

CHAPTER IV

FINDINGS AND DISCUSSION

After collecting the data, the researcher wrote down all the data that had been collected. In this chapter, the researcher described the process of learning how to apply U-Dictionary in supporting English learning for Islamic senior high school students and how are students` responses in using u-dictionary for English. The researcher explained the data descriptively based on data collection through observation, questionnaire and interviews. The results of these findings used to answer research questions and to find solutions to the problems discussed.

A. Findings

In this chapter, the researcher observed the use of u-dictionary in supporting learning English for students of Islamic senior high school in the XI MIPA 1 of MAN 3 Banjar. In the learning process, the researcher directly observed the activities of the use of u-dictionary application in supporting learning English during the English teaching process. while in questionnaires and interviews, researchers gave questionnaires and interviewed MIPA 1 Students` to obtain the desired data regarding the application and responses of students in using the U-dictionary. The data are presented in a descriptive form to validate the qualitative analysis. The findings will be presented based on the two research questions submitted as follows:

1. The Application of U-Dictionary in Supporting English Learning

During the observation in class XI MIPA I consisting of 23 students, the researcher noted that the teacher started the learning activities with great attention. The teacher entered the classroom, greeted the students with a warm greeting, and ensured that all students were in good condition and ready to follow the lesson that day. The teacher also took attendance to check student attendance, as an important initial step in ensuring that all students could be actively involved in the teaching and learning activities.

After the attendance was completed, the teacher began to introduce the material to be studied, namely narrative text. The teacher explained this material using English first, giving students the opportunity to hear and familiarize themselves with the competence and sentence structure in English. After that, the teacher took turns translating the explanation into Indonesian to ensure that all students understood the material thoroughly. This step helps students who may still have difficulty in fully understanding the explanation in English.

After finishing explaining the material, the teacher gave instructions to students to work on the questions in the worksheet book. At this time, the teacher allowed students to use their personal smartphones, especially to utilize the U-Dictionary application to help them understand difficult words or sentences. The students immediately opened the U-Dictionary application, a

digital dictionary application that is popular among students to help translate and learn English. The application is described in the following picture.

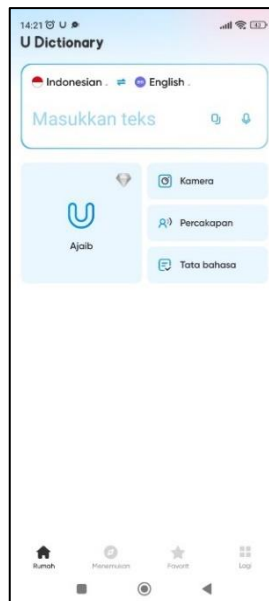


Figure 4.1 U-Dictionary Homepage

In the process of using it, the researcher observed that students did not immediately use the U-Dictionary application. They first opened the application that had been previously downloaded from the application store, such as the Play Store or App Store. After the application is open, students must select the language they want to use in the application, in this case most students choose Indonesian to make it easier to translate from English. After that, students start entering words or phrases that they find difficult to understand from the narrative text being studied.

Some students use the pronunciation feature of U-Dictionary to listen to how to convey certain understandings, which helps them master English pronunciation more accurately. This feature is very useful for those who want

to practice their speaking skills. In addition, the researcher also noticed that some students use the camera feature on the U-Dictionary application. With this feature, students do not need to type the words they want to translate. They simply take a photo of the text they want to understand, and the application automatically translates the text.

