

# Comparison of Interests in Using Online Dictionaries and Printed Dictionaries in Chinese Learning

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## ABSTRACT

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Dictionary is a reference book that contains a bunch of vocabularies in a certain order by explaining to the people they refer to and checking. Dictionary are divided by print dictionaries and online dictionaries. Author realizes students that learn Chinese Language not only use printed dictionaries, but also use online dictionaries as learning tools. Author wants to understand students interest in online and printed dictionaries, and also wants to figure out the comparison analysis of students interest in using online and printed dictionaries. In order to achieve this intention, the method used by the author are literature and questionnaire method. Survey targets are class A and class B students from generation 2019, with a total of 33 students. Author analyzed using SPSS application and descriptive research methods. Author figure out that students interest in online dictionaries was higher than printed dictionaries. The total percentage for online dictionaries is 80.61%, then the total percentage for print dictionaries is 63.54%. This proves that the interest in using online dictionaries is higher compared to print dictionaries.

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## 1. Introduction

Language is the ability of every human being to communicate between humans in life. Along with the development of the times, humans cannot avoid foreign languages, one of which is Mandarin. According to Teuku Mahmud (2018) Language is a communication tool between students in the form of sound symbols, which are produced by students' speech instruments. Language is also a manifestation of the behavior of students both verbally and in writing so that people can hear, understand, and feel what is meant.

Mandarin is already the third largest foreign language in Indonesia, with 178 million speakers. According to Adi Dwi Fianto (2009) Mandarin or Chinese is a language that is widely studied by all people around the world so far besides English.

According to GalihEdu Nur Widyaningsih (2019) in learning Mandarin, the difficulty found by students is memorizing new vocabulary. To facilitate students in mastering Chinese vocabulary, teachers are required to be able to choose the right learning method. One method of mastering vocabulary is to use learning media. Iwan Falahudin (2014) argues that learning media are everything that people use to convey messages

According to Elly Chossy Fortuna and Intan Fitri Aulia (2020) to learn a foreign language, we need various supporting tools such as dictionaries. Dictionaries are the most effective learning support tool to get to know new vocabulary or to find out some words that we don't know the meaning of and how to pronounce them correctly. In general, the dictionary is in the form of a very thick book and has various sizes. Along with technological advances, now dictionaries can be accessed via gadgets and there is no need for us to carry a printed dictionary that is quite thick in size. This causes the use of printed dictionaries to be replaced by digital dictionaries.

Shen Yue (2012) said that a dictionary is a collection of vocabulary along with its explanations, used by people to be a reference book in exams. Since dictionaries provide accurate interpretation of vocabulary and information, making them a very important reference book, especially for most students, dictionaries are an indispensable component of learning. Based on advances in science and technology as well as the times, printed dictionaries based on their original form have produced a new form of dictionary, namely an online dictionary.

Then Wu Jing and Xu Yan Qun (2012) said that the dictionary based on the time scale and its form is divided into print dictionaries and online dictionaries. Hilary Wise (1998) also introduced various kinds of dictionaries, namely etymology dictionaries, place dictionaries, English dictionaries, electronic and multimedia dictionaries, and online dictionaries.

In addition to the importance of knowing the types of dictionaries, we also need to recognize the role of dictionaries in our lives. Cao Jie Wang and Luo Si Ming (2005) believe that the role of the dictionary should include comprehensive capabilities, information retrieval, information extraction, information processing, adding information or creating new information involved in the use of the dictionary user. There are four main cognitive ability parameters: dictionary cognitive ability, dictionary language ability, encyclopedia language ability, and logical cognitive ability. Therefore, teaching dictionary skills aims to improve the skills of dictionary users so that they become a branch of research in the use of lexicography.

The function of the dictionary is not only on cognitive abilities. Mei Zhi Wen and Wen Jun (1998) say that the use of dictionaries includes several main points, namely:

- a. To find a specific term in the dictionary.
- b. Able to understand alphabetical order.
- c. Can provide a grammatical explanation or explanation of the meaning of words.
- d. Can provide an explanation of the spelling of words: comparative and regular verbs; use of capital letters, hyphens and syllable division.
- e. Can provide related words: synonyms, antonyms, homologous words and others.

