

**STUDENTS' VOICES ON THE USING
U-DICTIONARY**

THESIS

Submitted in Partial Fulfillment of the Requirements
For Gaining the Degree of Bachelor of Islamic Education
in English Language Education



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ABSTRACT

Title : Students' Voices on the Using U-Dictionary

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English is a language that has been patented as an international language where everyone in all parts of the world can communicate with someone who has a different language using English. In the current technological era, this ability is really needed to be able to communicate digitally, such as via the internet, even in the professional world. For this reason, tools are needed for learning English such as the U-Dictionary. This research aims to determine students' learning experiences and to find out the advantages and disadvantages of using the U-Dictionary as a learning aid. This research used purposive sampling to determine participants, namely eighth-semester students of the English Language Education Department, UIN Walisongo Semarang. This research uses qualitative methods by conducting natural observations of students where the main data is obtained from interviews. Data analysis in this research includes stages of data reduction, data presentation, and conclusions. Students also experience difficulties in using U-Dictionary such as signal interference, applications that provide translations with foreign vocabulary, lots of advertisements, and so on. Apart from that, students need other tools such as the Cambridge dictionary, Duolingo, and YouTube channels.

Keywords: Advantages and Disadvantages, EFL Students, U-Dictionary.

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All praise and gratitude to the presence of Allah SWT, the writer thanks to His mercy and grace, the writer has succeeded in completing the thesis entitled "Students Learning Experience in Using U-Dictionary to Enhance Pronunciation Skills". In preparing this thesis, the writer realizes that this thesis is still far from being perfect because there are still shortcomings in it.

This is due to the limitations possessed by the author both in terms of ability, knowledge and experience of the author. Therefore, the authors expect constructive criticism and suggestions so that in the preparation of further papers it can be better. The author realizes that without the help and guidance from various parties, it would be quite difficult for me to complete this thesis.

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Semarang, 16 August 2023

The researches,



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MOTTO

"Whoever follows a path to seek knowledge, Allah will make
easy for him a path to paradise." -HR. Muslim

“As long as there is intention and belief everything will be
possible”

Cindy Ariska Putri

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, the research questions, the objective of the research, and the significance of the study.

A. Background of Study

People who are very fluent when using or speaking English is amazing because not everyone can do it. besides that English has a very important role in the life of everyone, children and adults. Someone who can speak English will have a brighter future because this ability can open up various opportunities for people who master it. All of these opportunities can help us achieve success. Success itself can improve a person's quality of life so that his life becomes more prosperous, comfortable, and happy. Since then I was determined to be able to speak English well. I asked my friend who is good at languages to get tips on learning easily from him, then he suggested me to use u-dictionary. after I found out about this u-dictionary application, I honestly felt that learning a language was very practical and easy because it could be used anywhere and anytime. The Magic Translate feature from U-Dictionary is one of my favorites because it can translate text, chat, external articles, or social media posts really simple and fast. This is really useful for me who can't be separated from social media

According to Canny (Miangah and Nezarat), mobile phones provide an ideal platform for learning because they are ubiquitous, affordable, compact and wireless. Mobile applications that are widely used in language learning are text messaging services (SMS), voice recording services, and e-mail services. However, some of its applications and roles in language learning have been neglected. One type of application is a dictionary. What has been neglected in the literature is the use of portable dictionaries and their potential impact on students' spelling. In a world where technology-enabled devices are rapidly evolving, wireless communication technology is no exception in this regard. As high-quality mobile phones reach every area of human life, these wireless computing devices are expected to soon become available in all urban and rural areas across the nation. Widespread access to affordable and powerful devices has changed the online learning environment in many ways. In fact, mobile learning can be considered as an enhancement of learning media towards the next generation.

Especially in this era of globalization, children are more interested in looking at their computer screens or cellphones than watching the teacher explain in front of the class. During the teaching and learning process, students can concentrate maybe for 10-20 minutes. This is in accordance with Robertus' opinion that the concentration of student

learning in class is currently declining. Until students can concentrate in just 10 minutes. But during recess, students just stay in class just looking at and using cellphones. Seeing this situation shows that today's children are very interested in the applications provided by mobile phones. Nezarat, (2012) Allah says in the Qur'an surah Ar-Rahman verses 1-4

الرَّحْمَنُ عَلَّمَ الْقُرْآنَ خَلَقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ

(Allah) the Most Merciful, who has taught the Qur'an. He created man, taught him to be eloquent. (Q.S. Ar-Rahman [55]: 1-4)

Finding online applications such as u-dictionary which are very useful as a medium for learning English easily and practically made me interested in raising and developing them in my thesis. I want to change the mindset of people who say that learning English or a foreign language is difficult, with the translation features in U-Dictionary, including Magic Translate, camera translator, direct translation, can translate various languages and so on. In addition, U-Dictionary can also be used offline and is able to translate various languages. not only that, there are many translation features and support for multiple languages. The U-Dictionary application is also easy to use. Every user or user who is using U-Dictionary for the first time will immediately understand and understand the functions and features in it. It is not difficult to learn English if we want to learn it, so in my opinion the u-dictionary

application is not inferior to other applications or translators Using the English dictionary application is a useful learning tool for students.

Using the English dictionary in learning will definitely be easier and adjust the time with this application. In addition, the shape is very simple and easy to carry anywhere. We only need to download the smart application through the playstore. Among several English dictionary apps, one example is "U-DICTIONARY". U-Dictionary is a free dictionary and translation app. it offers the official Oxford dictionary in 12 languages and offline translations in 58 languages. U-Dictionary is not only the most reliable English dictionary but also a very useful multilingual translation tool. Translation that meets your needs in all situations such as studying, working and traveling abroad. U-Dictionary is more than just translations.

Teachers can create something new to attract students' attention in the learning process. Common pronunciation mistakes can cause communication breakdown. Although it is difficult to achieve a perfect British accent, at least good pronunciation is the best goal to help listeners understand it. There are many obstacles in teaching pronunciation. For example, teachers often run out of time to deliver material in class even though they are very attentive during learning. In this case, the teacher sometimes provides explanations

accompanied by unclear instructions, irrelevant presentations, and boring topic exercises. Psychological factors also affect learning, different forms of pronunciation and learning methods unlike learning grammar or vocabulary in general.

According to Farideh Ataeifar and friends (2019), researching the impact of mobile-assisted instructions to improve students' speaking skills. In his research using mixed methods. The results of this study indicate that the findings reveal mobile assisted instruction is played an important role in improving students' speaking skills. The results of the interviews show that mobile applications have a positive impact on student learning. Moreover, Ismail Xodabande and Mahmood Reza Ata (2020) stated that mobile applications for independent and autonomous academic vocabulary learning among English as a Foreign language university (EFL) students as a source of student learning and can also provide advantages to educators. Mobile phones play an important role and are proven to improve students' vocabulary pronunciation.

In this study, researchers investigated student experience and improvement of pronunciation in the direction of independent learning by using a mobile application, namely u-dictionary as a learning medium. The use of this media to support the learning process shows that this technology is not commonly used in the classroom but also outside the

classroom. U-dictionary can be used anywhere and anytime for learning. Therefore, in this current study, we focused more on investigating students' experiences in English as a Foreign Language (EFL) and to show any impact after using the u-dictionary on students' pronunciation skills and what the student did. English learning experience through u-dictionary.

B. Research Questions

The problem that is going to be discussed in this paper can be stated as follows:

1. What learning experiences do students get after using u-dictionary as a learning medium?
2. How does a student voice on advantages and disadvantages after using U-Dictionary?

