JOURNAL OF ENGLISH TEACHING, APPLIED LINGUISTICS AND LITERATURES (JETALL)

English Language Education Study Program, FKIP Universitas Lambung Mangkurat Banjarmasin
Volume 8 Number 3 2025

USING DIGITAL DICTIONARY ON STUDENT CREATIVE WRITING IN ENGLISH SUPPLEMENTARY SUBJECT

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Abstract: This study explored how digital dictionaries can support students in their creative writing efforts during English supplementary classes at a private senior high school in Indonesia for the 2024–2025 academic year. Targeting 11th-grade students, the research aimed to illustrate the usage of digital dictionaries and their impact on vocabulary growth, writing fluency, and creativity. To gather data, the researchers conducted classroom observations, semi-structured interviews, and analyzed students' written work. The observations showed that while printed dictionaries were useful for practicing alphabetical order and careful word choice, students favored digital dictionaries for their speed, convenience, and contextual examples. Interviews revealed benefits like boosted confidence and independence, although challenges such as selecting the right word meaning persisted. The data were analyzed through reduction, display, and drawing conclusions, with findings compared to earlier studies. The results suggest that using digital dictionaries to search for, apply, and revise words really boosted students' vocabulary, fluency, and independence. It sparked their creativity, encouraged self-correction, and built their confidence, all while minimizing errors and promoting engaging, thoughtful, and contextual creative writing.

Keywords: *Digital Dictionary, Creative Writing, Supplementary Subject*

INTRODUCTION

Writing in English as a foreign language has always been one of the most challenging skills for students at the senior high school level. Unlike listening or speaking, writing requires accuracy, coherence, and creativity in using language elements such as vocabulary, grammar, and sentence structure. However, research has shown that students often struggle with errors in morphology and syntax, including omission, addition, misinformation, and disordering related to derivation, inflection, tense, noun phrases, and subject–verb agreement. These errors largely stem from interlingual factors, such as first language interference, and intralingual factors, such as limited mastery of grammar and vocabulary (Gayo & Widodo, 2018). Such problems hinder students' ability to produce accurate and creative written texts.

Despite these challenges, creative writing has been proven to bring significant benefits to students. It not only improves their writing achievement but also enhances their writing attitude and motivation (Göçen, 2019). Similarly, the use of digital tools such as storytelling applications has been found to improve students' performance in writing by strengthening key elements like content selection, narrative pacing, language usage, and grammar (Rong & Noor,

2019). These findings suggest that the integration of digital resources into English supplementary classes can play an important role in improving both the technical accuracy and the creativity of student writing.

One of the emerging tools in this context is the digital dictionary. Dictionaries have long been considered an essential aid in language learning, helping students with vocabulary and meaning. However, attitudes toward dictionary use differ depending on students' backgrounds and experiences. While printed dictionaries have traditionally been used, digital dictionaries are increasingly being adopted, and students' attitudes toward them are developing positively (Maden, 2020). By offering quick access, multimedia support, and interactive features, digital dictionaries provide a more flexible and student-friendly tool to assist in writing.

In line with 21st-century learning demands, studies have emphasized the importance of integrating modern digital platforms and applications into teaching. Creative writing models supported by such digital tools can be effectively employed to enhance students' engagement, vocabulary acquisition, and overall writing skills (Ahmed, 2022; Chen & Yeh, 2025). Similarly, popular applications and online media platforms such as Duolingo, TikTok, or Netflix have been shown to influence students' language learning experiences (Mursyidin et al., 2022). These findings indicate that students today are more responsive to digital-based learning materials compared to traditional approaches.

Moreover, various approaches in writing instruction, such as topical writing (Situmorang & Panggabean, 2022) or reading-to-writing models (Liu, 2022), have also proven effective in helping students improve their grammatical accuracy, vocabulary use, and sentence organization. Creative writing activities, when supported by digital tools, not only improve students' writing performance but also foster positive behaviors such as active participation and collaboration (Razgatlıoğlu & Ulusoy, 2022). However, the rise of Artificial Intelligence tools such as ChatGPT has raised new challenges. While AI can generate high-quality creative texts, it risks reducing students' originality and critical thinking in writing, thus emphasizing the need for balanced use of digital tools that support rather than replace students' creative processes (Shidiq, 2023).

