The use of internet-based dictionary in reading activity for English language education department students

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ABSTRACT Internet-based (online) dictionaries are virtual dictionaries that are now often used by people, especially students, to ease their reading activities. They tend to prefer online dictionaries more because of its efficiency and flexibility. Therefore, the researcher compiled this research to analyze the responses and reasons of online dictionary users for English Language Education Department (ELED) students at University of Muhammadiyah Malang. The researcher applied both qualitative and quantitative research method to observe the opinion of ELED students when using online dictionary in the reading activity. Therefore, she used questionnaires and interview sessions as instruments to get more depth information. The result of this study shows online dictionary is certainly the best media that makes ELED students effectively improve in reading activities. It gives the reasons why they prefer an online dictionary to ease their reading activities. Mainly it is because of its sophisticated features given by these online dictionaries. Yet, users need to give limits in their usage of online dictionaries to prevent them from being addicted to it. Using an online dictionary can also help develop their English reading skills.

1. INTRODUCTION

In our daily life, we cannot disapprove of English use in society either speaking, reading, and other activity, especially in reading. Sometimes, we meet the English texts such as textbooks, journals, articles, essays, novels, etc. Indonesia applies English as a foreign language (EFL). When dealing with EFL learning, some students at school are still struggling to understand English texts. This problem forces Indonesians to learn more about English to understand it well through reading. Whereas reading itself is the best activity that can make students gain more knowledge and helps them to get new ideas in cognitive development (Azizifar et al., 2015).

Akbari (2014) said students might find problems when comprehending text, such as differentiating similar pronunciation with different spelling, hard to understand the structure of grammar (words or phrases), and hard to understand similar words with different meanings in a context.

To deal with those issues, the students could apply some acts. 1) Students have more discussion after every reading activity to help them understand the text better and know the word meanings, 2) the improvement in vocabularies can help students in understanding when comprehending English text. Kasim & Raisha (2017) highlighted reading habits and frequency of reading make the students improve vocabulary. 3) Students can ease themselves to understand unfamiliar words by using online dictionaries.

Students do not have to waste time looking up unfamiliar words which might loosen their interest in reading and causes boredom. However, foreign learners need to translate texts from English to their local language. Thus, they should have a dictionary to help the translating process.

Dictionary is an essential tool in learning for English as a foreign language (EFL) learners, and it provides students with meaningful information in all features of language (Hamouda, 2013). Learning with a dictionary makes people become self-sufficient learners who can continue learning and improving their whole life. Hamilton (2012) stated the language learners might most frequently use a dictionary during reading activity because they can use the context clues, glossaries, and dictionaries to decide the meaning of the unfamiliar words and multiple meanings within words. The researcher categorizes the kinds of dictionaries that are often used by the EFL learners while reading, such as paper-based dictionaries (dictionary book) and internet-based dictionaries (online dictionaries). However, they prefer to use an internet-based dictionary to look up any unknown vocabulary.

Since the technology has developed rapidly, the reason why EFL learners use an online dictionary is that it is easier to use when translating unfamiliar words in reading. The researcher defines an internet-based or online dictionary as a dictionary that is accessible with an internet connection through a web browser or application. Most of the EFL learners decide to use an online dictionary because it is much faster than the printed version. All the users have to

do is just type the unfamiliar words, and they click "Search". It also has enough room to include unlimited vocabularies, and the words are always available in their gadget. According to students' opinion, they do not have to use a printed dictionary because it consists of paper sheets, then thumbing the words one by one, and also uneasy about bringing. These are the reason why they prefer to use internet-based dictionaries than a printed dictionary.

This problem frequently happens, especially with English Language Education Department students. Almost every day, they meet at least a text of English during the learning process. Moreover, some students translate a whole text directly through those online dictionaries to ease their work of comprehending English text. It means their reading comprehension is much easier to do and more effective to eliminate the time constraints. With all these sophisticated technologies, students use them unwisely without paying attention to the negative impact that might come. Whereas, there must be negative impacts of using an online dictionary, such as the student cannot open an online dictionary if there is no internet connection and sometimes it cannot translate a whole text correctly.

In summarizing the studies discussed, a gap of research in this study exists about the specific of students' responses and students' reason of internet-based dictionary usage in reading activity is. The gap of research appears because past researches only provided the explanations and effects from the use of dictionary in general meaning with reading comprehension or the correlation between dictionary and vocabulary in reading context. In addition, the researcher explains the use of online dictionaries, which is never observed before for reading activity.