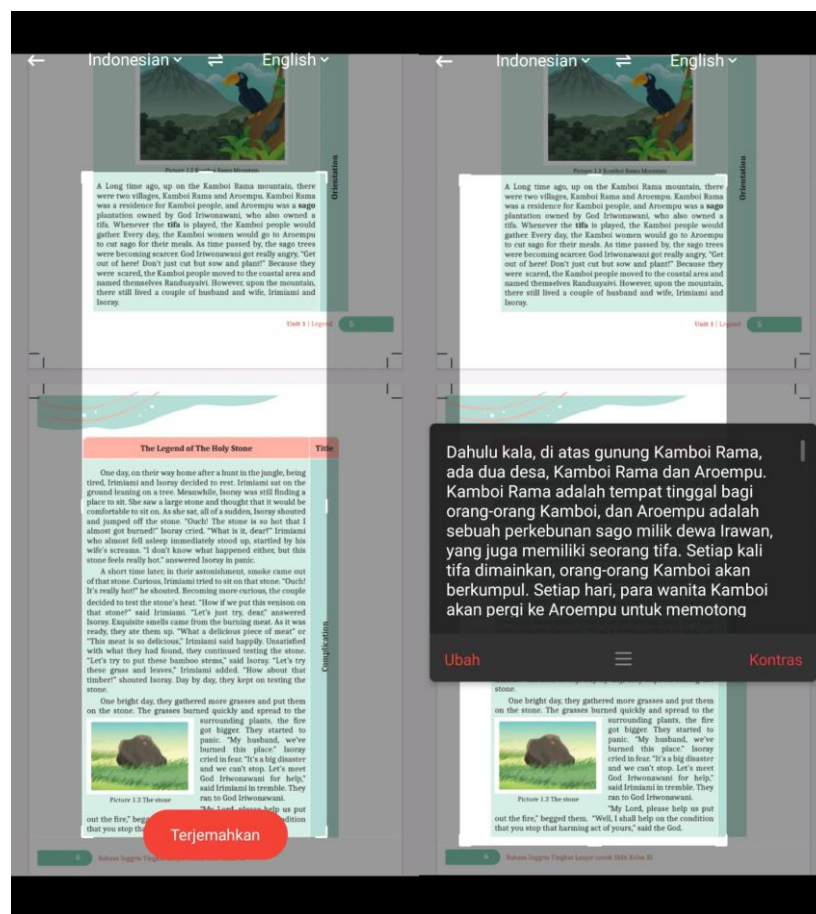


Figure 4.2 Photo Scan Feature

Based on the observation results, the researcher concluded that students didn't use the U-Dictionary app right away. Instead, they followed a step-by-step process. They typically began by understanding the study material, then opened the U-Dictionary app to look up difficult or unfamiliar words, and made

use of its features like word translation, vocabulary pronunciation, and the camera function for text translation without typing. Finally, they applied the results to their English learning process. These findings suggest that U-Dictionary is not just a tool but part of an organized approach to enhance student learning.

2. Students Responses in Using U-Dictionary for English Learning

The technique used to answer the second part of the research question is through questionnaires and interviews. The questionnaire consists of 10 closed statements, filled out by 23 subjects, with the student response data presented after calculating the Likert scale and percentages. After determining the frequency and percentage from the questionnaire, the researcher interpreted the findings based on percentage interpretation criteria. In addition, data was also obtained from interviews, which consisted of five questions. The interview findings were presented by transcribing the voice recordings into written text, making it easier to compile the frequency and percentage of student answers. The results of student responses are then described in the following paragraphs.

a. Students` Responses on the Advantages of U-Dictionary for Learning English.

The first question ask about the advantages “U-Dictionary is easy to be used”. From the result of questionare 1, it was revealed that all students or 100% of students agreed that the U-Dictionary is very easy to use. Specifically,

22% of students strongly agree, 78% of students agree, 0% disagree, and 0% strongly disagree. As stated by student H.Z:

“Aplikasi ini mudah digunakan, dan saya terbantu dengan adanya aplikasi U-Dictionary”.

N.A.N briefly added:

“Karena lebih mudah menggunakannya dan terdapat banyak pilihan katanya”.

According to respondents, H.Z and N.A.N argued that U-Dictionary is very helpful in learning English because the application is easy to use. In other words, they not only feel comfortable using it, but also experience direct benefits from its features. The app makes it easier for them to look up word meanings or translate, thus aiding in better understanding of the lesson materials. For the respondents, U-Dictionary is not only a practical tool but also an effective one in supporting their learning process.

The second question ask about the advantages “U-Dictionary helps me to increase my vocabulary easily”. From the result of questionare 2, it was revealed that all students or 100% of students agreed that U-Dictionary can improve students vocabulary. Specifically, 30% of students strongly agree, 70% of students agree, 0% disagree, and 0% strongly disagree. As stated by student M.R:

“Iya, karena dengan menggunakan u-dictionary saya bisa menerjemahkan kata-kata yang artinya belum saya ketahui, dan juga

beberapa vocabulary ditampilkan di lockscreen saya, jadi pengetahuan saya akan vocabulary lebih meningkat”.

