score is 5.4813 and the standard deviation is 1.30780, while the maximum score is 8 and the minimum score is 2.

Table 4.6: The Conversion criterion by four scale

| Scale Number | Category |
|----------------------------|-----------------|
| M + 1.5 SD and above | Very good |
| (M + 0.5SD) – (M + 1.5 SD) | good |
| (M – 0.5SD) – (M + 0.5 SD) | Fair |
| (M – 1.5SD) – (M – 0.5 SD) | poor |
| (M – 1.5SD) and below | very poor |

In using bilingual dictionary in learning English, the ideal mean of the score of the test is $60\% \times 8 = 4.8$, while the standard deviation is $\frac{1}{4} \times 4.8 = 1.2$.

The result of the criterion can be seen as follows:

Table 4.7: The Conversion Criterion for Deciding in Standard of the Ideal mean and Ideal Standard Deviation

| Scale Number | Criterion |
|---|-----------|
| $X > 1.5 (SD) + M = 1.5 (1.2) + 4.8 = 6.6$ | Very good |
| $(0.5 (SD) + M) - (1.5 (SD) + M) = (0.5 (1.2) + 4.8) - (1.5 (1.2) + 6.6) = 5.4 - 6.6$ | Good |
| $(0.5 (SD) - M) - (0.5 (SD) + M) = (0.5 (1.2) - 4.8) - (0.5 (1.2) + 4.8) = 4.2 - 6.6$ | Fair |
| $(1.5 (SD) - M) - (0.5 (SD) - M) = (1.5 (1.2) - 4.8) - (0.5 (1.2) - 4.8) = 3 - 4.2$ | Poor |
| $X < 1.5 (SD) - M = (1.5 (1.2) - 4.8) = < 3$ | Very poor |

According to the information at the table of the conversion criterion above, the researcher makes the conclusion as follows:

$6.6 >$ = very good

$5.4 - 6.6$ = good

$4.2 - 5.4$ = Fair

$3 - 4.2$ = poor

< 3 = very poor

Based on the information above, the researcher makes the conclusion of the distribution score of using bilingual dictionary. It can be seen in the table below:

Table 4.8: The Distribution Score of Students' Opinion to the Use of Bilingual Dictionary

| Score | Frequency | Percentage | Category of Level |
|-------------|-----------|------------|-------------------|
| > 6.6 | 28 | 18% | Very Good |
| $5.4 - 6.6$ | 64 | 40% | Good |
| $4.2 - 5.4$ | 26 | 16% | Fair |
| $3 - 4.2$ | 40 | 25% | Poor |
| < 3 | 2 | 1% | Very Poor |

Having seen the table above, it can be understood that the students' ability to use bilingual dictionary is different one another. Moreover, based on the information above the researcher can conclude that there are 28 students or 18% who can be categorized into very good category, 64 students or 40% are in good level, and 26 students or 16% categorized into *Fair* category, 40 students or 25 % are in *poor* level, and 2 students or 1% categorized into *very poor* level. Based on the highest-level above it can be concluded in *good* category. In this result, there are no similar frequencies in different categories.

Based on the table, only 42 students have difficulty in using bilingual dictionary. They get difficulty to find the words and the pronunciation. The reasons are the teachers do not teach them how to use the bilingual dictionary and do not motivate them to have it during the class. The use of bilingual dictionary is useful when the students use the words in sentences.

Taken from the teachers' answers related with *students' ability to the use of bilingual dictionary*, the researcher uses the mean score to measure the category of mean frequency level. The mean score is 5.4813 which is included in good level. So it can be concluded that *students' ability to the use of bilingual dictionary* falls into the good category.

3. The Benefit of Using Bilingual Dictionary during the Lesson

The data description of benefit of using bilingual dictionary during the lesson are presented and discussed in detail in this part. After conducting a questionnaire to the students, the researcher collected and analyzed the data or the result of the test. It is made based on the score (the lowest through the highest

score) of their questioner and also the mean and the standard deviation. The result of the data can be seen in the following table.

Table 4.9: The Data Result of students' ability to use bilingual dictionary

| | Using Self Monitoring Strategy |
|----------------|---------------------------------------|
| N | 160 |
| Minimum | 19 |
| Maximum | 36 |
| Mean | 28.0438 |
| Std. Deviation | 3.92596 |

Based on the table above, it shows the information about the mean and the standard deviation. It can be understood that the mean score is 28.0438 and the standard deviation is 3.92596, while the maximum score is 36 and the minimum score is 19.

Table 4.10: The Conversion criterion by four scale

| Scale Number | Category |
|----------------------------|-----------------|
| M + 1.5 SD and above | Very good |
| (M + 0.5SD) – (M + 1.5 SD) | good |
| (M – 0.5SD) – (M + 0.5 SD) | Fair |
| (M – 1.5SD) – (M – 0.5 SD) | poor |
| (M – 1.5SD) and below | very poor |

In using bilingual dictionary in learning English, the ideal mean of the score of the test is $60\% \times 36 = 21.6$, while the standard deviation is $\frac{1}{4} \times 21.6 = 5.4$. The result of the criterion can be seen as follows:

Table 4.11: The Conversion Criterion for Deciding in Standard of the Ideal mean and Ideal Standard Deviation

| Scale Number | Criterion |
|---|-----------|
| $X > 1.5 (SD) + M = 1.5 (5.4) + 21.6 = 29.7$ | Very good |
| $(0.5 (SD) + M) - (1.5 (SD) + M) = (0.5 (5.4) + 21.6) - (1.5 (5.4) + 21.6) = 24.3 - 29.7$ | Good |
| $(0.5 (SD) - M) - (0.5 (SD) + M) = (0.5 (5.4) - 21.6) - (0.5 (5.4) + 21.6) = 18.9 - 24.3$ | Fair |
| $(1.5 (SD) - M) - (0.5 (SD) - M) = (1.5 (5.4) - 21.6) - (0.5 (5.4) - 2.6) = 13.5 - 18.9$ | Poor |
| $X < 1.5 (SD) - M = (1.5 (5.4) - 21.6) = < 13.5$ | Very poor |

According to the information at the table of the conversion criterion above, the researcher makes the conclusion as follows:

| | |
|---------------|-------------|
| $29.7 >$ | = very good |
| $24.3 - 29.7$ | = good |
| $18.9 - 24.3$ | = Fair |
| $13.5 - 18.9$ | = poor |
| < 13.5 | = very poor |

Based on the information above, the researcher makes the conclusion of the distribution score of using bilingual dictionary. It can be seen in the table below:

Table 4.12: The Distribution Score of Benefit of Using Bilingual Dictionary during the Lesson

| Score | Frequency | Percentage | Category of Level |
|---------------|-----------|------------|-------------------|
| > 29.7 | 53 | 33.13% | Very Good |
| $24.3 - 29.7$ | 84 | 52.5% | Good |
| $18.9 - 24.3$ | 23 | 14.37% | Fair |
| $13.5 - 18.9$ | - | - | Poor |
| < 13.5 | - | - | Very Poor |

Having seen the table above, it can be understood that the students' ability to use bilingual dictionary is different one another. Moreover, based on the information above the researcher can conclude that there are 53 students or 33.13% who can be categorized into very good category, 84 students or 52.5% are in good level, and 23 students or 14.37% categorized into *Fair* category. Based on the highest-level above it can be concluded in *good* category. In this result, there are no similar frequencies in different categories.

Based on the observation, there is no student who is categorized into poor or very poor category. It indicates that the bilingual dictionary is proven to be very useful and beneficial for the students. The bilingual dictionary is very helpful when they need to check the new words, the use of them and their pronunciation. It also help the students to find the synonym and antonym of the words. The use of bilingual dictionary is also helpful when they study speaking, listening, reading, and writing. Then, their study may be effective either at school or at home when they do homework. When they have a lot of vocabulary, they automatically increase their language skills. They would accept the utterances well in learning listenign and reading. And they would be good in producing utterances in learning speaking and sentences in learning writing.