C. Research Objectives

Based of research questions above, the objectives of the research can be stated as follow:

To describe the student learning experiences in using the u-dictionary as well as the advantages and disadvantages of the u-dictionary as a learning application for students.

D. Pedagogical Significances of the Study

Researchers hope that the results of this study provide brief information and theoretical and practical contributions as follows:

1. Theoretically
 - a. The results of this study will reveal students' learning experiences in learning through a mobile application, namely the U-Dictionary.
 - b. The results of this study will reveal the advantages and disadvantages of U-Dictionary as a student learning tool according to students' views.

2. Practical

- a. For students

The results of this study can provide insight into the learning experience and benefits after using U-Dictionary for student learning.

- b. For English teacher

The results of this study can provide useful information and contributions for teachers. Teachers can find out the learning experience of students as well as the advantages and disadvantages of the U-Dictionary application to improve students' abilities, especially in English and can make choices to be used as learning media.

- c. For further researchers

Hopefully, the results of this study can be a reference material for future researchers who want to

conduct similar research on learning aids, especially for students majoring in English education.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a literature review and previous research which supports this research to analyze the data and answer the research questions.

A. Previous Researcher

The writer considered some previous related to this study in composing this thesis, there are:

First, An International Journal of Current Science Research and Review, Zana Chobita Aratusa, Aminah Suriaman, Darmawan Darmawan, Mochtar Marhun, Rofiqoh Rofiqoh, Nurdin Nurdin (2022) entitled “Students’ Perceptions on the Use of Mobile-Assisted Language Learning (MALL) in Learning Pronunciation”. This study aimed are to analyze the students' perceptions of the use of Mobile Assisted Language Learning (MALL) in pronunciation learning and to analyze the problems faced by the students regarding the use of the MALL in pronunciation. Additionally, this research was conducted using a mixed method design. The formulation of the problem from this study can be concluded that in general the student's perception is the student's perception of use MALL in positive pronunciation because they think that MALL is effective and useful for their pronunciation learning. The similarity of this

research is using a mobile application to facilitate students' pronunciation and its effectiveness as a learning medium. The different of this research is that research does not use u-dictionary as a learning medium that is used to improve pronunciation. Aratusa (2022)

Second, A Publication Journal of English Language, Linguistics, and Literature. Krismonika, Maida Norahmi, and Natalina Asi (2021) entitled "*The Effect of U-Dictionary on Vowel Ability of the Tenth Grade Students*". The aimed of this research was to find out the empirical data which could determine whether there is a significant of using U-Dictionary application on vowel pronunciation ability of the then grade student of SMA Kristen Palangka Raya or not. This research used quantitative methods with pre-experimental research methods with one group pretest-posttest design. This formulation of this research is research that discusses the use of mobile applications that can develop student experience in improving english skills by using u-dictionary as a source of student self-study. Krismonika (2021:22-23) the similiarity of this study using the u-dictionary mobile application as a teaching material to improve students pronunciation independently. The difference from this research is that it does not discuss English pronunciation in detail.

Third, A Publication Journal of Educational Research and Reviews, Penkhae Wongsuriya (2020) entitled "*Improving*

the Thai students' ability in English pronunciation through mobile application". The purpose of this research is to provide opportunities for Thai students especially in remote areas, this research aims to learn English pronunciation by students in remote areas and for evaluation of students' performance in English pronunciation using the Google translate mobile app. This study used a combination method, the data obtained from different instruments were analyzed and interpreted qualitatively and quantitatively with T-Test is used to analyze the data. The formulation of the problem of this study is that most of the students only learn grammar and structure only, as a result Thai students, particularly in remote areas where native English speakers are insufficient and found unable to pronounce English words properly. The difference from this study is that research uses Google Translate as a learning medium and only involves students in remote areas.

Fourth, An International Journal on Studies in English Language and Literature (IJSELL), Md. Khurshedul Alam and K.M. Jubair Uddin (2019), entitled "*Awareness and Attitude to Correct English Pronunciation at Higher Secondary Level in Bangladesh*". This study aimed to increase awareness of the level of awareness and attitude to control English pronunciation Bangladesh upper secondary students and to indicate whether students' attitudes towards pronunciation skills are positive or negative and whether their awareness is very low or high. This

research adopts quantitative methods as a means of data collection and interpretation. However, qualitative methods are also applied to some extent. The formulation of this research is to find out to what extent high school students in Bangladesh learn the correct pronunciation and realize the importance of correct English pronunciation. The difference from this study is that the research is not related student independent learning and do not use u-dictionary as Source.

B. Literature Review

This chapter highlights the theoretical review and previous research. The theoretical review below contains an explanation of the research title in detail. The previous study includes a description of the theory and findings from previous research that assists as preference and research activities.

1. EFL Students

Pronunciation is a related and inseparable part of second/foreign language learning because it directly influences the learner's communicative competence and performance to a certain extent. However, teaching EFL pronunciation has received varying treatment from having no room in synthetic syllabuses and grammar-translation methods to being a major focus in situational syllabuses and audio-lingual methods where emphasis is placed on traditional notions of pronunciation, minimal pairs, exercises and mini conversation. Influenced by previous

experiences as language learners, or shaped by their own cultural backgrounds, second language learners often hold different beliefs or notions about language learning. Bunkart (1988) Good pronunciation skills are a key element to one's ability to speak any language. Intelligible speech requires the accurate production of many factors, for example, phonemes, stress, relation, rhythm, and intonation. emphasized that, besides that grammar and vocabulary, pronunciation is a mechanical element of speaking skill. Thus, to speak effectively, the ability to pronounce accurately is a must. Without proper pronunciation, mastery of one's grammatical rules and a rich vocabulary possession does not guarantee that he is able to speak effectively and will be difficult to understand and can cause distraction problems.

Informal observations of current researchers suggest that pronunciation is a major barrier to communication for many people. especially for students majoring in English. they tend to neglect many aspects of pronunciation, including pitch, intonation, pauses, liaisons, and rhythm when speaking. Pardede (2006) for example, some of them don't differentiate between thanks giving and tanks: him and see or the sea They also don't use different intonation for Can you see Ferdi? and Can you, Ferdi? Their imprecision in pronunciation often makes their

speech difficult to understand. Producing intelligible utterances seemed to be a prevalent problem among many freshmen and sophomores in this department. Study revealed that the freshmen of the same department encountered problems to produce English fricatives. Many researchers have suggested that learners' preconceived beliefs about language learning would likely affect the way they use their learning strategies and learn a second language. Knowledge of the relationship of learners' beliefs about language learning and strategy use should provide teachers with better understandings of their students' "expectation of, commitment to, success in, and satisfaction with their language classes". Horwitz (1988)

In this global era, it requires students all over the world to learn English. Especially students studying English as a foreign language (hereinafter referred to as EFL students). This causes all students including EFL students in many countries to learn English from kindergarten to university level. However, learning English especially speaking skills creates various problems for EFL students. As Kirkpatrick (2014) mentioned, EFL students use the language only on certain occasions for specific purposes. Moreover, the lack of English roles in society causes learning English for EFL students to be more challenging. As a result of the limited role of using

English by EFL students, they have bigger learning problems than other learners who use English in their daily life. Additionally, pronunciation is the basic of communication and it is essential when it comes to distinguishing meanings or to produce comprehensible utterances. As Al Yaqoobi, Ali & Sulan (2016) mentioned that one cannot speak without pronouncing the language. However, learners consider pronunciation as the main cause for their communication problems, Ababneh (2018). However, learners consider pronunciation as the main cause for their communication problems Ababneh (2018). Learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect (Poursohein, 2012). From the above-mentioned functions of pronunciation, it is very vital for communication and it is the most important issue for EFL students to recognize.

