

THE USE OF U-DICTIONARY APPLICATION AMONG EFL STUDENTS

Thesis

Submitted by:

ELSYA PUTRI AUFARI
Student Reg. No. 1905180022



STUDY PROGRAM OF ENGLISH EDUCATION
FACULTY OF ISLAMIC STUDIES
UNIVERSITY OF MUHAMMADIYAH ACEH
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THESIS APPROVAL

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Name : ELSYA PUTRI AUFARI

Student Reg. No. : 1905180022

Study Program : ENGLISH EDUCATION

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Approved by:

Supervisors

Main Supervisor,

Co-Supervisor,



Rahmatun Nisa, S. Pd I., M. Pd.
NIDN. 0113108601



Cut Mawar Helmanda, S. Pd I., M. Pd.
NIDN. 1324078501

THE APPROVAL OF THE THESIS EXAMINERS

Thesis Title:

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Name : ELSYA PUTRI AUFARI

Student Reg. No : 1905180022

Study Program : ENGLISH EDUCATION

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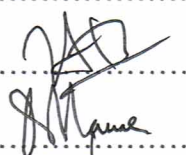
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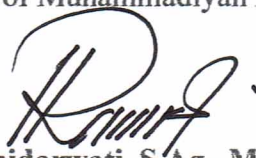
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| 1. <u>Rahmatun Nisa, S. Pd I., M. Pd.</u>
NIDN. 0113108601 | Chairperson | (..... ) |
| 2. <u>Anzarina Anwar, S.Pd.I.</u>
NITK. - | Secretary | (..... ) |
| 3. <u>Cut Mawar Helmanda, S.Pd.I., M.Pd</u>
NIDN. 1324078501 | Member I | (..... ) |
| 4. <u>Lina Farsia, S.Pd.I, M.Tesol.</u>
NIDN. 1312098501 | Member II | (..... ) |

Certified by,

The Dean of Faculty of Islamic Studies
University of Muhammadiyah Aceh



Dr. Rosnidarwati, S.Ag., M.A.
NIDN. 134977801

DECLARATION

I declare that the thesis entitled "*The Use of Dictionary Application among EFL Students*" is entirely my own work. There is no part in it that contains plagiarism from other people's work nor I plagiarize or cite in ways that are not in accordance with the prevailing scientific knowledge in the scientific community. For this statement, I am ready to bear the risks/sanctions imposed on me if in the future it is found that there is a violation of scientific ethics in my work, or there are claims for other parties about the authenticity of my work.

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Declared by,



Elsya Putri Aufari

Student Reg. No. 1905180022

ABSTRACT

Elsya Putri Aufari (2023). The Use of U-Dictionary Application among EFL Students.

This study delved into the nuanced impact of the U-Dictionary application on English as a Foreign Language (EFL) students' language learning experiences at the University of Muhammadiyah Aceh. With a total of 19 samples, this study aimed to assess students' perception of the application's efficacy and identify challenges they faced. Employing a descriptive methodology with a quantitative framework, this study utilized a set of questionnaires to unravel the application's interplay with diverse language skills. The findings revealed enthusiastic embrace of the application's benefits for vocabulary enrichment, grammar comprehension, and communication. However, challenges such as classroom distractions, word translation inaccuracies, and interface complexities hindered seamless integration. Addressing these issues was crucial for optimizing the app's role in EFL learning. In conclusion, the U-Dictionary app offered potential benefits for EFL students, but resolving challenges was key to maximizing its effectiveness.

Keywords: U-Dictionary, EFL Students

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APTER I

INTRODUCTION

A. Background of Study

In the world filled with sophistication, intelligent people create a variety of technologies that are useful to a wide variety of people. Some of it is in the interest of learning. With the advent of the internet and a variety of software and hardware applications, school districts have predominantly focused on the acquisition of hardware and computer network infrastructure in the pursuit of educational technology goals (Anderson & Becker, 2001). In fact, in this era of globalisation, students prefer to see computer or any device's screen in learning process. A generation of 'digital natives' who are fully immersed in the world of information and communications technology (ICT) is growing all over the world" (Tondeur, Devos, Van Houtte, Van Braak, & Valcke, 2009). Teachers appear to be scapegoats for ICT that fails to deliver on its promises, as the availability of resources increases while their repurposing is limited (Ferneding, 2003).

Technology plays an important role today, as teachers and educators are expected to engage with technology in the classroom. Using media in the classroom is also how teachers deal with technology (Oktaviani & Sari, 2020). One of the methods that the teachers use to support the learning process is by using electronic dictionaries as the media such as the applications integrated into computers or other devices as a phenomenon of the era of globalisation. It is

characterized by rapid development of technology. It definitely offers both teachers and students an alternative and interesting way to teach and learn. Online dictionaries help students find words quicker and increase their English vocabulary (Mustika, 2021).

There are 4 basic skills in English - speaking, writing, listening and reading - that you must master if you want to master the English language. In order to master these 4 skills, dictionary is needed so that the EFL students can learn it easily. Especially in this era of technology, the use of electronic media facilitates all matters and make things easier for anyone to do. One of these electronic media is smartphone and almost every student nowadays owns one. Smartphones allow students to easily access content through applications and more. One of the applications can be used by EFL students in learning purpose is dictionary application.

A vast number of online dictionary or translating applications have been created and one of which is U-Dictionary application. This application has been downloaded more than 100 million times on Play Store with a rating of 4.2. U-Dictionary is a useful application which translates English to over 38 languages directly and can be used offline and online. The features are very helpful for EFL students, especially the non-native speaking ones. Some people thought English pronunciation was difficult for English students (non-native speakers). They should be able to pronounce every word clearly and accurately. Dauer (1993) explained that English is especially difficult because the pronunciation of words is not clearly shown by how they are written. The features multiple meanings in U-

Dictionary application also helps students increase their vocabulary and speaking skills. As Yanti (2018) mentioned that vocabulary is very important in English coaching because without sufficient vocabulary, students cannot understand others or express their own personal thoughts. With U-Dictionary, not only translate words and short words, students can also practice their skills in any language. From the main tab, students can easily access short quizzes and mini-games to practice their favorite language. In addition to translating phrases and text content, U-Dictionary can also be used to look up definitions in the Collins Dictionary and Wikipedia.

As stated above about the popularity of the application, the writer is interested to conduct this research. Furthermore, this topic is intriguing because the U-Dictionary application is advantageous, particularly for EFL students. People like U-Dictionary because it offers so many useful features and some of which are not available in other translator applications such as interactive word games and magic translate. In summary, the extensive language support, offline accessibility, vocabulary building features, pronunciation assistance, interactive word games, cross-app integration, user-friendly interface, and cost-effectiveness of U-Dictionary have contributed to its popularity among students. These factors make U-Dictionary a valuable tool for the needs of academic language learning and translation.