Related to this phenomenon, this study aims to know the opinion of EFL learners about their habitual of using an online dictionary when they comprehend an English text. The researcher observed the students of English Language Education Department at University of Muhammadiyah Malang. The observation focuses on the responses and reasons about using online dictionary which are often used by students to support their learning process in English.

The objectives of this research are; to identify English education students' responses of using an internet-based dictionary in reading activity and to explore English education students' reasons of using an internet-based dictionary in reading activity.

2. METHOD

In this study, the researcher applied mixed methods that involve qualitative and quantitative methods. It means there will be a calculation and description of the gathered data. Walliman (2011) highlighted the quantitative method by using numbers to collect the information and analyze using techniques of statistics. Whereas the qualitative method used people's judgements, feeling of comfort, emotions, ideas, beliefs, etc., to describe the information of data.

Qualitative would understand the participant's reason of using an online dictionary in reading activity, while quantitative research would draw the participant's response of using an online dictionary in the reading activity. Mixed methods provide more comprehensive data by noting trends and good generalizations to understand depth knowledge of participants' perspectives (Boru, 2018)

because it combines qualitative and quantitative methods. Thus, this method would produce rich data to discuss.

The subjects of this study were English Language Education Department (ELED) students in the academic year 2016 at the University of Muhammadiyah Malang. Based on grounded theory, Morse (1994) stated there should be at least 30-50 participants to build up a sound study. Therefore, the researcher involved 50 ELED students as the respondent. She randomly put the students as her respondents without looking at their special academic and non-academic backgrounds as that background information are not required would not influence the data. In this study, the researcher used a questionnaire and interview to collect depth information from respondents.

3. RESULT & DISCUSSION

The research findings discussed students' responses and reasons of using an internet-based (online) dictionary in reading activities. The result was gathered from questionnaires and interviews.

The questionnaire was distributed to fifty respondents, the students of the English Language Education Department (ELED) academic year 2016. The questionnaires were given on February 14, 2020, by online which used google form. It consisted of two types of questions, which were close-ended and open-ended. The close-ended questions consisted of multiple choices, checkboxes, rated skill, and also yes or no questions. However, for multiple-choice questions, the researcher provided a separate column for other answers which the respondents can fill further options which were not provided by the researcher. Moreover, the open-ended question instructed respondents to fill a descriptive question that explains the students' reasons.

The second aspect of data collection is carried out using interviews conducted after the questionnaires were performed. The researcher randomly selected seven ELED students as the subjects of interviews without looking at any specific background

3.1 Students' Response of Using Internet-based (Online) Dictionary in Reading Activity

The following statements examined the results of students' responses in using online dictionaries during reading activities. Based on the findings of questionnaires and interviews, almost all of ELED students often used online dictionaries as a medium to learn English, especially when reading English texts. In their opinion, using an online dictionary helped them to comprehend their readings. Below is the table of data which displayed the responses of respondents' statements of using an online dictionary. The researcher only displayed the highest responses for each question in the questionnaire section which includes total, percentage, average, and the standard deviation for questions number 8,1,7,2,3, and also 4.

Based on the results of the table above, it showed that online dictionary eases the ELED students when reading activity. It is proven from the result of question number 8 which has highest percentage of 82%, and the average is 0.82, meaning that 41 out of 50 students agreed that an online dictionary helped them to read English texts easier. The remaining respondent, who are 9 students, chose

TABLE 1. Students' Response of Using Internet-based (Online) Dictionary in Reading Activity

Number of ques- tions	Questions	Total	Percentage	Average	Std Dev
8	Online dictio- nary eases their reading	41	82%	0.85	21.55
1	LED students start using on- line dictionary	23	46%	0.46	8.66
7	Type of reading text	23	46%	0.46	9.18
2	Installed dictio- nary on their gadget	47	94%	0.94	26.31
3	Online dictio- nary frequently- used	39	33.6%	0.33	13.62
4	Online dic- tionary most used	32	48,5%	0.48	11.98

the option 'little helpful' only slightly affected when reading supported by using online dictionaries.