Mobile applications also known as Mobile Apps, are software applications that can run on mobile devices (Smartphones, Tablets, iPods, etc.) and have an operating system that supports standalone software. The available mobile application distribution platforms are usually managed by the founders of the mobile operating system, such as the Apple App, Google Play Store, and Windows

Phone. Mobile applications can come from applications that have previously been installed on the mobile device or devices downloaded through the distribution site. In general, mobile applications allow users to connect to internet services that are usually only accessed via a PC or tablet. Thus, mobile applications can help users to more easily access internet services using their mobile devices. Mobile applications can come from applications that were previously installed inside mobile device or can also be downloaded by yourself through the website distribution. Generally, the mobile application allows its users connected to internet services that are usually used on a computer or notebook. Thus, mobile applications can help users more easily access internet services using their personal mobile devices.

The prevalence of mobile devices in educational contexts has been supported by movements such as the “Bring Your Own Device” wide range of affordances provided for learners by using mobiles, and the widespread acceptability of mobiles in bridging the gap between social and educational functioning of individuals. In its broadest conceptualization, mobile learning is regarded as the experiences and opportunities offered by the evolution of various educational technologies, which goes beyond the physical devices themselves and emphasizes the

affordances mobiles provide McQuiggan, (2015). In this regard, tablet PCs, smartphones, laptops, and personal media players are platforms that can support learning and particularly characterize mobile-assisted language learning (MALL) by “the use of handheld technologies such as smartphones, tablets or gaming devices in a language learning context”. Indeed, it is the portability and personalized dimensions of these learning affordances that make them attractive tools for transforming language education. However, in a recent review Burston and Athanasiou (2020, p. 35) argue that “all previous overviews have been based on very incomplete data” and provide a more comprehensive collection of studies. The body of knowledge on MALL generally highlights an increased attention to mobiles and the benefits they offer for improving educational outcomes. Nazari (2022)

Prensky (2005) one of the technological advances of the modern age is mobile phone which has dominated most students’ lives. It is not just a communication device any more. It is a useful computer that fits into students, pockets, is always with them and nearly always on, and can be used in any kind of learning. Mobile phone, as a new technology, has brought about a new type of language learning called Mobile Assisted Language Learning. The advent of any method of teaching language has always

been accompanied by the use of different technologies. In other words, any act of teaching necessitates using a kind of technology. Mobile-assisted language learning is a teaching method that uses mobile phone technology as a way of stressing learner-centeredness and autonomy. Based on the different definitions provided for mobile learning, it employs different technologies that make learning different from other kinds of learning. According to O'Malley et al (2003), mobile learning includes any kind of learning that takes place when the learner is not in a fixed state and he/she takes advantage of mobile technology. Generally, according to Geddes (2004), it is the kind of learning which takes place at any time and in any place, that is; it extends teaching and learning outside of the walls of the classroom. An important feature of this type of learning is that students feel responsible for their own learning.

Mobile phones are an integral part of our lives and are increasingly being used for various purposes, including learning foreign languages. They have become popular language learning tools due to their ubiquity, allowing students to access learning materials anywhere and at any time. According to Khaddage, mobile phones have become educational tools thanks to mobile applications that relate to all kinds of programs on mobile devices. Mobile apps

offer many advantages as they are easy to use, convenient, efficient and flexible tools for collaboration, coordination and communication. These features make it an ideal tool for mobile language learning (MALL) alongside traditional teaching methods. Despite that, the fact that mobile apps are gaining popularity, there is still a huge gap in knowledge about the benefits of learning a foreign language. Considering these facts, the purpose of this study is to investigate the use of mobile applications and their use in learning English, focusing especially on the learning experience and improvement of pronunciation after using mobile applications, one of which is u-dictionary.

Mobile phones have changed the way we learn and broaden our horizons, making learning portable, real-time, and supportive (Kukulska-Hulme, 2009; Wong and Looi, 2011). Given these developments and the increasing attention of Mobile-Assisted Language Learning (MALL), a large amount of research has been conducted on the potential effects of mobile technologies on language learning. One such study was conducted by Kukulska-Hulme (2018) and emphasized that mobile technologies are providing new tools for learners to interact and collaborate with each other, delivering lectures, tutorials, and after-class activities, all of which empower learners during language learning, the learning process.

Learners of English who are just learning the basics or beginners should know about and download an offline or online translated dictionary, such as U-Dictionary, which is a type of dictionary with sound icons indicating how to interpret words correctly. Therefore, this feature allows students to use their free time outside the classroom to study and do homework. Several studies have also discussed the effectiveness of cell phones in language teaching and learning. (Liu, 2018) analyzed 24 journal articles to provide an overview of developments and trends in MALL (Mobile Assisted Language Learning). They argue that the MALL approach is beneficial and presents several challenges for users, researchers and educators. However, they suggest that further research is needed to cover more interactions between learners using different mobile devices and the development of different aspects of cognitive learning.

Unfortunately, most English teachers and learners in Indonesia do not fully consider the educational benefits of the availability of mobile devices and the plethora of websites, apps, and online language learning devices. Pratama (2018) shows that more than 95% of Indonesian university students own a smartphone, but most of them commonly use the device for social media. This clearly shows how much college students like smartphones. It is

certainly a learning opportunity, not an obstacle. Vazquez-Cano (2014) and Nurdin, et al., (2021) state that smartphones and other mobile devices are useful educational tools for college students in both distance and face-to-face learning. However, many English teachers/lecturers do not take advantage of this opportunity. As a result, teaching pronunciation remains monotonous and fails to improve student learning, participation, and attitudes towards learning. Although many studies have found associations between the use of mobile technology and improved English acquisition, few studies have been conducted to discover the use of mobile technology in learning pronunciation. It may affect our understanding of the benefits of mobile technology used to improve the importance of mobile technology in English language teaching, especially in English pronunciation.

2. U-Dictionary

In the era of globalization, there are many ways for people to overcome difficulties when learning to speak, and most people like the easy way of learning by using a smartphone. By using a smartphone we can do or search for whatever we need, such as looking for media to study. The presence of smartphones plays an important role in daily activities such as social media, as we know that everyone cannot be separated from social media. The use

of smartphones can significantly influence teaching and learning practices; this is an interesting way to encourage students to quickly improve their speaking skills. Therefore, in the era of globalization, everyone can study on any online platform, using online learning through applications, one of which is u-dictionary.

U-Dictionary is one of mobile media and one the online and also offline dictionaries that can be downloaded from an android or smartphone. It is a light application for translating more than 30 languages without internet connection, U-Dictionary currently supports Android 4.0.0 and IOS 3.0.0 smartphones which were just released on March 24th, 2016, offered by Youdao, Hongkong. In 2019 U-Dictionary has been downloaded by more than 50 million users in worldwide. With U-Dictionary, everyone not only can translate words and short phrases, but also practice the skills in any language. From the main tab, everyone can quickly access short tests and mini games to practice any language wanted. Besides translating a word or text, U-Dictionary can also to be used to look up definitions via Collins Dictionary or Wikipedia. Even, everyone can listen to the pronunciation whenever the android smartphone has an Internet connection. The exercises and tests are especially great for improving your fluency in any language you want, particularly English.

