

The Effectiveness of Using U-Dictionary Application in Learning English

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ABSTRACT

This study uses qualitative research methods to determine the effectiveness of using a u-dictionary application in the learning of English. The data were analyzed using qualitative approaches by the researchers. In this study, questionnaires were employed as research instruments, meetings were held at Google, and interviews were done (open questions). The students of SMK Walisongo Bekasi are the focus of this study. The author takes 20 students using the online dictionary as a sample. The method used by the author is the questionnaire. As a result, it can be concluded that the u-dictionary application can motivate them to learn English because by using this application learning can be easier, faster, and more practical. Meanwhile, students' difficulties in using the u-dictionary application are a bad signal and the lack of funds to fulfill quotas. According to the results of the students' questionnaire, 14 out of 20 students (70%) found the application u-dictionary learning to be highly fascinating. The school should give additional assistance and facilities for instructors and kids to continue using the internet by providing sufficient quota facilities for teachers and other supports, according to policy recommendations. As a result, using the application u-dictionary can help teachers carry out a variety of online teaching and learning activities with their pupils.

Key words: U-Dictionary; Learning English

INTRODUCTION

The rapid advancement of information technology has a significant impact on human life, particularly in the educational arena. The improvement of one's quality of life is intimately linked to positive impact. Information is easily accessible through print and electronic media, as well as a network of internet technologies.

According to Canny (Miangah & Nezarat), cell phones offer an ideal platform for learning since they are ubiquitous, affordable, compact and wireless. Cell phone applications which have been mainly used in language learning include short message service (SMS), recording voice services and email services. However, some applications and their role in language learning have been neglected. One such type of applications is dictionary. The usage of dictionary in cell phones and its

probable impact on student spelling has been overlooked in the literature. In the world that emerging technology-supported devices are rapidly growing, wireless communication technology is not an exception in this respect. As cell phones with high capabilities extend into all areas of human life, it is expected that this wireless computing device soon becomes accessible for all urban and rural areas of each country. So, widespread access to such an inexpensive and sophisticated device has rather changed the landscape of e- learning in many ways. In fact, cell phone learning can be considered as the next generation of e-learning achievement.

A teacher must be able to adjust the teaching media with the times and what of the students need. Especially, in the current era of globalization children are more interested in seeing their computer screens or mobile phones than paying attention to their teacher who is explaining in front of the class. When the teaching and learning process takes place maybe the students can concentrate for about ten to twenty minutes. This is in line with the opinion of Robertus which states that the concentration of student learning in the classroom is currently decreasing. Even students can only concentrate within 10 minutes period. But when the break time the students even stay in the classroom just to see and use their mobile phone. Seeing a situation like that, it shows that children today are very interested in the applications that offered by mobile phones.

Using English dictionary application It is one of the helpful learning as media students. As the lesson who are accustomed to using the great dictionary of the English language, surely it would be easier and customize the time with this application. In addition it is also very simple and easy to bring it everywhere go. We can download application only through the playstore in smartphones. In various English dictionairy applications, one example is the "U-DICTIONARY". U-Dictionary is a FREE Dictionary and Translation app. Has official Oxford Dictionary in 12 languages and Offline Translation in 58 languages. U-Dictionary is not only the most trusted English dictionary but also a useful multi-language translator. A translator that meets your needs in all situations such as studying, working, and traveling abroad. U-Dictionary is more than just a translation!

Electronic dictionaris can also be very disturbing when students use them in the classroom. The voice of electronic dictionaries that suddenly occurs in class could be very annoying or suprising to the teacher and the students who are busy doing their work. The using of electronic dictionary by one student could affect the rest of students because they would be easily hearing pronunciation and explanations of irrelevant words while their teacher is teaching, which could discuorage them from focusing on the lesson. As a result, it might be a great disturbance for both teachers and students during the learning process. Additionally, there are also arguments of whether to trust correctness of pronunciation and explanation in electronic dictionaries because some of them are not accurate due to various reasons. This could also cause the students to be confused when they judge over the teacher's correct pronunciation or provided meaning.

According to Todd, students highly prefer to access and use information technology to help them with their school work.