Based on the teachers' answers related with *benefit of using bilingual dictionary*, the researcher uses the mean score to measure the category of mean frequency level. The mean score is 28.0438 which is included in good level. So it can be concluded that according to the students, *the benefit of using bilingual dictionary* belongs to *good* level.

B. DISCUSSION

In learning a target language, students need a bilingual dictionary to help them improve the language skills. They need a lot of vocabularies to be a good listener, speaker, reader, or writer. By using a bilingual dictionary they may find the meaning of the words, the use of the words in sentences, and the pronunciation. For some words that are not easy to explain, the bilingual dictionary provides pictures that make it easy for them to understand.

The teachers should encourage students to use bilingual dictionary as they develop learner autonomy. Bilingual dictionary is a reference book listing alphabetically terms or important to a particular subject or activity along with discussion of their meaning and applications. Therefore, the role of teachers is very important to motivate the students to have and use bilingual dictionary. They should teach them how to use it well as bilingual dictionary is very beneficial for them to increase their language skills. It also makes them to have self confidence in learning English as not only learning at school, but they also learn it well at home. Finally, they may communicate in English well as the goal of learning English.

The result of students' opinion to use bilingual dictionary indicates that it is in good level. It means that the students know well the function of bilingual dictionary. Therefore, most of them have bilingual dictionary at least one either English – Indonesia or English – English dictionary. They are motivated and encouraged by their teachers to have and bring this during the lesson. They do not

think that having dictionary to school will burden them. Then, it can be said that they think well and understand the use of bilingual dictionary.

The result of students' ability to use bilingual dictionary is also in good level. This means that most of students at public and private high school in Kota Yogyakarta are able to use bilingual dictionary. They have no difficulty when they find the new words. They can get either the synonym or antonym of the words. In addition, from bilingual dictionary they also have capability to pronounce the words well and use the words in sentences. The role of the teachers is very important here because most of them help the students to use bilingual dictionary well.

The result of the benefit of bilingual dictionary in learning English is in good level too. It can be said that most of the students understand well that bilingual dictionary may increase their English. Bilingual dictionary makes them be able to listen, speak, read, and write well. They needs bilingual dictionary during the lesson at school and at home. By having bilingual dictionary they can get a lot of new words needed that are very important in producing sentences for reading and writing skills, and accepting utterances for listening and speaking skills. Because of these, they improve their self confidence in learning English. Bilingual dictionary also helps the learning teaching process run effectively as it makes the students get easier when having problem with the new words.

The above explanation can be concluded that the use of bilingual dictionary among students at public and private high school in Kota Yogyakarta is good. Most of the students understand well the function of bilingual dictionary

that makes them have at least one dictionary either English-Indonesia or English-English. They are also able to use bilingual dictionary in finding new words and their pronunciation. For this, the use of bilingual dictionary is very useful or beneficial to improve their language skills. They increase their vocabulary and pronunciation that are needed in learning listening, speaking, reading, and writing. The role of teachers is very important to motivate and encourage them to have bilingual dictionary during the lesson. It is also very important when the teachers explain the ways to use bilingual dictionary that make students familiar with their bilingual dictionary.

C. Limitation of the Research

The researcher considers that this study was limited with time, permission and fund. Therefore, 160 students who became the respondents could not represent the real condition of all students at public and private high school in Kota Yogyakarta (about 10.000 students). There are 11 public high schools, 7 public vocational schools and many private high and vocational schools in Kota Yogyakarta while the respondents were students from 8 schools. The use of bilingual dictionary, however, is believed to be very useful for them to increase their vocabularies that can make them improve their English skills.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the result of research to the problems mentioned in the previous chapter. It explains and answers simply those problems as the conclusion of this study. In this chapter, the research describes the conclusion and suggestion.

A. Conclusion

In learning a target language students need a bilingual dictionary to help them improve the language skills. They need a lot of vocabularies to be a good listener, speaker, reader, or writer. By using a bilingual dictionary they may find the meaning of the words, the use of the words in sentences, and the pronunciation. For some words that are not easy to explain, the bilingual dictionary provides pictures that make it easy for them to understand.

The result of students' opinion to use bilingual dictionary indicates that it is in good level. It means that the students know well the function of bilingual dictionary. The result of students' ability to use bilingual dictionary is also in good level. This means that most of students at public and private high school in Kota Yogyakarta are able to use bilingual dictionary. The result of the benefit of bilingual dictionary in learning English is in good level too.

It can be concluded that the use of bilingual dictionary among students at public and private high school in Kota Yogyakarta is good. Most of the students understand well the function of bilingual dictionary that makes them have at least

one dictionary either English-Indonesia or English-English. They are also able to use bilingual dictionary in finding new words and their pronunciation. For this, the use of bilingual dictionary is very useful or beneficial to improve their language skills. They increase their vocabulary and pronunciation that are needed in learning listening, speaking, reading, and writing. The role of teachers is very important to motivate and encourage them to have bilingual dictionary during the lesson. It is also very important when the teachers explain the ways to use bilingual dictionary that make students familiar with their bilingual dictionary.

B. Suggestion

Based on the conclusion, the researcher would like to propose some suggestions which would be useful for the teacher, the students and for the other researchers. The researcher suggests that the English teachers should encourage their students to use bilingual dictionary during the lesson as it can improve their skills. The researcher also hopes the students to learn more about vocabulary that can improve their skill in reading by using bilingual dictionary.

The researcher realizes that this research finding is so far from being perfect, therefore it is expected that other researchers do further investigations in order that they can find other research findings related to this problem.

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APPENDIX



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat : Kampus Karangmalang, Yogyakarta, 55281 Telp. (0274) 550843 Psw.
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SURAT KETERANGAN

NOMOR : /UN34.12/PP/2012

Ketua Jurusan/Program Studi *Pendidikan Bahasa Inggris*
Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta menerangkan bahwa :

Nama : *Aditya Noor Supriatna*

NIM : *05202244170*

Jurusan/Prodi : *PBI*

Program : Reguler Swadana

Fakultas : Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta

tinggal mengambil Tugas Akhir Skripsi dan telah melunasi BPP (Biaya Pengembangan Program), dengan bukti terlampir yaitu :

1. Foto Copy KRS terakhir/Surat keterangan bebas teori.
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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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FRMFBS/33-01
10 Jan 2011

Nomor : 988d/UN.34.12/PP/VIII/2012
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

6 Agustus 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

The Use of Dictionaries in Learning English among Students of High School in Kodya Yogyakarta in the Academic Year 2012-2013

Mahasiswa dimaksud adalah :

Nama : ADITYA NOOR SUPRABA
NIM : 07202244170
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Agustus – September 2012
Lokasi Penelitian : SMA/SMK di Kodya Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.


Dr. Widya Astuti Purbani, M.A.
MP 19610524 199001 2 001



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

55

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/7213/V/8/2012

Membaca Surat : Wakil Dekan I Fak. Bahasa dan Seni UNY Nomor : 988d/UN.34.12/PP/VIII/2012
Tanggal : 06 Agustus 2012 Perihal : Permohonan Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : ADITYA NOOR SUPRABA NIP/NIM : 05202244170
Alamat : Karangmalang, Yogyakarta
Judul : THE USE OF DICTIONARIES IN LEARNING ENGLISH AMONG STUDENTS OF
HIGHSCHOOL IN KODYA YOGYAKARTA IN THE ACADEMIC YEAR 2012-2013
Lokasi : - Kota/Kab. KOTA YOGYAKARTA
Waktu : 07 Agustus 2012 s/d 07 November 2012

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 07 Agustus 2012

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Asisten Perekonomian dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan



Ir. Joko Wicentoro, M.Si

NIP. 195803105 198603 1 011

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta c.q. Ka. Dinas Perijinan
3. Kepala Dinas Pendidikan Pemuda dan Olahraga Provinsi DIY
4. Wali Kota/Kab. Kota Yogyakarta

Questionnaire

Nama :

Kelas :