U-Dictionary Application in assisting students in learning pronunciation components to high-level students and her response to it. The reason why the writer chose this application because U-Dictionary has several features that can support students in learning English especially in pronunciation. So, the advantages of U-Dictionary that can make learn English quickly are as follows:

a. Translate Images with a Camera You can translate English that is displayed anywhere directly using the camera. Just scan it, without the hassle of re-typing, the meaning will appear in Indonesian immediately.

b. Learn English from the Android Lock screen.

Besides being able to learn English using a camera, by installing U-Dictionary on Android, you can learn English directly from the lock screen of your smartphone. So, every time you open the lock screen, you will immediately be treated to new English vocabulary that you can learn.

c. Play Games to Learn English

Using the U-Dictionary, you can learn English in an easy and fun way. So, in this English learning application you can add new vocabulary through the games provided in it.

d. Read English Articles

The articles are packaged in casual English, so we can learn to read English and at the same time gain insight.

How to use U-Dictionary

- a. Download and install the U-Dictionary application on your cellphone
- b. After that open the U-Dictionary that has been downloaded
- c. Once opened there will be a display like the one bellow. Select start and then select Indonesian
- d. After that the main menu of the application will be displayed. You can enter the word or the sentence you want to translate
- e. And if you want to see listening features, scroll it down you will see a screen like this. Then select the feature of listening, the screen will be showing text and audio of listening.

Besides that, u-dictionary is a very useful and effective application to be used as a learning tool, but other than that there are several obstacles in using this u-dictionary application. u-dictionary has many features and some of them can be used offline but some are only available in online mode like perfect English pronunciation this feature cannot be used when phone is offline. for that the problem is in the signal and if the signal is not good

then the application is a bit buggy. To get a clear voice and good pronunciation points, you also need to have a good signal. Inside the perfect English pronunciation is a real voice that the user can listen to and follow and pronounce the sentence or word before completing the challenge. There are many ads in U-Dictionary app, when the user starts to open the app, it shows an ad for three seconds and can't skip that ad while using the grammar feature, but the user wants to go back to the first page, so the ad appears and the user has to click on it x if want to remove ads. Usually an advertisement appears at the bottom of the screen when opening the quiz feature in the u-dictionary application.

3. Advantages and Disadvantages Using U-Dictionary

U-Dictionary has many features, and some of them can be used in offline mode but some other only available in an online mode such as perfect English pronunciation feature. If the phone is offline, the feature cannot be used. Students said that the constraint is the signal, and if the signal is not good then the application has a little problem with responses for getting the clear voice for giving the pronunciation score. In the perfect English pronunciation feature there is an original sound for the user to hear and follow to pronounce the sentence or words before do the challenge. In U-Dictionary application has many ads.

When the user start to open the application, it shows up the ads for three seconds, and it cannot skip that ads when using the grammar feature, but the user wants to back to the first page, the ad will appear, and the user needs to click on the x sign to remove the ad. Ads will also appear at the bottom of the display, and it only exists on the quiz available in U-Dictionary.

CHAPTER III

RESEARCH METHOD

In this chapter, the main point is focused on the method of research used in this study. There are several subchapters: research design, research setting, research object, method of collecting data, instrument of research and technique of data analysis.

A. Research Design

Researchers use qualitative research, namely by making thorough observations in a certain setting without changing it one bit. The main goal is to observe and understand the pronunciation of a person or group of people in a situation. to conduct this research, with consideration to obtain data and research objectives. Qualitative researchers try to interpret or understand phenomena in terms of the meanings people bring to them because qualitative research tends to be multi-method in focus, involving interpretive and naturalistic approaches to the subject.

This process involves observing and studying the spontaneous behavior of participants in an open or natural setting. This research was conducted to find out the advantages and disadvantages of u-dictionary and analyze students' foreign language learning experience and whether the use of u-dictionary as a learning media also has a positive impact on student interest. so that researchers know the positive effect of

u-dictionary as a learning media to increase students' knowledge, especially English.

B. Time and Setting of the Research

The research was conducted at UIN Walisongo Semarang which is located at Jl. Wali Songo No. 3-5 Tambakaji, Ngaliyan, Semarang, Central Java. The time for carrying out this research was scheduled last week, 12-16 July 2023. In conducting research, there are several steps that must be carried out in a clear chronological order. In this study, several steps were taken to collect data:

1. Ask students to come one by one
2. Provide an explanation to students what tests will be carried out about and how to do it
3. Provide paper containing questions
4. Conduct interviews to ask questions that have been prepared by researchers.
5. Record the results of student answers and also make notes.

C. Participants

The researcher used purposive sampling in determining participants, namely ten eighth semester students of the English Education Department of UIN Walisongo Semarang. The reason for choosing an eighth semester student majoring in English Education was because students had completed all courses including phonology. The researcher believes that at

least the students have experience in learning pronunciation, especially through the media of smart dictionaries such as u-dictionary besides that the researcher is also a student majoring in English so that it makes it easier for researchers to collect data as well as time and cost efficiency.

D. Research Focus

This research focuses on what experiences students have before and after using u-dictionary online dictionary in learning English as a foreign language. This research focuses on the advantages and disadvantages of u-dictionary as a learning tool from the students' perspective and identifies students' perceptions of the online dictionary application. The research focuses on eighth semester students of UIN Walisongo Semarang. Jalan Wali Songo No. 3-5 Tambakaji, Ngaliyan, Semarang, Central Java.

E. Method of Collecting Data

Researchers use descriptive methods in their research. In conducting this research, researchers used two ways to collect data, namely: conducting interviews and group discussion forums. Interviews are the most widely used instrument for collecting data in a qualitative descriptive method. Based on this statement, interviews have an important role to collect data. This data collection method is based on personal beliefs, knowledge or self-reports.

In qualitative interviews, researchers conducted face-to-face interviews with participants involved in group discussion forums (FGD). focus groups with ten to fifteen people interviewed in group discussions aimed at helping to understand each student's perceptions, views, and opinions. Through open discussions, researchers can collect relevant and in-depth data about students' views and perceptions of their knowledge and experiences when using u-dictionary as a learning medium. This interview involved a number of unstructured and generally open-ended questions and was intended to elicit the views and opinions of the participants. From the explanation above, the researcher conducted face-to-face interviews with the participants through the questions prepared by the researcher. These questions can be in the form of facts, perceptions, or experiences related to the focus of the study

F. Data Analysis

After the data is collected, the data must be analyzed. The researcher used Miles and Huberman Model. In this model, qualitative data are collected through various techniques such as interviews, observation, documentation, notes, etc. Seems more words are collected rather than numbers. Therefore, the data must be processed and analyzed before it is used. Miles and Huberman explain the general pattern of analysis data, that is data reduction, display data, and conclusion/verification. The details will be described as follows:

1. Data Reduction

Data reduction is the process of the collected data simplified. Data reduction means summarizing, coding, choosing essential things, focusing on significant things, and formulating themes and patterns. Thus, the researcher will select, sharpen, focus, and organize data in one way. In this case, the researcher will use coding and categorize the data. The codes and categories will break the data down into a few parts. It can easy to identify the units of meaning.

2. Display Data

Display data is conducted to draw conclusions and taking action. Display data ease the researcher to comprehend what is happening, to do further analysis on that understanding. Narrative text is the most frequent display data form in qualitative research. The researcher can't easily understand what is happening, display data is needed to help the researcher process the data based on what is already understood. By displaying data, the result explained is easier to comprehend.

3. Conclusion Drawing and Verification

Conclusion drawing and verification refers to evaluation of the data have been analyzed. The temporary initial conclusion will change if no strong evidence is found to support the next stage of data collection. But if the

valid and consistent evidence is found in early stage, then the conclusions presented are credible conclusions.