These days, people love practical things. To turn page by page of a dictionary in search of the meaning of a word can be really time-consuming. Not to mentioned carrying the dictionary itself everywhere. This fact leads the

writer to conduct a research entitled **The Use of U-Dictionary Application among EFL Students**. Therefore, EFL students can get insight about the alternative way in using dictionary in order to save time.

B. Research Questions

From the background that has been explained above, the details that be considered in this study is:

1. How is the EFL students' perception on the use of U-Dictionary application in learning English?
2. What obstacles are faced by EFL students in using U-Dictionary application?
3. How does U-Dictionary application help students in improving their ability of speaking?

C. Aims of Research

Based on the research question, this study has the objectives, they are

1. To figure out the EFL students' perception on the use of U-Dictionary application in learning English.
2. To find out the obstacles that faced by EFL students in using U-Dictionary application.
4. To get to know how U-Dictionary application helps students in improving their ability of speaking.

D. Significance of Study

The writer expects the results of this study can be useful theoretically and practically for the readers, students and the teachers in the future. Also, hopefully this study can be used as the references in finding alternative way to help EFL students' improve their 4 basic english skills especially in vocabulary and listening skills. Expectedly, EFL students can use U-Dictionary as a beneficial media to facilitate them in learning process.

E. Terminology

In order to avoid misunderstanding of the concept used in this study, it is necessary for the writer to provide some definition of the terms in the following:

1. U-Dictionary

U-Dictionary is an offline utility and has many languages like (English, Indonesian, Italian, Javanese, and other languages) this dictionary can check our pronunciation with transcript and true UK (British) and US (American) accent (Krismonika, Maida Norahmi, & Natalina Asi, 2021).

2. EFL Students

Gebhard (2006) said that EFL can be defined as study of English by people who live in places in which English is not used as a means of first language communication.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. EFL Students and Challenges They Face

According to Gebhard (2006), EFL can be defined as study of English by people living in places where English is not used as the primary language of communication. He further pointed out that in such an environment, students would have few opportunities to communicate in English outside the classroom. Harmer (2007) proposed a similar definition, defining EFL as English classes in which students study English in their home country or participate in short courses taught in English. A third definition, proposed by Camenson (2007), stated that EFL students may reside in the country where their native language is spoken primarily for communication purposes, and these students may engage in academic research or travel activities. I suggested that I might study English for country or business purpose. He also notes that EFL students study English only a few hours a week, have little exposure to English outside the classroom, have little opportunity to practice their newly acquired language skills, and have native-speaker backgrounds in the classroom (2007).

Although English is a universal language, it is a second language in the world and is the official language of 70 countries. English-speaking countries account for about 40% of the world's gross national product. English is used by

educated people everywhere in the world, but EFL students encounter difficulties and obstacles in learning. This needs to be considered and recognized by professionals and educators to pay attention to all issues and review everything related to EFL teaching and learning (Arshad et al., 2012; Gan, 2013; Anderson's, 1995, p.484). EFL students are students who learn and study English as a foreign language. This means that students of a foreign language have little opportunity to practice real conversations about the language, its people and culture (Chasten, 1988, p.11). 136). In Richards et al. (1992, p. 142) EFL was defined as languages to be learned from the same country and not the same mother tongue.

EFL students do their best to improve their English skills by reading, writing, listening, speaking, learning vocabulary, and understanding written and spoken words, not spoken words. The latter usually refers to the audio output itself. They have all the skills they need to achieve what they want, but many of them are still unable to succeed or pass. Clearly, they face challenges that hinder their success, and these challenges need to be explored and investigated.

There are some challenges faced by EFL students, such as fear of making mistakes and shyness, anxiety and lack of self-confidence, lack of motivation and Lack of vocabulary.

a. Fear and Shyness of Making Mistakes

These psychological factors influence how students feel emotionally when they want to speak English (Juhana, 2018). She stated that students forget what they want to say because of embarrassment, fear of making mistakes when speaking in English, and fear of being laughed at by their friends. Juhana (2018)

said that her 37% of students predominantly chose fear of making mistakes and 26% were shy. Moreover, these psychological factors influenced students' speaking performance. In addition, teachers take a personal approach and are able to create a better learning atmosphere in the classroom.

b. Lack of Confidence

This is also a psychological factor which is the student's emotions that arise when he/she notices that the interlocutor is not enjoying himself/herself when speaking in English (Juhana, 2018). Similarly, students feel that their English is not good and lose confidence and become silent. Furthermore, 13% of students cite lack of self-confidence as one of their challenges in speaking English (Juhana, 2018). In order to boost students' confidence, teachers should actively encourage them.

c. Lack of Motivation

When it comes to language learning, especially speaking in English, student motivation is key. Jin (2014) found that motivation is important for students' successful language learning. Juhana (2018) added that her 6% of students chose low self-confidence because they were unmotivated to see how teachers taught. Similarly, teachers should demonstrate enthusiasm by demonstrating activities that use English in communication and instructional processes (Juhana, 2018).

d. Lack of Vocabulary

This issue is the main challenge for students in learning speaking skills. Dewi and Jimmi (2018) describe lexical deficit as the inability of students to construct sentences due to limited vocabulary. Vocabulary is also an important part of learning English. Dewi and Jimmi (2018) supported this by stating a score of 48 for the vocabulary domain and 23 for the speaking domain. In addition, Dewi and Jimmi (2018) showed that students who lack vocabulary influence their desire to interact and their lack of self-confidence.

Another challenge faced by EFL students is in translating words. In non-native English speaker countries, translation is still involved in English teaching and learning activities in the classroom, as reading and writing activities are very high in as students prepare for exams. A study by Karimian and Talebinejad (2013) found that one of the primary strategies students use to understand written information in English is translation, and that translation also plays an active role in EFL education. In general, EFL student-teachers are required to spend several months in school in teacher training, during which time they teach and prepare materials to support classroom instruction. Tabakowska (1998) stated that translation should be viewed as one of the basic tools for anyone planning a language course or writing a language textbook. The fact that student teachers are still studying to become teachers in the future is a measure of their English proficiency. Another way to achieve this goal is translation.

Based on the above reasons, it shows that students need opportunities and facilities to meet the challenges of learning English. One of which is, in order to

learn a lot of vocabulary and get the right translation meaning, EFL students need what is called dictionary. As what Bahanshal (2013) investigated about the strategies preferred by EFL students in vocabulary learning, they found that inferring the meaning of words from context, using dictionaries, and memorizing new words were the preferred methods.

