

Students' Perception Toward Learning Vocabulary by Using U-Dictionary Application at the First Grade Students of SMAN 3 Jambi in Academic Year 2020/2021

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ABSTRACT

The purpose of the research is to know how the students' perception toward learning vocabulary by using U-Dictionary application at the first grade students of SMAN 3 Jambi. This research is uses qualitative as the design of this research. The setting of this research is located at Jl. Guru Mukhtar Kota Jambi. The subject of the research is students in X science 1 with the total number 30 students but it takes 6 students in purposive sampling. The instrument of this research is used interview. Data were collected by using interview and analyzed by using code technique. Based on the results of interview all of the students prefer to use U-Dictionary application to learn vocabulary than the printed dictionaries. The use of U-Dictionary application had positive and negative effect for students such as students are easier to understand and more practical, the students can learning English form unknown become know, U-Dictionary application added some new words, it can made the students' refresh, it can be used anytime and anywhere and suitable for current digital era. While negative effect such as, the students felt annoyed by many advertisements that appear on the U-Dictionary application, the students felt that sometimes in the conversation feature the students' voice are not detected, and the students felt that when their handphone battery runs out then they are automatically cannot use the U-Dictionary application. Finally, more students stated positive perception than negative perception.

Key words: *Students' perception, Vocabulary, U-Dictionary application*

INTRODUCTION

Language is a very important medium of communication because every human being needs language to be able to communicate with other people. Through language, someone will easily convey the intent and purpose. Language is a sign that has been mutually agreed upon as a medium for interacting with other people (Bybee, 2014:6).

Besides, Ke (2015) said the language used universally can facilitate the needs of universal society which is language becomes their instrument in achieving their goals and careers. That means language is a tool for communicating, for exchanging ideas, conveying opinions to the interlocutor. Therefore, learning language is an effort to make other people understand the speaker's intent.

In English, there are several skills that must be mastered especially for a student, namely speaking, writing, listening, and reading. There are also elements of skills including grammar, pronunciation, spelling, and vocabulary. From this element, vocabulary is a very important skill for students to learn because that way students will understand what the teacher explains. Staehr (2008) stated that a person's ability to understand spoken or read a language is closely related to the ability of reading and writing which is will greatly affect someone's ability to speaking and listening. In addition, vocabulary is the key to all skills in English. When someone learns a foreign language the first thing to learn is vocabulary because it will be easier to convey the content of thoughts, ideas, and opinions to the interlocutor.

However, a teacher must have the right tricks and media so that the learning process is not boring and can improve students' ability in English. Along with the development of the times, technology has also provided several media or applications that can be used for learning especially for vocabulary. There are many mobile dictionaries that can be used to learn English such as Google Translate, Kamusku, Oxford English Dictionary Application, U-Dictionary Application, etc. In this research, this research interested with U-Dictionary application.

U-Dictionary application is one of the mobile dictionaries available on the playstore. Both android and iOS can download it. U-Dictionary application provides more than 30 languages in it. Students can also listen to how to pronounce the word that wanted to find. This mobile dictionaries can also be used offline. So, students can still use it even if there is no internet. There are also many interesting features provided by U-Dictionary application that can improve students' vocabulary skills for example there are many English learning video. Based on the observations, this research found problems with the students are lack of motivation in learning vocabulary, lack of available media for learning vocabulary, and students are lazy to bring printed dictionaries because they think that it is a complicated thing. However, learning vocabulary is not easy, students also need to know the classification of the word, whether it is a verb, adjective, or a noun and etc.

DEFINITION OF PERCEPTION

Gibson and Reed in Marenó's Journal Nurse (2013:35) mentions the perception is an interpretation of psychological character or a type of validity derived from the human senses. This information then processed by the human nerves and psychiatric procedure

to find, obtain, adapt and change the information.

THEORY OF VOCABULARY

Hornby (2006:956) defines that vocabulary is a collection of several words that are composed and have meaning. He also explained that to compose into a language must have a rules. It means that to learn vocabulary, learners must also learn the rules used in order to be able to speak properly.

U-DICTIONARY APPLICATION

When the student wants to learn vocabulary in a new language, the student will open a dictionary to look for that words. In the printed dictionary there are also symbols for how the word is pronounced. However, if they did not understand the symbol then they cannot pronounce it. From the explanation above, this research concludes that U-Dictionary is one of the mobile dictionaries that can be used by students to learn vocabulary in a new language both in meaning and pronunciation.

RESEARCH METHODOLOGY

This research uses qualitative methods which was analyzed that need a deep observation. This research given the description of the phenomenon of situation that happened by using words rather than number at SMAN 3 Jambi about the "Students' perception toward learning vocabulary by using U-Dictionary". According to Creswell (2010: 15) "qualitative research method is a research method that is based on the philosophy post positivism, is used to examine the condition of natural objects, (as his opponent is experimental) where this research is the key instrument, sampling data sources is purposive and snowball, collection techniques with triangulation (combined), data analysis is inductive/qualitative and qualitative research results further emphasize the significance of the generalization".