According to Wang Xian Hong and Wang Yu Mei (2014) online dictionary refers to a digital reference tool that provides internet-based users with real-time efficient services. Only by using a computer network, users can easily enter online dictionary pages to search for the words they need.

In addition, according to Wang Xian Hong and Wang Yu Mei (2014) that in a broad sense, online dictionaries are still included in the electronic dictionary category, so they still have the characteristics of an electronic dictionary with an intelligent search system. However, this online dictionary is a digital reference tool that relies on the internet network to transmit knowledge.

Then the definition of a printed dictionary according to Wang Shao Bin (2010) is a dictionary that is printed on paper. Like "Oxford English Dictionary" for example. He also explained the advantages of printed dictionaries, namely: 1) Comprehensive explanation, learners can obtain more comprehensive information. 2) After searching for a particular word, we can make notes directly on the printed dictionary. For example, we can mark the mastery of certain words by adding more detailed explanations.

According to Li Chao and Hu Kun (2020) the advantage of a printed dictionary is that it can help develop students' abstract thinking skills. The printed dictionary itself is not just an object that is visible to the eye, but has become a historical testimony about the development of people's knowledge. So this printed dictionary symbolizes the transmission of culture.

## 2. Method

The method used in this research is the library method and the questionnaire method. The research subjects of this article are Chinese Language Education Student Class 2019 class A and class B which a total of 33 students. The author analyzed using the SPSS application and descriptive research methods.

According to Sarnawi M Dasim (2012) the use of this descriptive research method is to collect a reality that exists or is happening in the field so that it can be understood in depth, so that in the end the necessary data findings are obtained according to the research objectives.

The data collection instrument was through an online questionnaire (Google Form) which contained 30 questions regarding student information, knowledge and interest in the use of online dictionaries and printed dictionaries for the 2019 batch of mandarin language education students.

The purpose of the questionnaire is to find out how the level of student interest in the use of online dictionaries and print dictionaries is, then from the results obtained, the author will compare the total results in the study. According to Isti Pujihastuti (2010) the questionnaire is a primary data collection tool with a survey method to obtain respondents' opinions. Questionnaires can be distributed to respondents by: (1) Directly by the researcher (independent); (2) Sent by post (mail/questionnaire); (3) Sent via computer such as electronic mail (e-mail). The questionnaire was sent directly by the researcher if the respondents were relatively close and the distribution was not too wide. By post or e-mail allows low costs, wider respondent's reach, and fast time.

## 3. Result and Analysis

### 3.1 Student's Attitude towards Mandarin Dictionary

This section is to understand students' interest in online and paper dictionaries. Following are the results of the survey and analysis of students' attitudes towards the dictionary for questions 1, 2 and 3 of the 15 questions in the first part.

QUESTION	INDICATOR	PERCENTAGE				
		STS	TS	N	S	SS
1	How often do students use dictionaries	3%	3%	39.4%	45.5%	9.1%
2	Student interest in Chinese dictionaries	0	0	51.5%	42.4%	6.1%
3	Do teachers need to guide students to choose a dictionary.	0	0	36.4%	48.5%	15.2%

Based on question number 1, it can be seen that 45.5% of students agreed, 39.4% were neutral, 9.1% strongly agreed and 3% disagreed and strongly disagreed. It shows that students often use dictionaries as a learning tool in learning Mandarin.

Based on question number 2, it can be seen that 51.5% of students stated that they were neutral, 42.4% agreed, and 6.1% stated that they strongly agreed with students' interest in the Mandarin language dictionary. Based on question number 3, it can be seen that 48.5% of students agreed, 36.4% were neutral, and 15.2% said they strongly agreed if the teacher could guide students to choose a dictionary.

### 3.2 Results of Analysis of Student Interest in Online Dictionaries

In this section, the author uses a Likert scale form. Conducting analysis, this section aims to understand and find out whether students are interested in online dictionaries. Following are the results of a survey and analysis of student attitudes towards online dictionaries for questions 5, 7, 9, 11, 12 and 14 of the 15 questions in the first part.