2. Use of Dictionaries among EFL Students

A dictionary is the most important tool for learning English vocabulary. A dictionary is one of the educational tools that help with reading comprehension and vocabulary learning (Zelinskiy 2014; Rezaei & Davoudi, 2016). Moreover, using dictionaries in general is very helpful in learning languages and their skills. The use of dictionaries by language students has been analyzed from different perspectives. Prominent researchers such as Pousi (2010) have focused on the accuracy of students' dictionary use. Schmit (2002) suggested about EFL Japanese learners that 85% of EFL Japanese learners prefer to use bilingual dictionaries and only 15% prefer monolingual dictionaries. It also affects reading comprehension (Knight, 1994). Alghamdi and Ahmed (2018) found that dictionaries enable students to look up word meanings, find English translations, check spelling, check noun plurals, and find other grammatical information about words. He discovered that it can be done. Similarly, dictionaries allow students to find synonyms and antonyms, collocations, parts of speech, pronunciation, and examples of word usage in different locales.

In addition, Ali (2012) cited in Hayati (2005), who compared the impact of bilingual and monolingual dictionaries on comprehension ability of EFL Iranian

learners studying at Shahid Chamran University of Ahwaz. Research results show that the use of bilingual dictionaries in the reading process can help intermediate students understand the lesson much more effectively than practicing reading without using monolingual dictionaries. Bilingual dictionaries have proven to be an equally important educational tool than monolingual dictionaries when it comes to the reading comprehension of EFL learners. No dictionary type seems to be superior. Based on the results of previous studies, it is considered that it is equally important to use monolingual and bilingual dictionaries, but bilingual dictionaries are the best choice for beginners compared to learners. high level member. The study will aim to explore the perceptions and attitudes of high school students towards the use of dictionaries in the context of EFL, especially high school students in the Kingdom of Saudi Arabia.

In recent years, there has been an increasing interest in learning English using electronic dictionaries. Nesi (2000) explained that an electronic dictionary is "any reference material stored in electronic form that provides information on the spelling, meaning and usage of words" (p. 771). Barham (2017) and Shen (2013) emphasized that students can benefit from using electronic dictionaries in all aspects of language, such as reading, writing, vocabulary, and pronunciation. Rezaei and Davoudi (2016) showed that the advent of electronic dictionaries has created a valuable resource for vocabulary learning and development. Zou, Xie, and Wang (2015) found that electronic dictionaries are highly effective in promoting learning and memory. Tananuraksakul (2015) also investigated how Cambridge Dictionaries Online supports Thai EFL students' autonomy in writing

classes. As a result, it was found that the students showed a positive attitude and willingness to learn English independently. Additionally, participants agreed that the Cambridge Dictionary was useful, practical, and trendy.

University of Exeter study on dictionary usage survey, prepared by Hartmann (2004) and collected valuable data on the level of reference provision and reference capacity in some universities of the University Exeter, using a combination of student-based questionnaires and employee-based interviews. The main instrument was a 30-item questionnaire derived from earlier studies by Bejoint (1981) and Battenburg (1991), while revisions were based on a Ph. Li's thesis (2002) on the use of dictionaries in China. The questionnaire includes general personal data (questions 1 to 3); learning foreign languages (verse 3); education level and subjects at Exeter (questions 4 and 5); begin to use and possess dictionaries (verses 6 and 7); the type and title of the most frequently used dictionary (questions 11 to 13); conditions for purchasing the dictionary (verses 14, 15); knowledge of the appendix and advice on its use (verses 16, 17); context and frequency of use of the dictionary (questions 18 to 21); disgruntled dictionary (verses 22, 23); difficult to use (verses 24 to 27) and learn to use a dictionary (verses 28 to 30).

The results showed that 72% of students started using dictionaries at primary school level. Regarding the type of dictionary, 94% of the students said they had a general English dictionary and 77% had a bilingual dictionary, while 65% of the students said they didn't have an electronic dictionary. 98% of Exeter students own at least one dictionary, 48% have more than four, and the average

language and humanities student owns more than twice as much as a science student. Again, the mainstream dictionaries were used most often by these students, followed by the bilingual ones, and across these categories they were able to provide fairly accurate information about titles, publishers, etc., year of publication, size and color. The results for "last time you bought the dictionary" showed a "tutor referral" rate of 30%, and that was also "the result of my own deliberate choice". As expected, foreign students seemed to be more aware of contextual information than English students, and modern language students tended to choose regular verbs while science students looked for simple verbs. measurement unit. However, there is a general aversion to dictionary advice, although awareness tends to be greater among foreign students than among British students, and avoidance is more pronounced among science students than among students. English member.

When it comes to dictionary usage occasions, "homeschooling" scores the highest (97%), with "library study" coming in second place and "during class time" just 17% (possibly due to the fact that the university books prohibit the use of dictionaries in exams). Also, "consult a dictionary to find difficult words to read" precedes other alternatives, including "use context clues". Of the four language skills, dictionaries are used the most for reading and writing. Reference dictionaries, pronunciation and etymology are much less required than meaning and spelling. Considering the fact that more than 90% of students are not satisfied with their ability to use the dictionary, it is understandable that 75% of dictionary lookups are frequent or sometimes cannot find the information they need. Among

the hard facts, technical terms are most important to science students (52%), while idioms and phrases are most important to students of modern languages and humanities. Interestingly, students attributed most of their difficulties to the dictionary (e.g., 63% said the dictionary did not have enough information, while 20% said the dictionary page was not clear) rather than the dictionary due to their own limitations in skills or knowledge. Their failure to read the manual matched the responses, as 14% relied on themselves to purchase dictionaries, 17% did not like instructional notes, and 23% blamed the scarcity of redundant research items. receive.

Taylor (1991) conducted a survey on dictionary usage of 122 students in the context of EFL in Malaysia, focusing on higher education institutions. The survey uses a questionnaire to learn about the dictionaries used, the reasons for choosing a dictionary, problems with using the dictionary, and factors that hinder dictionary use. It was found that 50% of students use bilingual dictionaries and their choice of dictionary is influenced by the school. It has also been found that the most frequent use of dictionaries is to find the meaning of words and the least frequent use is to look up grammatical information. The main problem in using a dictionary is notation of pronunciation and correct definition of words. Finally, the most important factor that discourages the use of dictionaries is the time it takes to look up the dictionary.

In a broader study of the recent phenomenon of bilingual dictionaries in another EFL context, Hong Kong, Fan (2007) is particularly interested in the frequency with which different types of information are used in bilingual

dictionaries and the usefulness that students perceive them to be. In addition, a comparison was made between students with larger and smaller vocabularies to determine that dictionary usage behavior was related to L2 lexical fluency. Focusing on a representative sample of 1000 students recently admitted to 7 higher education institutions in Hong Kong, the study seeks to answer the following questions:

How often do students use bilingual dictionaries, and how do they find them useful? what kind of information they use most often and how useful it is to them; relationship between the use of different types of information in bilingual dictionaries and whether there are differences in dictionary usage among students. The results show that research students quite often use bilingual dictionaries. Only 108 (about 10%) students said they “never” or “rarely” used bilingual dictionaries. They often use dictionaries to look up the contextual meaning of words. Sometimes they look for Chinese equivalents, parts of speech, derivative forms, grammar usage, English definitions, and they rarely look for information related to phrases, pronunciation, frequency and relevance of words.

