

**STUDENTS' USE OF U-DICTIONARY FOR CORRECTING
PRONUNCIATION DURING PRESENTATIONS IN CLASS**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education**



By :

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
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Dengan ini menyatakan bahwa skripsi yang berjudul **“STUDENTS’ USE OF U-
DICTIONARY FOR CORRECTING PRONUNCIATION DURING
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dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

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Judul : **Students' Use Of U-Dictionary For Correcting Pronunciation
During Presentations in Class**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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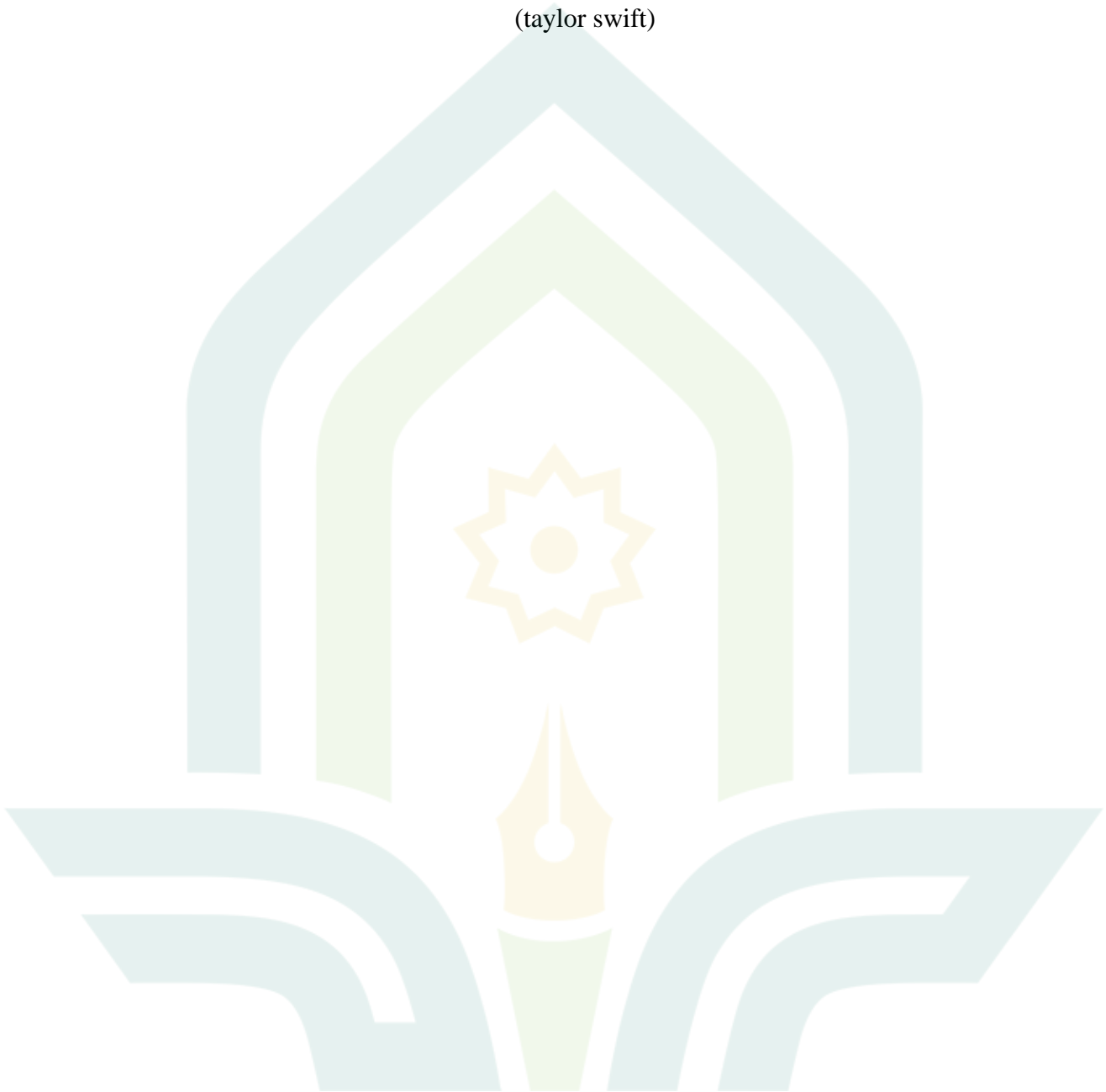
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MOTTO

“It’s fine to fake it until you make it, until you do, until it true”

(taylor swift)