In this context, the use of digital dictionaries in senior high school English supplementary subjects holds great potential. By assisting students in vocabulary learning, enhancing grammatical accuracy, and supporting creative expression, digital dictionaries can bridge the gap between linguistic accuracy and imaginative writing. This aligns with previous findings that creative writing not only enhances students' language proficiency but also cultivates their confidence, motivation, and engagement (Maloney, 2019; Santillan & Daenos, 2020). Thus, exploring the use of digital dictionaries in encouraging students' creative writing is timely and effectively.

RESEARCH METHODOLOGY

This study took a closer look at how dictionaries can boost students' creative writing skills at private senior high school during the 2024–2025 academic year in Indonesia. It aimed

to describe how students utilized both printed and digital dictionaries while engaging in creative writing, and how this practice enhanced their vocabulary growth, writing fluency, and overall creativity.

Data Sources

The research focused on 11th-grade students, chosen to give a well-rounded view of dictionary usage at the senior high school level. To gather data, the researchers used observations, interviews, and documentation. Observations took place during English supplementary classes, where an observation checklist helped track how often students used dictionaries, which types they preferred, and their level of independence in using them.

Research Instruments and Procedures

This study conducted semi-structured interviews to really dive into students' experiences, the benefits they found, the challenges they faced, and their overall attitudes toward using dictionaries. This approach gave us a richer understanding of how they perceive these tools. To back up our findings, we gathered various forms of documentation, including students' written work, notes on how they used dictionaries, and, when applicable, photos capturing their writing process.

Data Analysis

The data analyzed in three main steps: first, we reduced the data, then displayed it, and finally drew conclusions. We started by selecting and organizing relevant data into themes like the type of dictionary used, how often they were used, and the outcomes of the writing. The results were shared in a descriptive format, complete with tables and excerpts from student writing. We also compared our findings with previous studies like those by Maden (2020), Razgatlıoğlu and Ulusoy (2022) to spot similarities and differences, which helped us draw conclusions about how dictionaries contribute to students' creative writing. This descriptive approach offered practical insights into how both printed and digital dictionaries serve as valuable tools for enhancing vocabulary, sentence structure, and creativity in student writing, while also highlighting the challenges and implications for teaching practices. Referencing Maloney (2019) analysis also considered how dictionary use contributes to creative writing's benefits for L2 learning.

RESULT AND DISCUSSION

This discussion dives into how digital dictionaries can really boost students' creative writing by breaking it down into four important stages: Vocabulary Awareness Activation (VAA), searching for and selecting words, applying words in writing, and revising and refining writing.

Vocabulary Awareness Activation and steps to activate VAA

1. Introduction to the Dictionary & Keywords

At the outset, the teacher introduced dictionary used in creative writing via a task, with both printed and digital dictionaries available to students. Students were given four

Indonesian words (*guru, murid, menulis, pelajaran*) and asked to find their English meanings using a dictionary. This activity was observed to stimulate vocabulary awareness.

Initially, students were guided to use a printed dictionary, following alphabetical order to find and translate words. Subsequently, they were allowed to used digital dictionaries on their devices. Observations showed most students found the digital method easier and faster, actively engaging with enthusiasm. A student commented on the comparison:

> *S: "A printed dictionary works, but it takes time to find the word. With a digital one, you just type it and the meaning and examples appear right away."*

Reinforcing this preference for efficiency, another student stated, "I used digital dictionaries more often because they are more practical and faster. Just type the word I'm looking for, and the meaning appears right away."

Students were observed interacting more deeply with dictionaries, comparing meanings and considering context. This two-step approach appeared to build confidence, particularly for new dictionary users. The teacher noted that experiencing both types helped students understand dictionary functions and how their choice impacts writing speed and accuracy. This initial activity provided a fundamental experience, contributing to more independent and confident writing.