**Table 1**  
Results of Analysis of Student Interest in Online Dictionaries

QUESTION	FREQUENCY					N	Quantity (S)	Average	Interest percentage	Indicator
	1	2	3	4	5					
X5			6	20	7	33	133	4.03	80.61%	Strongly agree
X7			5	19	9	33	136	4.12	82.42%	Strongly agree
X9		2	11	14	6	33	123	3.73	74.55%	Agree
X11		1	6	17	9	33	133	4.03	80.61%	Strongly agree
X12			11	10	12	33	133	4.03	80.61%	Strongly agree
X14	1		2	17	13	33	140	4.24	84.85%	Strongly agree
<b>Amount</b>							<b>798</b>	<b>4.03</b>	<b>80.61%</b>	<b>Strongly agree</b>

From Table 1 above, it is known that there are 33 students in the survey questionnaire, and each item in the questionnaire has a very agreeable interest. The number is 798, the overall average is 4.03, and the total percentage of student interest is 80.61%, which proves that the indicators for students are strongly agree or very interested in the online dictionary.

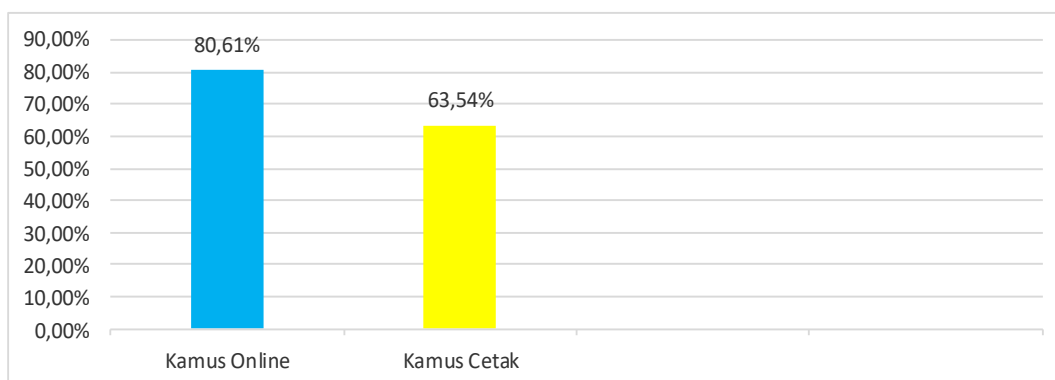
**3.3 Results of Analysis of Student Interests in Printed Dictionaries**

In this section the author uses a Likert scale to perform the analysis, this section aims to understand and find out whether students are interested in printed dictionaries. Following are the results of the survey and analysis of students' attitudes towards paper dictionaries on questions 4, 6, 8, 10, 13, and 15 of the 15 questions in the first part.

**Table 2**  
Results of Analysis of Student Interests in Printed Dictionaries

QUESTION	FREQUENCY					N	Quantity(s)	Average	Interest percentage	Indicator
	1	2	3	4	5					
Y4		5	23	5		33	99	3.00	60.00%	Agree
Y6			14	18	1	33	119	3.61	72.12%	Agree
Y8		1	18	11	3	33	115	3.48	69.70%	Agree
Y10	1	7	20	4	1	33	96	2.91	58.18%	Neutral
Y13		5	20	8		33	102	3.09	61.82%	Agree
Y15	1	9	14	8	1	33	98	2.97	59.39%	Neutral
<b>Amount</b>							<b>629</b>	<b>3.18</b>	<b>63.54%</b>	<b>Agree</b>

From Table 2 above, it can be seen that there were 33 students in the questionnaire survey. The number is 629, the overall average is 3.18, and the total percentage of students who are interested in paper dictionaries is 63.54%, which proves that the indicator of students is agreeing or being interested in printed dictionaries.