The data that has been collected through interview will be categorized. Then, the researcher will conduct triangulation process which select significant data. The triangulation process used confirmability test and the data had been confirmed by the participants. Finally, the researcher will conclude by rechecking the data.

In this study the conclusion of the draw/verification will be analyzed the findings in the field, then the conclusions drawn previously will be checked and sought valid facts to support the conclusions first. So, that conclusions that can be said as a credible conclusion.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings of the research. The collected data was provided to answer the research problems. Then, the result was discussed briefly in the discussion part.

A. Research Finding

To answer the research questions, the finding presents the analysis of the research data by categorizing it into two points: Students’ learning experience and Students’ pronunciation improvements that have been experienced by the participants.

1. Students’ learning experiences after engaging in learning pronunciation through U-Dictionary

a. The starting point in using u-dictionary as a learning medium

The majority of students started using u-dictionary as a study companion, especially for learning English when they were in high school. Majoring in English education requires them to learn more English than other students. Students use u-dictionary to help them learn English. The following interview data shows that students use the u-dictionary the most when they are still in high school:

Table 4.1 The starting point of using U-Dictionary

No	The starting point
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1.	“When I was in 2nd grade high school...” (S1, Q1)
2.	“When I am secondary school...” (S2, Q1)
3.	“Since I started college...” (S3, Q1)
4.	“Since I was on my 2 nd semester...” (S4, Q1)
5.	“Since I took the English Language Education course...” (S5, Q1)
6.	“Since I was in high school...” (S6, Q1)
7.	“Since I was in high school...” (S7, Q1)
8.	“Since I was in high school...” (S8, Q1)
9.	“Since I was in high school...” (S9, Q1)
10.	“When I was a freshman...” (S10, Q1)

From the data above, six out of ten students answered that they started using the u-dictionary when they were still in senior high school (SMA), especially when they were in grades eleven through grades twelfth. Students must focus improve their skills in English which triggers them to learn more in the easiest way and with the help of u-dictionary which provides easy-to-use features.

In general students use u-dictionary for quite a long time every day, ranging from 30 minutes to 3 hours a day, u-dictionary has several features that support students in learning English such as, translate images with a camera you, learn English from the android lock screen, play games to learn English and, read English articles. With the many interesting

features provided by u-dictionary, students will not feel bored when using it. The following data shows that most students use a 3-hour u-dictionary every day:

Table 4.2. The amounts of hours using U-Dictionary a day

No	The amounts of hours
1.	"...two hours, but it all depends on my situation..." (S1, Q2)
2..	"...3 hours or so..." (S2, Q2)
3.	"...one to three hours a day" (S3, Q2)
4.	"...around an hour-3 hours..." (S4, Q2)
5.	"...two hours in a day..." (S5, Q2)
6.	"...two until three..." (S6, Q2)
7.	"Maybe three hours in a day..." (S7, Q2)
8.	"...30 minutes..." (S8, Q2)
9.	"...30 minutes..." (S9, Q2)
10.	"I don't remember the detail but maybe every day." (S10, Q2)

From the data above, five out of ten students using the u-dictionary three hours a day and some even more than that when using it in studying, quite long but they don't find it boring.

10 out of 10 students said the reason they chose the u-dictionary was first because they liked the features provided by the u-dictionary besides the features that were simple and easy to understand so that when they wanted to find new vocabulary or just

listen to the sound of a word being pronounced they could direct access. Some even say u-dictionary is the best translation dictionary he has ever encountered, as follows:

Table 4.3 The reasons for choosing U-Dictionary

No	The reasons for choosing U-Dictionary
1.	“I used it to help me improve my English vocabulary and the correct pronunciation of vocabulary...” (S1, Q3)
2.	“...I really like the features ...” (S2, Q3)
3.	“...its features are very easy to understand, not complicated, and the UI is eye-catching, not just a plain dictionary, but it also has other features... also its features are very easy...” (S3, Q3)
4.	“...is the best translate application that I’ve ever known this far...” (S4, Q3)
5.	“...makes it easier for me to translate and find difficult vocabulary...” (S5, Q3)
6.	“...because u-dictionary very easy and simple to use...” (S6, Q3)
7.	“Because the features are attractive, simple, and easy to use...” (S7, Q3)
8.	“...it is an easy and simple application...” (S8, Q3)
9.	“...because u-dictionary is easy to use...” (S9, Q3)
10.	“...interested in its features” (S10, Q3)

although u-dictionary is a good application and easy to use as a learning medium, students experience several obstacles such as, the application provides translations with foreign vocabulary and uses a higher level of language so it is not suitable for everyday use, signal interference and u-dictionary when offline you can only interpret one word, if you want to know the pronunciation of one sentence you have to use internet data and also lots of advertisements when using the application. For more details, we can see in the following table:

Table 4.4 The disadvantages of u-dictionary

No	The disadvantages of u-dictionary
1.	“I think there are a lot of ads...” (S1, Q4)
2.	“Sometimes my signal is bad when using it...” (S2, Q4)
3.	“Can't even use it offline and there are tons of ads popping up all the time... (S3, Q4)
4.	“It using a higher language level...” (S4, Q4)
5.	“I think there are ads...” (S5, Q4)
6.	“Without internet in one word, if you want to know the pronounce of a sentence you have to use the internet.” (S6, Q4)
7.	“The ads are quite annoying” (S7, Q4)
8.	“I think maybe signal...” (S8, Q4)
9.	“I think cannot be used offline” (S9, Q4)
10.	“There are still a lot of mistakes when translating via photos and writing” (S10, Q4)

From the table above, we can see that the obstacles students experience when using the u-dictionary are lots of advertisements and signal interference which makes them annoyed and uncomfortable.

b. The use of other media or channels

In the process of learning English apart from using u-dictionary as a learning medium. Students also use various types of media or additional channels to help them, such as YouTube by watching English films, listening to music, podcasts and visiting channels such as those from abroad to imitate pronunciation. Besides that, they also use the Oxford University Dictionary, Google Translate and some even use Duo Linggo. As we can see in the following data:

Table 4.5 The use of other media

No	The use of other media
1.	“...watching English movies and I like listening to English songs by youtube ...” (S1, Q5)
2.	“...I use YouTube to learn English from movie fromand music...” (S2, Q5)
3.	“...such as Duolingo...” (S3, Q5)
4.	“...English through movies, musics, podcasts, and You-Tube channel ...” (S4, Q5)

5.	“...use the Oxford university dictionary...” (S5, Q5)
6.	“...using Oxford dictionary ...” (S6, Q5)
7.	“...use google translate...” (S7, Q5)
8.	“...watch youtube videos or listen to music ...” (S8, Q5)
9.	“...movies, musics, and You-Tube channel...” (S9, Q5)
10.	“...youtube, podcast, and songs” (S10, Q5)

Half of the participants use YouTube to learn English have a goal in their pronunciation and the accent they want to get and other tools also supported them in gaining new vocabularies. Like Q10’s replied “...by watching vlogs from native speakers on YouTube, I can know how to express a word or sentence along with the emotional emphasis when pronouncing a word and of course I get new additions from the slank I say...”