As time passes, technology cannot be separated from daily life, included in teaching language. As well as in learning English, the students will know the hard skills of English they are: reading, writing, listening and speaking. There are also the soft skills namely: vocabulary and grammar. Vocabulary becomes the most important aspect in learning English. Teaching vocabulary through different methods of presentation has long been a matter of concern for researchers to be accounted for. According to Webb, vocabulary learning tasks are more receptive than productive. Receptive activities, such as looking up words in a dictionary, matching words with their meanings or definitions, guessing from context, and learning from word pairs are more common than productive tasks because they are easier to design, grade, and complete than productive tasks. At the same time, Webb admits that "it has never been demonstrated that receptive learning is more effective than productive learning, in fact, research indicates that the opposite may be true". Students' vocabulary achievement becomes a major factor in studying English. In the curriculum, vocabulary achievement is very important. Vocabulary as one of the language aspects have to be learning when people are learning language.

According to Gough claims "vocabulary is important because it is words which carry the content of what we want to say, the more words you know, the more you will be able to communicate; so with a bigger vocabulary you will be able to talk about more things. A new word is useless and unless you know how to use it".

So far the ability of students' vocabulary mastery is still low. It is because the teachers in Indonesia have only focused on teaching grammar. Until they forgot that the goal of language skills is to communicate well in using the language, in this case is English. As a result, most students in Indonesia are better at grammar than their vocabulary mastery. Wilkins cited in Thornbury (2002), "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This statement explains how important vocabulary for communication because people will be difficult to communicate if they do not have vocabulary. This is in line with Juhendi (2011:4) in his research stated that "Vocabulary is a vital aspect in language, because it appears in every skill of language including speaking, writing, listening and reading skills". It means that the low ability of students in English skills is closely related to the amount of vocabulary that they have. Considering the importance of vocabulary in learning foreign language, the mastery of this component should be developed. Ideally, the students who are in senior high school are able to have many vocabularies. Because when they have a lot of vocabulary they can be able to improve their language skills.

Based on the research background above, the problems that can be identified are as follows: 1. Is the use of the u-dictionary application effective for learning English? 2. What are the positive and negative impacts of using u-dictionary application to students?

Based on the identification of the problems above, then not all problems will be limited given the limitations of the author both in terms of time, ability, energy, and cost. Thus the authors limit "The effectiveness of using u-dictionary in learning English".

Based on the background, identification, and problem limitations above, the formulation of the problem in this study can be in the form of: "Is the use of the u-dictionary application effective in learning English? 2. What are positive and negative impacts of using u-dictionary application to students?"

The results of this study are expected to provide benefits, both theoretically and practically: 1. Theoretically, this research is expected to make a valuable contribution to developing English learning theories. In addition, the results of this study are also expected to increase knowledge and enrich scientific studies by providing scientific evidence about the effectiveness of using the u-dictionary application in learning English. 2. Practical, this research is divided into 4 of them: a. For writers, by conducting this research, the writer hopes to obtain more information to identify the types of problems that are often faced by students in learning English. And, the writer will get new experience and knowledge for the future of his life. b. For students, using the u-dictionary application is very helpful for students in understanding and translating English sentences. c. For teacher, this can be useful for English teachers to find out students' habits in learning English, this leads the teacher to know the needs of students in learning. In addition, this research will provide a broader understanding to teachers that students need to be encouraged to use technology, one of which is by using the u-dictionary application. d. For school, hopefully, it can be used to develop the creativity of English teachers in teaching students in the classroom.

LITERATURE REVIEW

Every individual is familiar with smartphones, including students at school, especially students of SMK Walisongo which consists of 20 students and most of them use smartphones. Most students use smartphones as their communication tool. Students tend to use smartphones for various reasons, such as just following trends, being active on social media, and using applications available on smartphones.

The application comes from the word application which means the application of a usage application. According to Jogiyanto quoted by Ramzi (2013) application is the application, storing things, data, problems, work into a means or media that can be used to implement or implement existing things or problems so that they turn into a new form without losing values. the basis of data, problems, and the work itself.