The initial activity of introducing both printed and digital dictionaries in creative writing tasks demonstrated a significant impact on students' vocabulary awareness and writing engagement. At first, students used a printed dictionary to locate words alphabetically, which trained them in traditional lookup skills. However, when shifted to digital dictionaries, most students reported greater efficiency, practicality, and enthusiasm, aligning with Maden's (2020) observation that attitudes toward digital dictionary use are increasingly positive as students' progress. Students' preference for digital tools mirrors findings by Göçen (2019) and Razgatlıoğlu & Ulusoy (2022), who emphasized that digital-based activities can enhance writing motivation, attitude, and fluency. Similarly, the quick access to vocabulary meaning and usage resonates with Santillan & Daenos's (2020) argument that vocabulary strategies must be strengthened through accessible tools, while also addressing common learner difficulties in word usage as noted by Gayo & Widodo (2018).

2. Initial Search (Print)

As an initial step in vocabulary awareness activation, students were guided to used a printed dictionary. During this activity, students were observed following alphabetical order to locate each keyword provided by the teacher (i.e., *guru, murid, menulis, pelajaran*) and writing down its English translation. Observations indicated that students were actively engaged in this manual search process, though some required more time to familiarize themselves with this method.

In the first stage of their search, students were encouraged to use a printed dictionary to boost their vocabulary awareness. They worked on finding Indonesian words like *guru,*

murid, menulis, and *pelajaran* in alphabetical order, and then wrote down their English translations. This task required some careful navigation and a bit of patience, as some students took longer to get the hang of searching manually. Observations showed that this activity really got students involved and helped them develop effective vocabulary strategies, which ties in nicely with Santillan & Daenos (2020)'s insights on the importance of practicing vocabulary learning strategies.

Additionally, the findings from Maden's (2020) study highlight the importance of printed dictionaries, showing that students who started using them early on developed a more positive attitude towards dictionary use than their classmates. These dictionary practices play a crucial role in minimizing linguistic errors, as Gayo & Widodo (2018) pointed out that both interlingual and intralingual factors are major contributors to students' morphological and syntactical mistakes. Furthermore, working with dictionaries helps enhance creative writing skills, since mastering vocabulary is key to better writing performance (Liu, 2022; Maloney, 2019). The active participation of students in using printed dictionaries aligns with the observations made by Situmorang & Panggabean (2022) and Razgatlıoğlu & Ulusoy (2022), who found that structured vocabulary and writing activities significantly boosted student engagement, attitudes, and overall writing success. So, while it may take some time, searching through printed dictionaries effectively fosters vocabulary awareness, accuracy in language use, and lays the groundwork for creativity in writing.

3. Transition to Digital Dictionary

The following interaction with printed dictionaries, students were then permitted to used digital dictionaries on their devices. Observations indicated a significant transition and strong preference among students for digital dictionary used. The majority of students perceived this digital method as easier and faster. One student explained their reasoning:

> *S: "I used digital dictionaries more often because they are more practical and faster. Just type the word I'm looking for, and the meaning appears right away."*

This statement was corroborated by observations that digital dictionary used contributed to writing time efficiency. Students were observed rapidly adapting to the features of digital dictionaries, which provided instant results and examples of word usage in context. This shift appeared to enhance student engagement due to the ease of access and speed of information acquisition.

After getting familiar with printed dictionaries, students quickly shifted to using digital dictionaries on their devices, and it didn't take long for them to show a clear preference for this new method. Observations indicated that students found digital dictionaries to be faster and more convenient. One student even mentioned that with digital tools, they could just type in a word and instantly get its meaning. This quickness was noticeable during classroom observations, where students adapted swiftly to digital features that not only provided immediate definitions but also included contextual examples of how words are used. This not only saved them time while writing but also kept them more engaged. These insights echo Maden's (2020) findings, which highlighted that while using printed dictionaries can create positive early experiences, digital dictionaries are becoming

more appreciated for their practicality and ease of access. The move to digital dictionaries also aligns with the research by Rong & Noor (2019) and Chen & Yeh (2025) on digital storytelling tools, showing that digital platforms can enhance writing skills, vocabulary learning, and student creativity through their speed and interactive nature.