ABSTRAK

U-Dictionary adalah aplikasi yang digunakan baik saat ponsel online maupun offline. Aplikasi ini memudahkan untuk berlatih pengucapan karena memiliki fungsi terjemahan suara yang dapat mengeja kata dan beberapa kalimat. Tujuan dari penelitian ini adalah untuk mengetahui siswa dalam menggunakan aplikasi U-Dictionary untuk pengucapan yang benar selama presentasi di kelas. Penelitian ini merupakan penelitian deskriptif kualitatif. Data diambil dari wawancara siswa. Penelitian ini dapat menjadi panduan bagi mahasiswa dan dosen Universitas Islam Pekalongan untuk mengukur tingkat kefasihan pelafalan bahasa Inggris sebelum dan sesudah menggunakan U-Dictionary. Hasil dari data analisis adalah Seluruh mahasiswa Universitas Islam di Pekalongan menyatakan bahwa penggunaan U-Dictionary telah mengubah pendekatan mereka secara signifikan dalam persiapan presentasi. Oleh karena itu, mulai saat ini siswa dapat memanfaatkan U-Dictionary sebelum memulai presentasi karena dengan menggunakan U-Dictionary untuk membantu siswa meningkatkan pengucapannya sebelum melakukan presentasi, mereka akan merasa lebih percaya diri dalam mengucapkan kata-kata di depan audiens karena mereka telah belajar. pengucapannya menggunakan U-Dictionary.

Kata Kunci: *U-Dictionary, Mengoreksi Pengucapan, Presentasi*

ABSTRACT

U-Dictionary is an application that is used both when the phone is online and offline. This application makes it easy to practice pronunciation because it includes a voice translation function that can spell words and some sentences. The purpose of this research is to find out students' in using the U-Dictionary app for correct pronunciation during classroom presentations. This research is qualitative descriptive research. Data was taken from students' interviews. This research can be a guide for Islamic university in Pekalongan students and lecturers to measure the fluency level of English pronunciation before and after using U-Dictionary. The result of the data analysis all students of the Islamic university in Pekalongan stated that the using of U-Dictionary has significance changed their approach to presentation preparation. Therefore, from now on students can utilized U-Dictionary before starting the presentation because by using U-Dictionary to helped students improve their pronunciation before doing the presentation, they feel more confident in pronouncing the words in front of the audience because they have learned the pronunciation using U-Dictionary.

Keywords: U-Dictionary; Correcting Pronunciation; Presentations

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“STUDENTS’ USE OF U-DICTIONARY FOR CORRECTING PRONUNCIATION DURING PRESENTATIONS IN CLASS”** can be completed. It is submitted to the English Education Department, to fulfill one of the requirements of Sarjana Pendidikan Degree at English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many support from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

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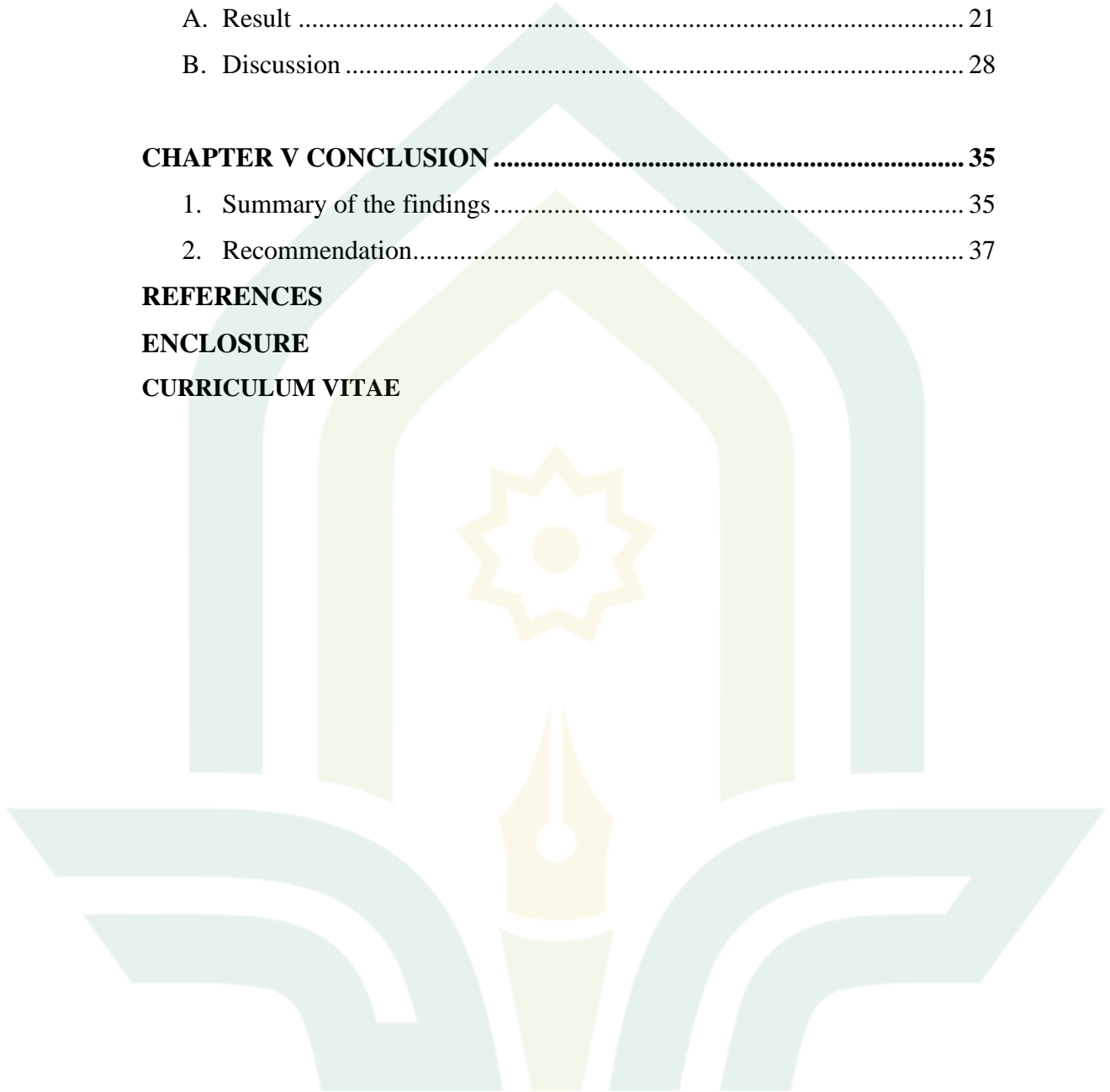
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CHAPTER I