A smartphone is a phone with computer-like features, a large screen, and an operating system that can run general-purpose programs (Oxford Online Dictionary, 2013). According to Backer (2010), a smartphone is a phone that combines cutting-edge capabilities; it is a type of Wireless Mobile Device (WMD)

that can operate as a computer by providing features such as a personal digital assistant (PDA), internet access, email, and GPS. Smartphones, like ordinary phones, have extra features such as cameras, movies, and MP3 players. In other words, smartphones can be classified as mini-computers with several features that users can access at any time and from any location.

Many studies have been carried out by some researchers to identify the use of technology among students, including the use of smartphones. For example, Reinders (2010) describes 20 ideas for using cell phones in language classes. These twenty ideas allow teachers to offer enhanced language learning by taking advantage of what students are familiar with and taking them with them wherever they want.

Wireless, mobile, portable, handheld technology, according to Ally (2009, p.10), are slowly developing and diversifying education in numerous sectors, both in developed and developing countries. According to Nielsen (2012), there are smartphone users in 39 nations around the world, 13 of which are in Asia, including Indonesia. Smartphones are widely used and well-known in our country.

Students may quickly receive what they want by using smartphone applications, especially in English classes, as English is one of the languages utilized as a universal communication tool in an international context. English is a foreign language that is taught in schools as well. The advancement of the increasingly advanced period, the increasingly sophisticated era of globalization, necessitates the acquisition of increasingly advanced information, particularly in the sphere of technology. Advances in technology make it easier for some people to meet their needs, such as students, who can use a variety of technical instruments to help them learn. This time, it's about smartphones. Human-created cellphones and programs are becoming increasingly sophisticated, making it easier for mobile users to work.

So the application is a transformation of a problem or work in the form of things that are difficult to understand to be simpler, easier and understandable by users. So with the application, a problem will be helped more quickly and precisely, the smartphone is no longer used as a communication tool but also for social and work needs, for students one of the most helpful smartphone applications is the Online Dictionary, especially for students of SMK Walisongo where the application is himself helps students work in learning English, especially in translating English texts. The enthusiasm of students in learning English has increased since they learned about the Online Dictionary application, because they easily get the meaning and meaning contained in the texts they read, where before they used a dictionary book and made them a little bored to look up one by one word. in the texts they translate.

The purpose of this study is to find out more deeply about 'how is the the effectiveness using u-dictionary application in learning english and What problems are there in using u-dictionary application in learning english?'

Effectiveness

According to *www.visitask.com*, effectiveness is also a measure of the quality of

attainment in meeting objectives (Resource effectiveness or team effectiveness); Effectiveness is to be distinguished from efficiency, which is measured by the volume of output achieved for the input used and, hence, is closely related to productivity.

Fraser (1994, p. 104) defined it thus: Effectiveness. This is a measure of the match between stated goals and their achievement. It is always possible to achieve 'easy', low-standard goals. In other words, quality in higher education cannot only be a question of achievements 'outputs' but must also involve judgements about the goals (part of 'inputs')

The UNESCO definition is Effectiveness (educational): An output of specific review/analyses (e.g., the WASC Educational Effectiveness Review or its Reports on Institutional Effectiveness) that measure (the quality of) the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements. It is different from efficiency, which is measured by the volume of output or input used. As a primary measure of success of a programme or of a higher education institution, clear indicators, meaningful information, and evidence best reflecting institutional effectiveness with respect to student learning and academic achievement have to be gathered through various procedures (inspection, observation, site visits, etc.). Engaging in the measurement of educational effectiveness creates a value-added process through quality assurance and accreditation review and contributes to building, within the institution, a culture of evidence. (Vlăsceanu et al., 2004, p. 37)

Wojtczak (2002) defines effectiveness in the context of medical education: Effectiveness: A measure of the extent to which a specific intervention, procedure, regimen, or service, when deployed in the field in routine circumstances, does what it is intended to do for a specified population. In the health field, it is a measure of output from those health services that contribute towards reducing the dimension of a problem or improving an unsatisfactory situation.