**Figure 1.** Comparison of Student Interests in Using Online Dictionaries and Print Dictionaries

From Figure 1, it can be seen that the percentage comparison of student interest in using online dictionaries and print dictionaries. The percentage of students who are interested in using an online dictionary is 80.61%

while the percentage of students who are interested in using a printed dictionary is 63.54%. This proves that students' interest in using online dictionaries is higher than that of printed dictionaries.

### 3.4 Student's Collective Situation of Chinese Dictionary

This section aims to understand and find out the collective situation of students in the Chinese dictionary. The following are the results of the survey and analysis of questions 1, 4 and 15 of the 15 questions in the second part.

**Table 3**  
Survey Results and Analysis of Questions 1, 4 and 15 of 15 Questions in Part Two

Question	Indicator	Percentage			
1	The main purpose of students using dictionaries	Check pinyin 3%	Checking hanzi 12.1%	Check the meaning of the word 81.8%	Check 3% pronunciation
4	Dictionaries commonly used by students	digital dictionary 12.1%	print dictionary 6.1	Online dictionary 51.5%	Dictionary app 30.3%
15	The most useful dictionary for students	Appsadd dictionary 6.1%	print dictionary 42.4%	45.5% online dictionary	digital dictionary 6.1%

Based on question number 1, it can be seen that 81.8% of 33 students surveyed used a dictionary to look up the meaning of a word, 12.1% used a dictionary to look up Chinese characters, and 3% used a dictionary to look up pinyin and word pronunciation.

Based on question number 4, it can be seen that 51.5% of students usually use online dictionaries, 30.3% of students usually use dictionary applications, 12.1% of students usually use digital dictionaries, and 6.1% of students usually use printed dictionaries.

Based on question number 15, it can be seen that 45.5% of students think that online dictionaries are the most helpful for learning, 42.4% of students consider print dictionaries to be the most helpful for learning, while only 6.1% of students choose dictionary applications and digital dictionaries.

### 3.5 Student Collective Situation of Online Dictionary

This section aims to understand and find out the collective situation of students in online dictionaries. Here are the results of survey and analysis of questions 2, 3, 5, 7, 9, 11, and 13 of the 15 questions in the second part.

**Table 4**  
Survey Results and Analysis of Questions 2, 3, 5, 7, 9, 11, and 13 of 15 Questions in Part Two

Question	Indicator	Percentage			
2	Online dictionaries that students know	Baidu 30.3%	Youdao 9.1%	Haici 3%	Google dictionary 57.6%
3	Conditions of students in the use of online dictionaries	Wear it often 57.6%	Every day wear it 18.2%	Wear it sometimes 24.2%	Very rarely use it 0%
5	Student proficiency in using online dictionaries	Very proficient 15.2%	Proficient 66.7%	Not proficient 18.2%	Can't wear it 0%
7	How students can use online dictionaries	Guided by teacher 0%	Self-taught 66.7%	Ask a friend 15.2%	Learn from the internet 18%



Question	Indicator	Percentage			
9	In what lessons do students use online dictionaries?	Read 69.7%	Listen 12.1%	Speak 9.1%	composing 9.1%
11	Students' understanding of online dictionary translation	Very understand 15.2%	Understand 48.5%	Ordinary 36.4%	Don't understand 0%
13	Under what circumstances do students usually use online dictionaries?	Carry out a task 42.4%	Translate sentences 51.5%	Bercommudating with strangers 3%	Watching movies 3%

Based on question number 2, it can be seen that 57.6% of students know the online dictionary of Google Dictionary, 30.3% of students know the online dictionary of Baidu, 9.1% of students know the online dictionary of Youdao, and only 3% know the online dictionary of Haici.

Based on question number 3, it can be seen that 57.6% of students often use online dictionaries, 18.2% of students use online dictionaries every day, 24.2% of students occasionally use online dictionaries, and there are no students who rarely use online dictionaries.

Based on question number 5, it can be seen that 66.7% of students are generally proficient in using online dictionaries, 18.2% of students are not proficient in using online dictionaries, 15.2% of students are very proficient in using online dictionaries, and none of the students cannot use dictionaries. on line.