Jawablah pertanyaan yang diajukan dengan tanda V atau X.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

| No. | Pertanyaan yang diajukan | SS | S | TS | STS |
|-----|---|----|---|----|-----|
| 1. | Memiliki kamus bahasa Inggris merupakan hal yang penting dalam belajar bahasa Inggris. | | | | |
| 2. | Guru mewajibkan saya membawa kamus selama pelajaran bahasa Inggris. | | | | |
| 3. | Membawa kamus ke sekolah tidak merepotkan. | | | | |
| 4. | Kamus dapat membantu saya lebih mandiri dalam belajar bahasa Inggris. | | | | |
| 5. | Saya tidak pernah mengalami kesulitan ketika mencari kosa kata dalam kamus. | | | | |
| 6. | Saya tidak pernah mengalami kesulitan ketika mengecek pengucapan suatu kosa kata dalam kamus. | | | | |
| 7. | Kamus membantu saya dalam mencari arti kata dari suatu wacana. | | | | |
| 8. | Kamus membantu saya dalam mencari cara pengucapan suatu kata. | | | | |
| 9. | Kamus membantu saya mencari kosa kata dalam membuat suatu percakapan. | | | | |
| 10. | Kamus membantu saya mencari kosa kata dalam membuat suatu karangan. | | | | |
| 11. | Kamus dapat membantu belajar bahasa Inggris menjadi menyenangkan. | | | | |
| 12. | Kamus dapat memperlancar pembelajaran bahasa Inggris. | | | | |
| 13. | Kamus dapat meningkatkan kemampuan berbahasa Inggris saya di luar kelas. | | | | |
| 14. | Kamus sangat membantu jika saya belajar di luar negeri. | | | | |
| 15. | Kamus selalu menyediakan definisi suatu kata dengan tepat. | | | | |

Thank you

Pertanyaan untuk siswa:

1. Apakah anda mempunyai kamus?
 - a. ya b. tidak
2. Kamus apa yang anda miliki?
 - a. Inggris – Indonesia b. Inggris – Inggris c. Indonesia – Inggris d.
3. Berapa kamus yang anda miliki?
 - a. 1 b. 2 c. 3 d.
4. Apakah anda mengalami kesulitan dalam menggunakan kamus? a. ya b. tidak
Kalau ya berikan alasannya.
5. Untuk apa anda menggunakan kamus? (jawaban boleh lebih dari 1)
 - a. mencari arti kata b. Mencari cara pengucapan c. mencari penggunaan suatu kata dalam kalimat d. Mencari padanan kata e. Mencari lawan kata
6. Kapan anda menggunakan kamus?
 - a. setiap belajar Bahasa Inggris di rumah b. Ketika belajar Bahasa Inggris di sekolah c. ketika mendapat PR Bahasa Inggris d.

Pertanyaan untuk guru bahasa Inggris:

1. Apakah bapak/ibu mewajibkan siswa untuk membawa kamus selama belajar bahasa Inggris?
 - a. ya b. tidak
2. Bagaimana bapak/ibu memotivasi siswa supaya memiliki kamus?
 - a. memberitahu pentingnya kamus b. Memberitahu bahwa kamus dapat membantu belajar Bahasa Inggris dengan cepat c. memberitahu bahwa kamus membantu pengucapan kata dengan benar d.
3. Bagaimana bapak/ibu memotivasi siswa supaya membawa kamus?
 - a. mencari kata-kata sulit setiap pelajaran Bahasa Inggris b. Tidak boleh mengikuti pelajaran apabila tidak membawa kamus c.

4. Apakah bapak/ibu mengajarkan siswa cara menggunakan kamus?
 - a. ya b. tidak
5. Apakah kegiatan belajar mengajar menjadi efektif ketika siswa membawa kamus?
 - a. ya b. Tidak
6. Aktifitas apa yang dipakai untuk mengajarkan kamus terhadap siswa?
 - a. pembelajaran membaca b. Pembelajaran menulis c. pembelajaran mendengarkan d. Pembelajaran berbicara

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 18 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 18 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .904 | .908 | 15 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|-----|----------------------------|--------------------------------|----------------------------------|------------------------------|----------------------------------|
| d1 | 39.2222 | 38.771 | .531 | . | .900 |
| d2 | 40.1111 | 40.222 | .474 | . | .901 |
| d3 | 40.0000 | 38.118 | .559 | . | .899 |
| d4 | 39.2222 | 38.536 | .646 | . | .895 |
| d5 | 39.7222 | 39.154 | .416 | . | .906 |
| d6 | 39.8889 | 38.340 | .535 | . | .900 |
| d7 | 39.0000 | 40.118 | .581 | . | .898 |
| d8 | 39.6111 | 39.781 | .433 | . | .903 |
| d9 | 39.3889 | 38.958 | .599 | . | .897 |
| d10 | 39.3889 | 37.781 | .758 | . | .891 |
| d11 | 39.9444 | 36.056 | .792 | . | .889 |
| d12 | 39.4444 | 39.320 | .600 | . | .897 |
| d13 | 39.8333 | 38.500 | .699 | . | .894 |
| d14 | 39.3889 | 38.605 | .646 | . | .895 |
| d15 | 40.0556 | 38.526 | .696 | . | .894 |

Kepada
Bapak/Ibu
Di Yogyakarta

Dengan hormat,

Sehubungan dengan diadakannya penelitian ini, maka saya:

Nama : Aditya Noor Supraba
Status : Mahasiswa
Jurusan : Pendidikan Bahasa Inggris

Mengharapkan bantuan dan partisipasi Bapak/Ibu sebagai responden dalam penelitian yang berjudul "*The Use of Dictionaries in Learning English Among Students of High Schools in Kota Yogyakarta*"

Semua informasi yang terkumpul melalui kuesioner ini akan digunakan untuk kepentingan akademik dan penyusunan skripsi serta dijamin kerahasiaannya. Data yang terkumpul akan dianalisis dan disajikan dalam bentuk informasi yang tersaji secara keseluruhan mengenai data yang Bapak/Ibu berikan, tidak secara individu. Tidak ada jawaban yang benar dan salah dalam kuesioner ini. Hasil kuesioner ini diharapkan memberikan kontribusi bagi pembelajaran bahasa Inggris di SMA/SMK di Kota Yogyakarta, Pemerintah Kota Yogyakarta dan masyarakat. Oleh karena itu saya sangat berharap jawaban lengkap dari Bapak/Ibu.

Atas kesediaan, bantuan dan partisipasi Bapak/Ibu untuk mengisi kuesioner ini saya ucapkan terima kasih.

Yogyakarta, 16 September 2012

Hormat saya,



(Aditya Noor Supraba)

SMK N 1 Yogyakarta

Nama : Kurniati Utami, S.Pd
Pendidikan : S₁
Tempat Mengajar : SMK N 1 Yogyakarta

62

Berilah tanda silang (x) pada jawaban yang sesuai dengan apa yang terjadi pada saat bapak/ibu sedang mengajar di kelas, jika pilihan yang telah disediakan tidak sesuai dengan jawaban bapak/ibu, maka jawaban dapat dituliskan pada pilihan yang diberi tanda (...).

1. Apakah bapak/ibu mewajibkan siswa untuk membawa kamus selama belajar bahasa Inggris?
 a. Ya b. Tidak
c.
2. Bagaimana bapak/ibu memotivasi siswa supaya memiliki kamus?
a. memberitahu pentingnya kamus
 b. Memberitahu bahwa kamus dapat membantu belajar Bahasa Inggris dengan cepat
 c. memberitahu bahwa kamus membantu pengucapan kata dengan benar
d.
3. Bagaimana bapak/ibu memotivasi siswa supaya membawa kamus?
 a. mencari kata-kata sulit setiap pelajaran Bahasa Inggris
b. Tidak boleh mengikuti pelajaran apabila tidak membawa kamus
c.
4. Apakah bapak/ibu mengajarkan siswa cara menggunakan kamus?
 a. Ya b. Tidak
c. ...
5. Apakah kegiatan belajar mengajar menjadi efektif ketika siswa membawa kamus?
 a. Ya b. Tidak
c. ...
6. Aktifitas apa yang dipakai untuk mengajarkan kamus terhadap siswa?
a. pembelajaran membaca
 b. Pembelajaran menulis
c. pembelajaran mendengarkan
d. Pembelajaran berbicara
e. ...