The use of dictionaries in creating and maintaining collocations is studied in the EFL classroom. Y. Chen (2016) argued that the use of a dictionary (Oxford Advanced Learner's English-Chinese Dictionary) contributes significantly to increasing the productive collocation knowledge of language learners. Chiu and Liu (2013) found that most study participants found electronic dictionaries easier to use. The main reason is that you can quickly look up the meaning of unfamiliar words. I also believe that using a dictionary helps me remember words because I

need to look up their meanings and associate them with my new vocabulary. Dwaik (2015) found that language learners who used online dictionaries performed better on average in reading comprehension than those who used electronic or printed dictionaries. Although dictionaries are mainly used for reading comprehension and translation, exposure to dictionaries greatly improved the learners' overall language skills. The real language of electronic dictionaries. In addition, students prefer electronic or online dictionaries over printed dictionaries, as online dictionaries offer less vocabulary, more complex grammar, and more authentic entries.

Overall, electronic dictionaries are preferred over other forms of dictionaries because they can quickly retrieve word definitions and provide example sentences. This form of dictionary allows language learners to learn without interruption and remember words more easily. A considerable amount of literature has been published on the use of electronic dictionaries to enhance vocabulary learning. For example, Rahimi and Miri (2014) conducted an experimental study investigating the impact of mobile dictionaries on language learning in lower-intermediate students. Results showed that EFL students who used mobile dictionaries to study English in and out of the classroom improved their language skills more than those who used paper dictionaries.

3. Types of Electronic Dictionary

Zykova (2008) stated that all language dictionaries fall into two categories based on the information provided: commentary dictionaries and specialized (special purpose) dictionaries. Also, Ingles (2006) stated that good descriptive

(monolingual) dictionaries contain useful and valuable information. It not only provides entry definitions, but also provides users with information on grammar, vocabulary, and pronunciation details. EFL students' dictionaries are written explicitly for non-native speakers and therefore contain simpler definitions compared to monolingual dictionaries for native speakers. Additionally, learning dictionaries focus on vocabulary and aspects that may be difficult for learners of English (Meyer, 2009). Specialized dictionaries deal only with lexical units in relation to some of their characteristics, such as etymology, usage, frequency, and pronunciation (Zykova, 2008). As far as pronunciation is concerned, the leading professional (pronunciation) dictionaries are the Cambridge English Pronounced Dictionary (Roach, Setter, Esling, 2011) and the Longman Pronunciation Dictionary (Wells, 2008). Such dictionaries provide further information on phonetic phenomena. B. Charts showing the preferred pronunciations of British and American speakers, essays on various aspects of pronunciation, searching for words using phonetic symbols, and more.

The questionnaire created for this study included descriptive questions and specific dictionary questions. For explanatory dictionaries both types are included in the questionnaire. The reason is that learning dictionaries such as Oxford Advanced Learner's Dictionary (2015), Longman Dictionary of Contemporary English (2014) and Cambridge Advanced Learner's Dictionary (2013) seem to be very popular with his EFL students (Metruk, 2016). However, a dictionary designed for native English speakers can also be used by L2 students, especially those who have already mastered L2 well and are looking to improve their English.

Therefore, dictionaries for native English speakers were also included in the questionnaire.

4. Advantages and Disadvantages of Electronic Dictionary

Based on what Mohamad et al (2017) found in their research entitled “*The Advantages and Disadvantages of E-Dictionaries to Enhance Vocabulary Learning of ESL Learners*”, it shows that using an electronic dictionary has several advantages and disadvantages. Participants say electronic dictionaries can look up word definitions faster than paper dictionaries and are about as reliable as paper dictionaries. Plus, since it is in digital format, users don't have to turn pages. Users just type a few keywords into the search bar and the results are displayed after a few seconds. In addition, students can learn to pronounce words correctly. Electronic dictionaries are also her one of the platforms where users can check spelling and synonyms. In this way, users can develop their second language proficiency. Four of the difficulties listed were consistent with a study by Dashtestani (2013). Although electronic dictionaries have potential, they also have some limitations that electronic dictionary developers must consider. Concerns about access to electronic dictionaries include limited Internet access, incomplete definitions and reliability, distractions in the classroom, for example, you may not be able to pay enough attention to

Electronic dictionaries helped participants learn new words because of their flexibility and ease of use. Because electronic dictionaries require visual interaction, they promote the concept of self-learning. In addition, it also provides more explicit vocabulary lessons. Electronic dictionary usability includes web

search, thesaurus, and translation tools (for bilingual electronic dictionaries). Electronic dictionaries are easier to use than paper dictionaries, and you can quickly look up meanings. In addition, it helps you learn the correct pronunciation of words. Electronic dictionaries are one of the tools that facilitate vocabulary learning for language learners (Amirian & Heshmatifar, 2013). Not only does it enrich the student's vocabulary, but it also has a visual effect compared to a printed dictionary, allowing for interactive interaction. Furthermore, Kitchakarn (2015) found that students have a positive attitude towards the use of technology in learning because the younger generation is more adaptable to the world of information technology.

5. U-Dictionary Application

According to Google Play, U-Dictionary is a highly versatile and comprehensive mobile application developed by Youdao, a Chinese technology company owned by NetEase. It has gained widespread popularity among users seeking language translation and learning solutions. Offering a wide range of features and tools, U-Dictionary stands out as a reliable and user-friendly language companion. One of the key features of U-Dictionary is its extensive language support. The application covers a vast array of languages, including widely spoken ones such as English, Spanish, French, German, Italian, Portuguese, Russian, Arabic, and more. This extensive language coverage allows users to easily translate and understand content in multiple languages, making it suitable for individuals involved in global communication and language learning.

A notable advantage of U-Dictionary is its offline accessibility. The application includes an offline dictionary, which means that users can access translations, definitions, examples, and other language resources even without an internet connection. This feature is particularly beneficial for travelers, language learners, or individuals who find themselves in areas with limited or no internet access. Users can rely on U-Dictionary as a reliable language tool, regardless of their connectivity status. U-Dictionary's camera translation feature is another standout aspect. Users can simply capture text from images or screenshots and instantly translate it into their desired language. This feature proves extremely useful when encountering foreign signs, menus, or documents while traveling or studying. It eliminates the need for manual typing and enables quick and accurate translations.

The user interface of U-Dictionary is designed to be intuitive and user-friendly, ensuring a seamless experience for users. The app's layout and navigation make it easy to access various features, such as translations, definitions, and pronunciation guides, with just a few taps. This simplicity enhances the overall user experience and makes U-Dictionary accessible to users of all proficiency levels. U-Dictionary also offers a personalized vocabulary builder, allowing users to create and organize word lists and vocabulary collections. Users can save words, phrases, and translations for future reference, review, and study. This feature enables users to customize their language learning experience and focus on specific areas of study. For users looking to improve their pronunciation skills, U-Dictionary provides audio pronunciation guides for words and phrases in

different languages. By listening to correct pronunciations, users can enhance their spoken language abilities and develop a better understanding of proper pronunciation.