F.N.M briefly added:

“Menurut saya, u-dictionary sangat membantu, karena dapat mengetahui kosa kata dalam Bahasa Inggris”.

According to respondents, M.R and F.N.M argued that U-Dictionary provides real benefits in improving students’ English vocabulary skills. Users felt that the app helped them translate unknown words, which made the language learning process easier. The additional feature of displaying vocabulary on the phone’s lock screen provided an opportunity for passive learning, gradually increasing their understanding of new words. Both responses show that U-Dictionary is considered a very useful tool in expanding vocabulary, making the language learning process more effective and sustainable.

The third question ask about the advantages “Application U-Dictionary helps me to increase my speaking skill”. From the result of questionare 3, it was revealed that most of the students or 91% of students felt that U-Dictionary can improve students speaking skill. Specifically, 9% of students strongly agree, 82% of students agree, 9% disagree, and 0% strongly disagree. As stated by student H.Z:

“Iya, karena u-dictionary tidak hanya memberikan arti dari kata, tetapi juga memberikan pengucapan suatu kata, dan ini sangat membantu sekali bagi kami para pelajar”.

F.N.M briefly added:

“karena kamus u-dictionary lengkap ada fitur untuk meningkatkan kemampuan berbicara dan menulis”.

According to respondents, H.Z and F.N.M argued that U-Dictionary is very helpful in improving students' speaking skills. With its pronunciation feature, students not only learn the meaning of words but also how to pronounce them correctly, which is crucial for practicing fluency in speaking. As a result, they become more confident in using English verbally.

The fourth question ask about the advantages “Application U-Dictionary helps me to increase my writing skill”. From the result of questionnaire 4, it was revealed that all students or 100% of students felt that u-dictionary can improve students writing skill. Specifically, 30% of students strongly agree, 70% of students agree, 9% disagree, and 0% strongly disagree. As stated by student N.A.N:

“Menurut opini saya, u-dictionary memberikan dampak positif dalam pembelajaran Bahasa Inggris. Karena dengan menggunakan aplikasi ini sangat mempengaruhi terhadap kemampuan saya dalam membuat kalimat yang benar”.

F.N.M briefly added:

“karena kamus u-dictionary lengkap ada fitur untuk meningkatkan kemampuan berbicara dan menulis”.

According to respondents, N.A.N and F.N.M argued that U-Dictionary plays a positive role in improving students' writing skills. With comprehensive features such as translation and grammar correction, this application helps students understand sentence structures and correct errors in writing. The ability to look up the meaning of words and see examples of their use allows students to construct more precise and accurate sentences, which has a direct impact on

The fifth question ask about the advantages “Application U-Dictionary helps me to increase my reading skill”. From the result of questionnaire 5, it was revealed that most of the students or 91% of students felt that U-Dictionary can improve students reading skill. Specifically, 17% of students strongly agree, 74% of students agree, 9% disagree, and 0% strongly disagree. As stated by student A.D.L:

“Menurut saya dampak positifnya adalah kita dapat lebih mudah dan cepat untuk mengetahui dan memahami kalimat yang kita tidak pahami maknanya”.

According to one respondent, A.D.L argued that U-Dictionary makes it easier for students to understand difficult sentences, thus helping to improve their reading skills. With quick access to word meanings and translations, students can more quickly understand the context and overall meaning of the

text being read. This also supports deeper understanding and accelerates the learning process in reading English texts.

The sixth question ask about the advantages “Using U-Dictionary grows my interest to learn English”. From the result of questionare 6, it was revealed that most of the students or 96% of students agreed that the use of the u-dictionary fosters their interest in learning English. Specifically, 17% of students strongly agree, 79% of students agree, 4% disagree, and 0% strongly disagree. As stated by student A.R:

“U-dictionary memberikan dampak positif dalam pembelajaran Bahasa Inggris. Pengaruh yang saya dapatkan Ketika menggunakan aplikasi ini adalah kemampuan Bahasa inggris saya meningkat dan jadi lebih baik”.