Nama : Dwi Ervia H Rokayah

63

Kelas : XI Administrasi Perkantoran I

A. Untuk tiap pernyataan di bawah ini berikan pendapat anda dengan memberi tanda silang (X) pada kotak yang tersedia sesuai dengan apa yang anda alami atau lakukan.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Questionnaire

| No. | Pertanyaan yang diajukan | SS | S | TS | STS |
|-----|---|----|---|----|-----|
| 1. | Memiliki kamus bahasa Inggris merupakan hal yang penting dalam belajar bahasa Inggris. | X | | | |
| 2. | Guru mewajibkan saya membawa kamus selama pelajaran bahasa Inggris. | | X | | |
| 3. | Membawa kamus ke sekolah tidak merepotkan. | | X | | |
| 4. | Kamus dapat membantu saya lebih mandiri dalam belajar bahasa Inggris. | | X | | |
| 5. | Saya tidak pernah mengalami kesulitan ketika mencari kosa kata dalam kamus. | | X | | |
| 6. | Saya tidak pernah mengalami kesulitan ketika mengecek pengucapan suatu kosa kata dalam kamus. | | | X | |
| 7. | Kamus membantu saya dalam mencari arti kata dari suatu wacana. | X | | | |
| 8. | Kamus membantu saya dalam mencari cara pengucapan suatu kata. | | X | | |
| 9. | Kamus membantu saya mencari kosa kata dalam membuat suatu percakapan. | | X | | |
| 10. | Kamus membantu saya mencari kosa kata dalam membuat suatu karangan. | | X | | |
| 11. | Kamus dapat membantu belajar bahasa Inggris menjadi menyenangkan. | | X | | |
| 12. | Kamus dapat memperlancar pembelajaran bahasa Inggris. | | X | | |
| 13. | Kamus dapat meningkatkan kemampuan berbahasa Inggris saya di luar kelas. | | X | | |
| 14. | Kamus sangat membantu jika saya belajar di luar negeri. | | X | | |
| 15. | Kamus selalu menyediakan definisi suatu kata dengan tepat. | | X | | |

B. Isilah pertanyaan – pertanyaan di bawah ini dengan jawaban yang sesuai dengan pendapat anda dengan memberi tanda (x) pada pilihan yang telah disediakan, jika pilihan jawaban yang telah disediakan tidak ada yang sesuai dengan apa yang anda alami, maka isikan jawaban anda pada pilihan yang diberi tanda (...).

64

1. Apakah anda mempunyai kamus?

- Ya b. Tidak
c.

2. Kamus apa yang anda miliki?

- a. Inggris – Indonesia
b. Inggris – Inggris
 Indonesia – Inggris
d.

3. Berapa kamus yang anda miliki?

- 1 b. 2 c. 3
d.

4. Apakah anda mengalami kesulitan dalam menggunakan kamus? Kalau ya berikan alasannya.

- a. ya :

b. tidak

.Kadang-kadang

5. Untuk apa anda menggunakan kamus? (jawaban boleh lebih dari 1)

- mencari arti kata
b. Mencari cara pengucapan
c. mencari penggunaan suatu kata dalam kalimat
d. Mencari padanan kata
e. Mencari lawan kata
f.

6. Kapan anda menggunakan kamus?

- a. setiap belajar Bahasa Inggris di rumah
b. Ketika belajar Bahasa Inggris di sekolah
c. ketika mendapat PR Bahasa Inggris
 .Setiap belajar Bahasa Inggris di rumah dan sekolah

Thank you

SMA N 1 Yogyakarta

Nama : Astuti Andriyani
Pendidikan :
Tempat Mengajar : SMA N 1 Yogyakarta

82

Berilah tanda silang (x) pada jawaban yang sesuai dengan apa yang terjadi pada saat bpk/ibu sedang mengajar di kelas, jika pilihan yang telah disediakan tidak sesuai dengan jawaban bpk/ibu, maka jawaban dapat dituliskan pada pilihan yang diberi tanda (...).

1. Apakah bapak/ibu mewajibkan siswa untuk membawa kamus selama belajar bahasa Inggris?

- Ya b. Tidak
c.

2. Bagaimana bapak/ibu memotivasi siswa supaya memiliki kamus?

- a. memberitahu pentingnya kamus
 b. Memberitahu bahwa kamus dapat membantu belajar Bahasa Inggris dengan cepat
c. memberitahu bahwa kamus membantu pengucapan kata dengan benar
d.

3. Bagaimana bapak/ibu memotivasi siswa supaya membawa kamus?

- a. mencari kata-kata sulit setiap pelajaran Bahasa Inggris
b. Tidak boleh mengikuti pelajaran apabila tidak membawa kamus
 c. ...melihat kamus ketika siswa tidak tahu arti kata

4. Apakah bapak/ibu mengajarkan siswa cara menggunakan kamus?

- Ya b. Tidak
c. ...

5. Apakah kegiatan belajar mengajar menjadi efektif ketika siswa membawa kamus?

- Ya b. Tidak
c. ...

6. Aktifitas apa yang dipakai untuk mengajarkan kamus terhadap siswa?

- a. pembelajaran membaca
b. Pembelajaran menulis
c. pembelajaran mendengarkan
d. Pembelajaran berbicara
 e. Setiap kegiatan pembelajaran bisa menggunakan kamus
Karna kita mengajarkan skill secara terintegrasi

Nama : Evi Zulha R

83

Kelas : XI IPA 7

A. Untuk tiap pernyataan di bawah ini berikan pendapat anda dengan memberi tanda silang (X) pada kotak yang tersedia sesuai dengan apa yang anda alami atau lakukan.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Questionnaire

| No. | Pertanyaan yang diajukan | SS | S | TS | STS |
|-----|---|----|---|----|-----|
| 1. | Memiliki kamus bahasa Inggris merupakan hal yang penting dalam belajar bahasa Inggris. | | | ✓ | |
| 2. | Guru mewajibkan saya membawa kamus selama pelajaran bahasa Inggris. | | | ✓ | |
| 3. | Membawa kamus ke sekolah tidak merepotkan. | | | ✓ | |
| 4. | Kamus dapat membantu saya lebih mandiri dalam belajar bahasa Inggris. | | ✓ | | |
| 5. | Saya tidak pernah mengalami kesulitan ketika mencari kosa kata dalam kamus. | | ✓ | | |
| 6. | Saya tidak pernah mengalami kesulitan ketika mengecek pengucapan suatu kosa kata dalam kamus. | | ✓ | | |
| 7. | Kamus membantu saya dalam mencari arti kata dari suatu wacana. | | ✓ | | |
| 8. | Kamus membantu saya dalam mencari cara pengucapan suatu kata. | | ✓ | | |
| 9. | Kamus membantu saya mencari kosa kata dalam membuat suatu percakapan. | | ✓ | | |
| 10. | Kamus membantu saya mencari kosa kata dalam membuat suatu karangan. | | ✓ | | |
| 11. | Kamus dapat membantu belajar bahasa Inggris menjadi menyenangkan. | | | ✓ | |
| 12. | Kamus dapat memperlancar pembelajaran bahasa Inggris. | | ✓ | | |
| 13. | Kamus dapat meningkatkan kemampuan berbahasa Inggris saya di luar kelas. | | | ✓ | |
| 14. | Kamus sangat membantu jika saya belajar di luar negeri. | | ✓ | | |
| 15. | Kamus selalu menyediakan definisi suatu kata dengan tepat. | | | ✓ | |

B. Isilah pertanyaan – pertanyaan di bawah ini dengan jawaban yang sesuai dengan 84 pendapat anda dengan memberi tanda (x) pada pilihan yang telah disediakan, jika pilihan jawaban yang telah disediakan tidak ada yang sesuai dengan apa yang anda alami, maka isikan jawaban anda pada pilihan yang diberi tanda (...).