Additionally, U-Dictionary incorporates interactive word games and quizzes that make language learning engaging and enjoyable. Users can test their knowledge, expand their vocabulary, and reinforce what they have learned through these interactive features. The gamified elements motivate users to actively participate and retain the information better. U-Dictionary also offers cross-app integration, allowing users to seamlessly translate text from any app on their device with just a tap. This eliminates the need to switch between multiple applications, providing a convenient and efficient solution for translation needs. While U-Dictionary is available as a free application, it offers optional in-app purchases for premium features. This cost-effective approach ensures that the core functionality of U-Dictionary is accessible to all users, regardless of their budget constraints.

B. Previous Studies

Many studies on U-Dictionary in education have been conducted, particularly in the vocabulary and pronunciation aspects. One of the studies is the research by Hapsari (2022) with the title *“The Utilization of U-Dictionary Application in Learning Vocabulary”*. From the study, it can be concluded that the U-Dictionary application is effective in acquiring vocabulary, and it is extremely beneficial to both teachers and students during the teaching and learning process. Most students (60% of 40) strongly agree that the U-Dictionary

application aids students in learning English vocabulary, 52.5% of 40 students strongly agree that the U-Dictionary application adds a lot of new vocabulary, and 62.5% of 40 students strongly agree that the U-Dictionary application is necessary for students.

Juwita et al (2020)'s study under the title "*The Students' Perception of Using U-Dictionary in Learning Pronunciation at Stba Pontianak*" showed that the U-Dictionary application is more than just a dictionary, it contains many useful features for English students. STBA English students believed that the "Perfect English Pronunciation Function" would help them overcome the difficulties of learning pronunciation in a fun way. U-Dictionary is also useful for STBA students because its features are convenient and helpful, it is easily accessible and free to download. A limitation faced by English students was the signal. If there was a problem with the signal, then there was a problem with the application's responses such as to get clear voices for giving the pronunciation score. The other limitation is the native's original sound is not clear and advertisements within the U-Dictionary app causing discomfort when using the features.

Another research entitled "*The Use of U-Dictionary as a Media to Increase Student's Listening Skills*" has been conducted by Shinta Fenanda Putri (2021). Regarding the results and discussions of research collected by the authors in grade 9 of SMPN 35 Makassar for the 2020/2021 academic year, the authors concluded that using U-Dictionary as a media can improve students' listening skills. This was evidenced by the students' average scores before and after the test.

Students had an average pre-test score of 61.25 and students had an average post-test score of 83.84. The significant difference between t-tests 14.08 was higher than t-table 2040 at the significance level of 0.05 and degrees of freedom ($df = 31$). The students' posttest scores were higher than their pretest scores. This means that the students' listening skills has improved significantly.

CHAPTER III

METHODOLOGY

A. Methodology

1. Research Design

This study used a mixed methods approach, in which quantitative and qualitative data were conducted together. Creswell (2009) mentioned that using mixed methods leverages the strengths of both quantitative and qualitative research. To combine and blend the different data sets for collection and analysis, a sequential explanatory design was used. This study consisted of quantitative and qualitative phases, each completed separately before combining the quantitative and qualitative results. Results from the quantitative and qualitative phases were combined in a mixed methods study.

2. Population and Sample

According to Creswell (2012), a population is a group of individuals who share the same characteristics. The population of this study was EFL students while the objects of this study are the students' perception on the use of U-Dictionary Application in learning English and the obstacles faced by them. In this study, the writer used purposive sampling as the technique for selecting population samples. According to Sugiseno (2014), purposive sampling is a sampling technique in which researchers take certain considerations into account when selecting the sample. The categories that are considered for the sample in

this study are: a) EFL students, b) Active students and c) U-Dictionary application users. The total of the sample in this study was 19 students which 5 of them will also be interviewed. The writer used this sampling technique based on decisions between the writer and the EFL students.

3. Research Instrument

Questionnaires are needed to conduct this research. According to Sugiyono (2010), a questionnaire is made up by a series set of questions that provides a space for an answer for respondents in making choices. In this study, to disseminate the questionnaires, the writer sent the link of Google Form containing the questionnaire to the EFL students. Additionally, 5 students will be interviewed by 3 questions provided by the writer.

4. Data Collection Technique

The writer used a set of questionnaires to collect the data of EFL students' perception on the use of U-Dictionary application. Data collection took place and time at University Muhammadiyah Aceh within a week from 21 July – 28 July 2023 until the involved students responded to the questionnaire. The closed-ended questionnaire was created using a platform named Google Forms. From the results of this questionnaire, an accurate data analysis is made based on the student's responses regarding the use of the U-Dictionary application and the obstacles they faced in using it.

In this study, the data collecting steps are:

- a. The first step was to provide the link of the questionnaire and send it to the involved EFL students via WhatsApp group.
- b. In the next step, all students who received the link could immediately fill in the statements given and freely enter their answers according to their own perceptions.
- c. The last step is to interview some of the students for further questions such as how U-Dictionary application helped them in improving their speaking ability.

5. Data Analysis Technique

In the development of the data analysis method, 20 statements requiring the EFL students' level of agreement were made in the form of a questionnaire and the involved students responded. The prepared statements were filled out by the EFL students who were used as the sample for this study.

In order to process data using the SPSS version 25 program, the writer performed the data processing using the statistical program. In this study, two steps are used to analyze the data:

- a. The writer used the test of the data validity in SPSS program. Validity involves the appropriateness, meaningfulness, and usefulness of inferences made by the researcher on the basis of the Data Collection (Wallen & Fraenkel, 2001). With 19 respondents, the r counts of each statement in the questionnaire in this study based on the r table must be $> 0,456$ to be considered valid.

- b. Another measure in this study was reliability test. The theory of Stodola and Stordahl (1972) suggests that a test can be considered reliable when it correlates with two or more groups of comparable test scores from the same group of individuals. According to Guilford (1954), reliability is said to be the ratio of actual differences in test results. The measurement technique used Cronbach's alpha technique, in which the criteria of a research instrument is said to be reliable if Cronbach's $\alpha > 0.60$ and is said to be unreliable if Cronbach's $\alpha < 0.60$.
- c. Descriptive statistic test is the last measure in this study. It was done to obtain the information from the respondents by measuring the mean.

The writer used the 15 statements to obtain the data of students' perception on the use of U-Dictionary application in learning English. To find the information about the obstacles faced by EFL students in using U-Dictionary, the writer used only 5 statements. For the further information about the information about how U-Dictionary application helps students in improving their ability of speaking, the writer used 3 open-ended questions of an interview. The data will be described briefly based on the results of the questionnaire and interview analysis obtained.