In a similar vein, Situmorang & Panggabean (2022) and Razgatlıoğlu & Ulusoy (2022) found that effectively using modern learning tools boosts students' participation, motivation, and writing results. From a linguistic perspective, digital dictionaries can help minimize both morphological and syntactical mistakes, as they allow learners to quickly check meanings and usages, tackling the interlingual and intralingual issues pointed out by Gayo & Widodo (2018). Additionally, incorporating digital tools aids in the overall development of creative writing, aligning with the views of Göçen (2019), Maloney (2019) and Liu (2022), who highlighted that tech-supported activities lead to better writing performance, engagement, and language organization skills.

4. Exploration of Meaning & Context

After the initial search process, students were observed beginning to interact more deeply with the dictionary to explored the meaning and context of words. They did not merely seek basic definitions but also compared various meanings for a single word and considered its suitability within the context of the sentence they were writing. Some students were also observed attempting to find related words or synonyms to enrich their vocabulary choices. However, observations and interviewed indicated that this stage also presented challenges. One student stated:

S: "Sometimes I get confused choosing the right meaning because one word can have many definitions."

The teacher also affirmed this observation, mentioning that the main challenge is choosing the meaning of the word that fits the context. This suggests that while students engaged in meaning exploration, the precise selection process remained an area where support was needed.

After the initial search phase, students dove into a more engaging interaction with dictionaries. Their focus shifted from simply finding direct translations to delving into various meanings and figuring out what fits best in different contexts. Observations revealed that students were comparing different definitions, looking at how words are used, and even hunting for related terms or synonyms to enhance their vocabulary. However, they faced some challenges, particularly with polysemy. As one student put it, the tough part was “picking the right meaning since one word can have so many definitions.” The teacher echoed this sentiment, noting that selecting the right context was a common hurdle.

This finding echoes Gayo & Widodo’s (2018) observation that many learner errors stem from both interlingual and intralingual factors, especially when students need to differentiate between various word forms and functions. However, this stage also highlights a crucial step towards using vocabulary at a higher level. Exploring vocabulary not only expands the range of words available but also fosters more precise and imaginative writing. This aligns with the insights of Göçen (2019), Maloney (2019) and Liu (2022), who all stress the importance of vocabulary depth in improving writing fluency and structure.

Additionally, the practice of negotiating meaning resonates with (Santillan & Daenos's (2020) findings, which suggest that learners often overestimate their vocabulary knowledge. This points to the necessity for ongoing strategy instruction and practice in context. As demonstrated in related studies on digital storytelling (Chen & Yeh, 2025; Rong & Noor, 2019) and topical approaches (Razgatlıoğlu & Ulusoy, 2022; Situmorang & Panggabean, 2022), activities that encourage students to analyze, select, and apply words meaningfully can significantly enhance their writing performance, engagement, and creativity. Therefore, while students may struggle with choosing contextually appropriate meanings, this hands-on experience with dictionaries represents a vital developmental milestone in their vocabulary learning and creative writing journey.

5. Guidance & Teacher Observation

Throughout the entire dictionary implementation process, the teacher's role as a facilitator and observer was prominent. The teacher actively guided students in effectively utilizing dictionaries, including providing special exercises, examples of word usage in sentences, and facilitating group discussions regarding word meanings.

The teacher observed that by trying various dictionary types and through guidance, students not only better understood dictionary functions but also became more aware of how dictionary choice impacts their writing speed and accuracy. The teacher emphasized that dictionaries serve as essential reference sources that enrich vocabulary and encourage students to think critically in selecting words.

While some students were accustomed to using dictionaries, teacher observations also indicated that others were initially hesitant or reluctant. However, the teacher held high expectations for students to became more independent in writing with the help of dictionaries. As the teacher expressed:

> *T: "I hope students became more independent, actively seek references, and are able to developed their own writing styles."*

This demonstrates that the teacher's guidance was oriented not just towards instant word search but also towards developing students' learning autonomy and reflective writing abilities.