2. Students’ voices

a. Students’ voices of advantages using U-dictionary

The students said that there are many advantages of using the u-dictionary as a learning medium. Such as their pronunciation improved and became better after using the u-dictionary, but this is not only influenced by the u-dictionary but also by

other tools. As we can see in the following student answers

Table 4.6 The advantages of using the u-dictionary

No	The advantages of using the u-dictionary
1.	“u-dictionary is very helpful when I have trouble learning a foreign language.” (S1, Q6)
2.	“There are many advantages of u-dictionary that can be used” (S2, Q6)
3.	“It can help and make it easier... (S3, Q6)
4.	“U-Dictionary has advantages over other applications, making it suitable for use as an additional learning tool” (S4, Q6)
5.	“There are many advantages of u-dictionary that can be used” (S5, Q6)
6.	“There are many advantages of the U-Dictionary application” (S6, Q6)
7.	“It can help and make it easier... (S7, Q6)
8.	“It can help and make it easier (S8, Q6)
9.	“In my opinion, there are many advantages of U-dictionary that can be used, especially for learning English” (S9, Q6)
10.	“With the many features provided by U-Dictionary, it can make it easier for me to learn foreign languages.” (S10, Q6)

From the data above we can see that students say that the advantages provided by U-Dictionary are

very helpful and make it easier for students to learn English and some say that choosing U-Dictionary as a learning aid is the right choice.

b. Benefits of using u-dictionary in English according to students' views

students feel many positive benefits after using u-dictionary such as improved pronunciation or English speaking skills. the skills they get after learning to use u-dictionary are usually applied to their interlocutors such as; teachers, classmates or in supportive situations.

Table 4.7 Application of Pronunciation development

No	Application of Pronunciation development
1.	“Applied it with everyone” (S1, Q9)
2.	“Applied it with my interlocutors including classmates.” (S2, Q9)
3.	“Applied it when I'm speaking with a native speaker.” (S3, Q9)
4.	“Applied it with classmate in English education.” (S4, Q9)
5.	“Applied it with other people.” (S5, Q9)
6.	“Applied it in the supported situation.” (S6, Q9)
7.	“Applied it with other people.” (S7, Q9)
8.	“Applied it when in class with friends” (S8, Q9)
9.	“Applied it with friends and teachers in boarding school” (S9, Q9)

10.	“Applied it in every situation.” (S10, Q9)
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From the data above, we can see that students apply their pronunciation developments such as accent or intonation etc. to everyone who can also be invited and understand what they are saying such as classmates, teachers, native speakers. such as when in class or in Islamic boarding schools which can improve pronunciation.

B. Discussion

1. Student learning experience after engaging learn English through u-dictionary

At this point, the researcher discusses some of the students' learning experiences through U-dictionary. The following are the findings and experiences of students as well as the advantages and disadvantages of u-dictionary as an English learning media.:

- a. There are two aspects that must be done to get an increase in pronunciation based on the participant's ability. answer. The two aspects are listening and practicing. That

participants are used to listening and imitating or even searching new words to hear the correct pronunciation afterwards using u-dictionary. communication-oriented speaking activities and

free speaking activities on imitation. If the words are familiar to be heard and the words are spoken more often, the pronunciation will be improved and the words will be pronounced accurately.

- b. Participants experienced difficulties in learning pronunciation, especially by using the u-dictionary. First, sometimes the application provides translations with foreign vocabulary that we use every day so that it is too high and not suitable for everyday conversations. Second, signal interference is also an obstacle when learning to use the u-dictionary, besides that u-dictionary can only be accessed using data or quotas. even though when offline it can still be used but can only interpret one word, if you want to know the pronoun of a sentence you have to use the internet. That's why participants need a good signal when using the u-dictionary. Therefore, the students need other media or channels such as, oxford dictionary, google translate, duo linggo, and youtube etc. to check the phonetic and the meaning of the words they just met.

1. Students' voices of advantages and disadvantages after using U-Dictionary

At this point, the researcher discusses the advantages and disadvantages of the U-Dictionary online

application as a tool for students to learn English, such as pronunciation. with the existence of tools such as U-Dictionary which provides many interesting features to use can make it easier and many improvements experienced by students, many students who use u-dictionary feel very helpful such as improving pronunciation. Almost all participants stated that their pronunciation skills improved slightly. Other parts of pronunciation such as spelling, connected speech and word stress hardly improved. It can be well understood that most of the participants used u-dictionary because it has many features and is very easy to use anywhere and anytime.

So that they can easily find new vocabulary that they want to know or want to hear the correct sound from the features provided so they can imitate or repeat what the speaker says in that feature. That development of their pronunciation is used only when they talk to their classmates or people who they think will understand what they want to say when they use corrections such as intonation and accent for comfort. It can be said that they experienced an increase after using u-dictionary as a learning medium pronunciation via u-dictionary. Similar findings also found in Arti Dwi Mulia and Teguh Satria Amin (2023) researchers concluded that the use of U-

Application of the dictionary significantly affects students' mastery of pronunciation using quantitative methods through experimental research. Even though the improvement was only slight, the u-dictionary

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions from the researcher. Conclusions are drawn based on data analysis that has been discussed in Chapter IV.

A. Conclusion

Based on the data analysis, the researcher concluded that the students showed a learning experience where the aspects in improving pronunciation are listening carefully and practice such as imitating or shadowing. In addition, the features provided and the ease when using u-dictionary as a learning media for students. But besides that, students also experience difficulties in learning to use u-dictionary because of several aspects such as signal interference, language or vocabulary that is too high makes students difficult. In addition, students need other media or channels such as Cambridge dictionary, Duo Lingo and YouTube, etc to check phonetics and sound production. The participants said that u-dictionary can be an option as a media or tool to help them learn English because of its interesting features, their pronunciation only improved slightly. But they mostly understood from books related to phonology and phonetics. Correct pronunciation is difficult to achieve, if they only practice without understanding the terms of how sounds are

produced. U-dictionary is an app that provides many interesting features to use in helping students learn, especially to learn English.

B. Suggestion

The followings are some suggestions based on the conclusion above:

1. For further researchers

Hopefully it can help future researchers in compiling their research. Further researchers can continue research on pronunciation by reading this research as a reference. The weakness of this research lies in the unclear results or improvements in students' English pronunciation so that future researchers can add a pronunciation test or something else to find out more accurate results.

2. For students

U-Dictionary is a great platform to improve for your listening and speaking skills, but on improving pronunciation, the other supporting tools are needed to help improve pronunciation accurate.

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APPENDIX I

Instrument for interview

A. The object of the interview

Student learning experiences in using the U-Dictionary to improve the pronunciation skills of students majoring in English.

B. Interview Sheet :

Name :

Class :

Date/Time :

Questions for the students

1. When was the first time you used u-dictionary as a study assistant?
2. How much time do you spend a day using the u-dictionary to study?
3. What is your reason for choosing u-dictionary as a tool in learning English?
4. What are the advantages and disadvantages of u-dictionary?
5. Is there any media or channel that you use to learn English other than u-dictionary? specify and explain?
6. Do you apply your pronunciation development when talking to someone

7. What are the advantages of U-Dictionary in your opinion?

APPENDIX II

Participants' Initial Name List

No	Name	Code
1.	Dila Rahmawati	Student 1 (S1)
2.	Esri Mustaqimah	Student 2 (S2)
3.	Salma Aulia Rahma	Student 3 (S3)
4.	Putri Mahdiyah	Student 4 (S4)
5.	Kartika	Student 5 (S5)
6.	Lusy Widya Nurul Azmi	Student 6 (S6)
7.	Atika Primanditha	Student 7 (S7)
8.	Ferizka Erfiana	Student 8 (S8)
9.	Titi Hidayah	Student 9 (S9)
10.	Ika Nur Indra Swari	Student 10 (S10)

Participants' Answer Code

Code	Description
Q1	Students' answer for the first question
Q2	Students' answer for the second question
Q3	Students' answer for the third question
Q4	Students' answer for the fourth question
Q5	Students' answer for the fifth question

Q6	Students' answer for the sixth question
Q7	Students' answer for the sixth question

APENDEIX III

Transcript 1

Student : Dila Rahmawati

Class : PBI 8A

Date : 11 July 2023

Time : 09:00 A.M

Turn	Speaker	Expression
1.	I	When was the first time you used u-dictionary as a study assistant?
2.	S	The first time I used U-dictionary was when I was in 2nd grade high school.
3.	I	How much time do you spend a day using the u-dictionary to study?
4.	S	Maybe about two hours, but it all depends on my situation. Sometimes I just want to add a little new vocabulary for today, tomorrow it could be more.
5.	I	What is your reason for choosing u-dictionary as a tool in learning English?

