

**STUDENTS' PERCEPTION OF USING U-DICTIONARY
TO ENHANCE READING COMPREHENSION
SKILLS**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Degree of Bachelor of Education in English Education



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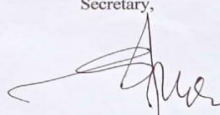
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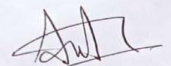
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ABSTRACT

Title : Students' Perception of Using U-Dictionary to Enhance Reading Comprehension Skills.
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In the contemporary world, the ability to read fluently is essential for students learning English as a foreign language (EFL). In the era of technological advances digital formats such as e-books and audio books are needed in reading strategies. For this reason, tools are needed for learning English such as the U-Dictionary. This study aims; firstly to describe students' perceptions about using U-dictionary and secondly to explain the advantages and disadvantages of using U-dictionary to enhance reading comprehension skills. This study used qualitative method and descriptive research design. The research participants were six students English Department at UIN Walisongo in the academic year 2024-2025. Data collection technique used interviews and documentation. Data analysis technique applied data reduction, data display and conclusion drawing or verification. The result of the study show that most students use U-dictionary to translate instantly, example sentences, pronunciation and synonyms. In addition, U-dictionary is a good medium to enhance reading comprehension skills because U-dictionary has many diverse features, and it is easy to use and efficient in finding the meaning of words or even paragraphs in reading. In addition, in reading comprehension skills, students have difficulty because of difficulties with long texts, unfamiliar vocabulary, pronunciation and difficult sentence structures. U-dictionary helps overcome difficulties in reading comprehension skills and finding unfamiliar words and pronunciations in reading texts. The advantages are an easy-to-use interface, offline functionality, to practice pronouncing words from vocabulary and various learning tools. Meanwhile, the disadvantages of using U-dictionary; limited free features, advertisements, incomplete offline functionality, over-reliance instant and internet limited access.

Keywords: *Perception, Reading Comprehension Skills, U-Dictionary*

DEDICATION

This final project is dedicated to my beloved parents (Bapak Ahmad Junaidi and Ibu Sri Budiyah), my dear brother (Muhammad Andi Faqih Saifullah), and my dear sister (Sinta Aulia Masruroh). For all teachers, all lectures, my beloved friends, and all people who support and pray for this final project. May Allah SWT always show His guidance, mercy, blessing, love, kindness, and gentleness to them.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا , إِنَّ مَعَ الْعُسْرِ يُسْرًا

**“So verily with hardship, there is ease.”
(QS.Al Insyirah 5-6)**

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May Allah gives His blessings to them, and may Allah repay their kindness. The writer hopes that this research may be helpful for everyone Amin ya Robbal 'Alamin.

Semarang, 8 November 2024

Regard from Writer

A handwritten signature in black ink, appearing to read 'St Nurafif Mulifah', with a long horizontal stroke extending to the right.

St Nurafif Mulifah

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CHAPTER I

INTRODUCTION

This chapter contains background of the study, research questions, research objectives, pedagogical significance, and research limitations.

A. Background of the Study

Reading is an interactive process in which readers construct a meaningful representation of a text (Pourhosein Gilakjani & Sabouri, 2016). Through reading, students can expand their understanding across various domains such as social, cultural, and political realms. Moreover, it serves as a mechanism for students to comprehend the material they have engaged with thus far, aiding in the refinement of their ideas and enhancing their grasp of vocabulary and sentence structures, thereby advancing their reading proficiency. Furthermore, Seyler (2004) characterizes reading as the act of deriving meaning from individual words or groups of words, emphasizing the process of synthesizing words and sentences to facilitate comprehension. Consequently, word clusters serve as a valuable tool for students in this endeavor (Ikhsan, 2017).

In the contemporary world, the ability to read proficiently is increasingly crucial for students, particularly those learning English as a foreign language (EFL). This is

because a significant amount of information is available predominantly in English, posing a challenge for students hailing from non-English speaking countries. To effectively grasp this information, such students must first attain mastery in the English language. Pardede highlights several reasons why mastering reading skills is essential for EFL learners. Firstly, in societies where English isn't the primary spoken language, reading can compensate for the limited exposure to English. Secondly, numerous studies underscore the significance of reading for personal intellectual growth, higher education, professional success, and career advancement. Lastly, honing reading abilities enhances learners' understanding of various aspects involved in language acquisition (Hasana et al., 2023).

One of the pressing challenges in contemporary education lies in understanding how technological advancements shape the way students engage with reading materials. With the proliferation of hypertexts, multimedia-rich content, and digital formats like e-books and audiobooks, students encounter a diverse array of texts that demand varying reading strategies. Consequently, educators find themselves tasked with equipping students with the requisite skills to navigate these twenty-first-century reading landscapes effectively.

According to Kepirianto, et al (2022) Collaborating learning techniques independently makes students more

productive, because reading passages consist of many words, it is important for students in reading comprehension that students can share systematic thoughts around the content. To help English teachers use modern procedures can be applied (Kepirianto et al., 2022). Beside that, Mariam, et al (2022) also added that this site already has learning options in the form of videos, animations or quizzes, which will further support a more fun in learning process (Mariam et al., 2022)

In response to this challenge, educators are increasingly integrating mobile and smartphone applications into language learning curricula, a practice commonly known as Mobile Assisted Language Learning (MALL) or m-learning. This trend stems from the broader field of Computer Assisted Language Learning (CALL), reflecting a shift towards leveraging portable technology to enhance language education. Early evaluations of the effectiveness of these apps are underway, aiming to assess their impact on language acquisition and proficiency (Klimova & Zamborova, 2020).

Research indicates that technology usage and its applications have the potential to significantly alter teaching methodologies, particularly in fostering student-centered approaches. Furthermore, it serves as a catalyst for skill development and facilitates collaborative learning experiences among students. This transformative role of technology in education is underscored by its ability to enhance teaching

practices and promote active engagement in the learning process.

In her comprehensive meta-analysis on teachers' integration of technology, it was emphasized that educators often require persuasion regarding the benefit of technology in enhancing students' interest and motivation. This highlights, the importance of addressing teachers' apprehensions and providing evidence of the positive impact of technology can lead to greater acceptance and adoption of innovative teaching methods (Momani et al., 2015).

In the digital age, numerous avenues exist for individuals to surmount the challenges of learning speaking skills, with many gravitating towards the simplicity offered by smartphones has applications. The ubiquitous presence of smartphones has become integral to daily activities, particularly in social media engagement. Leveraging smartphones for educational purposes has the potential to revolutionize teaching and learning methodologies, presenting an enticing opportunity to expedite students' improvement in speaking proficiency. Consequently, in his digital epoch, individuals have unprecedented access to diverse learning resources through internet platforms, with online learning applications such as U-Dictionary gaining prominence.

Using an English dictionary app can make learning easier and help manage time effectively. Additionally, these apps are

compact and portable, making them convenient to carry anywhere. You simply need to download the app from the Play Store. One example of such an app is "U-Dictionary." U-Dictionary is a free dictionary and translation application that provides the official Oxford dictionary in 12 languages and supports offline translations in 58 languages. It is not only a reliable English dictionary but also a versatile translation tool, perfect for various situations such as studying, working, and traveling abroad. U-Dictionary offers much more than just translations.

Teachers can develop innovative learning methods to attract students' interest. Difficulties in reading comprehension that often occur can hinder communication. Although achieving perfect reading comprehension is difficult, having good reading skills remains the main goal to ensure readers or listeners can understand the text clearly. There are various challenges in teaching reading skills. For example, teachers often lack time to deliver the material despite giving full attention to the lesson. As a result, teachers may give unclear explanations, irrelevant presentations or boring exercises. In addition, psychological factors also affect learning, as reading skills and approaches are different from typical grammar or vocabulary learning.

A research conducted by Sima Ziaei and Raghad Abbas Alsaedi (2024), showed that MALL significantly improved the participants' reading comprehension ability. Moreover, the study

also assessed students' goal orientation through questionnaires administered at the beginning and end of the course, which showed that MALL positively affected their level of goal orientation. Moreover, a significant correlation was found between reading comprehension and goal orientation, suggesting that students' reading skills are closely related to their level of motivation in learning English. Overall, these findings underscore the effectiveness of MALL in promoting reading comprehension and goal orientation among language learners (Ziaei & Alsaedi, 2024). Another research was conducted by Wulandari and Handayani (2020) with the title - Use of U-Dictionary as a Learning Media to Improve Students' Vocabulary in Teaching Speaking. This study aims to improve student vocabulary while researchers use U-Dictionary on English Pronunciation (Wulandari & Handayani, 2020).

Reading skills are essential for language learning and acquisition, as they play a vital role in helping students understand and interpret texts, which in turn will enhance other language skills. Despite its importance, many learners still struggle to master reading skills, which negatively impacts their overall language-learning process. To address this, effective reading strategies are needed to engage students and improve their reading ability. With the current trend of technology-integrated education, Mobile Assisted Language Learning (MALL) is emerging as an effective method, especially since it

fits the preferences of the current generation. MALL also promotes self-directed learning, which meets the needs of individuals (Chandran & Ismail, n.d.).

The writer presumed a connection between reading comprehension skills, prompting an investigation into the correlation between these aspects among English education students'. This study, titled "Students' Perception of Using U-Dictionary to Enhance Reading Comprehension Skills". By focusing on students at English Education Major Students' UIN Walisongo Semarang, the research seeks to shed light on the dynamics between reading comprehension skill and translation proficiency within the context of English language education.

B. Research Questions

This study aims to determine Students' Perception of Using U-Dictionary to Enhance Reading Comprehension Skill. The researcher conducted two research questions:

1. How are students' perception of using U-dictionary to enhance Reading Comprehension Skills?
2. What are advantages and disadvantages of using U-dictionary to enhance Reading comprehension skills?

