



## The Effect Of Using U-Dictionary Application On Students' Pronunciation Mastery At The Eleventh Grade Of SMK Negeri 1 Perbaungan

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### ABSTRACT

The objective of this research was to determine the effect of using U-Dictionary application on students' pronunciation mastery at the eleventh grade of SMK Negeri 1 Perbaungan. This research used quantitative method with quasi-experimental design. The population of this research was class XI students of SMK Negeri 1 Perbaungan. The researcher selected class XI TKJ 1 with 21 students as experimental group and class XI TKJ 3 with 21 students as control group, randomly. In collecting data, the researcher used tests to determine students' pronunciation mastery and were carried out twice, namely pre-test and post-test. Then, the data was analyzed by using a t-test. The results showed that  $t_{test} = 8.095$  and  $t_{table}$  with  $df = 40$  using a two-tailed test (2-tailed) with a significance of 5% = 2.021. It shows that  $t_{test}$  value was higher than  $t_{table}$  ( $8.095 > 2.021$ ). In other words,  $H_a$  was accepted and  $H_0$  was rejected. On the other hand, the result of the evaluation of students' pronunciation mastery showed that more students get predicate 4 (good) on vowel, diphthong and consonant sounds in experimental group. While in control group, more students get predicate 3 (average) and predicate 2 (poor) on vowel, diphthong and consonant sounds. It can be concluded that using U-Dictionary application significantly affected on students' pronunciation mastery at the eleventh grade of SMK Negeri 1 Perbaungan.

### Keyword

*U-Dictionary Application, Pronunciation Mastery, Quantitative Research*

## INTRODUCTION

Pronunciation is one of the components of English that plays a significant role in communication. There will be ambiguity, misunderstanding, and differing meaning if the pronunciation is not corrected. Good pronunciation creates a good impression on the listeners and fosters communication with others by allowing the speaker to speak clearly and be understandable.

Many students have any problems with their pronunciation, such as they pronounce words based on how the words are written and they can not distinguish how to pronounce one word from another. To address this issue, the students required something simple and enjoyable to study in order to improve their pronunciation of English words.

In this digital era, there are various ways for people to overcome the obstacles in learning speaking, and most people prefer a simple way to learn,

like using their smartphone. There are a variety of language learning applications available for download on smartphones around the world, U-Dictionary application is one of them.

The benefits of using U-Dictionary application include the fact that it is free, unique, and simple to access and download. It is available for Apple smartphone users to download from the App Store, and it is also accessible for Android users to get from the Play Store. This application has a voice translation feature that can spell out a word, making pronunciation practice easier. It can be used as a useful tool for learning how to pronounce words.

Therefore, the researcher wants to see how the effect of using U-Dictionary application on pronunciation mastery to students at the eleventh grade of SMK Negeri 1 Perbaungan. This will show the results whether this application affects or not on students' pronunciation mastery. Based on explanation above the research is done to find out the effect of using U-Dictionary application on students' pronunciation mastery.

## RESEARCH METHOD

This research was conducted by using quantitative method through experimental research. The researcher applied a quasi-experimental design. According to Gay (2012), quasi-experimental research is the researcher has to agree to maintain the students in existing classroom while doing the research. This research design involved two groups, namely an experimental group and a control group. The experimental group was given treatment (using U-Dictionary application), whereas the control group was not. The design of this research is shown below.

**Table 1.**  
**Research Design**

Class	Pre-Test	Treatment	Post-Test
Experimental group	O <sub>1</sub>	X	O <sub>2</sub>
Control group	O <sub>1</sub>	-	O <sub>2</sub>

*Source: Gay, et.al (2012)*

- O<sub>1</sub> = Pre-Test
- O<sub>2</sub> = Post-Test
- X = Treatment

The population in this research was 216 students from six classes in the class XI of SMK Negeri 1 Perbaungan in academic year 2021/2022, so the researcher determined the sample of 20% of the students, which is  $20\% \times 216 =$

43,2 becomes 42 students. The researcher took only two classes as the sample by using random sampling technique and chose the experimental group was XI TKJ 1, with 21 students, and control group was XI TKJ 3, with 21 students, randomly.