Lindlof and Taylor (2002:6) stated that qualitative research is a research methodology to explain

explanatory information in the form of oral and written forms of observed objects and personalities. In this case, this research used qualitative research to know what is the students' perception toward learning vocabulary by using U-Dictionary at the first grade of SMAN 3 Jambi in academic year 2020/2021. This research used phenomenology approach on this thesis which is based on students' experiences about learning vocabulary by using U-Dictionary application.

FINDINGS AND DISCUSSIONS

Based on the results of interview it clearly showed spoken aspect, surely affected their perception on learning vocabulary by using U-Dictionary application. Four of them answered that they were re-practicing the pronunciation of the word after listening to the native speaker. Students stated that re-practicing what they have heard from the native speakers aims to better understand and ascertain whether the pronunciation that they say is correct or not. Meanwhile, two of them replied that they rarely re-practice but if they feel need it then they will re-practicing. Almost of them replied that they were re-practicing the pronunciation, there was one student stated that he was not re-practicing it. The students stated that U-Dictionary application can improve their vocabulary because in the U-Dictionary are so many features so it can facilitate them in improving their vocabulary. For example like there is a conversation feature that the students can find out how to pronounce correctly. From their statements above shows that students spoken become a factor that affected them to learning vocabulary by using U-Dictionary application.

Based on the results of interview it clearly showed that written aspect. Students said that they rewrite the vocabulary because it makes easy to remember, but there were two students stated that he only rewrite the word when needed because in the U-Dictionary application he could look it

up whenever they needed. Most of all students said that with the U-Dictionary application they can improve their writing skills because the application presents words that are quite clear. For students, Indonesian language and English are certainly different for example what is spoken in English is different from what is written, unlike in Indonesia Language. Through U-Dictionary application, students can find out the differences word for word and add to their vocabulary. In this case shows that written aspect become a factor that affected them to learning vocabulary using U-Dictionary application.

Then about word parts consist of two questions. Students stated that the U-Dictionary application really helps them in knowing the classification of the vocabulary. When students want to look for a translation of a word, the U-Dictionary application will automatically display the classification of the word, such as verb (v), noun (n), adjective (adj), and others. Students also said that using this U-Dictionary application is very easy, just write the key words in the search feature and they will automatically get the answer. From their statements it is clearly that word parts also affected the students in learning vocabulary.

Based on the results of interview it clearly showed that form and meaning, students can understand about the symbols and signals of a word. For example, the word 'laugh' for the letter of 'gh' is read as the 'f' letter. Then the word 'through' for the letter of 'th' it has a symbols (θ). There were two students stated that they never learned the symbols and signals in the U-Dictionary application. Students said that the U-Dictionary application also provides not only one translation but there are several more so that students have many other references. Students can choose the right word according to the context of the sentence to be used. The U-Dictionary application also provides several examples of sentences

from the use of words that students looking for, so that students immediately understand the form and meaning directly in the form of text or daily conversations. In other word, form and meaning take an important role in learning vocabulary using U-Dictionary application. Next about concepts and referents aspect consist of one question. Students gave their opinion about the translation presented by the U-Dictionary always matches what they are looking for. Besides that, the U-Dictionary application also provides many translations so that students can get many other references which they can then readjust to the concept of the sentence they want to make. From their statements above shows that students concepts and referents also affected them to learning vocabulary by using U-Dictionary application.

Then about associations aspect when they learning vocabulary by using U-Dictionary application. In the current modern era, many people want instant and practical work. Students said that this U-Dictionary application can replace the role of printed dictionaries because it is simpler and can be carried everywhere than the printed dictionaries which is quite heavy. The contents of the U-Dictionary application also more complete and easier for students to understand. It is mean that associations take an important role in learning vocabulary by using U-Dictionary application.

The students stated that U-Dictionary application have many benefits for them such as on tenses. Students stated that they can easily find out the types of tenses contained in the word or sentence they are translating through this U-Dictionary application. Besides that, students also use the grammar check feature to increase their knowledge of grammar. In this feature, students can type the word they want to translate then the U-Dictionary application will automatically detect where the grammar error is. In this case

the U-Dictionary application evoked good affect in learning vocabulary.

Then about collocations consist of one question. Students gave their opinion that U-Dictionary application really helps them in knowing grouping two or more word. For example when students search for the word 'is going to' it will automatically exit the classification, so they can find out the difference. One student stated that this could be done through grammar check feature. On the other hand, there are three students who rarely find out the information about it. Some students also had other opinions that U-Dictionary application is less facilitating in terms of knowing about grouping two or more words. From their statements above shows that students knowledge about collocations become a factor that affected them to learning vocabulary by using U-Dictionary application.