THE CHAPTER IV

RESULT AND DISCUSSION

A. Result

1. Quantitative Data Analysis

The writer gave a questionnaire to each EFL student consisting 20 statements. 15 of it was related to students' perception on the use of U-Dictionary application in learning English and the remaining 5 was used to obtain the data related to the obstacles they faced in using U-Dictionary application. The data obtained through the distribution of questionnaire were presented in the table one by one with a following description.

Table 4.1 Demographics of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	9	47.3
	Female	10	52.6
Year of Entry	2019	9	47.3
	2020	3	15.7
	2021	5	26.3
	2023	2	10.5

From the data above, it can be seen that the total number of respondents was 19 students. Viewing from the gender perspective, 9 students were male with percentage of men 47.3% and 10 other students were female with the percentage of women 52.6%. Therefore, it can be concluded that the respondents were mostly women.

Observed from the table of year of entry, as many as 9 the students were from the year of entry 2019, 5 students were from the year of entry 2021, 3 students were from the year of entry 2020 and 2 students were from the year of entry 2023. Therefore, the highest percentage of the year entering was 2019 with total of 47.3% followed by 2021 entry year with the percentage of 26.3%, 2020 entry year was 15.7% and lastly, 2023 entry year was 10.5%.

a. Validity Test Result

Validity test result was needed to measure the validity of the questionnaires in this study. A questionnaire is said to be valid if in the view of the respondents, the questions or the statements on the questionnaire is able to measure what they intended to measure.

Table 4.2 The Result of Validity Test

NO	Statement	r count	r table	Description
1.	I really enjoy learning English with U-Dictionary Application	0.472	0.456	Valid
2.	U-Dictionary Application helps me to understand grammar easily	0.559	0.456	Valid
3.	U-Dictionary Application helps me to increase vocabulary easily	0.742	0.456	Valid
4.	U-Dictionary Application helps me to increase my speaking skill	0.829	0.456	Valid
5.	U-Dictionary Application helps me to increase my listening skill	0.647	0.456	Valid
6.	U-Dictionary Application helps me to increase my writing skill	0.620	0.456	Valid
7.	U-Dictionary Application helps me to	0.632	0.456	Valid

	increase my reading skill			
8.	U-Dictionary Application provides the meaning of word which is easy for me to understand	0.699	0.456	Valid
9.	U-Dictionary Application helps me complete my English task easily	0.587	0.456	Valid
10.	I can use the U-Dictionary Application anytime and anywhere	0.665	0.456	Valid
11.	The optional translation provided by U-Dictionary Application helps me gain new English synonyms	0.501	0.456	Valid
12.	U-Dictionary Application can be used without Internet connection	0.483	0.456	Valid
13.	The games and quizzes in U-Dictionary Application helps me to get better English and get used to it	0.554	0.456	Valid
14.	With the speak feature, I can learn how to communicate in any situation such as daily communication, having a trip, business English, etc.	0.676	0.456	Valid
15.	With U-Dictionary Application, I get a lot of English based knowledge	0.776	0.456	Valid
16.	Due to having to use mobile phone, I often get distracted when using U-Dictionary Application in the classroom	0.653	0.456	Valid
17.	I often get mistranslation of word when using U-Dictionary Application	0.548	0.456	Valid
18.	With so many extra buttons and features, U-Dictionary Application is complicated to use and I often get confused	0.768	0.456	Valid

19.	The English words in U-Dictionary			
	Application are incomplete so that it is difficult for me to find the word I look for	0.786	0.456	Valid
20.	The ads that appear on U-Dictionary			
	Application is disturbing and time consuming	0.576	0.456	Valid

From the table of validity test, the result obtained was there were 20 statements and all of them were valid. It was evidenced by the numbers of the r count that were $> 0,456$.

b. Reliability Test Result

The next measure conducted in this study was the reliability test. Questionnaires are said to have high reliability if it produces similar results under consistent condition.

Table 4.3 The Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.762	20

In the SPSS program, the method that is often used is Cronbach's Alpha method. From the instrument reliability test that has been carried out, the result obtained was 0.762 which was > 0.60 . Thus, the questionnaire is said to be reliable.

c. Descriptive Statistic Test Result

Descriptive statistical analysis is shown to provide detailed information about the respondents' demographics or to provide detailed information about the data for mean, standard deviation, maximum and minimum values.

Table 4.4 Interpretation of Mean

Interval Value	Category
1-1.75	Strongly Disagree
1.75-2.25	Disagree
2.25-3.25	Agree
3.25-4	Strongly Agree

The interpretation of the mean is used to measure respondents' answers by looking at the value of interval and its category. That was how the writer would know and categorize the students' level agreement with the statements that had been answered by the respondents.

Table 4.5 Students Perception on the Use of U-Dictionary Application

No	Statement	N	Min	Max	M	SD
1.	I really enjoy learning English with U-Dictionary Application	19	3	4	3.37	.496
2.	U-Dictionary Application helps me to understand grammar easily	19	2	4	3.16	.602
3.	U-Dictionary Application helps me to increase vocabulary easily	19	3	4	3.21	.419
4.	U-Dictionary Application helps me to increase my speaking skill	19	2	4	3.05	.621
5.	U-Dictionary Application helps me to increase my listening skill	19	1	4	3.11	.658
6.	U-Dictionary Application helps me to increase my writing skill	19	1	4	3.11	.737
7.	U-Dictionary Application helps me to increase my reading skill	19	3	4	3.32	.478

8. U-Dictionary Application provides the meaning of word which is easy for me to understand	19	2	4	3.21	.535
9. U-Dictionary Application helps me complete my English task easily	19	3	4	3.16	.375
10. I can use the U-Dictionary Application anytime and anywhere	19	3	4	3.47	.513
11. The optional translation provided by U-Dictionary Application helps me gain new English synonyms	19	2	4	3.21	.535
12. U-Dictionary Application can be used without Internet connection	19	2	4	2.89	.567
13. The games and quizzes in U-Dictionary Application helps me to get better English and get used to it	19	1	4	2.95	.524
14. With the speak feature, I can learn how to communicate in any situation such as daily communication, having a trip, business English, etc.	19	2	4	3.11	.567
15. With U-Dictionary Application, I get a lot of English based knowledge	19	1	4	3.11	.658
Valid N (listwise)	19				

Note: N : Total of Respondents

Min : Minimal

Max : Maximal

M : Mean

SD : Standard Deviation

From the data above, the students' perception on the use of U-Dictionary application in statements 1-15 showed the numbers 2.25-3.25 which were interpreted as "agree" category. Therefore, in this section, students agreed with the statements about the perception on the use U-Dictionary application.