This research used pronunciation test to find out the students' pronunciation mastery that is given as a pre-test and post-test. The researcher asked the students to read aloud the words list. The test consisted of consonant, vowel and diphthong sound.

## RESULT AND DISCUSSION

The aim of this research is to find out whether or not the using of U-Dictionary application affects on students' pronunciation mastery at the eleventh grade of SMK Negeri 1 Perbaungan. It is hoped that can help the students in learning pronunciation easier, simple and enjoyable by using smartphone, so in learning pronunciation can be done at any time and in any location where the students are.

In this research, source of the data that become as experimental group is XI TKJ 1, with 21 and control group is XI TKJ 3, with 21 students. Experimental group is given the treatment by using U-Dictionary application. While control group is not.

There were five meetings for this research. At the first meeting, the students did the pre-test, it purposed to know the students' pronunciation before getting the treatment. The second until the fourth meeting, the researcher gave the treatment to experimental group by using U-Dictionary. The topics were about Vowel, Diphthong and Consonant Sound. Before the researcher explained the topic, the researcher asked the students to download U-Dictionary application. Then, the researcher explained and showed how to use U-Dictionary application in learning pronunciation. Next, the researcher explained the materials and gave the students words list that must be practiced by using U-Dictionary application. After that, the students read the words list one-by-one, while the researcher listened them carefully and corrected if there is mispronunciation.

After giving the treatment for three meetings, the researcher gave post-test to each group. The test was pronunciation test. It was consist of several words that have vowel, diphthong and consonant sound that had been taught in treatment and they had to read or pronounce it. It was based on their own knowledge after treatment. It aimed to find out whether this treatment is effective or not.

The experimental group and control group have same level of pronunciation mastery as indicated by pre-test are given before the treatment. The mean score of pre-test in experimental group is 35.29 and the mean score of control group is 35.05.

After getting the treatment, The result showed that the mean score of post-test in experimental group (69.05) is higher than the mean score of post-test in control group (42.81). It indicates that U-Dictionary application gives significant effect on students' pronunciation mastery.

Then, based on the calculation above after the students got the treatment by using U-Dictionary application, it shows that the value of t-test is 8.905, where the value of t-table is 2.021 at the significant level of 0.05 in two-tailed test with df is 40. Because the value of t-test (8.905) is higher than the value of t-table (2.021),  $H_a$  is accepted and  $H_0$  is rejected. It means that there are significant differences on pronunciation mastery of students taught by using U-Dictionary application.

The last, after the data has been analyzed, the researcher makes the evaluation of students' pronunciation mastery both in experimental group and control group. The result shows that more students get predicate 4 (good) on vowel, diphthong and consonant sounds in experimental group. While in control group, more students get predicate 3 (average) and predicate 2 (poor) on vowel, diphthong and consonant sounds.

Based on the result above, the researcher concludes that the using of U-Dictionary application significantly affects on students' pronunciation mastery at the eleventh grade of SMK Negeri 1 Perbaungan.

## CONCLUSIONS

Based on the results of the research, the researcher concludes that:

1. There is a different achievement on students' pronunciation mastery before and after getting the treatment at the eleventh grade of SMK Negeri 1 Perbaungan. After getting the treatment by using U-Dictionary application, the students' pronunciation mastery improve.
2. The using of U-Dictionary application affects on students' pronunciation mastery at the eleventh grade of SMK Negeri 1 Perbaungan. It is proved by alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected, after the application of t-test formula of post-test, where the value of t-test (8.905) is higher than the value of t-table (2.021) at the significant level of 0.05 in two-tailed test with df is 40.
3. More students get predicate 4 (good) on vowel, diphthong and consonant sounds in experimental group. While in control group, more students get

predicate 3 (average) and predicate 2 (poor) on vowel, diphthong and consonant sounds.

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