1. Apakah anda mempunyai kamus?

- a. Ya b. Tidak
c. ...

2. Kamus apa yang anda miliki?

- a. Inggris – Indonesia
 b. Inggris – Inggris
 c. Indonesia – Inggris
 d. Indonesia – Indonesia

3. Berapa kamus yang anda miliki?

- a. 1 b. 2 c. 3
d. 4.

4. Apakah anda mengalami kesulitan dalam menggunakan kamus? Kalau ya berikan alasannya.

- a. ya :
- b. tidak
c. ...

5. Untuk apa anda menggunakan kamus? (jawaban boleh lebih dari 1)

- a. mencari arti kata
 b. Mencari cara pengucapan
 c. mencari penggunaan suatu kata dalam kalimat
d. Mencari padanan kata
e. Mencari lawan kata
f.

6. Kapan anda menggunakan kamus?

- a. setiap belajar Bahasa Inggris di rumah
 b. Ketika belajar Bahasa Inggris di sekolah
c. ketika mendapat PR Bahasa Inggris
d.

Thank you

SMK N 5 Yogyakarta

Nama : Christina Yuliana Sagala, S.Pd
Pendidikan : S1
Tempat Mengajar : SMK N 5 YK

104

Berilah tanda silang (x) pada jawaban yang sesuai dengan apa yang terjadi pada saat bapak/ibu sedang mengajar di kelas, jika pilihan yang telah disediakan tidak sesuai dengan jawaban bapak/ibu, maka jawaban dapat dituliskan pada pilihan yang diberi tanda (....).

1. Apakah bapak/ibu mewajibkan siswa untuk membawa kamus selama belajar bahasa Inggris?
a. Ya b. Tidak
c.

2. Bagaimana bapak/ibu memotivasi siswa supaya memiliki kamus?
a. memberitahu pentingnya kamus
b. Memberitahu bahwa kamus dapat membantu belajar Bahasa Inggris dengan cepat
c. memberitahu bahwa kamus membantu pengucapan kata dengan benar
d.

3. Bagaimana bapak/ibu memotivasi siswa supaya membawa kamus?
a. mencari kata-kata sulit setiap pelajaran Bahasa Inggris
b. Tidak boleh mengikuti pelajaran apabila tidak membawa kamus
c.

4. Apakah bapak/ibu mengajarkan siswa cara menggunakan kamus?
a. Ya b. Tidak
c. ...

5. Apakah kegiatan belajar mengajar menjadi efektif ketika siswa membawa kamus?
a. Ya b. Tidak
c. ...

6. Aktifitas apa yang dipakai untuk mengajarkan kamus terhadap siswa?
a. pembelajaran membaca
b. Pembelajaran menulis
c. pembelajaran mendengarkan
d. Pembelajaran berbicara
e. ...

Nama : Anisa Nur Eryta

105

Kelas : XI AP1 / 5

A. Untuk tiap pernyataan di bawah ini berikan pendapat anda dengan memberi tanda silang (X) pada kotak yang tersedia sesuai dengan apa yang anda alami atau lakukan.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Questionnaire

| No. | Pertanyaan yang diajukan | SS | S | TS | STS |
|-----|---|----|---|----|-----|
| 1. | Memiliki kamus bahasa Inggris merupakan hal yang penting dalam belajar bahasa Inggris. | X | | | |
| 2. | Guru mewajibkan saya membawa kamus selama pelajaran bahasa Inggris. | | X | | |
| 3. | Membawa kamus ke sekolah tidak merepotkan. | | X | | |
| 4. | Kamus dapat membantu saya lebih mandiri dalam belajar bahasa Inggris. | X | | | |
| 5. | Saya tidak pernah mengalami kesulitan ketika mencari kosa kata dalam kamus. | X | | | |
| 6. | Saya tidak pernah mengalami kesulitan ketika mengecek pengucapan suatu kosa kata dalam kamus. | X | | | |
| 7. | Kamus membantu saya dalam mencari arti kata dari suatu wacana. | X | | | |
| 8. | Kamus membantu saya dalam mencari cara pengucapan suatu kata. | | X | | |
| 9. | Kamus membantu saya mencari kosa kata dalam membuat suatu percakapan. | | X | | |
| 10. | Kamus membantu saya mencari kosa kata dalam membuat suatu karangan. | | X | | |
| 11. | Kamus dapat membantu belajar bahasa Inggris menjadi menyenangkan. | | X | | |
| 12. | Kamus dapat memperlancar pembelajaran bahasa Inggris. | X | | | |
| 13. | Kamus dapat meningkatkan kemampuan berbahasa Inggris saya di luar kelas. | X | | | |
| 14. | Kamus sangat membantu jika saya belajar di luar negeri. | | X | | |
| 15. | Kamus selalu menyediakan definisi suatu kata dengan tepat. | X | | | |

B. Isilah pertanyaan – pertanyaan di bawah ini dengan jawaban yang sesuai dengan pendapat anda dengan memberi tanda (x) pada pilihan yang telah disediakan, jika pilihan jawaban yang telah disediakan tidak ada yang sesuai dengan apa yang anda alami, maka isikan jawaban anda pada pilihan yang diberi tanda (...).

1. Apakah anda mempunyai kamus?

a. Ya b. Tidak

c. ...

2. Kamus apa yang anda miliki?

a. Inggris – Indonesia

b. Inggris – Inggris

c. Indonesia – Inggris

d.

3. Berapa kamus yang anda miliki?

a. 1 b. 2 c. 3

d.

4. Apakah anda mengalami kesulitan dalam menggunakan kamus? Kalau ya berikan alasannya.

a. ya :

b. tidak

c. ...

5. Untuk apa anda menggunakan kamus? (jawaban boleh lebih dari 1)

a. mencari arti kata

b. Mencari cara pengucapan

c. mencari penggunaan suatu kata dalam kalimat

d. Mencari padanan kata

e. Mencari lawan kata

f.

6. Kapan anda menggunakan kamus?

a. setiap belajar Bahasa Inggris di rumah

b. Ketika belajar Bahasa Inggris di sekolah

c. ketika mendapat PR Bahasa Inggris

d.

Thank you

SMA N 8 Yogyakarta

Nama
Pendidikan
Tempat Mengajar

: *Sidik Effandy*
: *S1*
: *SMA N 8 Yogyakarta.*

Berilah tanda silang (x) pada jawaban yang sesuai dengan apa yang terjadi pada saat bpk/ibu sedang mengajar di kelas, jika pilihan yang telah disediakan tidak sesuai dengan jawaban bpk/ibu, maka jawaban dapat dituliskan pada pilihan yang diberi tanda (....).

1. Apakah bapak/ibu mewajibkan siswa untuk membawa kamus selama belajar bahasa Inggris?
 Ya b. Tidak
 c.
2. Bagaimana bapak/ibu memotivasi siswa supaya memiliki kamus?
 memberitahu pentingnya kamus
 b. Memberitahu bahwa kamus dapat membantu belajar Bahasa Inggris dengan cepat
 c. memberitahu bahwa kamus membantu pengucapan kata dengan benar
 d.
3. Bagaimana bapak/ibu memotivasi siswa supaya membawa kamus?
 mencari kata-kata sulit setiap pelajaran Bahasa Inggris
 b. Tidak boleh mengikuti pelajaran apabila tidak membawa kamus
 c.
4. Apakah bapak/ibu mengajarkan siswa cara menggunakan kamus?
 Ya b. Tidak
 c. ...
5. Apakah kegiatan belajar mengajar menjadi efektif ketika siswa membawa kamus?
 a. Ya b. Tidak
 c. ...
6. Aktifitas apa yang dipakai untuk mengajarkan kamus terhadap siswa?
 pembelajaran membaca
 b. Pembelajaran menulis
 c. pembelajaran mendengarkan
 d. Pembelajaran berbicara
 e. ...