H.Z briefly added:

“Yes, memberikan dampak positif, karena awalnya kita bingung arti kata sebuah Bahasa jadi bisa atau tau karena adanya u-dictionary”.

According to respondents, A.R and H.Z argued that U-Dictionary has a significant impact on increasing students' interest in learning English. By stating that the application has a positive impact, students indicated that using U-Dictionary not only helped them understand the meaning of difficult words, but also contributed to improving their overall English skills.

Overall, U-Dictionary not only serves as a learning tool, but also increases students' interest in English, making learning more interesting and

enjoyable. Students feel supported in their learning journey, which in turn motivates them to continue trying and deepen their understanding of English.

The seventh question ask about the advantages “Learning English using U-Dictionary is fun and pleasing”. From the result of questionare 7, it was revealed that most of the students or 87% of students agreed that using the u-dictionary in learning English was fun and pleasing. Specifically, 17% of students strongly agree, 70% of students agree, 13% disagree, and 0% strongly disagree. As stated by student M.R:

“Karena aplikasi ini sangat menarik untuk digunakan”.

According to one respondent, M.R argued that U-Dictionary is an interesting and fun application to use. This interest can come from the various features offered by the application, such as a user-friendly interface, easy access to search for word meanings, and additional functions such as pronunciation and examples of word usage in sentences. Thus, the statement that this application is "very interesting to use" reflects that U-Dictionary not only functions as a learning tool, but also creates a fun experience, making students more enthusiastic about learning English. This helps create a positive learning atmosphere and increases their desire to continue learning.

b. Students` Responses on the Disadvantages of U-Dictionary for Learning English.

The eighth question ask about the disadvantages “I have problem related to signal, gadget, and mobile data”. From the result of questionare 8, it was

revealed that almost all students or 65% of students agreed that they have problems related to either signal, mobile data, or gadgets. Specifically, 26% of students strongly agree, 39% of students agree, 35% disagree, and 0% strongly disagree. As stated by student A.D.L:

“Saat menggunakan aplikasi ini rintangan yang ada yaitu terdapat beberapa iklan yang mengganggu saya saat mencari arti dan juga terkadang masalah jaringan juga mempengaruhi”.

M.R briefly added:

“Rintangannya seperti banyak iklan dan sinyal tidak lancar”.

According to respondents, A.D.L and M.R argued that although U-Dictionary helps in learning English, students face some technical challenges. Issues such as annoying ads and unstable networks affect their experience in using the application. When students mentioned “network problems” and “unstable signals,” it shows that weak internet connections are a major obstacle in using U-Dictionary. In addition, ads that appear when searching for the meaning of a word also slow down the learning process, making students have to deal with these disruptions. These constraints indicate that the success of using the application does not only depend on its features, but also on external factors such as adequate signals, gadgets, and data access.

The ninth question ask about the disadvantages “I feel distracted while using u-dictionary for learning English”. From the result of questionnaire 9, it was revealed that most of the students or 87% of students disagreed that they don't feel disturbed when using the u-dictionary to learn English. Specifically,

4% of students strongly agree, 9% of students agree, 87% disagree, and 0% strongly disagree.

The tenth question ask about the disadvantages “Using u-dictionary does not help me to find words faster and more effective”. From the result of questionnaire 10, it was revealed that most of the students or 83% of students disagreed using a u-dictionary does not help them find words more quickly and effectively. Specifically, 0% of students strongly agree, 17% of students agree, 70% disagree, and 13% strongly disagree.

From these questionnaire and interview, the researcher concluded that the U-Dictionary has a positive impact in supporting English language learning and it is effective as an alternative learning media to support students in improving their abilities in achieving the desired learning targets.

B. Discussion

After all, data has been collected and analyzed in descriptive form. In this chapter, the researcher discusses the findings from the researcher’s data collected through observation, questionnaire, and interviews. As mentioned in the previous chapter, the objectives of this study are how to apply u-dictionary in supporting English learning for Islamic senior high school students and how are students` responses in using u-dictionary for English learning.

1. The Application of U-Dictionary in Supporting English Learning

To answer the second research question, researchers obtained data about the application of U-Dictionary in supporting English language learning for

Islamic senior high school students through observation. Based on the observation conducted by the researcher, the researcher found that the students took several steps before using the u-dictionary application.