Based on question number 7, it can be seen that 66.7% of students learn to use online dictionaries by self-taught, 18.2% of students learn to use online dictionaries from the Internet, 15.2% of students ask their classmates to use online dictionaries, and none of the students who learn to use online dictionaries with teacher guidance.

Based on question number 9, it can be seen that 69.7% of students use online dictionaries in reading classes, 12.1% of students use online dictionaries in listening classes, and only 9.1% of students use online dictionaries in speaking and writing classes.

Based on question number 11, it can be seen that 48.5% of students understand the explanations of online dictionaries, 36.4% of students are generally normal in understanding the explanations of online dictionaries, 15.2% of students really understand the explanations of online dictionaries and there are no students who do not understand the explanations of the dictionary. on line.

Based on question number 13, it can be seen that 51.5% of students use online dictionaries when translating sentences, 42.4% use online dictionaries when doing assignments, and only 3% use online dictionaries when watching movies and communicating with strangers.

### 3.6 Student's Collective Situation towards Printed Dictionary

This section aims to understand and find out the collective situation of students in printed dictionaries. The following are the results of the survey and analysis of questions 6, 8, 10, 12, and 14 of the 15 questions in the second part.

**Table 5**  
The Results of the Survey and Analysis of Questions 6, 8, 10, 12, and 14 of the 15 Questions in the part 2

Question	Indicator	Percentage			
6	Student proficiency in using printed dictionaries	Very proficient 3%	Proficient 39.4%	Not proficient 48.5%	Can't 9.1%
8	How students can use printed dictionaries	Guided by teacher 18.2%	Self-taught 54.5%	Betanya to friends 21.2%	Learn from the internet 6.1%
10	In what lessons do students use printed dictionaries?	Read 42.4%	Listen 12.1%	Speak 12.1%	composing 33.3%

Question	Indicator	Percentage			
12	Students' understanding of online dictionary translation	Very understand 0%	Understand 42.4%	Ordinary 45.5%	Do not understand 12.1%
14	Under what circumstances do students usually use online dictionaries?	Carry out a task 54.5%	Translate sentences 39.4%	Bercommudating with strangers 0%	Watching movies 6.1%

Based on question number 6, it can be seen that 48.5% of students are not proficient in using printed dictionaries, 39.4% are generally proficient in using printed dictionaries, 9.1% of students cannot use printed dictionaries, and only 3% of students are very proficient in using printed dictionaries.

Based on question number 8, it can be seen that 54.5% of self-taught students learn to use printed dictionaries, 21.2% of students ask their classmates to use printed dictionaries, 18.2% of students are guided by teachers in using printed dictionaries, and only 6.1 % of students study using printed dictionaries from the internet.

Based on question number 10, it can be seen that 42.4% of students use printed dictionaries in reading classes, 33.3% of students use printed dictionaries in writing classes, and only 12.1% of students use printed dictionaries in listening and speaking classes.

Based on question number 12, it can be seen that 45.5% of students are generally normal in understanding the explanation of the printed dictionary, 42.4% of the students understand the explanation of the printed dictionary, 12.1% of the students do not understand the explanation of the printed dictionary, and there are no students who really understand print dictionary.

Based on question number 14, it can be seen that 54.5% of students use printed dictionaries when doing assignments, 39.4% of students use printed dictionaries when translating sentences, and 6.1% of students use printed dictionaries when watching films and none of them use printed dictionaries. to communicate with strangers.

#### 4. Conclusion

This article uses a questionnaire to analyze students' interest in online dictionaries and print dictionaries. The results obtained by the author are as follows:

- The author understands that students are more interested in online dictionaries than print dictionaries. The total percentage of online dictionaries is 80.61%, and the total percentage of printed dictionaries is 63.54%. This shows that students are more interested in online dictionaries.
- According to the survey results, students use online dictionaries more often than print dictionaries. This is because online dictionaries are more helpful, the percentage of online dictionaries is 45.5% and the percentage of printed dictionaries is 42.4%.
- The author understands that students are generally proficient in online dictionaries, while most students are not proficient in printed dictionaries. This shows that students need teacher guidance on how to use online dictionaries and print dictionaries in the right and proper way.

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