All of the students at ELED had experience using online dictionaries. Some used it at different ranges of academic levels, be it in elementary school, junior high school, senior high school, or even varsity level. With an average number of 0.46 in question number 1, the number of students who used online dictionaries during senior high school and the university reached above the average, which is 30 students. On the other hand, the number of students who had used it during elementary school and junior high school was as many as 20 students. This concluded that more students tend to understand and feel the need to use an online dic- tionary as they reach higher education levels. Yet, nearly half of the total respondents chose to use it in the senior high school level, as displayed by the highest percentage selected by most respondents, which is 2%.

Based on the responses of the interviewee, the major- ity of the respondents were in line with the results of the questionnaires. There were 3 students who preferred using online dictionary when they were in junior high school, and the other three utilized it during senior high school. One student, however, had just started using it when she was enrolled in her first semester in the university.

"*I start using online dictionary in this university when I come to college*", said LA. A student, HL, said that she used the online dictionary when she was in senior high school. Another student who has initial AT also said a similar thing.

Then, the researcher explored the types of reading texts which were usually read by ELED students. Based on the displayed table for question number 7, the results re- vealed that 23 ELED students chose to read essays or jour- nal articles instead of novels, short stories and textbooks, or magazines or newspapers. This is proven from the value of the average of 23 students is 0.46, indicating that the ma- jority of the respondents read English texts in the form of essays or articles. In addition, three students have added other widely reading texts such as social media, magazines, and even comics of 1 respondent at each reading.

The researcher concluded the number of applications installed in their gadgets to investigate the various dictio- nary applications which are typically utilized by ELED stu- dents and the amount of dictionary needed in English lan- guage teaching and learning. Based on the average dis- played table for question number 2, the sum of respondents who scored above the average is bigger than those who scored below the average. There were 3 students who ob- tained below the average, which indicated that they did not install the application dictionary on their gadgets. A total of 47 students chose the second option with a percentage 94%, meaning that they have installed 1 to 3 dictionaries on their gadgets. This concluded that most of the respondents used application dictionaries in learning English.

From the interview results, it was also obtained that they did not install many dictionary applications on their gadgets. In the data, it was found that 6 of 7 students com- monly accessed 1 to 2 dictionaries on their gadgets. Thus, this finding supports the questionnaire analysis, which can be strengthened from the statements of students below:

"*There are two applications which are Google Dictionary and also Kamusku*", said TF. This opinion was supported by WR, who told the researcher. Moreover, a student, TT, said that she only had an application to use when she was of- fline. Another student also had an application to help her in her reading activities. "*Only one. Because when I read something, especially journals these days, I often find the new words and it's difficult for me to find the meaning directly*", added HL.

It is concluded that the dictionaries which are fre- quently used by the respondents are Google Dictionary and *Kamusku*, but most of them preferred using Google Dictio- nary application or also web-based version.

Based on the findings of questions number 2 and 3 in Table 1, it is inferred that the respondents preferred using the Google Dictionary application or web-based version in- stead of *Kamusku*. It showed that they experienced using the online dictionary as their learning media which has a lot of features and can translate multi languages simultane- ously. For question number 2, students picked whichever dictionary they had installed on their device, so they were able to choose more than one answer. Furthermore, it also showed the highest percentage is 94%, which indicated that Google Dictionary is the application mostly used by them. There were 47 respondents who voted it as their an- swer.

Meanwhile, the Cambridge dictionary was selected by the lowest number of respondents with 4 students. The researcher also included a separate column in that ques- tion so that students were able to write other dictionaries which were not mentioned in the options. It was stated from the column that 3 students added U-dictionary, one person had answered an English thesaurus, Erudite, *Kamus Lengkap Offline*, and two people chose a dictionary which name was not mentioned.

In the finding of question number 3, it can be proven that Google Dictionary is the most commonly used dictio- nary by the respondents. The number of highest percent- age is 33.6%, which consisted of 39 respondents who pre- ferred Google Dictionary application or website dictionary that they used more than the lowest-score Cambridge Dic- tionary.

Statements from questions are therefore linked to the responses from the interview. Nearly all students claimed

that when they failed to find new words, they would use Google Dictionary and *Kamusku*. However, two students did not install those applications on their devices. The following is the students' perspective:

The student who has initial TT said that the application is only one which is *Kamusku*. Sometimes if she needed to open the website, she opened Google Dictionary. But, she frequently uses *Kamusku* than Google Translate. The student WR also frequently used Google Dictionary, which is accessed by web-based or application. TF has a similar opinion, but she added *Kamusku* as the online dictionary frequently used by her.