C. Research Objectives

The researcher conducted two objectives based on the research questions above:

1. To describe students' perception of using U-dictionary to

enhance reading comprehension skills.

2. To explain the advantages and disadvantages of using U-dictionary to enhance reading comprehension skills.

D. Limitation of Research

This research is limited in order to maintain the focus of the research itself. The limitation of this study are:

1. The participant of this research are EFL students of UIN Walisongo Semarang in the academic year 2024-2025.
2. This research discusses the students' perception of using U-Dictionary to enhance reading comprehension skills.

E. Significances of Research

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

1. Theoretically
 - a. The results of this study will reveal students' perceptions of using the U-Dictionary to enhance their reading comprehension skills.
 - b. The results of this study will reveal the advantages and disadvantages of using U-Dictionary as a tool for enhancing reading comprehension skills, based on students' views.
2. Practical

a) For the lectures

This study can provide teachers with a courses on reading comprehension skills or technology in language learning can incorporate the thesis findings into their lectures. This can spark discussions about innovative teaching methods and the potential of mobile apps to enhance student learning.

b) For Students

The results of this study can provide insight into how using the U-Dictionary impacts their reading comprehension skills and the benefits they gain from using the app.

c) For further Reseceahers

Hopefully, the results of this study can serve as a reference for future researchers who wish to conduct similar studies on digital learning tools, particularly those designed to enhance reading comprehension skills in students, especially in the field of English education.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the previous research and literature review.

A. Previous Research

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

A first research conducted by Caroline Cem, Beguin Sophie, and Vandehove Sophie (2023) entitled “The Utilization of U-Dictionary Application in Pronunciation Practices: Student’s Perspective”. This research delves into the viewpoints of students concerning the utilization of U-Dictionary for improving pronunciation skills, thereby contributing material for the thesis background. Employing a quantitative methodology, the study adopted a survey research approach. The participant pool comprised 32 sixth-semester students enrolled in the English Education program at a university located in Asia. To ensure the representation of diverse perspectives, participants were selected through random sampling. The primary data collection instrument was a questionnaire tailored to elicit students’ perceptions regarding the efficacy of U-Dictionary in pronunciation practice. Administered in the English Teaching Department, the questionnaire utilized a Likert scale format. The findings

of this investigation unveil a notably positive outlook among students towards the integration of U-Dictionary into pronunciation practice sessions. These results underscore U-Dictionary's perceived effectiveness in enhancing pronunciation skills among students. Such revelations offer valuable insights into student perspectives and underscore the potential advantages of incorporating U-Dictionary into language learning setting, enriching the thesis background with empirical evidence (Cem et al., 2023).

The similarity of this research with mine is that both researches used student samples consisting of students who were learning English. This research also has the same purpose, which is to evaluate students' perceptions of U-Dictionary in improving their language skills. The difference between the research above and this research is in the research approach, where the research above used quantitative approach, while this research uses qualitative approach.

A second research conducted by Cici Yuliyanti and Leroy Holman (2022) entitled "The Effectiveness U-Dictionary application in Learning English". This research employs qualitative research methods to asses the efficacy of integrating the U-Dictionary application into English language learning. The analysis of data was conducted through qualitative approaches by the researchers. Utilizing

questionnaires, Google meetings, and interviews (utilizing open ended-ended questions), this study focuses on students from SMK Walisongo Bekasi, with a sample size of 20 students who utilize the online dictionary. The primary method employed by author is the questionnaire. Consequently, it is evident that the utilization of the U-Dictionary application can serve as a catalyst for enhancing English language learning motivation among students. This is attributed to the application's capacity to facilitate easier, faster, and more practical learning experiences. Conversely, students' struggles in utilizing the U-Dictionary application signal potential challenges, including financial constraints in meeting data usage quotas. Notably, findings from the student's questionnaire reveal that 14 out of 20 students (70%) perceive the U-Dictionary application as highly engaging for learning. Policy recommendations suggest that schools should provide additional support and facilities to enable teachers and students to continue utilizing the internet effectively, including ensuring adequate data quota provisions for educational purposes. Ultimately, integrating the U-Dictionary application can empower teachers to conduct diverse online teaching and learning activities with their students (Yuliyanti & Siahaan, 2022).

The difference with the study is choosing the object of the research. Then, the similarities between both studies are

the use of the U-Dictionary application as the tool for teaching-learning process of to enhance their English language skills, and the qualitative as the method of the research.

A third research conducted by Prativi Khilyatul Auliya, Tri Yuli Ardiyansah and Ribeh Najib Muhammad (2021) entitled “Mobile Assisted Language Learning: Platforms To Support Students Teacher Improving Reading Skill”. This study is to investigate the platforms on Mobile Assisted Language Learning (MALL) that mostly used by students teachers on first and second year to improve their reading skill. The research design used was qualitative with data collection through questionnaires and interviews. The results showed that 79.3% of the students reported benefiting from various MALL platforms. The study highlighted several advantages of using MALL, including improved vocabulary acquisition, grammatical competence, and reading speed and comprehension. Thus, the implementation of MALL was shown to have a significant positive impact on students' reading ability, making it an effective strategy. The findings underscore the potential of MALL as a transformational approach in language education, as well as encouraging the integration of mobile technology in educational practices to improve learning outcomes (Auliya et al., 2021). The

similarity between the research above and this research is the research design. Furthermore, the difference between those studies is choosing the subject of the research.

The fourth research conducted by Muhammed Salim Keezhatta and Abdulfattah Omar (2019) entitled “Enhancing Reading Skills for Saudi Secondary School Students through Mobile Assisted Language Learning (MALL): An Experimental Study”. This study explores the effectiveness of integrating Mobile Assisted Language Learning (MALL) into English as a Foreign Language (EFL) instruction for secondary school students in Saudi Arabia. Conducted with 120 tenth-grade students from four public schools in Riyadh, the research employed an experimental design where participants were divided into an experimental group, which used mobile learning tools alongside traditional teaching methods and a control group that received only conventional instruction. The researchers assessed reading skills through pre-tests and post-tests, evaluated by a panel of experts. The results indicated a statistically significant improvement in reading comprehension among students in the MALL group compared to those in the control group ($p < .05$). This finding suggests that MALL not only enhances student motivation but also effectively improves reading skills in EFL learners (Keezhatta & Omar, 2019).

B. Literature Review

1. Reading Comprehension Skill

a. Definition of reading

Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies (Pourhosein Gilakjani & Sabouri, 2016). In the journey of reading, the intricate dance between text and reader unfolds, generating a symphony of sounds and meanings. This symbiotic relationship fosters not only comprehension but also the transmission of information and knowledge embedded within the text. Moreover, reading emerges as a developmental continuum, commencing with the acquisition of sound-symbol correspondence, often through oral mastery of sentences and words. Subsequently, learners progress to decoding these patterns in diverse textual amalgamations, marking the evolution of their reading prowess (Setiyadi, 2020).

Learning to read is a fundamental skill that students must acquire, particularly in the context of learning English as a second language. It is not only a vital receptive skill in language acquisition but also a crucial competency for success across various academic disciplines where English language texts are prevalent. Recent studies underscore the pivotal role

of early and proficient reading in facilitating the acquisition of other skills and knowledge. This highlights the significance of reading as a language skill, as it provides a substantial amount of linguistic input crucial for language development. Consequently, reading comprehension consistently hold a central position as a primary instructional unit in English language education at all levels.

Reading comprehension skill refers to an individual's ability to comprehend the meaning of written material. The writer must categorize students based on their test results into specific classes. It will guide the writer in determining the appropriate course of action regarding them. Savaskan (2017) asserts that the development of reading talent commences with the capacity to accomplish and engage, and necessitates a progression from investigation to discerning comprehension, dialogue, and contemplation. The process involves the interpretation of lines, letters, and symbols. Once comprehension is achieved, words and sentences are depicted, and crucial information is discerned. This knowledge is assimilated with prior knowledge and conveyed through the explanations provided in the text. The selected information undergoes cognitive processes such as description, categorization, critical examination, network development, judgement, problem-solving, and analysis. Mutiarani & Rahman (2019) argue that reading not only enhances

vocabulary acquisition but also provides learners with meaningful experiences. Students are expected to enhance their capacity to comprehend and articulate significant subjects across various domains, including education, technology, economics, the environment, and politics (Aswir et al., 2021).

Urquhart & Weir (1998) define reading talent as a cognitive capacity that individuals employ when engaging with written text. According to Bojovic (2010), the taxonomies provided in the paragraph suggest that certain skills are more comprehensive than others. In addition, reading skills hold significance in light of the education assessment systems in Indonesia, including the national exam, are conducted through written formats, requiring a high level of text comprehension. While it is crucial to acquire reading comprehension skills, not all pupils possess an innate aptitude for this particular talent. Occasionally, the researcher saw the student's dearth of motivation when it came to engaging in reading practice. They are unaware of the significance of acquiring English language skills in their lives. English is typically the sole mandatory subject in the class. Students lacked motivation in improving readings due to factors such as lengthy text with challenging vocabulary and insufficient time allocated for practice (Sasalia & Sari, 2020).

The primary objective of reading instruction extends beyond mere decoding; it encompasses the cultivation of

comprehension skills vital for constructing meaning from written material, thereby fostering deeper understanding and engagement with textual content (Al Aziz & Yusanti, 2020).

b. Type of Reading

Various types of reading exist, each serving distinct purposes and employing different cognitive processes. Perceptive reading involves focusing on elements such as letters, words, and punctuation marks, emphasizing bottom-up processing. Selective reading tasks, driven by assessment needs, include activities like matching, true/false, and multiple choice, typically requiring brief responses and utilizing both bottom-up and top-down processing. Interactive reading involves engaging with text to negotiate meaning, relying heavily on top-down processing, and is seen in genres like anecdotes and memos. Extensive reading, covering texts longer than one page, aims to gauge global understanding, favoring top-down processing and encompassing materials like professional articles and books (Kilag et al., 2023).

c. Purpose of Reading Comprehension Skill

Understanding information involves readers connecting new knowledge acquired from the text with their existing knowledge. This process highlights the interactive nature of reading, where the reader's cognitive processes engage with the text. In essence, reading serves as a crucial

activity for students, fostering not only the expansion of their knowledge but also the development of their cognitive faculties, encompassing moral, intellectual, emotional, and linguistic aspects. However, mastering reading is no simple feat, as it entails proficiency in four essential components: accuracy, fluency, expressiveness, and mindfulness. These components collectively support the learning journey and facilitate the enhancement of reading skills among students (Mutiarani & Rahman, 2019).