During the process of implementing the dictionary, the teacher played a crucial role as both a facilitator and an observer, guiding students in using the dictionary effectively and fostering their independent writing skills. The teacher didn't just offer technical support—like exercises, examples of how to use words, and group discussions—but also highlighted the significance of choosing words thoughtfully and engaging in reflective learning. These insights show that the teacher's guidance made students more aware of how their choice of dictionary could impact the accuracy and efficiency of their writing. This aligns with the findings of Göçen (2019) and Maloney (2019), which suggest that when creative writing activities are well-supported, they can boost both motivation and skill development. While some students approached the task with confidence, others were a bit hesitant, which reflects Santillan & Daenos's (2020) point that learners often misjudge their vocabulary knowledge and need strategic instruction to understand word meanings better. The teacher's expectation for students to gain independence echoes Liu (2022), who emphasized that integrating

reading and writing instruction can enhance students' language skills and their ability to think independently.

Additionally, this supportive role aligns with the structured activities highlighted by Situmorang & Panggabean (2022) and Razgatlıoğlu & Ulusoy (2022), where guided tasks led to better participation, behavior, and writing results. Looking at the bigger picture, the teacher's promotion of dictionary use as a reflective practice ties in with Maden (2020), who discovered that positive attitudes toward using dictionaries grow with regular practice. This also resonates with findings from Chen & Yeh (2025) and Rong & Noor (2019), who showed that when digital tools are paired with teacher guidance, vocabulary acquisition and writing performance can see significant improvements. By viewing dictionaries not just as reference materials but as tools for fostering independence and creativity, the teacher played a key role in minimizing errors (Gayo & Widodo, 2018).

Search and Selection of Words

Search and Selection of Words is the process of identifying and choosing the most appropriate and effective words to use in a given context—whether in writing, speaking, or linguistic analysis. In this study, observations indicated that students primarily engaged in this process by utilizing dictionaries.

Based on interviewed, most students stated that they more frequently used digital dictionaries when writing. The main reasons cited for this preference were speed and ease of access. As one student explained:

S: "I used digital dictionaries more often because they are more practical and faster. I just type the word I'm looking for, and the meaning appears immediately".

Furthermore, students found dictionaries helpful when they struggled to find the right word or ran out of ideas. In the context of creative writing, they notably referred to dictionaries to expand their vocabulary choices and ensure selected words matched the intended meaning and context.

The implementation began with students using printed dictionaries, with teacher guidance, to find English equivalents for a list of Indonesian words. This initial exercise helped them understand alphabetical order and dictionary mechanics. Subsequently, students transitioned to using digital dictionaries on their phones. Most students found digital dictionaries easier and quicker, appreciating the instant results, example sentences, and synonym options. This facilitated their acquisition and application of new words. Beyond simple translation, students were observed comparing meanings and considering the most fitting word for a sentence, indicating an increased awareness of words in context.

This two-tiered approach, involving both printed and digital dictionaries, demonstrated the advantages of digital tools in terms of speed, practicality, and user-friendliness. The used of digital dictionaries was also observed to contribute to students' growing confidence and independence in selecting words for their creative writing.

The way students searched for and selected words in this study showed just how much they leaned on both printed and digital dictionaries to find the right vocabulary for their creative writing. At first, with some guidance from their teachers, they practiced using printed

dictionaries to get a handle on alphabetical order and how dictionaries work. But soon enough, they made the switch to digital dictionaries, which they found to be quicker, more practical, and easier to access. One student even mentioned that digital tools were "more practical and faster," letting them quickly look up meanings, example sentences, and synonyms. This change mirrors a larger trend in education where digital resources are boosting language learning, echoing the findings of Rong & Noor (2019) and Chen & Yeh (2025), who point out that digital storytelling tools can enhance writing skills and help with vocabulary acquisition. Additionally, observations showed that students weren't just translating words; they were also comparing different definitions and thinking about which ones fit best in context. This approach not only helps minimize lexical errors (Gayo & Widodo, 2018) but also fosters a better understanding of how words work together (Liu, 2022).