Table 4.6 The Obstacles Faced by Students in Using U-Dictionary Application

No	Statement	N	Min	Max	M	SD
1.	Due to having to use mobile phone, I often get distracted when using U-Dictionary Application in the classroom	19	2	3	2.53	.513
2.	I often get mistranslation of word when using U-Dictionary Application	19	2	3	2.47	.513
3.	With so many extra buttons and features, U-Dictionary Application is complicated to use and I often get confused	19	2	3	2.53	.513
4.	The English words in U-Dictionary Application are incomplete so that it is difficult for me to find the word I look for	19	2	4	2.58	.607
5.	The ads that appear on U-Dictionary Application is disturbing and time consuming	19	2	4	3.05	.705
Valid N (listwise)		19				

Note: N : Total of Respondents

Min : Minimal

Max : Maximal

M : Mean

SD : Standard Deviation

Table 4.6 showed the number 2.5 for students' answer about obstacles they faced in using U-Dictionary application which interpreted "agree". It can be concluded that students agreed about the statements related to the obstacles they faced during the use of U-Dictionary application.

2. Qualitative Data Analysis

Qualitative data analysis in this study was conducted based on data obtained from interviews. From 3 open ended questions, here are the students' answers:

Q1. "How do you use U-Dictionary to practice English speaking?"

S1 answered "First, I type the word to see the meaning of it and then I click the feature of speech to hear how it sounds."

S2 answered "I usually open the speak feature and gain so much examples in any conditions to speak about."

S3 answered "I search the meaning of words and listen to the pronunciation and go to speak feature as well to get better my speaking skill"

S4 answered "I use U-Dictionary to practice English speaking by participating in daily speaking challenges and recording myself. It helps me identify areas for improvement."

S5 answered "My approach with U-Dictionary for practicing English speaking involves listening to English podcasts within the app and then trying to emulate the speakers."

Q2. "Can you name a specific feature in U-Dictionary that helps you with pronunciation?"

S1 answered “The speech feature in U-Dictionary application is helpful for me to get my pronunciation better. For English language, it has two options which are UK speech and US speech so that I can learn the accents as well.”

S2 answered “The speak feature is my favourite aspect in learning speaking through U-Dictionary application because it provides examples of conversations.”

S3 answered “The speech and speak feature helped me a lot in improving my speaking skill because i can learn how to pronounce words through these features in U-Dictionary app.”

S4 answered “The "Live Pronunciation" feature in U-Dictionary is my go-to for pronunciation. I can listen to native speakers and mimic their pronunciation to enhance my own.”

S5 answered “I find the "Converse" feature particularly helpful in U-Dictionary for pronunciation. It allows me to engage in real-time conversations with virtual partners to refine my spoken English.”

Q3. “Have you noticed any improvements in your speaking skills since using U-Dictionary, and if so, how?”

S1 answered “Yes, of course. As I try time and time listening to what the words are pronounced by the app, I feel more confident to say and speak any words I’ve often listened to.”

S2 answered “Yes. I noticed that my speaking skills get better after using U-Dictionary app in many time, especially in using the speak feature.”

S3 answered “I think my English speaking skill already gets better by learning pronunciation and speaking using U-Dictionary app because I’ve got a lot of vocabularies and pronunciation tips.”

S4 answered “Using U-Dictionary has significantly improved my speaking skills. The interactive exercises make practicing enjoyable, and I've become more articulate and expressive in English.”

S5 answered “Since incorporating U-Dictionary into my routine, I've observed positive changes in my speaking abilities. The varied exercises have honed my pronunciation, and I feel more at ease engaging in English conversations.”

B. Discussion

From the results of the writer analysis, all the students as the sample of this study use U-Dictionary application as a translation aid in learning English. They have perception on the use of U-Dictionary application and have the obstacles as well during the use of this application. From the data analysis, the results of this study can be seen as follows:

1. The table that exists showed that most students agree that using the U-Dictionary app can help them learn English.

2. The results of the questionnaire found that they agree with the statements about the challenges that need to be faced when using the U-Dictionary application.
3. The answers of the interviews showed how U-Dictionary helped students in improving their speaking ability.

Research Question 1. How is the EFL students' perception on the use of U-Dictionary application in learning English?

The feedback gathered from a group of 19 students about the U-Dictionary Application for learning English reflects a widespread positive sentiment. Students have expressed their enjoyment and satisfaction with the application's various features that contribute to their language learning experience by agreeing most of the statements. As what is showed in Hapsari (2022) study, The study shows that the U-Dictionary app is effective for vocabulary acquisition, benefiting both teachers and students. One key aspect highlighted by the students is the application's effectiveness in aiding their understanding of English grammar. They find it to be a valuable tool for grasping grammatical concepts, which is often a challenging aspect of language learning. Moreover, the application's contribution to vocabulary expansion is well-regarded. Students appreciate the ease with which they can increase their word bank, thanks to the app's ability to provide clear and concise word meanings.

The U-Dictionary Application appears to offer a holistic approach to language learning, covering all essential skills—speaking, listening, writing, and reading. From what Shinta (2021) found, it was concluded that utilizing U-

Dictionary application as a learning tool leads to an enhancement in students' listening skills. Students have attested to the application's positive impact on each of these areas. They also find the application's provision of word synonyms through optional translation to be beneficial in broadening their language skills and improving their choice of words. The flexibility of being able to use the U-Dictionary Application at any time and place is a significant advantage for students with busy schedules. Its offline usability ensures that learning is not restricted by internet availability, allowing students to continue their language learning journey even in remote locations.

The optional translation feature, offering word synonyms, has emerged as a particularly celebrated aspect. This augmentation of linguistic agility and the subsequent finessing of lexical choices through synonyms are prominent facets of the application's contribution. Moreover, the app's on-demand accessibility, a prerogative that defies temporal and geographical constraints, has positioned it as a reliable companion to learners regardless of their environment or connectivity.

Engagement seems to be a key element of the U-Dictionary Application's success. The incorporation of games and quizzes within the app adds an interactive and enjoyable dimension to the learning process. This approach not only aids in better comprehension but also helps students become more comfortable with the English language. The application's "speak" feature is highlighted as a valuable tool for honing communication skills. The U-Dictionary application provides an engaging and enjoyable method for students to overcome the challenges of learning pronunciation (Juwita et al, 2020). Students

acknowledge its practicality, mentioning that it equips them to confidently communicate in various real-life scenarios, including daily interactions, travel, and business contexts.

The students' feedback suggests that the U-Dictionary Application offers a comprehensive understanding of the English language. Beyond mere language mechanics, the app seems to provide insights into cultural nuances and context, contributing to a deeper grasp of English-based knowledge. In conclusion, the U-Dictionary Application appears to have garnered positive responses from these 19 students, who find it beneficial across various aspects of English language learning. Its versatility, engagement-driven approach, and practicality in enhancing communication skills have all contributed to its popularity among the students.

Research Question 2. What obstacles are faced by EFL students in using U-Dictionary application?