Based on the above responses, the researcher concluded that most ELED students used online dictionaries during reading exercises and started using them at the senior high school level. Typically, when reading essays or articles, they would use an online dictionary. The students also installed 1-3 dictionary applications in their gadgets. The online dictionary they usually use is Google Dictionary, either the website version or as an application as well.

3.2 Students' Reason of Using Internet-based (Online) Dictionary in Reading Activity

The researcher discussed the reasons ELED students utilize online dictionaries based on interview sessions and questionnaires. Below is the display table of the students' reasons which also showed the highest response in the questionnaire options for question number 5, 6, and 11:

TABLE 2. Students' Reason for Using Internet-based (Online) Dictionary in Reading Activity

Number of ques- tions	Questions	Total	Percentage	Average	Std Dev
5	Priority of using an online dictio- nary	32	64%	0.64	14.18
6	Reason of using onlne dictionary	42	32%	0.32	12.41
11	Difficulties of using an online dictionary	30	38%	0.38	11.39
9	Effectiveness of using online dic- tionary	47	94%	0.94	31.11

Based on the sum of average and percentage of question number 5, it is obtained that 32 is the highest number of respondents based on the estimated total average of 0.64 and percentage 64%. This is due to the goal set for using or installing an online dictionary is its relevance to the users' needs. It means, as English Department students, they would often find English texts that they do not know the meaning of, so they can find the definition using a dictionary. Hence, they would not need to worry about the number of words and examples, as the online dictionary has provided, and they can choose according to their priority to select the most suitable online dictionary. It can also be seen that the score below the average is the highest value for those using online dictionaries than the above-average,

which was a total of 18 students out of 50 who prioritized the relevance.

The researcher also tried to find out the basic reasons why the respondents used online dictionary these days, including web-based or application versions. This research discovered two explanations why students at ELED use online dictionary when studying English: helpful in finding the words' meaning and easy to use, which are various feature functions and conveyable.

First, the students found that online dictionary was helpful for them to find the meaning of the words found in the text, and the online dictionary became the best media for discovering the meaning of terms they did not understand before. Because of the dictionary's various features, they found it useful to use it. They also used the dictionary to find synonyms, examples of the word usage, and how the words themselves could be put together.

In this question number 6, respondents selected more than one option for the reasons in using an online dictionary. Based on the above data, it is used by many students to search for a meaning or equivalent and to find a common word's synonym. It showed the percentage of the data above data is 32% with the highest number of respondents, which is 42 students. This reason became the main reason students use online dictionary which is aligned with the purpose the dictionary itself was created. Although, 6 respondents chose the reason in searching for encyclopedic information is because not all online dictionaries are facilitated with that feature.

Sometimes, the students used an online dictionary when reading books, journals, articles, etc., which were not conducted in the classroom activities. Some of them claimed that the online dictionary even helped them in writing their theses. The following findings from the interview are in line with this:

"*Actually, when I learn or read some books which use English, it helps us understand more about what words I don't understand*", said LA. Moreover, HL thought that online dictionary helped her to find the difficult words she did not understand.

WR has a different opinion to using online dictionary. She often used online dictionary these days for her thesis. She used it sometimes to find a synonym for words because the word which used is always repeated, particularly the verb.

Second, ELED students thought that an online dictionary is easy to use and could be used anywhere as it was accessible on their gadgets or mobile device. When looking for a vocabulary, they did not have to bring a printed dictionary and rummage through the pages. The online dictionary is able to interpret the words easily, just by typing a word or paragraph. Below is a quote from the students' perspective based on the descriptive answer in the questionnaire:

1) It helps us a lot. Installing the web/app in my phone is much easier than bringing up a printed dictionary.

2) Because online dictionary eases the readers to understand the text and minimize the amount of misunderstanding, hence, I personally prefer hard copied dictionaries.

3) Because we have to think about the future in today's generation by getting a green life style

and using an online web as our reading activity, it means that we have reduced paper use. Moreover, an online web dictionary is very simple to be carried, and we can use it anytime and everywhere.

4) Because it makes easier for us to find the meaning of a given the word without wasting our time to find and flip our dictionary (book), then, we can easily continue our reading without wasting our time.

5) We can bring it easier than book form anywhere and anytime because it's very relevant with the technology development right now.