The use of dictionaries—especially the digital ones—has been shown to boost confidence and independence in writing. This supports Maden's (2020) findings that students' attitudes toward dictionaries improve as they progress through grades, and Santillan & Daenos's (2020) emphasis on the importance of strategy training to help bridge the gap between what students think they know and their actual vocabulary skills. Additionally, creatively using dictionaries has led to a richer application of vocabulary, aligning with the work of Göçen (2019) , Maloney (2019) and Razgatlıoğlu & Ulusoy's (2022), who found that engaging in guided creative writing activities significantly boosts student motivation, writing quality, and overall engagement. The benefits of digital tools in this context are echoed by Ahmed (2022), Situmorang & Panggabean (2022), and Mursyidin et al. (2022), whose research shows that incorporating modern technologies and relevant approaches into writing instruction enhances participation, vocabulary development, and writing skills overall. However, it's important to note Shidiq's (2023) warning that while AI and digital tools can make creative tasks more efficient, relying too heavily on them might stifle originality, highlighting the need for a balanced approach with teacher guidance. Overall, this phase illustrated that using both printed and digital dictionaries not only offered practical vocabulary support but also served as a foundation for fostering independence, creativity, and contextual accuracy in students' writing.

Application of Words in Writing.

Application of Words in Writing refers to how words are intentionally used and arranged in written communication to achieve clarity, tone, purpose, and impact. It involves understanding the meaning, context, audience, and structure to choose words that convey the writer's intent effectively.

In this activity, the teacher provided four Indonesian words (*guru, murid, menulis, pelajaran*), and students were asked to find their English meanings using either printed or digital dictionaries. Following this, students were given a task to write a short paragraph using one of the four words. During this task, many students chose to used digital dictionaries due to their speed and practicality. A student highlighted the dictionary's utility, stating:

> *S: "the dictionary was very helpful when they ran out of ideas or were unsure which word to use".*

Students were also observed searching for synonyms and example sentences to help make their writing sound more natural. This activity provided students with a practical opportunity to apply vocabulary in full sentences. After selecting one of the four words, they

were tasked with constructing a short, meaningful paragraph. This encouraged them to think critically about sentence construction. For instance, for the word "teacher", one student wrote: *"The teacher is someone who helps students learn and grow."* Observations indicated that students were able to construct appropriate and meaningful sentences with dictionary assistance, leading to improved writing flow and sentence clarity.

The used of dictionary-derived vocabulary facilitated the creation of accurate and contextually sound sentences, which, in turn, fostered greater confidence in students regarding correct word usage beyond mere translation. With consistent teacher support and regular practice, students became more comfortable in naturally and flexibly integrating new words into their writing

The way we use words in writing, as shown in this activity, highlighted how both printed and digital dictionaries helped students turn isolated vocabulary into meaningful written expression. After translating the Indonesian words *guru*, *murid*, *menulis*, and *pelajaran*, students incorporated one of these words into short paragraphs, with many preferring digital dictionaries for their speed, convenience, and contextual examples. One student mentioned that dictionaries were particularly useful when "they ran out of ideas or weren't sure which word to use," echoing Santillan & Daenos's (2020) point that learners often think they know more vocabulary than they actually do and need some strategy training to fill in the gaps. Students didn't just stop at basic translation; they also looked for synonyms and example sentences to make their writing sound more natural, which helped with sentence flow, reduced grammatical mistakes, and improved clarity—issues that Gayo & Widodo (2018) noted as common in student writing. This activity also sparked creativity and boosted confidence, aligning with the views of Göçen (2019), Maloney (2019) and Razgatlıoğlu & Ulusoy (2022), who argue that creative writing tasks can enhance achievement, motivation, and reading fluency. Additionally, students' growing reliance on digital dictionaries reflects Maden's (2020) findings that attitudes toward dictionary use tend to improve over time, while their exploration of contextual usage supports Liu's (2022) emphasis on integrating reading and writing to strengthen collocation and sentence structure.

The positive impact of digital tools on vocabulary use is backed by the research of Rong & Noor (2019) and Chen & Yeh (2025). Their studies on digital storytelling showed that students experienced better writing performance, improved grammar, and enhanced creativity. This blend of vocabulary sourced from dictionaries with writing exercises aligns with the larger trends in 21st-century teaching, where digital resources (Ahmed, 2022; Mursyidin et al., 2022) and thematic approaches (Situmorang & Panggabean, 2022) boost participation, vocabulary growth, and student engagement. However, Shidiq's (2023) cautions educators to strike a balance between using technology and fostering originality, ensuring that students cultivate genuine creative skills instead of becoming overly dependent on AI. Altogether, these insights indicate that thoughtfully integrating dictionary-supported vocabulary not only enhances sentence clarity and writing flow but also builds students' confidence, independence, and creativity in using English words effectively in context.