6.	S	I used it to help me improve my English vocabulary and the correct pronunciation of vocabulary, it also helped me make English sentences that were structurally correct in grammar.
7.	I	What are the weaknesses of u-dictionary?
8.	S	I think there are a lot of ads that make me a little annoyed when using the application.
9.	I	Is there any media or channel that you use to learn English other than u-dictionary? specify and explain?
10.	S	Apart from U-dictionary, I also learn to improve my English skills by watching English movies and I like listening to English songs by youtube, from these two things I can know correctly how to pronounce a word in English correctly.
11.	I	Do you apply your pronunciation development when talking to someone?

12.	S	Of course, I practice it with everyone I think it's important, because we can misunderstand if we don't know how to pronounce a word in English. With the correct pronunciation of the other person we are talking to, we can also better understand the intent and purpose of talking to them.
13.	I	What are the advantages of U-Dictionary in your opinion?
14	S	I think is very helpful when I have trouble learning a foreign language.

Transcript 2

Student : Esri Mustaqimah

Class : PBI 8A

Date : 11 July 2023

Time : 09:10 A.M

Trun	Speaker	Expression
1.	I	When was the first time you used u-dictionary as a study assistant?
2.	S	When I am secondary school.
3.	I	How much time do you spend a day using the u-dictionary to study?

4.	S	I don't know but maybe 3 hours or so, when I don't know a word I use it.
5.	I	What is your reason for choosing u-dictionary as a tool in learning English?
6.	S	Because recommend from my teacher and I really like the features provided by the dictionary.
7.	I	What are the weaknesses of u-dictionary?
8.	S	I don't think there are any problems from the application but sometimes my signal is bad when using it.
9.	I	Is there any media or channel that you use to learn English other than u-dictionary? specify and explain?
10.	S	Yes. Usually, I use YouTube to learn English from movie fromand music.
11.	I	Do you apply your pronunciation development when talking to someone?
12.	S	Yes, I try to practice everything I learn with my interlocutors including classmates.

13.	I	What are the advantages of U-Dictionary in your opinion?
14.	S	I think there many advantages of using u-dictionary that can be used such as translate images with the camera that I usually use, so choosing u-dictionary as atool is the right choice.

Transcript 3

Student : Salma Aulia Rahmah

Class : PBI 8A

Date : 11 July 2023

Time : 09:22 A.M

Trun	Speaker	Expression
1.	I	When was the first time you used u-dictionary as a study assistant?
2.	S	I've been using U-Dictionary since I started college, which was about 4 years ago. It was recommended to me by a friend, and at first, I didn't know about the app. However after I tried using it, I found that the application

		is very helpful and easy to understand.
3.	I	How much time do you spend a day using the u-dictionary to study?
4.	S	I don't use it very often, usually only for about 1 to 2 hours a day, depending on whether there's an urgent need for it.
5.	I	What is your reason for choosing u-dictionary as a tool in learning English?
6.	S	First, because the features are very easy to understand, not complicated, and the UI is eye-catching, not only an ordinary dictionary, but also has other features. Secondly, U-Dictionary is more accurate and makes more sense compared to other online dictionary features. This is also its features are very easy to understand, not complicated, and the UI is eye-catching, not just a plain dictionary, but it also has other

		features because we can simultaneously know the pronunciation of a word we are looking for along with example sentences.
7.	I	What are the weaknesses of u-dictionary?
8.	S	One thing that kinda sucks about the u dictionary is that it takes up a lot of memory and keeps lagging. Plus, you can't even use it offline, which is a real pain for me as a student when I'm low on data but need a dictionary. Another annoying thing is that it messes up a lot when translating long sentences, and there are tons of ads popping up all the time.
9.	I	Is there any media or channel that you use to learn English other than u-dictionary? specify and explain?
10.	S	Since my college days, I've used various language learning apps for English, such as Duolingo. That app

		<p>helped me improve my English from a very basic level. However, because I felt that it didn't fully assist with my speaking skills, I started using a chat app with native speakers called "Hallo." It was recommended by a friend. Hallo offers features like video calls or voice calls with native speakers. This allowed me to significantly improve my speaking ability, and I no longer feel embarrassed speaking English directly with natives.</p>
11.	I	<p>Do you apply your pronunciation development when talking to someone?</p>
12.	S	<p>Yeah, especially when I'm speaking with a native speaker, I'll check U-Dictionary first to avoid making mistakes.</p>
13.	I	<p>What are the advantages of U-Dictionary in your opinion?</p>

14.	S	I use the u-dictionary because it can help and make it easier when learning English.
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Transcript 4

Student : Putri Mahdiyah

Class : PBI 8A

Date : 11 July 2023

Time : 09:35 A.M

Trun	Speaker	Expression
1.	I	When was the first time you used u-dictionary as a study assistant?
2.	S	I start using U-Dictionary since I was on my 2 nd semester of English Education Major.
3.	I	How much time do you spend a day using the u-dictionary to study?
4.	S	It depends on how many subject that I learn in a day. But lately, I've been using this application for around an

		hour-3 hours in a day, since I'm working on my thesis.
5.	I	What is your reason for choosing u-dictionary as a tool in learning English?
6.	S	U-Dictionary is the best translate application that i've ever known this far. It gives us an accurate translate of the words that we've been looking for.
7.	I	What are the weaknesses of u-dictionary?
8.	S	Sometimes the application giving a translate with unfamiliar vocab that we use in our daily life. it using a higher language level, so it's good for writing journal or thesis purposes, but sometimes it just doesn't match well when we use it as in a daily conversation.

9.	I	Is there any media or channel that you use to learn English other than u-dictionary? specify and explain?
10.	S	Yes, there are some other media or channel that i've been used. I usually learn English through movies, musics, podcasts, and You-Tube channel.
11.	I	Do you apply your pronunciation development when talking to someone?
12.	S	Yes, of course. I practice it with my English education class mates.
13.	I	What are the advantages of U-Dictionary in your opinion?
14.	S	In my opinion, u-dictionary has advantages over other applications, making it suitable for use as an additional learning tool.

Transcript 5

Student : Kartika

Class : PBI 8A

Date : 11 July 2023

Time : 09:56 A.M

Trun	Speaker	Expression
1.	I	When was the first time you used u-dictionary as a study assistant?
2.	S	Since I took the English Language Education course, because this course requires tools to understand English in detail about the basics of good English words.
3.	I	How much time do you spend a day using the u-dictionary to study?
4.	S	I need two hours to use the tool when I have a task or need. but sometimes

		I use U-dictionary to arrange words as a basic lesson.
5.	I	What is your reason for choosing u-dictionary as a tool in learning English?
6.	S	Using U-dictionary makes it easier for me to translate and find difficult vocabulary so that I am more helped by this tool.
7.	I	What are the weaknesses of u-dictionary?
8.	S	I think there are ads
9.	I	Is there any media or channel that you use to learn English other than u-dictionary? specify and explain?
10.	S	The Oxford university dictionary is a medium or tool that I use besides the U-dictionary. But only to find vocabulary only.