Reading serves the fundamental purpose of comprehending the text, as elucidated by Grabe & Stroller (2011), who define reading comprehension as the capacity to grasp information within a text and interpret it effectively. They emphasize that this skill entails not only understanding the text but also utilizing background knowledge, employing diverse strategies, and considering environmental factors. The first determinant impacting reading comprehension is learners' background knowledge, encompassing their pre-existing understanding of the subject matter. This familiarity enables them to make predictions and connections with the material being read. The second determinant is the application of various strategies, which relies on readers' adeptness in selecting and employing appropriate techniques based on the context. Lastly, environmental factors such as self-planning, self-regulation, and motivation are crucial elements

influencing reading comprehension. These aspects underscore the importance of considering not only the text itself but also the readers' background, strategies, and environment in facilitating effective comprehension (Wahyuni et al., 2018).

2. U-Dictionary

U-Dictionary is a mobile application available for download on Android and iOS smartphones, offering both online and offline dictionary features. This lightweight app allows users to translate over 30 languages without requiring an internet connection. Initially launched by Youdao, Hong Kong, on March 24, 2016, U-Dictionary is compatible with Android 4.0.0 and iOS 3.0.0 devices. By 2019, more than 50 million people had downloaded the app for English language translation. U-Dictionary not only helps users translate words and short sentences but also offers language practice opportunities through quizzes and mini-games available from the main interface. In addition to translation, users can access definitions from Collins Dictionary or Wikipedia. Even without an internet connection, users can still listen to word pronunciations. The app's activities and assessments are especially useful for improving language fluency, particularly in English (Yuliyanti & Siahaan, 2022).

U-Dictionary Application in assisting students in learning reading 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 reading. MALL, contrasting with CALL (Computer Assisted Language Learning) primarily through its utilization of personal, portable devices facilitating novel learning modalities, underscores the continuity or spontaneity of access and interaction across diverse usage contexts. This underscores the pivotal role of students as primary experimenters/explorers, with teachers assuming a guiding or facilitating role in their mobile applications pursuits beyond traditional classroom settings. Notably, one of the key benefits of MALL lies in the unrestricted access to language-learning resources and the ability to engage with peers and tutors anytime, anywhere. Thus, delving into students' preferences, needs, and motivations regarding mobile device usage becomes imperative to innovate effective strategies for enhancing language acquisition. Pedagogical frameworks like Social Constructivism (Vygotsky, 1978) and Connectivism align well with MALL's principles, offering avenues for further exploration in educational technology research (Niño, 2015).

a. U-Dictionary Features

In the contemporary digital landscape, technology emerges as a promising avenue to surmount obstacles related to access and motivation encountered by students in learning English. Specifically, in this context, English dictionary applications like U-Dictionary hold potential as a viable solution to address the constraints of limited access to learning materials and to stimulate students' enthusiasm for English acquisition. U-Dictionary stands out as a widely embraced English dictionary application among schoolchildren and students owing to its user-friendly interface and comprehensive features (Nami, 2022). Notably, beyond furnishing word definitions, U-Dictionary facilitates translations into multiple languages, including Indonesian, Japanese, and Korean, thereby catering to diverse linguistic needs. Moreover, its pronunciation feature serves as a distinct advantage, aiding students in honing their pronunciation skills. Despite the manifold benefits offered by the U-Dictionary application for English language acquisition, there remains a dearth of research that systematically assesses its efficacy in fostering students' interest in learning English (Fedora & Hasan, 2023)

Language support plays a pivotal role in evaluating the effectiveness of translation platforms such as U-

Dictionary and Google Translate. These platforms must not only furnish translations across various languages but also demonstrate proficiency in capturing nuances, idiomatic expressions, and everyday language peculiarities of each language with utmost precision. This study delves into the depth of language support provided by both platforms, particularly emphasizing their capability to comprehend and accurately translate colloquial expressions, idioms, and culturally specific phrases commonly employed in English speech when translated into Indonesian. U-Dictionary has garnered acclaim for its extensive language support, frequently accommodating colloquial and culturally nuanced expressions. The platform integrates a vast repository of idioms and regional phrases, thereby augmenting its capacity to deliver translations that are more contextually relevant. Users have voiced satisfactory experiences with U-Dictionary's interpretation of colloquial speech, underscoring its potential as a robust tool for nuanced translation (Budianto et al., 2024)

Evaluating the reliability of speech recognition technology in various speaking contexts is imperative to assess its real-world applicability. A platform's ability to surmount these challenges will be prioritized in ensuring a consistent and dependable user experience. The integration

of Natural Language Processing (NLP) technology is also crucial in this evaluation process. As Baziotis et al. (2020) emphasized, the capacity of platforms to comprehend conversational context and produce translations that are not only grammatically precise but also contextually fitting is pivotal in gauging the sophistication of this technology. Therefore, a comprehensive and meticulous examination is necessary to scrutinize the efficiency of the speech recognition technology utilized by U-Dictionary and Google Translate. Factors such as accuracy, adaptability to language variations, responsiveness to diverse environments, and NLP capabilities must all be taken into account to obtain a profound understanding of the quality of speech recognition technology integrated into each platform (Budianto et al., 2024).

b. Advantages U-Dictionary application

The advantages of U-dictionary that can make learn English quickly are as follows:

a. Translating Images with the Camera

You can translate English text anywhere directly by using the camera. Simply by scanning the image, the translation will instantly appear in Indonesian without the need to retype.

b. Learn English from the Android Lock Screen

With the U-Dictionary app on Android, you can learn English right from your phone's lock screen. Every time you open the lock screen, you will be presented with new English words to learn.

c. Learn English Through Games

U-Dictionary provides a fun way to learn English. You can enrich your vocabulary through games in the app, making learning easier and more entertaining.

d. Read English Articles

The articles available in the U-Dictionary app are written in casual English, making it easy for you to practice reading while gaining knowledge.

3. Perception

a. Definition of Perception

Perception encompasses the object, occurrence, and relationship experiences acquired through the process of summarizing and interpreting message knowledge. It entails the resumption of information and prediction of messages, thus imbuing a sense to stimulus-response mechanisms which encompass focus, hope, motivation, and memory. Scholars like Michotte (2019) and Septinawati et al. (2020) have established perception as an integral step within the total action process, aiding individuals in adapting their

behavior to the environment they inhabit. Martono (2010) further posits that perception serves as a lens through which one views problems or phenomena, providing a specific point of view. (Rakhmanina et al., 2020).

According to Walgito, perception is a process in which a person receives stimuli through his five senses and then interprets them to give meaning. Walgito revealed that perception consists of three main dimensions, namely cognitive, affective, and conative aspects. Cognitive aspects relate to knowledge, views, opinions, expectations, and beliefs about an object. The affective aspect relates to feelings of liking or disliking the object, while the conative aspect concerns the tendency to act or the motivation that arises toward the object. These three elements are very important because they can influence a person's knowledge, feelings and actions towards the object (Yeni & Syahrul, 2021).

One person's perception of a particular object or situation can be different from another person's perception which may be completely opposite. Perception is the way individuals perceive and understand the environment around them through the senses. This process includes the recognition of a stimulus and the individual's response to it (Aneja & Jain, 2021). According to Mangal, there are four

factors that influence a person's perception, namely the physical and social conditions around him, his physical structure, his needs and goals in life, and the experiences he has gone through (Hafrizal et al., 2021).

Human perception varies in interpreting whether something is deemed positive or negative, consequently influencing observable human behaviors. Perception, as defined by Longman Dictionary of Contemporary English, encompasses both cognitive understanding and sensory observation, thereby shaping one's viewpoint and actions (Longman Dictionary of Contemporary English, n.d.). Rahmat (2013) further elaborated on perception, describing it as the culmination of information processing and message interpretation, shaping one's understanding of objects, events, or relationships. This interpretation of events and objects is contingent upon one's sensory judgments and cognitive processes, resulting in subjective viewpoints that differ among individuals. Therefore, perceptions are subjective and vary according to the unique cognitive processes and sensory experiences of each individual (Zhang, 2019).

b. Process of Perception

According to Qiong (2017), the perception process encompasses three fundamental stages: selection,

organization, and interpretation, which are pivotal in understanding environmental stimuli. In the first stage, selection, individuals begin transforming environmental stimuli into meaningful experiences. This initial phase involves the conscious or subconscious act of choosing which stimuli to focus on from the myriad of inputs available. Subsequently, in the organizational stage, the selected stimuli are arranged according to specific patterns of meaning. This entails categorizing and structuring the stimuli based on various attributes such as shape, color, texture, and size, facilitating a comprehensive understanding of the encountered event or object. Finally, the third stage, interpretation, involves deciphering the meaning of the selected stimuli. Once stimuli are categorized into structured patterns, individuals attempt to comprehend these patterns by providing sense, thereby extracting significance from the perceived information. These stages serve as the cognitive framework through which individuals make sense of their surroundings, a process integral to the development of reading comprehension skills among sixth-semester students majoring in English Education (Maulina et al., 2022).