U-Dictionary

U-Dictionary is a mobile media program that can be downloaded to an Android or smartphone that offers both online and offline dictionaries. U-Dictionary is a lightweight application that allows you to translate more than 30 languages without using the internet. It now supports Android 4.0.0 and IOS 3.0.0 smartphones from Youdao, Hong Kong, which were newly published on March 24th, 2016. In 2019, more than 50 million people downloaded U-Dictionary in English. Everyone can use U-Dictionary to not only translate words and brief sentences, but also to practice their language skills in any language. Everyone may immediately access short quizzes and minigames to practice any language they wish from the main tab. U-Dictionary may be used to look up definitions via Collins Dictionary or Wikipedia in addition to translating a word or text. Even if the Android smartphone does not have an Internet connection, anyone can listen to the pronunciation. The activities and assessments are very beneficial for developing your fluency in any language,

especially English.

The writer chose this application because u-dictionary has various features that can help students learn English, particularly in listening. The following are some of the benefits of using u-dictionary to learn English quickly: 1. Use a camera to translate images, you can use the camera to immediately view English that is displayed anywhere. Simply scan it and the meaning will show in Indonesian without the need to retype it. 2. Use the Android Lockscreen to learn English, apart from being able to learn English with a camera, you can also learn English right from your smartphone's lock screen if you install U-Dictionary on Android. As a result, every time you activate the lock screen, you will be presented with new English vocabulary to learn. 3. Learn English by Playing Games, you can learn English quickly and easily with the u-dictionary. As a result, you can expand your vocabulary by playing games in our English learning software. 4. Read articles written in English, the articles are written in a conversational style so that we can learn to read English while also gaining insight.

How to use u-dictionary: a. On your cellphone, download and install the U-Dictionary program. b. Then, open the u-dictionary that you just downloaded. c. When the box is opened, a display similar to the one below will appear. Then choose Indonesian from the drop-down menu. d. Following that, the application's main menu will appear. You can type in a word or a sentence to be translated. e. Scroll down to see a screen like this if you wish to see the listening features. Then pick the listening feature; the screen will display text and audio for listening.

Learning

Before we dive into understanding the relevant science behind the learning process, let's ground ourselves in a definition of learning that is drawn from research. Learning is a process that: 1. Is active - process of engaging and manipulating objects, experiences, and conversations in order to build mental models of the world (Dewey, 1938; Piaget, 1964; Vygotsky, 1986). Learners build knowledge as they explore the world around them, observe and interact with phenomena, converse and engage with others, and make connections between new ideas and prior understandings. 2. Builds on prior knowledge - and involves enriching, building on, and changing existing understanding, where "one's knowledge base is a scaffold that supports the construction of all future learning" (Alexander, 1996, p. 89). 3. occurs in a complex social environment - and thus should not be limited to being examined or perceived as something that happens on an individual level. Instead, it is necessary to think of learning as a social activity involving people, the things they use, the words they speak, the cultural context they're in, and the actions they take (Bransford, et al., 2006; Rogoff, 1998), and that knowledge is built by members in the activity (Scardamalia & Bereiter, 2006). 4. Is situated in an authentic context - provides learners with the opportunity to engage with specific ideas and concepts on a need-to-know or want-to-know basis (Greeno, 2006; Kolodner, 2006). 5. requires learners' motivation and cognitive engagement to be sustained when learning complex ideas, because considerable mental effort and persistence are

necessary.

The conditions for inputs to learning are clear, but the process is incomplete without making sense of what outputs constitute learning has taken place. At the core, learning is a process that results in a change in knowledge or behavior as a result of experience. Understanding what it takes to get that knowledge in and out (or promote behavioral change of a specific kind) can help optimize learning.

METHOD

Design and Samples

In this research, researchers used a qualitative design with a case study approach was used in this study. Researchers used questionnaires as research instruments, held meetings at Google meet and conducted interviews (open questions). This research was conducted in SMK Walisongo. In this study the researchers took a learning situation on Google Meet which consisted of 20 students from SMK Walisongo. This allowed researchers to work in small groups to gain in-depth knowledge, understanding, and broader perspectives on the subjects chosen. (DÖNMEZ & Dönmez, 2008; Krishnapatria et al., 2019; Patton, 1990). Furthermore, (Creswell & Poth, 2016) claims that the case study approach focuses on the investigation of a bounded system (e.g., an activity, an event, a process, or even an individual).