Nama : Btari Gavrilla

125

Kelas : XI IPA 3

- A. Untuk tiap pernyataan di bawah ini berikan pendapat anda dengan memberi tanda silang (X) pada kotak yang tersedia sesuai dengan apa yang anda alami atau lakukan.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Questionnaire

| No. | Pertanyaan yang diajukan | SS | S | TS | STS |
|-----|---|----|---|----|-----|
| 1. | Memiliki kamus bahasa Inggris merupakan hal yang penting dalam belajar bahasa Inggris. | X | | | |
| 2. | Guru mewajibkan saya membawa kamus selama pelajaran bahasa Inggris. | | X | | |
| 3. | Membawa kamus ke sekolah tidak merepotkan. | X | | | |
| 4. | Kamus dapat membantu saya lebih mandiri dalam belajar bahasa Inggris. | X | | | |
| 5. | Saya tidak pernah mengalami kesulitan ketika mencari kosa kata dalam kamus. | | X | | |
| 6. | Saya tidak pernah mengalami kesulitan ketika mengecek pengucapan suatu kosa kata dalam kamus. | | X | | |
| 7. | Kamus membantu saya dalam mencari arti kata dari suatu wacana. | X | | | |
| 8. | Kamus membantu saya dalam mencari cara pengucapan suatu kata. | | X | | |
| 9. | Kamus membantu saya mencari kosa kata dalam membuat suatu percakapan. | X | | | |
| 10. | Kamus membantu saya mencari kosa kata dalam membuat suatu karangan. | X | | | |
| 11. | Kamus dapat membantu belajar bahasa Inggris menjadi menyenangkan. | X | | | |
| 12. | Kamus dapat memperlancar pembelajaran bahasa Inggris. | X | | | |
| 13. | Kamus dapat meningkatkan kemampuan berbahasa Inggris saya di luar kelas. | X | | | |
| 14. | Kamus sangat membantu jika saya belajar di luar negeri. | X | | | |
| 15. | Kamus selalu menyediakan definisi suatu kata dengan tepat. | X | | | |

B. Isilah pertanyaan – pertanyaan di bawah ini dengan jawaban yang sesuai dengan ¹²⁶ pendapat anda dengan memberi tanda (x) pada pilihan yang telah disediakan, jika pilihan jawaban yang telah disediakan tidak ada yang sesuai dengan apa yang anda alami, maka isikan jawaban anda pada pilihan yang diberi tanda (...).

1. Apakah anda mempunyai kamus?
 Ya b. Tidak
c. ...
2. Kamus apa yang anda miliki?
a. Inggris – Indonesia
b. Inggris – Inggris
c. Indonesia – Inggris
d. ~~Inggris - Indonesia dan Indonesia - Inggris~~
3. Berapa kamus yang anda miliki?
a. 1 b. 2 3
d.
4. Apakah anda mengalami kesulitan dalam menggunakan kamus? Kalau ya berikan alasannya.
a. ya :
 tidak
c. ...
5. Untuk apa anda menggunakan kamus? (jawaban boleh lebih dari 1)
 mencari arti kata
b. Mencari cara pengucapan
c. mencari penggunaan suatu kata dalam kalimat
 Mencari padanan kata
 Mencari lawan kata
f.
6. Kapan anda menggunakan kamus?
a. setiap belajar Bahasa Inggris di rumah
b. Ketika belajar Bahasa Inggris di sekolah
c. ketika mendapat PR Bahasa Inggris
 kapanpun saat menemukan kata yang sulit atau ingin tahu kata-kata baru.

Thank you

SMA Muhammadiyah 6 Yogyakarta

Nama : Wuri Prihatini, S Pd
 Pendidikan : SI
 Tempat Mengajar : SMA Muhammadiyah 6 YK

Berilah tanda silang (x) pada jawaban yang sesuai dengan apa yang terjadi pada saat bpk/ibu sedang mengajar di kelas, jika pilihan yang telah disediakan tidak sesuai dengan jawaban bpk/ibu, maka jawaban dapat dituliskan pada pilihan yang diberi tanda (....).

1. Apakah bapak/ibu mewajibkan siswa untuk membawa kamus selama belajar bahasa Inggris?
 Ya b. Tidak
 c.

2. Bagaimana bapak/ibu memotivasi siswa supaya memiliki kamus?
 a. memberitahu pentingnya kamus
 Memberitahu bahwa kamus dapat membantu belajar Bahasa Inggris dengan cepat
 c. memberitahu bahwa kamus membantu pengucapan kata dengan benar
 d.

3. Bagaimana bapak/ibu memotivasi siswa supaya membawa kamus?
 a. mencari kata-kata sulit setiap pelajaran Bahasa Inggris
 Tidak boleh mengikuti pelajaran apabila tidak membawa kamus
 c.

4. Apakah bapak/ibu mengajarkan siswa cara menggunakan kamus?
 a. Ya b. Tidak
 Sometimes

5. Apakah kegiatan belajar mengajar menjadi efektif ketika siswa membawa kamus?
 Ya b. Tidak
 c. ...

6. Aktifitas apa yang dipakai untuk mengajarkan kamus terhadap siswa?
 pembelajaran membaca
 b. Pembelajaran menulis
 c. pembelajaran mendengarkan
 d. Pembelajaran berbicara
 e. ...

Nama : Ade LD

141

Kelas : XI IPA 7

A. Untuk tiap pernyataan di bawah ini berikan pendapat anda dengan memberi tanda silang (X) pada kotak yang tersedia sesuai dengan apa yang anda alami atau lakukan.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Questionnaire

| No. | Pertanyaan yang diajukan | SS | S | TS | STS |
|-----|---|----|---|----|-----|
| 1. | Memiliki kamus bahasa Inggris merupakan hal yang penting dalam belajar bahasa Inggris. | | X | | |
| 2. | Guru mewajibkan saya membawa kamus selama pelajaran bahasa Inggris. | | | X | |
| 3. | Membawa kamus ke sekolah tidak merepotkan. | | | | X |
| 4. | Kamus dapat membantu saya lebih mandiri dalam belajar bahasa Inggris. | | | X | |
| 5. | Saya tidak pernah mengalami kesulitan ketika mencari kosa kata dalam kamus. | | X | | |
| 6. | Saya tidak pernah mengalami kesulitan ketika mengecek pengucapan suatu kosa kata dalam kamus. | | X | | |
| 7. | Kamus membantu saya dalam mencari arti kata dari suatu wacana. | | X | | |
| 8. | Kamus membantu saya dalam mencari cara pengucapan suatu kata. | | X | | |
| 9. | Kamus membantu saya mencari kosa kata dalam membuat suatu percakapan. | | | X | |
| 10. | Kamus membantu saya mencari kosa kata dalam membuat suatu karangan. | | | X | |
| 11. | Kamus dapat membantu belajar bahasa Inggris menjadi menyenangkan. | | | X | |
| 12. | Kamus dapat memperlancar pembelajaran bahasa Inggris. | | | X | |
| 13. | Kamus dapat meningkatkan kemampuan berbahasa Inggris saya di luar kelas. | | | X | |
| 14. | Kamus sangat membantu jika saya belajar di luar negeri. <small>kamus apa? di Jerman atau perancis pare...</small> | | | X | |
| 15. | Kamus selalu menyediakan definisi suatu kata dengan tepat. | | | X | |

B. Isilah pertanyaan – pertanyaan di bawah ini dengan jawaban yang sesuai dengan pendapat anda dengan memberi tanda (x) pada pilihan yang telah disediakan, jika pilihan jawaban yang telah disediakan tidak ada yang sesuai dengan apa yang anda alami, maka isikan jawaban anda pada pilihan yang diberi tanda (...).

1. Apakah anda mempunyai kamus?

- Ya b. Tidak
c. ...

2. Kamus apa yang anda miliki?

- a. Inggris – Indonesia
 Inggris – Inggris
 Indonesia – Inggris
d. ...c + b

3. Berapa kamus yang anda miliki?

- a. 1 2 c. 3
d.

4. Apakah anda mengalami kesulitan dalam menggunakan kamus? Kalau ya berikan alasannya.

- a. ya :
- tidak
c. ...