This was also confirmed by one of the researchers who interviewed students who said they favoured internet-based rather than paper-based. The statement was proved as follows:

"*Because it uses to arrange a sentence for my thesis writing and it easy to use than dictionary book*," said TF. The researcher concluded that online dictionary gave both advantages and disadvantages for ELED students. The hardest challenge that is generated by the translator system when using an online dictionary is error analysis.

Sometimes, it also discouraged the students when using Google Dictionary which could only translate up to 5000 characters at most. Moreover, when using *Kamusku* Dictionary, they have to put the simplest form of a word in order to find the definition, as the words with suffix -ed or -es would not give any meaning. The students also felt confused and disappointed because they needed internet data to be able to access the dictionary, especially when using a web-based dictionary. All of these claims were shown in the display Table 2 above, which is explained in question number 11. There are 42 students who chose error analysis as the common difficulties which often occurred by them, which has a percentage of 38% or the average of 0.38.

The lowest choice selected by respondents when the gadget ran out of battery, they would face trouble using the online dictionary. This meant that it was uncommon for other respondents to have a similar problem. Meanwhile, there are chances that the translated results might contain error analysis, which is the challenge most students face when they want to use an online dictionary.

The error analysis leads to mistakes in the form or grammar in word preparation, and the sentences must be corrected after being translated using an online dictionary. This problem frequently occurs when they use Google Dictionary at times. The findings of the interview below showed this:

WR as a student has an opinion that the difficulty is sometimes Google Dictionary produce an error analysis when translating a sentence. So, sometimes she should repair the result of translation with her language.

For HL, the most difficult of using an online dictionary is when she searches one word, and sometimes it finds the meaning. For example, when the word is added -er or -ed in *Kamusku* dictionary, it shows the meaning of the word. But, AS said the difficulty was when she did not have data of the internet, her device connect to the online dictionary and it made her confuse because it could not translate the sentences properly.

Besides the difficulties, online dictionary also offer several advantages, such as being accessible on gadgets or de-vices of the students. It helped students translate unfamiliar words and define the meaning or synonyms when they read or write English without having to search through the printed pages of a dictionary. Some online dictionaries can also be accessed without an internet connection, such as *Kamusku* Dictionary and Google Dictionary. This can prevent troubles in dictionaries to be accessed using internet data when the users are offline. Nevertheless, it became the reason why ELED students were expected to use the applications instead of a web-based dictionary. Below are the statements from the students' responses during the interview:

TT said that the benefit is already on the device, so the students can open it easily when needed. WR gave the opinion of Google Dictionary. She said, "*The benefit of Google Dictionary is helping me to find a synonym of a word, an example of a word, rather than to find the meaning of the word because I think it is not valid for me*". Moreover, AT added that the benefit of an online dictionary eases her to finish her work, and she also can use it when the internet connection is down.

Online dictionary may also boost students' understanding. By using an online dictionary, many vocabularies can be learned more easily in their reading activity. Hence their knowledge and also his English skills are certainly developed. Several statements have been said by ELED students based on the open-ended questionnaire:

1) Because it will improve your English.

2) To increase our knowledge about vocabularies when we start to read and we find the difficult word.

3) It gives some more information that we need through reading.

4) I think using the online dictionary can help to improve and understand reading skills.

5) Using that way nowadays is to make our reading activity much better.

However, the researcher concluded that ELED students thought that online dictionaries are very helpful for them to learn English, especially when reading English text. Because of online dictionaries, they are easy to finish and understand what they read and learn about the English language. It proved with the display number 9.

The researcher drew a conclusion from the basis of the table above, that online dictionary is very effective and helpful at easing their reading activity. The overall percentage is 94% which means that 47 students considered online dictionary to be very useful. Meanwhile, based on the average of the number of respondents above, the average is lower than the score below the average, meaning that only 3 students believed the online dictionary is less effective in their reading activities.

The researcher concluded that ELED students who used an online dictionary were based on two factors, which are due to its features and the accessibility on their gadgets which are very helpful for the students. Hence, the students believed that they found the use of online dictionary effective in their reading activities.

3.3 Discussion

The discussion explained the results of students' responses and reasons for using an internet-based (online) dictionary

in reading activities compared to previous studies. The researcher concluded that the use of an online dictionary for ELED students had positive responses. The students agreed that the use of an online dictionary is helpful and makes it more convenient in understanding when reading English texts (Utami, 2017).