According to Katharina (2019), the process of perception unfolds through distinct stages as follows:

- a) The initial phase, termed the natural or physical process, entails the capture of stimuli by human senses.
- b) Following this is the second stage, wherein stimuli undergo physiological processing by receptors (sensory organs) via sensory nerves.
- c) Subsequently, the third stage, identified as the psychological process, involves the emergence of individual awareness regarding the received stimuli by receptors.
- d) Finally, the fourth stage yields outcomes from the perception process, manifesting as responses and behaviors (Dobs et al., 2019).

c. Fundamental of Perception

According to OU Qiong, in the context of perception, it is imperative to consider the interplay between the physical and psychological dimensions. These fundamental dimensions collaborate to shape our perceptual outcomes, a crucial aspect that warrants examination in understanding the complexities of perception (Qiong, 2017).

d. Factors that Affect Perception

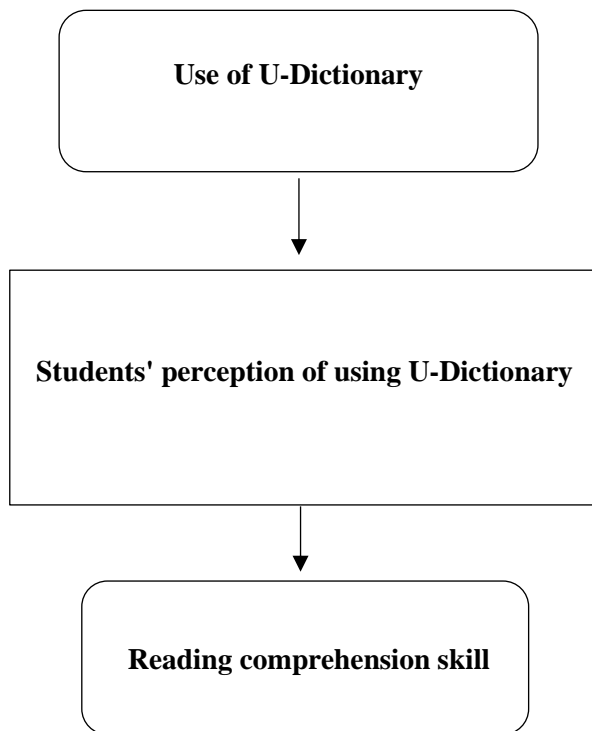
Perceptions are shaped by various stimuli, including their relationship with the environment and the physical sensations they evoke. These factors play a crucial role in influencing how individuals perceive their surroundings. Additionally, attention is a key cognitive process in

perception, as highlighted by Kenneth E. Andersen (1972), where stimuli gain prominence in consciousness while others are diminished. This process involves focusing on specific sensory inputs while disregarding others.

Moreover, attention is not solely determined by external stimuli but also by internal factors. The transition of attention from the communicator to the communicant is driven not only by the communicant being the target but also by evolving philosophies on social and mutual communication. Therefore, discussions on perception inevitably intersect with sensation, as the latter constitutes a fundamental aspect of the former.

Public perception, influenced by three primary factors, further illustrates this complexity. Firstly, the perpetrator's personal characteristics heavily shape interpretation. Secondly, characteristics and context of the observed object significantly impact perception, considering how objects are perceived in relation to their surroundings. Lastly, the situational context plays a vital role, emphasizing the importance of understanding the environment's influence on perception (Ajeng, 2018).

C. Conceptual frameworks



The growing use of digital tools in education has opened up new opportunities to enhance students' learning experience. One such tool is U-Dictionary, which aims to support students in improving their reading comprehension skills. However, some challenges may arise in using this tool, such as students' unfamiliarity with the features of the app, difficulties in integrating it into their learning routine, and technical issues such as the availability of internet access.

U-Dictionary, as a language learning tool, offers features that can potentially improve students' reading comprehension skills. These features include vocabulary development, context understanding, and improving reading speed through easily accessible definitions, example sentences, and pronunciation guides. By combining these tools, U-Dictionary can help bridge the gap between students' current language abilities and the skills they need to succeed in reading comprehension.

Students' perceptions of using U-Dictionary in their learning process are crucial to evaluating the effectiveness of this tool. These perceptions can reveal whether the features provided by the app meet students' needs and help them improve their comprehension ability. By understanding how students feel about using the U-Dictionary, educators can tailor the learning experience better.

CHAPTER III

RESEARCH METHOD

The chapter discusses research design, the research setting, the research subject, variable and indicators of research, data collection technique, and data analysis technique.

A. Research Design

This thesis used a qualitative method and descriptive research design. The aim of this study was to characterize teacher perceptions broadly and in-depth about the use of video lessons in facilitating English reading comprehension skills. Moreover, qualitative research is defined as characteristics of substance, process, and meaning rather than being tested experimentally or measured in terms of quantity, amount, intensity, or frequency, according to (Denzin & Lincoln, 2000). Data collection were carried out by observation, interviews, and questionnaires in qualitative research methods.

The descriptive qualitative research was chosen because the analysis cannot be in the form of number, the researcher described clearly more phenomenon in society. In this study, the researcher used interviews to allow the participant to talk in some depth, choosing their own words to help the researcher developed a real sense of person's understanding of a situation. The researcher used interview to make sure and strengthen their

opinion about of using U-Dictionary to enhance reading comprehension skill. The interview itself consisted of five questions.

Therefore, this study has a qualitative of discovering the students' perception of using U-Dictionary to enhance reading comprehension skill, including the advantages and disadvantages of using U-Dictionary to enhance reading comprehension skill. The data of this research were collected by conducting interview of six participants, they are the students department of UIN Walisongo Semarang, the academic year 2024. The result of interview from the participant were displayed descriptively to answer the research questions.

B. Research Setting

The research was conducted at the English Education Department in UIN Walisongo Semarang. This research was conducted in the in the even semester in the academic year of 2024/2025, precisely from the 4th of June until the 10th of June 2024.

C. Research Participants

In this research, the conducted an interview with EFL students at UIN Walisongo Semarang, and there are 6 participants second semester. According to Crouch and McKenzie (2006), the small participants in qualitative research are to simplify the writer to find data. In this research, the

eligible participants are the participants who meet the criteria that of familiar with dictionary application, still learning English or has Basic English, android users (Crouch & McKenzie, 2006).

D. Data Collection Technique

Data collection technique explained the way researcher used to gather the data related to the focus of the research. In this study, the researcher used interview to obtain the data from students. Interviews are distinguished by their degree of formality and structure. A structured interview is a type of interview that relies on a standard and planned set of questions, while and unstructured interview is a type of interview that does not rely on a predetermined set of questions. On the other hand, semi-structured interview combines both structured and unstructured approaches (Mills & Gay, 2019).

In this research, the researcher chose a semi-structured interview to collect students' responses. In conducting interview, students answered open-ended questions related to students' perception of using U-dictionary to enhance reading comprehension skills.

E. Instrument of the Research

Two different types of research equipment were employed in this study to gather data, interviews and documentation.

1. Interview

According to Easwaramoorthy and Zarinpoush (2016), there are three categories of interviews exist: structured, semi-structured, and unstructured interviews (Saofi, 2019).

The investigator employed a semi-structured interview methodology to gather pertinent data for this study. This method facilitated in-depth discussions between the interviewer and participants, allowing for a comprehensive exploration of topics related to the utilization of u-dictionary to enhance reading skill. Six students from the PBI program at UIN Walisongo, enrolled in the 2023 batch, were interviewed by the researcher. The descriptive analysis of the interview outcomes were presented to address the research inquiries.

Before commencing the interview, the researcher prepared a set of questions aimed at eliciting insights from the participants. There are four questions related to the topics of studies. The problem is about students' perception and the advantages and disadvantages of using u-dictionary to enhance reading skill. Participants were prompted to share their experiences utilizing u-dictionaries and to expound upon the advantages and disadvantages encountered during their enhanced reading skill journey. The interviews were conducted via two modalities: face-to-face sessions and

telephone calls. The decision to incorporate telephone interviews was supported by Bryman (2016), who notes their appropriateness when logistical constraints prevent in-person interactions between researchers and participants (Bryman, 2016). Opting for one -on-one interviews, each participant was individually engaged for a duration ranging from 10 to 15 minutes on average. Subsequently, the researcher documented the interviews either through note-taking or by employing recording devices such as smartphone recorders. Audio recordings were then transferred to a laptop to facilitate transcription and analysis. Rigorous scrutiny of the audio data ensued, enabling the researcher to extract, analyze, and interpret relevant insights. Ultimately, findings from the interviews were synthesized to draw conclusive insight pertinent to the research inquiry.

2. Documentation

In this study, the researcher used document analysis to assess students' performance after using the U-dictionary for reading comprehension skills. Bowen (2009) discusses the use of document analysis as a qualitative research method, emphasizing how researchers can systematically examine documents to gain insights into different aspects of a research topic. Bowen stresses the importance of establishing clear criteria for selecting and analyzing documents, as well as

methods for interpreting the findings of research questions. This resource offers valuable guidance on designing and implementing document analysis guidelines, underscoring their significance as research tools in qualitative research.

F. Data Analysis Technique

The researcher used three components of data analysis based on (Miles & Huberman, 1994) employed descriptive-qualitative techniques to examine and characterize the data while they were being arranged and searched for as the study's.

1. Data Reduction

Data reduction refers to the process selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions.

2. Data Display

Data display, a display is an organized, compressed assembly of information that permits conclusion drawing and action. In this research, the researcher classified the data of interview and documentation were shown in the form of descriptions regarding the students' Perception of using U-Dictionary to enhance students' reading after the necessary data had been gathered and recognized.

3. Conclusion Drawing

Data conclusion drawing/verification. Verification is

an activity to approve the conclusions which has been taken. The interactive model scheme by (Miles & Huberman, 1994).

Therefore, in analyzing the interview data, the researcher used some components of the data analysis. Those are data reduction, data display, and conclusion drawing. Data reduction is used to verify the important and the less important data reduces the validity of the findings. The other component is data display. Data display is used to interpret the data gathered. The data from the interview can be displayed with words. The data were the described and evaluate by connecting it with the literature. Last, the researcher made a conclusion based on the analysis of the interview.