5. Untuk apa anda menggunakan kamus? (jawaban boleh lebih dari 1)

- mencari arti kata
 Mencari cara pengucapan
 mencari penggunaan suatu kata dalam kalimat
d. Mencari padanan kata
e. Mencari lawan kata
f.

6. Kapan anda menggunakan kamus?

- a. setiap belajar Bahasa Inggris di rumah
b. Ketika belajar Bahasa Inggris di sekolah
c. ketika mendapat PR Bahasa Inggris
 saat dibutuhkan

Thank you

SMK Muhammadiyah

Nama : Drs. Joko Wicoyo, S.Pd, MS
Pendidikan :
Tempat Mengajar : SMK Muhammadiyah

156

Berilah tanda silang (x) pada jawaban yang sesuai dengan apa yang terjadi pada saat bapak/ibu sedang mengajar di kelas, jika pilihan yang telah disediakan tidak sesuai dengan jawaban bapak/ibu, maka jawaban dapat dituliskan pada pilihan yang diberi tanda (....).

1. Apakah bapak/ibu mewajibkan siswa untuk membawa kamus selama belajar bahasa Inggris?
 a. Ya b. Tidak
c.
2. Bagaimana bapak/ibu memotivasi siswa supaya memiliki kamus?
 a. memberitahu pentingnya kamus
b. Memberitahu bahwa kamus dapat membantu belajar Bahasa Inggris dengan cepat
c. memberitahu bahwa kamus membantu pengucapan kata dengan benar
d.
3. Bagaimana bapak/ibu memotivasi siswa supaya membawa kamus?
 a. mencari kata-kata sulit setiap pelajaran Bahasa Inggris
b. Tidak boleh mengikuti pelajaran apabila tidak membawa kamus
c.
4. Apakah bapak/ibu mengajarkan siswa cara menggunakan kamus?
 a. Ya b. Tidak
c. ...
5. Apakah kegiatan belajar mengajar menjadi efektif ketika siswa membawa kamus?
 a. Ya b. Tidak
c. ...
6. Aktifitas apa yang dipakai untuk mengajarkan kamus terhadap siswa?
a. pembelajaran membaca
 b. Pembelajaran menulis
c. pembelajaran mendengarkan
d. Pembelajaran berbicara
e. ...

Nama : Dewangga Pradentya

157

Kelas : XI APB

- A. Untuk tiap pernyataan di bawah ini berikan pendapat anda dengan memberi tanda silang (X) pada kotak yang tersedia sesuai dengan apa yang anda alami atau lakukan.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Questionnaire

| No. | Pertanyaan yang diajukan | SS | S | TS | STS |
|-----|---|----|---|----|-----|
| 1. | Memiliki kamus bahasa Inggris merupakan hal yang penting dalam belajar bahasa Inggris. | | ✓ | | |
| 2. | Guru mewajibkan saya membawa kamus selama pelajaran bahasa Inggris. | | | ✓ | |
| 3. | Membawa kamus ke sekolah tidak merepotkan. | | | ✓ | |
| 4. | Kamus dapat membantu saya lebih mandiri dalam belajar bahasa Inggris. | | ✓ | | |
| 5. | Saya tidak pernah mengalami kesulitan ketika mencari kosa kata dalam kamus. | | ✓ | | |
| 6. | Saya tidak pernah mengalami kesulitan ketika mengecek pengucapan suatu kosa kata dalam kamus. | | ✓ | | |
| 7. | Kamus membantu saya dalam mencari arti kata dari suatu wacana. | | | ✓ | |
| 8. | Kamus membantu saya dalam mencari cara pengucapan suatu kata. | | ✓ | | |
| 9. | Kamus membantu saya mencari kosa kata dalam membuat suatu percakapan. | | ✓ | | |
| 10. | Kamus membantu saya mencari kosa kata dalam membuat suatu karangan. | | | ✓ | |
| 11. | Kamus dapat membantu belajar bahasa Inggris menjadi menyenangkan. | | ✓ | | |
| 12. | Kamus dapat memperlancar pembelajaran bahasa Inggris. | | ✓ | | |
| 13. | Kamus dapat meningkatkan kemampuan berbahasa Inggris saya di luar kelas. | | | ✓ | |
| 14. | Kamus sangat membantu jika saya belajar di luar negeri. | | ✓ | | |
| 15. | Kamus selalu menyediakan definisi suatu kata dengan tepat. | | | ✓ | |

B. Isilah pertanyaan – pertanyaan di bawah ini dengan jawaban yang sesuai dengan pendapat anda dengan memberi tanda (x) pada pilihan yang telah disediakan, jika pilihan jawaban yang telah disediakan tidak ada yang sesuai dengan apa yang anda alami, maka isikan jawaban anda pada pilihan yang diberi tanda (...).

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1. Apakah anda mempunyai kamus?
 Ya b. Tidak
c. ...
2. Kamus apa yang anda miliki?
 Inggris – Indonesia
b. Inggris – Inggris
c. Indonesia – Inggris
d.
3. Berapa kamus yang anda miliki?
a. 1 2 c. 3
d.
4. Apakah anda mengalami kesulitan dalam menggunakan kamus? Kalau ya berikan alasannya.
a. ya :
- tidak
c. ...
5. Untuk apa anda menggunakan kamus? (jawaban boleh lebih dari 1)
 mencari arti kata
 Mencari cara pengucapan
 mencari penggunaan suatu kata dalam kalimat
d. Mencari padanan kata
e. Mencari lawan kata
f.
6. Kapan anda menggunakan kamus?
 setiap belajar Bahasa Inggris di rumah
b. Ketika belajar Bahasa Inggris di sekolah
c. ketika mendapat PR Bahasa Inggris
d.

Thank you

SMA Muhammadiyah 1 Yogyakarta

Nama : Titik Romadhona Fauziah, S.Pd.
Pendidikan : SMA Muhammadiyah 1 Yogyakarta
Tempat Mengajar :

172

Berilah tanda silang (x) pada jawaban yang sesuai dengan apa yang terjadi pada saat bpk/ibu sedang mengajar di kelas, jika pilihan yang telah disediakan tidak sesuai dengan jawaban bpk/ibu, maka jawaban dapat dituliskan pada pilihan yang diberi tanda (....).

1. Apakah bapak/ibu mewajibkan siswa untuk membawa kamus selama belajar bahasa Inggris?
a. Ya Tidak
c.
2. Bagaimana bapak/ibu memotivasi siswa supaya memiliki kamus?
 memberitahu pentingnya kamus
b. Memberitahu bahwa kamus dapat membantu belajar Bahasa Inggris dengan cepat
c. memberitahu bahwa kamus membantu pengucapan kata dengan benar
d.
3. Bagaimana bapak/ibu memotivasi siswa supaya membawa kamus?
 mencari kata-kata sulit setiap pelajaran Bahasa Inggris
b. Tidak boleh mengikuti pelajaran apabila tidak membawa kamus
c.
4. Apakah bapak/ibu mengajarkan siswa cara menggunakan kamus?
a. Ya Tidak
c. ...
5. Apakah kegiatan belajar mengajar menjadi efektif ketika siswa membawa kamus?
 Ya b. Tidak
c. ...
6. Aktifitas apa yang dipakai untuk mengajarkan kamus terhadap siswa?
a. pembelajaran membaca
 Pembelajaran menulis
c. pembelajaran mendengarkan
d. Pembelajaran berbicara
e. ...