According to Kamus Oxford Advanced Learner's Dictionary of Current English (1974) define case study noun 1). "instance or example of the occurrence of sth., 2). "actual state of affairs; situation", dan 3). "circumstances or special conditions relating to a person or thing.

Instrument and Procedure

According to Croswell (2002), he stated that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds complex, holistic pictures, analyses words, reports detailed views of informants, and conducted the study in natural setting. This Study is analysing words which are in the type of phrasal verbs and developing it in depth analysis of a case on what are the translation strategies applied by the translator. Therefore, this study is simply using the descriptive qualitative method where the data is from of words.

Data Analysis

This research took place mainly at the writer's house on Jalan Jati Warna number 24 Pondok Melati, Bekasi. In addition to the author's house, this research was also conducted on Google Meet and conducts interviews (questions open). This study took a sample of 20 students, the time of this research from May 2021 to August

2021. This research was conducted in school, namely SMK Walisongo Bekasi, because it coincided with the title of the research conducted in schools using the u-dictionary application. Held in the 2020/2021 academic year completed.

RESULT AND DISUSSION

The research presents the data that has been collected in the study. The presentation includes data on the implementation of the u-dictionary application in learning English. To find out the implementation of the u-dictionary application in learning English, the researcher made observations, gave questions as interviews to the English teacher. To get more valid data, the researcher gave a questionnaire consisting of 14 questions to 20 students from SMK Walisongo.

This section presents a discussion of research results that provide evidence to answer the problem statement about how to use the u-dictionary application in learning English and what the problem is with the application of the u-dictionary application in learning English. The English teacher who was successfully interviewed will then use the initials of the school's name: Walisongo (WS).

Using the u-dictionary application is very helpful for students in understanding and translating English sentences: 1. For teachers, this can be useful for English teachers to find out students' habits in learning English, this leads the teacher to know the needs of students in learning. In addition, this research will provide a broader understanding to teachers that students need to be encouraged to use technology, one of which is by using the u-dictionary application. 2. For school, Hopefully, it can be used to develop the creativity of English teachers in teaching students in the classroom.

Regarding the application of learning English on the application u-dictionary, the 4 components of English skills in students said by WS according to the results of observations from 20 respondents as many as 14 students (70%) strongly agree that the application u-dictionary improves speaking skills, 15 students (75 %) strongly agree that the application u-dictionary can improve listening skills, 14 students (70%) strongly agree that the application u-dictionary can improve writing skills, and 14 students (70%) strongly agree that the application can improve reading skills.

This is in accordance with the observation findings, the researcher found 14 students (70%) strongly agree and 4 students (20%) agree that the application u-dictionary can be used anytime and anywhere.

Based on the results of an interview and observation with WS, who said that "I think it's very effective for learning grammar because the Application u-dictionary already give a translation according to his grammar. The application u-dictionary is an alternative to studying. According to a recent survey, 65% of respondents strongly think that knowing grammar is important, while 25% agree somewhat

and the remainder disagree. As a result, it can be concluded that the application u-dictionary offers benefits, as it is an alternate learning method for students who wish to improve their English skills.

After conducting observations, interviews, documentation, and interviews with students and teachers, researchers found a common problem with internet usage. In general, in online learning technology, the main obstacles are signals and also supporting factors, such as technology that some students do not have. Some students do not have a mobile phone that supports it, and some others do not have an internet quota, making it difficult for students to take part in learning at school by the provisions. By the results of observations, many students are not present in online classes. And this is in line with what WS said regarding the difficulty of using the application u-dictionary. WS said, "Yes because the external facilities are inadequate. For example, if the signal is bad, or the student doesn't have internet."

Based on the results of interviews, observations and documentation, it can be concluded that students' difficulties in using the application u-dictionary are a bad signal, or they do not have an internet quota.

The u-dictionary application has been easy to use so far. Teachers and students have had no problems as a result of the application's operation. The only constraints, as indicated in the previous chapter, are external elements that hinder the execution of learning through the application u-dictionary. As a result, the school will need to give the teachers greater resources and support.