G. Data Validity

After the data has been analyzed, it is essential to verify its credibility and accuracy. The researcher ensured the validity of the data through the use of triangulation. According to Creswell, triangulation is a way of verifying data from various sources, such as various participants, types of data, and data collection techniques. There are four types of triangulation: method triangulation, researcher triangulation, theory triangulation, and data source triangulation.

In this study, the researcher used data source triangulation to

verify the validity of the data. This approach involves collecting data from different groups of people, such as individuals, groups, families, and communities, to provide different perspectives and validate information. In this study, the researcher thoroughly reviewed the interview answers as many times as necessary to ensure that the findings were valid (Carter, 2014).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The study was accomplished to explain the students' perception of using U-Dictionary to enhance reading comprehension skill. The first-years students of UIN Walisongo from class 2 was chosen here as the participants of this study. There were six students who were asked to share their perceptions of U-Dictionary learning applied in their reading comprehension skill. The data from interview was showed, and discussed in this chapter.

A. Findings

This research aims to explain PBI students' perception of using U-Dictionary to enhance reading comprehension skills and the advantages and disadvantages that they got when using the U-Dictionary. To identify the students' perception and to find advantages and disadvantages using U-Dictionary to enhance reading comprehension skills, a semi-structured interview was conducted on June 4th until 8th.

There were 6 participants of this study who were students of batch 2024 in English Language Education Department of UIN Walisongo Semarang. There were five questions asked to the participants by phone calls and face to face interview, each participant received the same questions, furthermore, the researcher interviewed with mixing in Bahasa and English to

obtain more information. The selected interviewees are in initial of S1 as student 1, S2 as student 2, S3 as student 3, S4 as student 4, S5 as student 5, and S6 as student 6. After analyzing the data, the researcher identified some points based on their answers.

1. Students' perceptions of using U-Dictionary to enhance reading comprehension skills.

a. Using U-Dictionary to enhance reading comprehension skill

Based on the data from the interview, there were six participants in this study, all of the participant used U-Dictionary.

S1: "Yes, I use u-dictionary when reading texts in English.

I find this app very helpful as it instantly translates words I don't understand and provides example sentences. It speeds up my comprehension process and makes me learn new vocabulary faster."

S2: "Actually, I rarely use U-Dictionary because I prefer to look up word meanings in other print or online dictionaries. However, when I really need quick help, U-Dictionary is quite useful and makes it easier for me to understand new words."

S3: "U-Dictionary was very helpful in improving my reading comprehension skills, especially because of it's pronunciation and synonym features. When I

encounter a difficult word, I can hear how it is pronounced and find similar words that help me understand the text better.”

S4: “Yes, I use U-Dictionary to support my reading comprehension skills. This app is very helpful because I can quickly look up the meaning of words that I don’t know while reading. In addition, the example sentences feature also help me understand the use of words in the correct context.”

S5: “U-Dictionary is very helpful in supporting my reading comprehension skills. I often use the translation and audio features to make sure I understand the meaning of words and how to pronounce them correctly. This way, I feel my reading skills are getting better.”

S6: “I use U-Dictionary mainly to look up the meaning of unfamiliar words while reading. While this app is very hand, I also feel the need to use other resources and practice reading regularly to improve my overall reading comprehension skills.”

Based on the participants’ responses, it was found that electronic dictionaries, such as U-Dictionary, are frequently used by students in the learning process, particularly in reading and understanding English texts. The participants highlighted various features of U-

Dictionary that make it helpful, including instant word translation, example sentences, pronunciation guidance, and synonym suggestions. For instance, (S1) emphasized that U-Dictionary is very helpful in reading texts in English, as it instantly translates words and provides example sentences, thereby speeding up comprehension and enhancing vocabulary learning. (S3) noted that the app's pronunciation and synonym features significantly improved their reading comprehension skills by allowing them to hear how words for better understanding. On the other hand, some participants mentioned that while U-Dictionary is useful, it is not always a necessity. (S2) stated that they rarely use U-Dictionary but find it quite useful when they need quick help with word meanings. (S6) also mentioned that while U-Dictionary is handy for looking up unfamiliar words, they still feel the need to use other resources and practice reading regularly to improve overall reading comprehension skills. In summary, all participants use U-Dictionary to support their reading comprehension skills, leveraging its translation, vocabulary, audio, and example sentence features to enhance their understanding of English texts. This is supported by (Marina, 2019) U-Dictionary can facilitate understanding of materials such as proper verb selection, correct spelling, correct

pronunciation and improvement of speaking skills, mastery of grammar and vocabulary, as well as students' understanding of the learning experience by using new learning tools. Thus, the conclusion is that all participants utilize U-Dictionary to facilitate their reading comprehension and vocabulary acquisition, underscoring its relevance in supporting English language learning.

b. U-dictionary as a medium to enhance reading comprehension skills

U-Dictionary is an application learning language that can help to learn in 38 languages include the English language (Said et al., 2024).

Based on the data from the interview, it was found that all participants agreed that the U-Dictionary is a good media for enhancing reading comprehension skills, vocabulary, and pronunciation words and it is very helpful for the learning process, especially in enhancing reading comprehension skills.

S1: "In my opinion, U-Dictionary is a very helpful tool in improving reading comprehension skills. With its comprehensive dictionary features and the ability to translate unknown words, I can understand texts more quickly. I recommend U-Dictionary because it allows us to expand our vocabulary while reading various

types of texts.

- S2: “I am a bit skeptical about the effectiveness of U-Dictionary in improving reading comprehension skills. While the app is great for translating words, I feel that overuse can lead to over-reliance on the tool and a lack of practice in reading in full context. So, while U-Dictionary can be useful, it is not recommended to rely solely on it.”
- S3: “I highly recommend U-Dictionary to improve reading comprehension skills, especially for those who are learning a foreign language. This app helps us understand unfamiliar words and provides example of their use in sentences. It is also great for improving comprehensive reading comprehension skills, as we can learn new vocabulary while reading”.
- S4: “I think U-Dictionary is quite useful, but it is not enough if used alone. It helps us check the meaning of words, but it is also important to practice reading the text as a whole without constantly relying on the dictionary. So, I would recommend using U-Dictionary as one of the tools, but it must be balanced with deeper reading practice.”
- S5: “U-Dictionary is very useful for improving my reading comprehension skills, especially when reading complex

texts. Its translation feature helps me understand the context and meaning of difficult words. I recommend U-Dictionary because it speeds up the learning process and helps me understand texts better without having to constantly look up printed dictionaries.

S6: “I think U-Dictionary is a useful tool for understanding unfamiliar words quickly, which can aid reading comprehension. However, I wouldn’t rely on it alone to enhance my overall reading comprehension skills. It’s best used alongside other reading practices like analyzing texts and discussing them with others. So yes, I recommend it for vocabulary support, but it should complement broader reading strategies.

From the above statements, most participants agreed that the U-Dictionary is a useful tool to enhance reading comprehension skills and also recommended the U-Dictionary is good as a medium to enhance reading comprehension skills. The app’s comprehensive features, including translation capabilities and vocabulary expansion, facilitate faster text comprehension. Participants mentioned that U-Dictionary allows users to understand unfamiliar words and provides contextual example, which is helpful for language learners. For example, S1 emphasized that the app helps in understanding texts faster,

while S3 noted that it helps in learning new vocabulary through practical examples in sentences. This dual function not only enhances comprehension but also enriches the learning experience. However, some participants expressed concerns about over-reliance on U-Dictionary. S2 and S4 shared that overuse could hinder the development of deeper reading comprehension skills. They suggested that while U-Dictionary is useful for quick translation, the app should not replace the practice of reading texts as a whole. S2 specifically mentioned that relying solely on the app can lead to a lack of context understanding, which is crucial for effective reading. Similarly, S6 recommended using U-Dictionary for vocabulary support but stressed the importance of combining it with other reading strategies, such as analyzing texts and group discussions. This finding is in line with previous research that shows the effectiveness of u-dictionary in helping students improve their vocabulary mastery. It is supported by (Mustika & Dashela, 2024) found that U-dictionary not only helps with vocabulary acquisition but also motivates students during the learning process by making language learning more interactive and interesting.

Moreover, the advantages of electronic dictionaries, particularly the U-dictionary app, have been well supported

in educational research. According to a study by (Adinda & Rahayu, 2023), the U-Dictionary app significantly improved students' vocabulary skills. These results show that the use of the U-Dictionary application is effective in improving students' vocabulary mastery. In addition, research by (Putri 2021) emphasized that the U-Dictionary app can motivate students to be more actively involved in English learning. In the study, 70% of students reported that using this app made the learning process easier and more interesting.

In conclusion, despite concerns regarding reliance on electronic tools, research supports the use of U-Dictionary as an effective resource for improving reading comprehension skills and vocabulary acquisition in language learning contexts. The app's ability to provide live translations and contextualized examples makes it an efficient tool for improving comprehension and enriching the overall learning experience. Therefore, integrating U-Dictionary into broader reading practices can lead to more balanced language development and better outcomes for learners.

b. Students' difficulty in reading comprehension skills.

A lot of students read to comprehend a text or other learning material. Nonetheless, the majority of participant

had trouble picking up reading comprehension skills. These are the issues:

S1: “Yes, I often have difficulties in reading comprehension skills, namely in understanding long texts. I often lose focus when reading long texts so it is difficult to understand the whole content. Yes, I think the U-Dictionary can help me to understand words that I don’t know, but I also need to practice to improve my concentration when reading.

S2: “Yes, I have difficulty with new vocabulary. What I often face is that I often find many new words that make me confused when reading, because when I find new vocabulary then I have to know the meaning of the vocabulary and how to pronounce it, so I will stop my reading. Yes, I think, using U-Dictionary helps me understand the meaning of the words and improves my understanding of the text.”