Nama : Dwi windianto

173

Kelas : XI - IPS

- A. Untuk tiap pernyataan di bawah ini berikan pendapat anda dengan memberi tanda silang (X) pada kotak yang tersedia sesuai dengan apa yang anda alami atau lakukan.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Questionnaire

| No. | Pertanyaan yang diajukan | SS | S | TS | STS |
|-----|---|----|---|----|-----|
| 1. | Memiliki kamus bahasa Inggris merupakan hal yang penting dalam belajar bahasa Inggris. | | X | | |
| 2. | Guru mewajibkan saya membawa kamus selama pelajaran bahasa Inggris. | | X | | |
| 3. | Membawa kamus ke sekolah tidak merepotkan. | | | X | |
| 4. | Kamus dapat membantu saya lebih mandiri dalam belajar bahasa Inggris. | | | X | |
| 5. | Saya tidak pernah mengalami kesulitan ketika mencari kosa kata dalam kamus. | | | X | |
| 6. | Saya tidak pernah mengalami kesulitan ketika mengecek pengucapan suatu kosa kata dalam kamus. | | | X | |
| 7. | Kamus membantu saya dalam mencari arti kata dari suatu wacana. | | X | | |
| 8. | Kamus membantu saya dalam mencari cara pengucapan suatu kata. | | | X | |
| 9. | Kamus membantu saya mencari kosa kata dalam membuat suatu percakapan. | | X | | |
| 10. | Kamus membantu saya mencari kosa kata dalam membuat suatu karangan. | | X | | |
| 11. | Kamus dapat membantu belajar bahasa Inggris menjadi menyenangkan. | | | X | |
| 12. | Kamus dapat memperlancar pembelajaran bahasa Inggris. | | X | | |
| 13. | Kamus dapat meningkatkan kemampuan berbahasa Inggris saya di luar kelas. | | X | | |
| 14. | Kamus sangat membantu jika saya belajar di luar negeri. | | X | | |
| 15. | Kamus selalu menyediakan definisi suatu kata dengan tepat. | | X | | |

B. Isilah pertanyaan – pertanyaan di bawah ini dengan jawaban yang sesuai dengan pendapat anda dengan memberi tanda (x) pada pilihan yang telah disediakan, jika pilihan jawaban yang telah disediakan tidak ada yang sesuai dengan apa yang anda alami, maka isikan jawaban anda pada pilihan yang diberi tanda (...).

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1. Apakah anda mempunyai kamus?

Ya b. Tidak

c. ...

2. Kamus apa yang anda miliki?

Inggris – Indonesia

b. Inggris – Inggris

c. Indonesia – Inggris

d.

3. Berapa kamus yang anda miliki?

1 b. 2 c. 3

d.

4. Apakah anda mengalami kesulitan dalam menggunakan kamus? Kalau ya berikan alasannya.

a. ya :

tidak

c. ...

5. Untuk apa anda menggunakan kamus? (jawaban boleh lebih dari 1)

mencari arti kata

b. Mencari cara pengucapan

c. mencari penggunaan suatu kata dalam kalimat

d. Mencari padanan kata

e. Mencari lawan kata

f.

6. Kapan anda menggunakan kamus?

a. setiap belajar Bahasa Inggris di rumah

b. Ketika belajar Bahasa Inggris di sekolah

c. ketika mendapat PR Bahasa Inggris

Jarang - jarang, kalau ada yg penting

Thank you

SMK PIRI Yogyakarta

Nama : Heni Felia P., S. Pd
Pendidikan : S-1
Tempat Mengajar : SMK PIRI I YK

190

Berilah tanda silang (x) pada jawaban yang sesuai dengan apa yang terjadi pada saat bpk/ibu sedang mengajar di kelas, jika pilihan yang telah disediakan tidak sesuai dengan jawaban bpk/ibu, maka jawaban dapat dituliskan pada pilihan yang diberi tanda (....).

1. Apakah bapak/ibu mewajibkan siswa untuk membawa kamus selama belajar bahasa Inggris?
a. Ya Tidak
c.
2. Bagaimana bapak/ibu memotivasi siswa supaya memiliki kamus?
a. memberitahu pentingnya kamus
b. Memberitahu bahwa kamus dapat membantu belajar Bahasa Inggris dengan cepat
 memberitahu bahwa kamus membantu pengucapan kata dengan benar
d.
3. Bagaimana bapak/ibu memotivasi siswa supaya membawa kamus?
 mencari kata-kata sulit setiap pelajaran Bahasa Inggris
b. Tidak boleh mengikuti pelajaran apabila tidak membawa kamus
c.
4. Apakah bapak/ibu mengajarkan siswa cara menggunakan kamus?
 Ya b. Tidak
c. ...
5. Apakah kegiatan belajar mengajar menjadi efektif ketika siswa membawa kamus?
 Ya b. Tidak
c. ...
6. Aktifitas apa yang dipakai untuk mengajarkan kamus terhadap siswa?
 pembelajaran membaca
b. Pembelajaran menulis
c. pembelajaran mendengarkan
d. Pembelajaran berbicara
e. ...

Nama : Sarif Hidayat ♥ EJA.

191

Kelas : TKD 1

- A. Untuk tiap pernyataan di bawah ini berikan pendapat anda dengan memberi tanda silang (X) pada kotak yang tersedia sesuai dengan apa yang anda alami atau lakukan.

Keterangan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Questionnaire

| No. | Pertanyaan yang diajukan | SS | S | TS | STS |
|-----|---|----|---|----|-----|
| 1. | Memiliki kamus bahasa Inggris merupakan hal yang penting dalam belajar bahasa Inggris. | ✓ | | | |
| 2. | Guru mewajibkan saya membawa kamus selama pelajaran bahasa Inggris. | | ✓ | | |
| 3. | Membawa kamus ke sekolah tidak merepotkan. | ✓ | | | |
| 4. | Kamus dapat membantu saya lebih mandiri dalam belajar bahasa Inggris. | | ✓ | | |
| 5. | Saya tidak pernah mengalami kesulitan ketika mencari kosa kata dalam kamus. | ✓ | | | |
| 6. | Saya tidak pernah mengalami kesulitan ketika mengecek pengucapan suatu kosa kata dalam kamus. | | | ✓ | |
| 7. | Kamus membantu saya dalam mencari arti kata dari suatu wacana. | ✓ | | | |
| 8. | Kamus membantu saya dalam mencari cara pengucapan suatu kata. | ✓ | | | |
| 9. | Kamus membantu saya mencari kosa kata dalam membuat suatu percakapan. | | ✓ | | |
| 10. | Kamus membantu saya mencari kosa kata dalam membuat suatu karangan. | | | ✓ | |
| 11. | Kamus dapat membantu belajar bahasa Inggris menjadi menyenangkan. | ✓ | | | |
| 12. | Kamus dapat memperlancar pembelajaran bahasa Inggris. | ✓ | | | |
| 13. | Kamus dapat meningkatkan kemampuan berbahasa Inggris saya di luar kelas. | ✓ | | | |
| 14. | Kamus sangat membantu jika saya belajar di luar negeri. | ✓ | | | |
| 15. | Kamus selalu menyediakan definisi suatu kata dengan tepat. | | ✓ | | |

B. Isilah pertanyaan – pertanyaan di bawah ini dengan jawaban yang sesuai dengan pendapat anda dengan memberi tanda (x) pada pilihan yang telah disediakan, jika pilihan jawaban yang telah disediakan tidak ada yang sesuai dengan apa yang anda alami, maka isikan jawaban anda pada pilihan yang diberi tanda (...).

192

1. Apakah anda mempunyai kamus?

Ya b. Tidak

c. ...

2. Kamus apa yang anda miliki?

a. Inggris – Indonesia

b. Inggris – Inggris

c. Indonesia – Inggris

Inggris – Indonesia
in Donesi - Inggris

3. Berapa kamus yang anda miliki?

1 b. 2 c. 3

d.

4. Apakah anda mengalami kesulitan dalam menggunakan kamus? Kalau ya berikan alasannya.

ya : ~~ada~~ soal kafaiznya banyak dan kecil? F

b. tidak

c. ...

5. Untuk apa anda menggunakan kamus? (jawaban boleh lebih dari 1)

mencari arti kata

b. Mencari cara pengucapan

mencari penggunaan suatu kata dalam kalimat

d. Mencari padanan kata

e. Mencari lawan kata

f.

6. Kapan anda menggunakan kamus?

a. setiap belajar Bahasa Inggris di rumah

b. Ketika belajar Bahasa Inggris di sekolah

c. ketika mendapat PR Bahasa Inggris

...setiap mencari kafa bhs.inggris

Thank you

↓
you welcome :)