Utami (2017) found the online dictionary implementation in the classroom has effectively improved the students. However, the students had issues, which was the online dictionary was not user friendly and their internet data was also drained. Rashid (2017) also mentioned due to the limited internet access, the majority of participants expressed their concern about access through e-dictionaries, which is the students thought e-dictionary is good but sometimes they are hard to find a good internet connection while they are using e-dictionary.

Both of studies turned out that similarities were also identified in this findings' study. The students were greatly assisted by online dictionary in learning English, which helped them to improve their English skills effectively. The worries of the students were also the same, that they would not be able to access the online dictionary if their data connection got disconnected from the internet. Certain online dictionaries can actually be accessed offline, but the results did not reveal perfectly. This research can be related to a study done by Hamdi (2015), where he also concluded that online dictionary is more efficient than printed dictionary. The result of Hamdi's research is similar to the results of the research obtained by the researcher. The result of this study showed that ELED students assumed it is simpler to use online dictionary than printed dictionary when having their reading activity due to its flexibility. Hence, there are some slight differences between the two researches. In the study of Hamdi (2015), he used an electronic dictionary while having reading comprehension inside the classroom. In contrast, the researcher used an online dictionary while having extensive reading outside the classroom.

In addition, Asmarani et al. (2014) analyzed the existence of error analysis when introducing an online dictionary to enhance the ability of the students in translating a procedure text. The analysis results are also similar to the researcher's investigation findings which contained an error analysis in the translation result.

Error analysis is the challenge of using an online dictionary in this investigation. Whereas in an online dictionary such as Google Dictionary, the difficulty only exists as it can translate more than just a word- even a paragraph. Most students believed that Google Dictionary has chances of consisting error analysis that is a mistake in word preparation, tense usage, prepositions, or grammatical errors after translation. In a study carried out by Asmarani et al. (2014), error analysis also occurred in Google Dictionary translators, or Google Translate, as people commonly called it.

Therefore, an online dictionary is undoubtedly the best media that makes ELED students effectively improve in reading activities. Using an online dictionary could help develop their English reading skills such as learning new vocabularies and deepen their knowledge because they will also gain understanding and information from other countries and cultures while reading English texts. However, they have to limit the usage of the online dictionary because the advanced facilities can get really addictive these days. They must restrict their usage so that they do not get addicted to an online dictionary because if they do not

know some words in a reading, they can try to guess from the word before and after, according to the reading context.

4. CONCLUSION

Based on the previous research problems discussed in the preceding chapter, the researcher concluded that English Language Education Department (ELED) students responded positively regarding the use of internet-based (online) dictionaries. They said that they are very helpful to them in learning English these days, particularly when reading English texts. They believed that an online dictionary is the greatest medium that has an advanced feature to ease English learning.

The findings are proven that ELED students prefer to use a bilingual dictionary than can translate one language type. The reason is because they are foreign learners who apply English as a second language. Thus, they choose a bilingual dictionary which can translate English text to their local language rather than a monolingual dictionary. They regularly used two online dictionaries, Google Dictionary and *Kamusku* Dictionary, because both are bilingual dictionary types.

Google Dictionary is one of the online dictionaries which can translate different languages and input paragraphs to translate them. It can be operated via the website or application. Whereas, *Kamusku* Dictionary is an application that has to be installed on a gadget, but it can only translate English into Indonesian or vice versa. But those applications have advantages that can be used in an offline situation or without an internet connection.

Based on the students' frequently-used online dictionary, it gives the higher reasons why they prefer online dictionary instead of the printed dictionary because of its sophisticated features. In comparison, printed dictionaries are not efficient enough. We have to carry such a thick book around just to look for the meaning of a word. Another reason is that we can only look for the meaning of a word instead of sentences, which on the other hand, can be done easily with online dictionaries. But when using an online dictionary, they do not need to thumb up the pages one by one. Searching the word by entering it in the column would be simpler, then the meaning, synonym, example of using the word and also how it is pronounced would surface.

Besides, one of the difficulties of using an online dictionary is the error analysis made by Google Dictionary when students translate paragraphs. Moreover, if the students do not have internet data on their gadgets, they would not be able to access the web-based dictionaries because they must connect to the internet.

Therefore, students do not consider using an online dictionary as the media to help them read an English text. That becomes the reason why they are able to understand the text easily and develop their English skills.

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