S3: “Yes, I often have difficulties in reading comprehension skills, and I often struggle with complex sentence structures. The problem I face most often is that sometimes the sentences are too long and complicated, making it difficult for me to follow the flow of the text. I think using the U-Dictionary can help by find the

meaning of vocabulary and pronounce words/sentences and translations, but I also need to practice understanding more complex sentence structures.

S4: “I often have difficulties in reading comprehension skills, especially related to understanding limited vocabulary, then reading long and complex texts, and inferring key information from the reading. I find the use of U-Dictionary very helpful in overcoming these problems, as it allows me to quickly look up the meaning of new words, expand my vocabulary, and be able to understand the context in which the words are used.”

S5: “Yes, sometimes I find it difficult to understand the implied meaning in the text. I have trouble grasping the meaning or message that the author wants to convey behind the words. I often feel the need to repeat the reading to understand the deeper context, but it is still difficult to find the right meaning. Yes, I think using U-dictionary is very helpful for understanding the meaning of difficult words and expanding my vocabulary. It makes it easier for me to understand the texts I read.

S6: “Yes, I have difficulty in reading fluently and quickly, because I often have to pronounce each word in order.

The problem I often face is the pronunciation or pronunciation of words that I do not know, so I cannot read quickly. Yes, I think that the use of U-dictionary can be very helpful. That is, quickly looking up the definition and pronunciation of words, so that I can understand the meaning and correct pronunciation, which will improve my reading ability.

Based on the answers from the participants above, it shows that the participants experience difficulties in reading comprehension skills, especially related to understanding long texts, new vocabulary, and complex sentence structures. These difficulties often lead to a loss of focus while reading, making it difficult to understand the whole content of the text. In addition, participants feel inhibited by new vocabulary encountered while reading, as they have to stop the reading process to look up the meaning and pronunciation of the word. This can disrupt the flow of the reading and reduce comprehension. Complex texts with long sentences are also a challenge, where complicated sentence structures can make it difficult for readers to follow the storyline. Some participants also had difficulty in understanding the implicit meaning of the text, which often required re-reading to understand the deeper context. It is supported the research by

(Nurmalasari & Haryudin, 2021) “The Students Difficulties in Learning Reading”, there are some reading difficulties in English, such as grammar and lack of vocabulary. Similar results were also found with (Balqis, 2022), explore student’s difficulties in understanding a text are their ignorance of complicated words or vocabulary, difficulty in understanding sentences, difficulty in understanding paragraphs, difficulty in understanding the whole reading or content of a text, and difficulty in identifying the main idea, the flow of a text, types of text, and structure of English. It is supported by (Satriani, 2018) finding out that difficulty in reading comprehension is low reading skills. It requires studying hard to remember the information just read. It takes a lot of time to read the text to overcome the problem. Reading material that is too difficult. The unfamiliar reading material and the complexity of grammar also become a failure to understand the reading text correctly. The sentences in the reading text are too long or have complicated sentences. New words and long texts are considered the main obstacles to understanding the reading text. The strategy used by the students to overcome this problem was to use the u-dictionary to find the understanding of the reading text. This is supported the research by (Auliya et al., 2021)

Mobile-assisted language learning such as the U-dictionary is a platform that offers advantages for students such as improving their vocabulary acquisition, grammar competence, reading speed, and reading comprehension as well.

2. The advantages and disadvantages of using U-Dictionary to enhance reading comprehension skills

Electronic u-dictionary has some advantages and disadvantages.

a. Advantages

Some of the responses given by students stated some of the advantages of using the U-Dictionary application to enhance reading comprehension skills.

Students have expressed their assessment of U-Dictionary's easy to use. They find the app intuitive and easy to use, allowing them to quickly access the various features without feeling overwhelmed. This ease is especially beneficial for those who may be new to digital learning tools, they said:

“The advantages of using U-dictionary, it has many features that can help, and make learning more interactive and interesting. Then also it is easy to use”. (S1)

“In my opinion, the advantages of using U-dictionary are that is easy to translate”. (S3)

“For the advantages, maybe because there are many features like earlies, you can easily find out vocabulary without the need to open a thick dictionary like in the old days, then the application is easy to use, so far people who first try it, it is not difficult to find the features”. (S4)

“In my opinion, the advantages of this dictionary are easy to use, there is an audio translation of the sound and there is also a translation for rich photos/photographs so you can immediately see the meaning, making it easier for me to find the meaning of words that I don’t know and how to pronounce them”. (S5)

“For this advantage, it can be downloaded, so can use it offline, without using wifi maybe or an internet package when needed. I think it is also effective in daily use, easy to use too, and provides article, that can improve reading”. (S6)

In addition, some students also expressed the importance of offline functionality in U-Dictionary, stating that the ability to access translation and dictionary features without an internet connection significantly enhanced their learning experience. This convenience allows them to learn and practice language skills anytime and anywhere, making it a valuable tool for those who do not always have reliable

internet access. Student 2 and S6 said:

“The advantages are that it can be used offline”. (S2)

“For this advantage, it can be downloaded, so can use it offline, without using wifi maybe or an internet package when needed”. (S6)

Moreover, student 5 said to help with vocabulary searches, the app also includes a pronunciation feature, which the students found to be a significant advantage. The student stated that this feature allows them to hear the correct pronunciation of words, making it easier to practice and help improve their speaking skills. This pronunciation feature not only enhances the learning experience for them but also increases their confidence in using the language effectively.

“In my opinion, the advantages of this dictionary are easy to use, there is an audio translation of the sound and there is also a translation for rich photos/photographs so you can immediately see the meaning, making it easier for me to find the meaning of words that I don’t know and how to pronounce them”. (S5)

Furthermore, students 1 and 3 also expressed U-Dictionary as a diverse learning tool. Student 1 said it has many features that can help, and make learning more interactive and interesting. Moreover, student 3 stated that

features such as word games, quizzes, and audio translation. These features not only help strengthen vocabulary and pronunciation but also provide a fun way to practice language skills.

“The advantages of using U-dictionary, it has many features that can help, and make learning more interactive and interesting”. (S1)

“In my opinion, the advantages of using U-dictionary are that is easy to translate, can be through words or photos, and many languages can be selected. There are also word games and quizzes”. (S3)

b. Disadvantages

U-dictionary not only has advantages but also has some disadvantages that are felt by students in using the dictionary to enhance reading comprehension skills. Some disadvantages when using U-dictionary according to students, among others: An unfortunate advantage of U-Dictionary is the limited access to features for free users. Many functions are locked behind the pro version, which can be frustrating for students who don't want to pay for a subscription. These limitations reduce the overall effectiveness of the app for casual users. They said:

“The disadvantages of using U-dictionary in my

opinion are that some of the features have to be pro, so there are quite a lot of features that cannot be used for free”. (S1)

“The disadvantages of using U-dictionary are ads that often appear, so it disturbs users and makes them uncomfortable while using it, then some premium features require additional fees”. (S2)

“Disadvantages, the ads that often appear make me uncomfortable in using this application and some features have to be paid for”. (S3)

“For the disadvantages, it turns out that there are many other features but it needs premium so it feels less satisfied. Actually, there are other features such as magic translation or maybe there is a language word check, which actually helps us a lot. But it has to be a premium”. (S6)

The appearance of advertisements is another major disadvantage of using U-dictionary. Some students said that advertisements interrupt their experience, making it inconvenient to use the app. These distractions can detract from the learning process and lead to student dissatisfaction. Student 2 and S3 said:

“The disadvantages of using U-dictionary are ads that

often appear, so it disturbs users and makes them uncomfortable while using it, then some premium features require additional fees”. (S2)

“Disadvantages, the ads that often appear make me uncomfortable in using this application and some features have to be paid for”. (S3)

U-Dictionary also has incomplete functionality when offline. The student 4 also said that the features available without an internet connection are limited compared to when they are online. This limitation can be inconvenient for those who need access to the dictionary when using it in areas with poor connectivity.

“For the disadvantages, maybe it must be read online, even if offline, the features will not be as complete as online”.

In addition, the instant translation feature of this dictionary, while convenient, may cause over-reliance for students. Student 5 said:

“The disadvantage of using U-dictionary is the ease of translating words and sentences instantly, which can lead to over-reliance on this application and make users lazy to learn more deeply”. (S5)

Furthermore, U-Dictionary's reliance on an unstable or limited internet connection creates barriers. Students also

have experiences when their internet is slow or difficulties unreliable, which can hamper the app's performance and limit access to its features, affecting usage in various situations. Student 5 said:

“Then when my internet connection is poor the feature cannot be used properly”. (S5)

B. Discussion

The researcher presents a discussion based on the research findings in this section. The purpose of this study was to answer two research questions: how are students' perception of using U-dictionary to enhance reading comprehension skills, and what are the advantages and disadvantages of using U-dictionary to enhance reading comprehension skills? Four interview questions and six participants were part of this study. Semi-structured phone interviews and in-person interviews were used to collect data. The purpose of these interviews was to find out the participants' ideas and viewpoints on this topic. The researcher outlines two points of findings in this section.

The first research question is about how are students' perceptions of using U-dictionary to enhance reading comprehension skills. The researcher categorized the result as three main ideas; using U-dictionary to enhance reading comprehension skills, U-dictionary as a medium to enhance reading comprehension skills, and students' difficulty in reading

comprehension skills. First, using U-dictionary to enhance reading comprehension skills, the study also found that most students had a positive perception of using the U-Dictionary to enhance reading comprehension skills, suggesting that the U-Dictionary can play an important role in improving students' English learning, especially in reading comprehension and vocabulary acquisition. All participants said that using U-Dictionary, the dictionary supports a variety of features such as instant word translation, example sentences, pronunciation, and synonyms. Students stated that U-Dictionary helps in understanding English texts by providing quick translations and example sentences, which accelerates comprehension and enriches vocabulary learning. Although most participants found the U-Dictionary useful, some other participants stated that the U-Dictionary was not always essential. Some participants mentioned that they used it sparingly, but recognized its usefulness as a quick reference when needed. In addition, participants expressed the importance of supplementing the U-Dictionary with regular reading practice and other references to improve their overall reading comprehension skills, this finding is also in line with those found by (Marina, 2019) U-Dictionary can facilitate understanding of materials such as proper verb selection, correct spelling, correct pronunciation and improvement of speaking skills, mastery of grammar and vocabulary, as well as students' understanding of the

learning experience by using new learning tools.