The last is about constraints on use when they learning vocabulary using U-Dictionary application. Students stated that they are very happy, satisfied, and grateful with this U-Dictionary application. The features are also complete, and there are games too especially for the current generation. When compared to the printed dictionaries, the U-Dictionary application is more practical. For example the students do not need to open sheet by sheet to find the word they want to know the translation of as in printed dictionaries. Students also said that they prefer to use U-Dictionary application rather than printed dictionaries, besides being complete, this application is also easier to use. Related to the problem faced by students, most students said that they did not find problems when using the U-Dictionary application because the features are complete and practical to use. Meanwhile, there are also two students said that the U-Dictionary application has a lot of advertisements, and students' voices are less detectable when using the conversation feature. On the other hand, battery is also the

problem. If the student's battery runs out then they will not be able to use the U-Dictionary application. From their statements above it is clearly showed that the U-Dictionary application affected in constraints on use in learning vocabulary.

In sum, this research found the students perception toward learning vocabulary by using U-Dictionary application, that most of the students' English skills in X science 1 can be improved by using the U-Dictionary application. This application is more practical to use and easier for students to understand in the teaching learning process. Then, U-Dictionary application is an alternative media for students in learning vocabulary, because using U-Dictionary application the learning become easier, more practical, enjoying the students. U-Dictionary application can save teacher time in explaining the word, because it is easier to be understood. The teacher has taught by using U-Dictionary in teaching vocabulary because it has some other good effect, such as: 1) To make students more active in teaching learning process. 2) To stimulate the students' motivation. 3) To make the teaching learning process easier and more practical. 4) To make students more impressed and interested.

The results of interview list indicated that most of the students like the U-Dictionary application, it can be seen from their answer that they prefer to learn vocabulary using U-Dictionary application than to be printed dictionaries. This research also found the data in the fact, the students are very happy with the features in the U-Dictionary application because it can support their English skills, especially in vocabulary skills. They are also very grateful for the U-Dictionary application, especially in the current millennial era which is simpler and does not take much time. In addition, students perception on using U-Dictionary for learning vocabulary, U-Dictionary

application evoke good affect in learning process. From the results of interview showed that most of student gave positive perception about learning vocabulary using U-Dictionary application, as conclusion that teaching by U-Dictionary application is very advantageous for students.

CONCLUSIONS AND SUGGESTIONS

After analyzing the data, this research draws several conclusions, as the following:

1. Using U-Dictionary application in learning vocabulary at the first grade students of SMAN 3 Jambi has a good effect in learning English. The use of U-Dictionary application is more practical, more fun because there are many features such as games, less time consuming, and easier to understand to learn English especially for learning vocabulary. It proved that the U-Dictionary application able to attract the attention of students to learn English better. This is due to the method used for the learning as usual seem complicated and monotonous. This statement is supported by the results of interview with students, most of them have an interest to learn English by using U-Dictionary application, while also students feel happy and grateful for the U-Dictionary application because they do not have to carry printed dictionaries which are quite heavy to carry around.
2. U-Dictionary application can be implemented when the teacher wants to teach vocabulary, speaking, reading, writing, pronunciation, grammar, or kind of text. It is known that almost all the students prefer to use the U-Dictionary application, so it can be used as one of alternative to get students' participation in the learning process, because the U-

Dictionary application are more practical, less time consuming, happy, enjoy, and easier to understand in teaching and learning process.

3. The U-Dictionary application have benefit for each student. U-Dictionary application have several benefits for students such as the students can learning English from unknown become know, U-Dictionary application added some now words, this application are more practical and easier to understand, can made the students' refresh and can be used anytime and anywhere, then U-Dictionary application is suitable for current digital era.
4. There were difficulties based on the student perception that this research found, such as: Students felt annoyed by the many advertisements that appear on the U-Dictionary application, in the conversation feature, sometimes the students' voices are not detected, and students felt that when their handphone battery runs out, they automatically cannot use the U-Dictionary application.

After analyzing the data and making the conclusion, this research has some suggestions, namely:

1. Teacher
Especially for English teacher should consider the U-Dictionary application as one of media to increase students' ability in English. The English teacher should give the simplest media and appropriate technique for students in learning vocabulary. Then the last is teacher should have more time to practices the students' ability in learning using U-Dictionary application.
2. Students
The students should be more active learners in the classroom, students should not be afraid or embarrassed to learn English. Due to use of U-

Dictionary application in learning English is a method that is very interesting and exciting, the students can use some features through U-Dictionary application such as grammar check, conversation, games, camera translate, and etc because it is useful for the students to learn vocabulary. Besides that, the teacher and the students must have motivation in teaching learning especially vocabulary. The teacher can give support to the students to use the U-Dictionary application in order the students feel interest and curious about the U-Dictionary application itself.

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