11.	I	Do you apply your pronunciation development when talking to someone?
12.	S	Yes, I sometimes always apply it when talking with other people to facilitate my pronunciation.
13.	I	What are the advantages of U-Dictionary in your opinion?
14.	S	I think there many advantages of using u-dictionary that can be used such as translate images with the camera that I usually use.

Transcript 6

Student : Lusy Widya Nurul Azmi

Class : PBI 8A

Date : 11 July 2023

Time : 10:13 A.M

Trun	Speaker	Expression
1.	I	When was the first time you used u-dictionary as a study assistant?

2.	S	The first time I use u-dictionary was senior high school.
3.	I	How much time do you spend a day using the u-dictionary to study?
4.	S	I think two until three in a day.
5.	I	What is your reason for choosing u-dictionary as a tool in learning English?
6.	S	I choose u dictionary as a tool in learning English because u-dictionary very easy and simple to use.
7.	I	What are the weaknesses of u-dictionary?
8.	S	The weakness is that it can only be used offline/without internet in one word, if you want to know the pronounce of a sentence you have to use the internet.

9.	I	Is there any media or channel that you use to learn English other than u-dictionary? specify and explain?
10.	S	The other media I use to learn English is Oxford dictionary, by using Oxford dictionary I can read the other words while I look for the meaning of vocabulary.
11.	I	Do you apply your pronunciation development when talking to someone?
12.	S	I only focus on proper pronunciation when I am emceeing or hosting related events but when I'm talking to someone I just speak naturally and not focus on accurate pronunciation or otherwise.
13.	I	What are the advantages of U-Dictionary in your opinion?
14.	S	There are many advantages of the u-dictionary applications that can be used, making it easier to learn.

Transcript 7

Student : Atika Primandita

Class : PBI 8A

Date : 11 July 2023

Time : 10:31 A.M

Trun	Speaker	Expression
1.	I	When was the first time you used u-dictionary as a study assistant?
2.	S	I've been using the u dictionary app since I was in high school.
3.	I	How much time do you spend a day using the u-dictionary to study?
4.	S	Actually, not too long, I usually open U Dictionary only when looking for words that I don't know, maybe about three hours a day.
5.	I	What is your reason for choosing u-dictionary as a tool in learning English?

6.	S	Because the features are attractive, simple, and easy to use.
7.	I	What are the weaknesses of u-dictionary?
8.	S	Sometimes the ads are quite annoying
9.	I	Is there any media or channel that you use to learn English other than u-dictionary? specify and explain?
10.	S	I sometimes use google translate, considering that u dictionary is an application that must be installed first so it is less flexible to use. Meanwhile, Google Translate can be used on a cellphone or laptop without having to download it.
11.	I	Do you apply your pronunciation development when talking to someone?

12.	S	Yes, of course, I will apply the pronunciation that I have learned to other people when I speak.
13.	I	What are the advantages of U-Dictionary in your opinion?
14.	S	I think there many advantages of using u-dictionary that can be used such as translate images with the camera that I usually use, so choosing u-dictionary as atool is the right choice.

Transcript 8

Student : Ferizka Erfiana

Class : PBI 8A

Date : 11 July 2023

Time : 10:46 A.M

Trun	Speaker	Expression
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1.	I	When was the first time you used u-dictionary as a study assistant?
2.	S	I've been using u-dictionary since I was in high school.
3.	I	How much time do you spend a day using the u-dictionary to study?
4.	S	Very rarely, but maybe 30 minutes. I use it only when necessary.
5.	I	What is your reason for choosing u-dictionary as a tool in learning English?
6.	S	Because u-dictionary is quite famous especially at my high school, many of my friends use u-dictionary and it is an easy and simple application.
7.	I	What are the weaknesses of u-dictionary?
8.	S	I think maybe a signal

9.	I	Is there any media or channel that you use to learn English other than u-dictionary? specify and explain?
10.	S	There is no specific media or channel for me to learn English, I just watch YouTube videos or listen to music randomly.
11.	I	Do you apply your pronunciation development when talking to someone?
12.	S	Yes, I practice it when in class with friends.
13.	I	What are the advantages of U-Dictionary in your opinion?
14.	S	I think there many advantages of using u-dictionary that can be used such as translate images with the camera that I usually use, so choosing u-dictionary as atool is the right choice.

Student : Titi Hidayah

Class : PBI 8A

Date : 11 July 2023

Time : 11:05 A.M

Trun	Speaker	Expression
1.	I	When was the first time you used u-dictionary as a study assistant?
2.	S	When I was in senior high school.
3.	I	How much time do you spend a day using the u-dictionary to study?
4.	S	Usually, I spent 30 minutes using u-dictionary in a day.
5.	I	What is your reason for choosing u-dictionary as a tool in learning English?
6.	S	Because u-dictionary is easy to use.
7.	I	What are the weaknesses of u-dictionary?

8.	S	I think one of the problems when using u-dictionary is that it cannot be used offline.
9.	I	Is there any media or channel that you use to learn English other than u-dictionary? specify and explain?
10.	S	Yes, besides u-dictionary, I usually learn English through movies, musics, and You-Tube channel.
11.	I	Do you apply your pronunciation development when talking to someone?
12.	S	Yes, English is one of the languages that we must use at the Islamic boarding school, that's why I always apply new languages or new vocabulary that I know to friends or ustadzah at my Islamic boarding school.

Student : Ika Nur Indraswari
Class : PBI 8A
Date : 11 July 2023
Time : 11:27 A.M

Trun	Speaker	Expression
1.	I	When was the first time you used u-dictionary as a study assistant?
2.	S	In 2019, when I was a freshman.
3.	I	How much time do you spend a day using the u-dictionary to study?
4.	S	I don't remember the details, because I haven't used the app for too long, maybe every day.
5.	I	What is your reason for choosing u-dictionary as a tool in learning English?
6.	S	Because following some suggestions from friends and also interested in its features.

7.	I	What are the weaknesses of u-dictionary?
8.	S	Maybe there are still a lot of mistakes when translating via photos and writing.
9.	I	Is there any media or channel that you use to learn English other than u-dictionary? specify and explain?
10.	S	Yes, youtube, tiktok, and songs. I learned from YouTube because I was interested in the content in it. By watching vlogs from native speakers on YouTube, I can know how to express a word or sentence along with the emotional emphasis when pronouncing a word and of course I get new additions from the slank I pronounce. If it's from tiktok, I'm interested. because the duration is shorter and easier to understand. In terms of songs, when there is a song that goes viral right away, I am interested in singing, memorizing,

		and finding out the meaning, I feel that learning language from that song is more enjoyable
11.	I	Do you apply your pronunciation development when talking to someone?
12.	S	Yes, I do. Because the environment where I live requires me to speak English every day.
13.	I	What are the advantages of U-Dictionary in your opinion?
14.	S	Whit the many features provided by using u-dictionary, it can make it easier for me to learn foreign languages.

APPENDIX IV

Documentation



Picture 1.1 interview process with Putri Mahdiyah



Picture 1.2 interview process with Ika



Picture 1.3 interview process with Kartika



Picture 1.4 interview process with Atika



Picture 1.5 Grub discussion forum with all student



Picture 1.6 Grub discussion forum with all student

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