The second, U-dictionary as a medium to enhance reading comprehension skills. Most participants agreed that U-Dictionary is a tool that can help improve reading due to its diverse features, including translation and vocabulary expansion capabilities. U-dictionary facilitates faster comprehension of texts by allowing users to understand unfamiliar words and providing contextual examples, thus enriching the learning experience. Although some participants cautioned against over-reliance on U-Dictionary, and suggested that it should complement rather than replace overall reading practice, existing research shows its consistent superiority in improving vocabulary acquisition and motivating students. This is supported by (Mustika & Dashela, 2024) U-dictionary not only helps with vocabulary acquisition but also motivates students during the learning process by making language learning more interactive and interesting.

The last, students' difficulty in reading comprehension skills. Most participants experienced significant difficulties in reading comprehension due to difficulties with long texts, unfamiliar vocabulary and complex sentence structures. These barriers often lead to a loss of focus, hindering their overall understanding of the material. This research is supported by (Nurmalasari & Haryudin, 2021) who stated that students have difficulty in grammar and vocabulary, while (Balqis, 2022)

revealed that students have difficulty in understanding complex words and understanding the main idea of the text. In addition, (Satriani, 2018) Satriani pointed out that low reading skills contribute to these challenges, which require students to invest a lot of time to comprehend the reading. In overcoming this problem, the strategy used is to use assistance tools such as u-dictionary. It is supported by (Auliya et al., 2021) Mobile-assisted language learning such as the U-dictionary is a platform that offers advantages for students such as improving their vocabulary acquisition, grammar competence, reading speed, and reading comprehension as well. However, while these tools provide valuable support, they may not fully resolve the complexities involved in understanding challenging reading material.

The Second research question is about the advantages and disadvantages of using U-dictionary to enhance reading comprehension skills, the researcher found that all the students agreed that U-dictionary has advantages and disadvantages. The advantages of using U-dictionary are divided into four points, including: easy to use, offline functionality, practice the pronounce word or vocabulary, and a diverse learning tool. The first advantage is easy to use, students have given a positive assessment of the ease of use of the U-Dictionary app, concluding that it is very easy to use and understandable. The simple design makes it easy for students to use, without users feeling surprised

or confused when searching for key features. The clear presentation through the various easy-to-understand menus also helped to produce an optimal user experience. In addition, the working process of an adequate dictionary allows users to perform their tasks efficiently, such as instant translation, spell checking, and translation of interrelated conversations. These findings are in line with (Wati, 2020) who mentioned that electronic dictionaries have advantages such as easy to use, fast translation, and audio-visual features that help students learn new words more easily.

Second, offline functionality, some of the students expressed the importance of the offline feature in U-Dictionary, which allows them to access the translation and dictionary functions without an internet connection, thus improving their learning experience significantly. This feature makes it easier for students to learn and practice languages anywhere and anytime, without having to worry about unstable internet access. With this offline feature, they can easily look up word meanings, synonyms and antonyms, and use minigames and short tests to interactively improve their language skills. Thus, the offline feature makes U-Dictionary a practical and effective educational tool for those who want to learn languages independently. This finding is related to the previous study by (Wulandari & Handayani, 2019) states that the U-Dictionary is one of the English offline dictionaries that can be downloaded by every student.

Third, practice pronouncing words or vocabulary, S5 said that U-Dictionary helped them to know the meaning of words they did not know and how to pronounce them. This finding is in line with research conducted by (Marina, 2019), which states that MALL (Mobile Assisted Language Learning) through U-Dictionary can facilitate their understanding of materials such as proper verb selection, correct spelling, correct pronunciation, as well as improving speaking skills, mastery of grammar and vocabulary, and also students' understanding of the learning experience by using new learning tools. U-Dictionary not only provides in-depth information on various aspects of vocabulary but also offers interactive features that allow users to hear and imitate the correct pronunciation. Thus, u-Dictionary serves as a reference source and language learning tool that boosts students' confidence.

The last advantages of U-dictionary is that it is a diverse learning tool. As said by students “There are word games and quizzes too” The diversity of features such as word games, quizzes, and diverse audio translations makes language learning more interesting. This is supported by (Sari & Pratolo, 2024) who stated that u-dictionary is a learning media because this application is worth using, very efficient, and has various functions.

The disadvantages of using U-dictionary, as the majority of

students had perceptions of the drawbacks of using U-Dictionary, several points emerged. Firstly, many students were dissatisfied with the limited access to features, “Are that some of the features have to be pro” as many functions are limited behind the premium subscription, which limits the experience for those using the free version. In addition, students also mentioned the dependency on the internet connection, noting that although U-Dictionary offers offline features, many features are severely limited without an internet connection. This dependency then raises concerns about the possibility of over-reliance on this app for translation making them lazy and constantly dependent on the app, which could reduce motivation for in-depth language learning. The internet connection problem makes the u-dictionary unable to function optimally in translating. Therefore, an electronic dictionary (u-dictionary) must have a good internet connection. This finding is in line with (Mohamad et al., 2017) that limited internet access, incomplete definitions and credentials and in the classroom, electronic dictionaries can be a source of distraction. Some students in the classroom use electronic dictionaries inappropriately, and similarly, with (Wati, 2020) the weaknesses only revolve around internet connection problems and translation errors. Based on the findings, it can be concluded that while U-Dictionary provides a range of features useful for translation and language learning, users often face challenges that affect their

experience with the app.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions. The conclusion based on the data analysis was found that were discussed in Chapter IV.

A. Conclusion

Based on the findings and discussion in the previous chapter, this study found that students' perceptions consist of positive and negative perceptions. U-dictionary is mostly used by every student to translate instant words, example sentences, pronunciation, and synonyms. In addition, U-dictionary is a good medium to improve reading comprehension skills because U-dictionary has many diverse features and is easy to use and efficient in finding the meaning of words or even paragraphs. In learning reading comprehension skills, students experience significant difficulties in reading comprehension skills due to difficulties with long texts, unfamiliar vocabulary, pronunciation, and complex sentence structures, and U-dictionary helps overcome difficulties in reading comprehension skills and find unfamiliar words in reading texts.

There are four advantages of using U-dictionary, namely; the user-friendly interface, offline functionality, practice the pronouncing words or vocabulary, and diverse learning tools.

There are five disadvantages of using u-dictionary; limited free features, advertisements, incomplete offline functionality, over-reliant instant translation and internet limited internet access.

B. Suggestion

1. For the Lecturers

This study can offer valuable insights for educators seeking to integrate technology into their teaching methods. By incorporating the thesis findings into their courses on reading comprehension or language learning technology, lecturers can introduce discussions on innovative teaching strategies. These discussions could focus on the potential of mobile applications, like U-Dictionary, in enhancing student learning experiences. Educators could consider adapting or designing course materials that incorporate such tools to foster student engagement and improve comprehension skills.

2. For the students

The findings of this study offer students a better understanding of how using digital tools such as the U-Dictionary can positively impact their reading comprehension skills. By using the app, students may benefit from enhanced vocabulary, better word recognition, and more efficient reading processes. Students can be encouraged to explore this app and other digital resources to improve their comprehension abilities,

making their learning more interactive and effective.

3. For further researchers

This study's results can serve as a foundation for future research focused on the role of digital tools in education, particularly in the context of reading comprehension. Future researchers may find it valuable to explore the effectiveness of various mobile apps, like the U-Dictionary, in improving comprehension skills. Expanding research in this area could lead to more detailed insights into how digital learning tools can be optimized for educational purposes, especially in the field of English education.

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APPENDIX I

Students' Semi-Structured Interview Questions

Number	Statement
1.	Are you using U-dictionary to support your reading comprehension skills, and do you find it helpful for continually (enhancing those skills)?
2.	What is your opinion about using U-dictionary as a medium for reading comprehension skills? And do you recommend using U-dictionary to enhance reading comprehension skills? Why?
3.	Do you have any difficulty in reading comprehension skills learning? What problems do you most often face, and do you think using U-dictionary can help you to overcome the reading comprehension skills problems?
4.	In your opinion, what are the advantages and disadvantages of using U-dictionary to enhance reading comprehension skills?

APPENDIX 2

Students' Interview Transcript

- **Students 1**

- **Question:** Are you using U-dictionary to support your reading comprehension skills, and do you find it helpful for continually (enhancing those skills)?

Answer: “Yes, I use u-dictionary when reading texts in English. I find this app very helpful as it instantly translates words I don’t understand and provides example sentences. It speeds up my comprehension process and makes me learn new vocabulary faster.”

- **Question:** What is your opinion about using U-dictionary as a medium for reading comprehension skills? And do you recommend using U-dictionary to enhance reading comprehension skills? Why?

Answer: “In my opinion, U-Dictionary is a very helpful tool in improving reading comprehension skills. With its comprehensive dictionary features and the ability to translate unknown words, I can understand texts more quickly. I recommend U-Dictionary because it allows us to expand our vocabulary while reading various types of texts.

- **Question:** Do you have any difficulty in reading comprehension skills learning? What problems do you most often face, and do you think using U-dictionary can help you to overcome the reading comprehension skills problems?

Answer: “Yes, I often have difficulties in reading comprehension skills, namely in understanding long texts. I often lose focus when reading long texts so it is difficult to understand the whole content. Yes, I think the U-Dictionary can help me to understand words that I don’t know, but I also need to practice to improve my concentration when reading.