Revision and Refinement of Writing

Revision and Refinement of Writing refers to the process of reviewing, modifying, and polishing a written text to improve its clarity, coherence, style, and overall effectiveness. This stage goes beyond simple proofreading; it involves rethinking the content, structure, word

choice, and flow to ensure the writing communicates its intended message clearly and powerfully.

During the writing activity, several students became aware of mistakes in their word choice and sentence structure. One student admitted:

> *S: "Earlier I used the word 'help', but it was incorrect. After checking the dictionary, I realized the correct form."*

Another student also shared that after using the dictionary, it became easier to find and fix words that did not fit well in their writing. Based on interviewed results, it was clear that students were beginning to evaluate and revised their own writing more independently. Beyond just looking up meanings, students were observed using the dictionary to check grammar, spelling, and word usage within sentences. This practice helped them notice and correct their own errors without constant teacher intervention, increasing their awareness of appropriate word choice and sentence construction.

Consequently, using a dictionary notably enhanced students' independence in revising their writing. They demonstrated greater care with word selection and increased confidence in self-correction. The dictionary thus emerged as a vital tool not merely for definition, but also for reflection and continuous improvement in writing.

The revision and refinement stage really showcased how students were starting to critically assess and enhance their own writing, especially with the help of dictionaries. During this time, they became more attuned to their lexical and structural mistakes. For instance, one student recognized that they had misused the word "help" and managed to correct it by consulting a dictionary. This aligns with Gayo & Widodo (2018) research, which points out the common morphological and syntactical errors that EFL learners face, like verb misinformation and misuse. Thankfully, these issues can be addressed through mindful revision techniques. The dictionary proved to be more than just a source of definitions; it also served as a handy tool for checking grammar, spelling, and the appropriate use of words in context, allowing students to self-correct without always needing a teacher's guidance.

This approach aligns with Maden's (2020) research, which found that students in higher grades tend to have a more positive attitude towards using dictionaries. It also backs up Santillan & Daenos's (2020) point that many students often think they know more vocabulary than they actually do, highlighting the need for strategies to help them bridge the gap between what they think they know and their real skills. Additionally, the act of revising and polishing writing connects with the advantages of creative writing practices noted by Göçen (2019), Maloney (2019) and Razgatlıoğlu & Ulusoy (2022). Their work shows that engaging in drafting and redrafting can boost writing success, motivation, and fluency. The use of digital tools during this phase echoes the findings of Rong & Noor (2019) and Chen & Yeh (2025), who stress that digital storytelling can enhance grammar, language use, and reflective learning through repeated revisions. Liu (2022) also points out that mixing reading and writing activities can improve sentence structure and word combinations, skills that students showcased while refining their drafts. The role of technology in aiding revision is further supported by Ahmed (2022), Situmorang & Panggabean (2022), and Mursyidin et al. (2022), whose studies reveal that modern materials, topical methods, and digital platforms promote active engagement and greater awareness of vocabulary. However, Shidiq (2023) warns that while digital and AI tools can simplify the revision process, relying too heavily on them might stifle originality,

emphasizing the need for teachers to guide students in maintaining their creativity. In summary, the findings indicate that using dictionaries during revision not only boosts students' independence and confidence in correcting mistakes but also encourages deeper reflection, transforming revision into a valuable process of ongoing improvement rather than just a simple proofreading task.

CONCLUSION

The process of searching, applying, and revising words using digital dictionaries has really boosted students' vocabulary awareness, writing fluency, and independence. Starting off with printed dictionaries helped build essential skills, while digital tools brought in speed, convenience, and contextual examples that made learning more engaging and boosted their confidence. Students progressed from just translating words to using them in context, crafting meaningful sentences, and improving their writing through self-correction. This process not only reduced lexical and structural mistakes but also encouraged creativity, reflective learning, and independence, highlighting the crucial role dictionaries play as both reference materials and developmental tools in creative writing. For Future studies could dive into the use of digital dictionaries impacts vocabulary retention and writing skills over time, especially for learners at various proficiency levels.

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