INTRODUCTION

A. Research Background

Pronunciation usually is taught at a high school level in particular learning subjects as Phonetic. The students who are from the English Education Department learn how to pronounce the words correctly in the third semester. However, even they are learning in the class they still make mistakes in pronouncing the word stress or intonation. The reasons are because they have less attention, low motivation, and low pronunciation skills of word stress and intonation (Abbas, 2011 cited in Ahmad, 2018). Also, the limited time of the class makes it difficult for students to ask the teacher about their learning problems. This opportunity will be a concrete one if the students cannot find a way to overcome their troubles rapidly. It can impact students' abilities in the future and social life as a candidate of teachers because they will be a role model of their pupils soon (Sánchez et al., 2019).

Speaking is a major skill in communication that involve pronunciation; human beings talked and listened to ages before there was anything for them to read (Hussain 2018). As it is said by Otaño et al., (2017), the speaking skill is one of the most challenging abilities to develop, development of speaking skill is needed a will from within the learners. Riadi (2013) said that pronouncing English correctly is important

in English because misspelling will make hearers misunderstand the meaning of the utterance, and communication becomes disconnected. Proper pronunciation is the main point in making people comfortable to join the conversation. Moreover, among the five components above, one of the most challenging parts is pronunciation, because Indonesian as a mother tongue in Indonesian influences one's pronunciation, and inaccuracies in pronunciation can affect the listener. People often find a problem with pronunciation when they speak, read, or listen to English words. It is important to learn pronunciation and to learn English pronunciation through a smartphone. One of the many components of speaking is pronunciation (Syafitri & Sumardi, 2018). Cambridge dictionary describes that "pronunciation is the way which a word or letter is said, or said correctly or how a language is spoken". It is important in learning English in speaking to make the listeners understand what the speakers said. It is in line with the intelligibility feature in the pronunciation component (Levis, 2005).

A way of producing the sound of words is called pronunciation. For listeners, good pronunciation will also make a good impression. According to Hornby (1974), pronunciation is a way of pronouncing a language or how to pronounce a word. A similar definition is put forward by Shaw (1970: 355) in Triyani (2000) which states that pronunciation is the way a word is heard when it is pronounced. Good pronunciation facilitates communication with people because the speaker can speak clearly and is

more clearly understood.

Talking about pronunciation components, there are two kinds of them, segmental and supra-segmental. The crucial one is supra-segmental such as word stress and intonation. The correct pronunciation will make good communication between the speaker and the listener. (Crystal, 2003) Pronunciation should be taught nowadays to engage students' motivation in speaking with the correct pronunciation.

In the classroom teaching and learning process, pronunciation requires attention between the teacher and students. But now learning pronunciation can be done using a smartphone. This becomes a strategy for students in learning the correct pronunciation during presentations using the U-Dictionary application. Media is a tool for presenting data or information.