- **Question:** In your opinion, what are the advantages and disadvantages of using U-dictionary to enhance reading comprehension skills?

Answer: “The advantages of using U-dictionary, it has many features that can help, and make learning more interactive and interesting, then also it is easy to use. And the disadvantages of using U-dictionary in my opinion are that some of the features have to be pro, so there are quite a lot of features that cannot be used for free”.

- **Students 2**

- **Question:** Are you using U-dictionary to support your reading comprehension skills, and do you find it helpful for continually (enhancing those skills)?

Answer: “Actually, I rarely use U-Dictionary because I prefer to look up word meanings in other print or online dictionaries. However, when I really need quick help, U-Dictionary is quite useful and makes it easier for me to understand new words.”

- **Question:** What is your opinion about using U-dictionary as a medium for reading comprehension skills? And do you recommend using U-dictionary to enhance reading comprehension skills? Why?

Answer: “I am a bit skeptical about the effectiveness of U-Dictionary in improving reading comprehension skills. While the app is great for translating words, I feel that overuse can lead to over-reliance on the tool and a lack of practice in reading in full context. So, while U-Dictionary can be useful, it is not recommended to rely solely on it.”

- **Question:** Do you have any difficulty in reading comprehension skills learning? What problems do you most often face, and do you think using U-dictionary can help you to overcome the reading comprehension skills problems?

Answer: “Yes, I have difficulty with new vocabulary. What I

often face is that I often find many new words that make me confused when reading, because when I find new vocabulary then I have to know the meaning of the vocabulary and how to pronounce it, so I will stop my reading. Yes, I think, using U-Dictionary helps me understand the meaning of the words and improves my understanding of the text.”

- **Question:** In your opinion, what are the advantages and disadvantages of using U-dictionary to enhance reading comprehension skills?

Answer: “The advantages are that it can be used offline, and then it can be translated into various languages. It can also search for synonyms and antonyms and the disadvantages of using U-dictionary are ads that often appear, so it disturbs users and makes them uncomfortable while using it, then some premium features require additional fees”.

- **Students 3**

- **Question:** Are you using U-dictionary to support your reading comprehension skills, and do you find it helpful for continually (enhancing those skills)?

Answer: “U-Dictionary was very helpful in improving my reading comprehension skills, especially because of its pronunciation and synonym features. When I encounter a difficult word, I can hear how it is pronounced and find similar words that help me understand the text better.”

- **Question:** What is your opinion about using U-dictionary as a medium for reading comprehension skills? And do you recommend using U-dictionary to enhance reading comprehension skills? Why?

Answer: “I highly recommend U-Dictionary to improve reading comprehension skills, especially for those who are learning a foreign language. This app helps us understand unfamiliar words and provides example of their use in

sentences. It is also great for improving comprehensive reading comprehension skills, as we can learn new vocabulary while reading.

- **Question:** Do you have any difficulty in reading comprehension skills learning? What problems do you most often face, and do you think using U-dictionary can help you to overcome the reading comprehension skills problems?

Answer: “Yes, I often have difficulties in reading comprehension skills, and I often struggle with complex sentence structures. The problem I face most often is that sometimes the sentences are too long and complicated, making it difficult for me to follow the flow of the text. I think using the U-Dictionary can help by find the meaning of vocabulary and pronounce words/sentences and translations, but I also need to practice understanding more complex sentence structures.

- **Question:** In your opinion, what are the advantages and disadvantages of using U-dictionary to enhance reading comprehension skills?

Answer: “In my opinion, the advantages of using U-dictionary are that is easy to translate, can be through words or photos, and many languages can be selected. There are also word games and quizzes and disadvantages, the ads that often appear make me uncomfortable in using this application and some features have to be paid for”.

- **Students 4**

- **Question:** Are you using U-dictionary to support your reading comprehension skills, and do you find it helpful for continually (enhancing those skills)?

Answer: “Yes, I use U-Dictionary to support my reading comprehension skills. This app is very helpful because I can quickly look up the meaning of words that I don’t know while reading. In addition, the example sentences feature also help

me understand the use of words in the correct context.”

- **Question:** What is your opinion about using U-dictionary as a medium for reading comprehension skills? And do you recommend using U-dictionary to enhance reading comprehension skills? Why?

Answer: “I think U-Dictionary is quite useful, but it is not enough if used alone. It helps us check the meaning of words, but it is also important to practice reading the text as a whole without constantly relying on the dictionary. So, I would recommend using U-Dictionary as one of the tools, but it must be balanced with deeper reading practice.”

- **Question:** Do you have any difficulty in reading comprehension skills learning? What problems do you most often face, and do you think using U-dictionary can help you to overcome the reading comprehension skills problems?

Answer: “I often have difficulties in reading comprehension skills, especially related to understanding limited vocabulary, then reading long and complex texts, and inferring key information from the reading. I find the use of U-Dictionary very helpful in overcoming these problems, as it allows me to quickly look up the meaning of new words, expand my vocabulary, and be able to understand the context in which the words are used.”

- **Question:** In your opinion, what are the advantages and disadvantages of using U-dictionary to enhance reading comprehension skills?

Answer: “For the advantages, maybe because there are many features like earlies, you can easily find out vocabulary without the need to open a thick dictionary like in the old days, then the application is easy to use, so far people who first try it, it is not difficult to find the features and for the disadvantages, maybe it must be read online, even if offline, the features will not be as complete as online”.

- **Students 5**

- **Question:** Are you using U-dictionary to support your reading comprehension skills, and do you find it helpful for continually (enhancing those skills)?

Answer: “U-Dictionary is very helpful in supporting my reading comprehension skills. I often use the translation and audio features to make sure I understand the meaning of words and how to pronounce them correctly. This way, I feel my reading skills are getting better.”

- **Question:** What is your opinion about using U-dictionary as a medium for reading comprehension skills? And do you recommend using U-dictionary to enhance reading comprehension skills? Why?

Answer: “U-Dictionary is very useful for improving my reading comprehension skills, especially when reading complex texts. Its translation feature helps me understand the context and meaning of difficult words. I recommend U-Dictionary because it speeds up the learning process and helps me understand texts better without having to constantly look up printed dictionaries.

- **Question:** Do you have any difficulty in reading comprehension skills learning? What problems do you most often face, and do you think using U-dictionary can help you to overcome the reading comprehension skills problems?

Answer: “Yes, sometimes I find it difficult to understand the implied meaning in the text. I have trouble grasping the meaning or message that the author wants to convey behind the words. I often feel the need to repeat the reading to understand the deeper context, but it is still difficult to find the right meaning. Yes, I think using U-dictionary is very helpful for understanding the meaning of difficult words and expanding my vocabulary. It makes it easier for me to understand the texts I read.

- **Question:** In your opinion, what are the advantages and disadvantages of using U-dictionary to enhance reading comprehension skills?

Answer: “In my opinion, the advantages of this dictionary are easy to use, there is an audio translation of the sound and there is also a translation for rich photos/photographs so you can immediately see the meaning, making it easier for me to find the meaning of words that I don’t know and how to pronounce them and the disadvantage of using U-dictionary is the ease of translating words and sentences instantly, which can lead to over-reliance on this application and make users lazy to learn more deeply. Then when my internet connection is poor the feature cannot be used properly”.

- **Students 6**

- **Question:** Are you using U-dictionary to support your reading comprehension skills, and do you find it helpful for continually (enhancing those skills)?

Answer: “I use U-Dictionary mainly to look up the meaning of unfamiliar words while reading. While this app is very hand, I also feel the need to use other resources and practice reading regularly to improve my overall reading comprehension skills.”

- **Question:** What is your opinion about using U-dictionary as a medium for reading comprehension skills? And do you recommend using U-dictionary to enhance reading comprehension skills? Why?

Answer: “I think U-Dictionary is a useful tool for understanding unfamiliar words quickly, which can aid reading comprehension. However, I wouldn’t rely on it alone to enhance my overall reading comprehension skills. It’s best used alongside other reading practices like analyzing texts and discussing them with others. So yes, I recommend it for vocabulary support, but it should complement broader reading strategies.

- **Question:** Do you have any difficulty in reading comprehension skills learning? What problems do you most often face, and do you think using U-dictionary can help you to overcome the reading comprehension skills problems?

Answer: “Yes, I have difficulty in reading fluently and quickly, because I often have to pronounce each word in order. The problem I often face is the pronunciation or pronunciation of words that I do not know, so I cannot read quickly. Yes, I think that the use of U-dictionary can be very helpful. That is, quickly looking up the definition and pronunciation of words, so that I can understand the meaning and correct pronunciation, which will improve my reading ability.

- **Question:** In your opinion, what are the advantages and disadvantages of using U-dictionary to enhance reading comprehension skills?

Answer: “For this advantage, it can be downloaded, so can use it offline, without using wifi maybe or an internet package when needed. I think it is also effective in daily use, easy to use too, and provides article, that can improve reading and for the disadvantages, it turns out that there are many other features but it needs premium so it feels less satisfied. Actually, there are other features such as magic translation or maybe there is a language word check, which actually helps us a lot. But it has to be a premium”.

APPENDIX 3

The List of Research Participants

No	Name
1	Arina Mustafida
2	Saviola Haya Tjahyadi
3	Zidni Rosyidah
4	Anindya Nazmi Khumaira
5	Alfina Rohmanina Arifah
6	Lintang Shafa Kamila

APPENDIX 4

The Pictures of Research Activity



CURRICULUM VITAE

A. Personal Details

1. Name : St Nurafif Mulifah
2. Place & Date of Birth : Kendari, January 5th, 2000
3. Address : Lingkungan III, RT 013/RW 004,
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B. Formal Education

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2. SDN 15 Lalembuu
3. MTS AN-NUR Atari Jaya
4. MA Nahdlatul Wathan Bima Maroa
5. Universitas Islam Negeri Walisongo Semarang

Semarang, 12 Desember 2024



St Nurafif Mulifah

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