According to (Mustika, 2021), there are several steps of using U-Dictionary, those are:

a. Download and install the U-Dictionary application on your cellphone;

First, students start by downloading U-Dictionary from the official application store relevant to the device used by students (Google Play Store for Android, App Store for iOS).

b. After that open the U-Dictionary that has been downloaded;

Once the download process is complete, the next step taken by students is to open the U-Dictionary application on their device.

c. Once opened there will be a display. Select start and then select the language you want to use;

After selecting "Start", students begin selecting the language they want to use. In this section there is a list or menu of languages available to choose from. Then the students choose the desired language to continue. Here students use Indonesia language.

d. After that the main menu of the application will be displayed.

You can enter the word or the sentence you want to translate.

In this section, students start entering or typing the words or sentences they want to translate, then the application will automatically translate the words or sentences into the desired language.

e. Furthermore, if the user want to see and used other features, the users can scroll down. Then some features of the application will appear.s

Apart from typing words to find meaning, some students also use other features such as pronounce a word to find out the meaning of vocabulary or using the camera feature, so that users no longer need to type words to be translated, just take a photo, then the sentence is translated.

2. Students Responses in Using U-Dictionary for English Learning

In the learning process, everything starts with perception, which is the basis of a person's cognitive structure. Therefore, students need to have a good perception of the material to be studied. If students have wrong perceptions about the material, this can affect learning outcomes and hinder the achievement of learning goals.

Thus, how students view the use of dictionaries in learning English can influence their responses. Student perceptions can be good or bad. If the

stimulation received by students is positive, their learning outcomes tend to be good and have a positive impact. Conversely, if students have negative perceptions or receive bad stimulation, their learning outcomes can also be bad.

In this study, there are two types of perception, namely positive perception and negative perception (Irwanto 2002). And for the results of this study, students gave positive responses to the u-dictionary in learning English. This can be seen from the 10 statements in the research questionnaire, there are 9 statements that are positive and 1 statement negative.

Students give positive responses to u-dictionary in learning English because students like learning English using u-dictionary. Most students are attracted by the convenience of U-dictionary where students' interest in learning English increases by using an electronic dictionary. This shows that students are interested in learning English using electronic dictionaries because electronic dictionaries are very practical, easy to use, and can help students find words more quickly and effectively. This is in accordance with Jiang's (2012) statement which states that the most crucial benefit of electronic dictionaries is that they are very helpful and worth using. This is also confirmed by Omar and Mansor Zheng & Wang (2016) who argue that electronic dictionaries have become attractive, liked and famous among learners of English as a Foreign Language at various levels.

Apart from that, most students also feel that using U-Dictionary can improve their English language skills such as improving vocabulary, speaking,

writing and reading skills. This shows that using U-Dictionary can improve students' English skills because U-Dictionary is equipped with various features that will help students improve their English skills. This is supported by Jiang's (2012) claim that electronic dictionaries are increasing; they are able to pronounce words clearly, present example sentences to illustrate word usage and keep words that are not easy to memorize special. This is also confirmed by Omar and Mansor (2005) who state that the main use of a dictionary is to provide the meaning of a word, to check the correct spelling, pronunciation and vocabulary.

In addition, learning English using the U-Dictionary is fun and pleasing. This shows that using U-Dictionary in learning English is very exciting and gave a new experience in learning because with the U-Dictionary application students can learn online and there are also many games that can improve students' vocabulary. This is in accordance with the statement from Golonka et al. (2012) stated that electronic dictionaries have received positive responses from students and have proven to be more beneficial and useful for learning.

However, some students experience problems due to operating the application. The obstacles experienced by students in studying with this application are the presence of advertisements when they want to search for meaning, apart from that, several features can only be used several times a day unless full access (premium) is purchased, as well as internet connection problems.

Based on students` response on the use of U-Dictionary in ELT classroom at MAN 3 Banjar, it was related with the experiential learning theory that students have their own experience of using the U-Dictionary in the ELT class because using u-dictionary in the classroom provides a new experience for learning English to be more fun and effective. According to Kolb (2015), experiential learning is learning in which knowledge is formed through the transformation of experience.