The U-Dictionary app is an offline English dictionary which supports 44 languages around the world. The application is rated as one of the best applications in the Dictionary category on the Google Play Store. It contains games, questions and answers to improve your English level, as well as English articles. This app does not only focus on English dictionaries but can also be used to translate many other languages. Because the context of activities in life is very diverse, This application makes it easy to practice pronunciation because it includes a voice translation function that can spell words and some sentences. It can be used as an effective learning medium for learning pronunciation. This

application is able to interpret translations according to activities such as studying, traveling and working. (Juwariyah, 2021)

Therefore, the author wants to see how students use the U-Dictionary application during class presentation. Later, it can be verified whether or not the app contributes to solve the problems. Based on this description, the researcher is interested in conducting research entitled "Use of U-Dictionary by Students for Correct Pronunciation During Presentations in Class".

B. Formulation of the Problem

1. How do students use the U-Dictionary for correct pronunciation during presentation in class?
2. How has U-Dictionary helped students during the presentations?

C. Operational Definitions

1. U-Dictionary : U-Dictionary is an application that is used both when the phone is online and offline, and this application was released on March 24th, 2016, offered by Youdao, Hong Kong.
2. Pronunciation : Pronunciation is the way in which a word or letter is said, or said correctly or how a language is spoken.
3. Presentations : Presentation is an activity of speaking in front of a

large audience or a form of communication. Presentation is an activity of submitting a topic, opinion or information to other people.

D. Aims of the research

The study aims to find out students' in using the U-Dictionary app for correct pronunciation during classroom presentations. A qualitative case study approach will be used in this research to explain students' experiences in using U-Dictionary during presentations. The data will be collected through an interview.

E. Significance Of TheResearch

1. Theoretical Significance : This study will contribute to the theory (Clandinin & Connelly, 2000) to investigate the results of students' in using the U-Dictionary application for pronunciation.
2. Empirical Significance : This study will provide information about how has U-Dictionary helped studens during presentations in class.

CHAPTER V

CONCLUSIONS

A. Summary of The Findings

Based on the results conducted at a state Islamic university in Pekalongan, The U-Dictionary's usage to improve conversations during class presentations is beneficial, which is seen in the following statements:

1. In using U-Dictionary, the students practiced their pronunciation, which could be clear and understandable so listeners can easily understand the message, especially when students are presenting. As noted, the presence of a U-Dictionary can help correct pronunciation errors during presentations. of AN, NH, and SM students, it can be seen that using U-Dictionary has made a significant change in the way presentations are prepared. Before using the U-Dictionary as a tool, when preparing presentations, students often only focused on document content, presentation techniques, and words to pronounce. However, after using the U-Dictionary as a tool, they began to pay more attention to the pronunciation and pronunciation aspects of English words. U-Dictionary's "text-to-speech" function seems to be one of its most important assets for improving their pronunciation. students have experienced a paradigm shift in presentation preparation. In the

past, they focused more on the content and overall presentation of the presentation. However, they now also realize the importance of correct pronunciation to ensure their message is conveyed effectively. This reflects awareness of the importance of good pronunciation when communicating in English, especially when giving presentations.

2. The benefits of using U-Dictionary for students are to aid them in hearing the correct pronunciation of English words and sentences. It allows them to hear the correct pronunciation and practice until they feel comfortable. In addition to improving pronunciation, this feature also helps students build confidence when speaking English, especially in presentation contexts. Students see U-Dictionary as an interesting study guide in the context of learning English, illustrating the transition from the common perception of a translation application to a highly useful learning tool as well as its functionalities. The additional feature of U-Dictionary, which is not limited to translation, seems to stimulate their interest in English.

Searching for words and phrases in the U-Dictionary to check their pronunciation is considered a strategic step in presentation preparation. Students were able to ensure that they understood and pronounced the words correctly, which was crucial in ensuring their presentation went smoothly and effectively.

B. Recommendation

Based on the conclusions stated above, the following are the implications and recommendations for further related research which are highly recommended by researchers. These suggestions are taken as follows:

All students of the Islamic university in Pekalongan stated that the use of U-Dictionary has significantly changed their approach to presentation preparation. Therefore, from now on students can utilize U-Dictionary before starting the presentation because by using U-Dictionary to help students improve their pronunciation before doing the presentation, they will feel more confident in pronouncing the words in front of the audience because they have learned the pronunciation using U-Dictionary.

This research can be a guide for Islamic university in Pekalongan students and lecturers to measure the fluency level of English pronunciation before and after using U-Dictionary. It can also be used as a reference to create a better teaching and learning environment.

By knowing the difficulties of students during presentations who usually only focus on presentation material but do not pay attention to English pronunciation properly and correctly, it is hoped that students will know strategies to improve English pronunciation to make it easier for the audience to understand when students do presentations such for example using U-dictionary so that they can achieve perfect results.

More research needs to be done to find out more about learning pronunciation during presentations using U-Dictionary. This research should be conducted on a large scale and over a long period or continued using other methods.



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Enclosure III

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