This study findings reveal a notable consensus among students regarding several challenges associated with using the U-Dictionary Application. A significant portion of participants agreed that the use of mobile phones in class often leads to distractions while utilizing the app. This points to a potential downside of mobile-based learning tools in educational settings. Furthermore, a substantial number of students acknowledged encountering issues of mistranslation when employing the application, implying a need for improved translation accuracy.

Additionally, the results indicated a prevailing sentiment of complexity and confusion associated with the U-Dictionary Application's interface. Many students agreed that the presence of numerous buttons and features made the app challenging to navigate, potentially hindering its usability. Another noteworthy agreement emerged regarding the English word database's perceived incompleteness, making word searches difficult. Moreover, the intrusive nature of advertisements within the app was also a point of consensus, with students expressing dissatisfaction due to the disruption they caused. In summary, students' concurrence on these challenges underscores the importance of addressing these aspects to enhance the overall user experience and effectiveness of the U-Dictionary Application in language learning contexts.

Research Question 3. How does U-Dictionary application help students improving their speaking ability?

In response to the question about how U-Dictionary is utilized for practicing English speaking, students outlined their strategies. One student explained that to practice, 'a word is typed to understand its meaning,' followed by using 'the speech feature' to listen to 'how the word sounds.' Another student mentioned 'opening the speak feature' to accumulate examples for speaking practice, while the third participant described a similar approach of looking up word meanings, listening to pronunciation, and using 'the speak feature' to enhance speaking skills.

When it comes to identifying specific features aiding in pronunciation within U-Dictionary, the first participant pointed out that 'the speech feature' in the app is beneficial, offering options for UK and US speech to learn different accents. The second participant expressed a preference for 'the speak feature' due to its provision of conversation examples. The third participant emphasized the significance of 'both the speech and speak features' in improving pronunciation.

As for improvements in speaking skills, all participants indicated positive outcomes. The first participant mentioned that repeated exposure to words pronounced by the app led to increased confidence in speaking. The second participant observed significant improvements, particularly through regular utilization of 'the speak feature'. The third participant believed that their English speaking skills had improved considerably through vocabulary expansion and pronunciation tips provided by U-Dictionary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to investigate EFL students' perceptions and obstacles in using the U-Dictionary application for learning English. The data analysis revealed that the majority of students had a positive perception of the application's effectiveness in enhancing their English language skills. The results of the validity and reliability tests indicated that the questionnaire used in the study was valid and reliable. The descriptive statistical analysis further confirmed that students agreed with statements related to the benefits of the U-Dictionary application in improving various language skills. On the other hand, the study identified several obstacles faced by students when using the application.

From the data analysis, it can be concluded that the U-Dictionary application is perceived positively by EFL students. The application is found to be beneficial in improving various language skills, including grammar, vocabulary, speaking, listening, writing, and reading. The optional translation feature and the availability of games and quizzes were particularly appreciated by the students. The convenience of anytime, anywhere access to the application was highlighted as a significant advantage, and students appreciated the wealth of English-based knowledge the application provided. Overall, the study suggests that the U-

Dictionary application is a valuable tool in the language learning journey of EFL students.

However, the study also unveiled certain challenges associated with the use of the U-Dictionary application, including:

1. Classroom Distraction

Students expressed concerns about using the application on mobile phones in classrooms, which often led to distractions. This issue highlights the potential downside of mobile-based learning tools in formal educational settings.

2. Translation Accuracy

Students reported encountering mistranslations of words within the application, indicating a need for improved translation accuracy.

3. Complex Interface

The complexity of the application's interface, with its numerous buttons and features, was seen as a hurdle to navigation, impacting its usability.

4. Incomplete Definitions

Students faced difficulty due to incomplete English word entries, making certain terms hard to find or understand, necessitating a comprehensive word database

5. Disruptive Ads

Disruptive ads disrupt learning and slow down the process, emphasizing the importance of minimizing intrusive ads for focused learning.

In conclusion, while the U-Dictionary application appears to be a valuable asset in EFL students' language learning endeavors, addressing the identified obstacles could further enhance its effectiveness. Solutions such as refining translation accuracy, simplifying the interface, and mitigating the impact of distracting advertisements could contribute to a more seamless and productive user experience.

In conclusion, the discussion highlights U-Dictionary's crucial role in improving students' English speaking skills. Students mentioned using the app's speech and speak features for pronunciation practice and conversation examples. Importantly, all students reported improved speaking skills, showcasing U-Dictionary's effectiveness in boosting confidence and proficiency. These results affirm its value as a valuable tool for students aiming to enhance speaking abilities and pronunciation contexts.

B. Suggestion

Based on the study's findings and discussions, several recommendations emerge to enhance the effectiveness and user experience of the U-Dictionary application. First, addressing the issue of mistranslation is crucial. Developers should focus on improving translation accuracy through continuous updates and refinement of the translation algorithms and databases. Second, streamlining the application's user interface is paramount. Simplifying the layout, minimizing

unnecessary features, and prioritizing intuitive navigation can alleviate the reported confusion among users.

Furthermore, to tackle the challenge of incomplete word definitions, efforts should be directed towards expanding and enriching the application's word database. Comprehensive and accurate explanations for a wide range of terms will significantly enhance the application's reliability. On a practical note, managing disruptive advertisements is essential. Offering ad-free options or implementing less intrusive ad placements can mitigate interruptions in the learning process. To manage distractions in educational settings, incorporating guidelines or features that facilitate appropriate usage during classes is advised.

In summary, by prioritizing these recommendations, the U-Dictionary application can evolve into a more valuable tool for English language learners. Continuous improvement, user-centric development, and collaboration with educational institutions can collectively contribute to an application that not only assists in language acquisition but also aligns effectively with user needs and learning environments.

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Zykova, I. V. A. (n.d.). *A Practical Course in English Lexicology*.

Autobiography

1. Name : Elsy Putri Aufari
2. Place / Date of Birth : Sabang, January 23 2001
3. Gender : Female
4. Religion : Islam
5. Nationality / Ethnicity : Indonesia / Aceh
6. Marital Status : Single
7. Address : Lamlumpu, Kec. Peukan Bada, Kab. Aceh Besar
8. Occupation / Reg. No. : English Department Student / 1905180022
9. Parent
 - a. Father's Name : Apang Jaya
 - b. Occupation : Retired
 - c. Mother's Name : Syarifah Ada
 - d. Occupation : Housewife
 - e. Address : Lamlumpu, Kec. Peukan Bada, Kab. Aceh Besar
10. Education Background
 - a. MIN 7 Teladan Banda Aceh, graduated 2012
 - b. SMPN 7 Banda Aceh, graduated 2015
 - c. SMKN 1 Banda Aceh, graduated 2018
 - d. English Department of Faculty of Islamic Studies University of Muhammadiyah Aceh Intake Year 2019

Banda Aceh, 9 August 2023

Writer,

Elsya Putri Aufari