As a result, the school must give additional assistance and facilities for instructors and children to continue to use the internet, such as enough quota facilities for teachers and other supports. Teachers would find it easier to perform numerous online teaching and learning activities with students if they utilize the program u-dictionary.

As a result, it can be stated that the u-dictionary application has benefits as an alternate learning approach for students who want to improve their English skills.

Implementation of learning using the application u-dictionary as a support can be known the effectiveness of its implementation using researchers providing a questionnaire with five statement indicators in which each indicator can describe respondents related to the implementation of learning activities in supporting the learning process. In addition to strengthening research data, researchers also make observations and interviews with English teachers as respondents. Based on questionnaire data and results of interviews that researchers conducted with respondents.

In order to do so, we can look at table 1.1, which shows the findings of the questionnaire that the researcher calculated based on the data collected.

No	Questioner	Strongly Agree %	Somewhat Agree %	Somewhat Disagree %	Strongly Disagree %
1	I really enjoy learning English with application u-dictionary.	70	25	0	5
2	Application u-dictionary helps me to understand grammar easily.	69	25	5	1
3	Application u-dictionary helps me to increase vocabulary easily	65	30	0	5
4	Application u-dictionary helps me to increase my speaking skill	70	15	5	10
5	Application u-dictionary helps me to increase my listening skill	75	15	5	5
6	Application u-dictionary helps me to increase my writing skill	70	15	10	5
7	Application helps me to increase my reading skill.	70	15	5	10
8	Application u-dictionary use English which is easy for me to understand	70	20	5	5
9	I have no difficulty in Learning English on the application u-dictionary.	65	25	5	5
10	I am very interested in learning English on the Application u-dictionary	65	15	15	5
11	I can use the Application u-dictionary anytime and anywhere	70	20	5	5
12	I can learn English more easily with the Application u-dictionary	70	10	10	10
13	Application u-dictionary can be use without Internet connection	60	25	10	5
14	Application u-dictionary could translate a picture on camera without typing a sentence first	75	20	0	5

Table 1.1. Result Questioner

The results reveal that a substantial percentage of students feel that the Application U-Dictionary is very engaging and helps them learn quickly, based on careful and clear observations.

After conducting observations, interviews, documentation and distributing questionnaires, it can be concluded that this application is very interesting to use as a supporting media, and with this application students can learn grammar with fun.. This makes it easier for teachers to carry out learning through distance without requiring students to do face-to-face at school. On the other hand, the results of observations, interviews, and documentation. Online teaching and learning activities are hampered due to poor signal and internet quota that students do not have.

The problem experienced by students learning with this application media is that students are constrained by the internet connection that is used and there is a bit of wasteful use of the quota needed by students. In learning the use of application, students and teachers are often constrained by unstable network connections. However, many students still agree to use the application as a learning medium, which has many benefits for deepening listening and speaking skills, because students can directly measure what is said.

Therefore, the school must provide more support and supporting facilities to teachers and students so that they can continue to use the web by providing adequate quota facilities for teachers and other supports. With that, the use of the application u-dictionary can make it easier for teachers to carry out various online teaching and learning activities with students.

Finally, it is believed that learning with the app u-dictionary will provide students with additional opportunities to practice their English communicatively and be exposed to an English-speaking environment, which will help them enhance their communicative abilities, particularly their speaking ability.

The results also show that when students report themselves to gain the confidence to learn grammar with the application, this activity increases their confidence in using language.

CONCLUSION

The u-dictionary has a positive or good effect as a learning media in teaching speaking, especially in terms of increasing vocabulary; the pupils' vocabulary has increased significantly. During the research, the students learned at least one hundred new terms based on the categories of noun, adjective, verb, and adverb.

The u-dictionary can be a useful learning tool for students who want to expand their vocabulary. U-Dictionary, one of the English offline dictionaries, is available to

students of all grades. It may be found on the Google Play Store, which is an app store for Android phones. U-Dictionary is straightforward to use either to extend one's vocabulary or to improve one's ability to pronounce English words because it provides both the meaning and the spelling of a word. This part contain the conclusion of the research. The author should explain the conclusion briefly

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