

## U-Dictionary in Students' Perspective: What Do They Need to?

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### Abstract

Today, electronic dictionary has been pervasive among the students lifestyle, particularly as the English foreign language learners, in order to assist them. U-dictionary is one of the digital media application which is included into e-dictionary. Since the U-dictionary has various contemporary features, it allows the users have dissimilar usages. This present research investigates the common utilizations of U-dictionary used by the fourth semester students of English study program at Tidar University. This research seeks to answer a question: what do the students commonly use this application for? In order to resolve this matter, the researchers adopted a descriptive qualitative approach which used the questionnaires given out by the researchers to the students of fourth semester of English Department at Tidar University. The aim of this study indicates the needs of fourth semester students by considering the frequency of U-dictionary usages in learning English as the foreign language. Here, the role of educators are needed to improve the use of this media application in learning English process.

*Keywords: U-dictionary usages, English, fourth semester students*

### 1. INTRODUCTION

Nowadays, learning English is the vital aspect for academics to face this era when English has become influence all over the world. Every academics try to be succed in English, particularly for the English Foreign Language (EFL) learners. They seek to maximize their English since it is not their native language. Thus they get difficult in order to understand the meaning. In this case, the role of dictionary is needed. Dictionary is considered as the important tool in learning foreign language that cannot be separated in language learning. Dictionaries provide learners with useful linguistic and cultural information, particularly when the educators are unavailable and the students are responsible for their own studying (Walz and Cubillo in Kocaet all, 2014).

In this digital era, most of students in academic field are more likely using e-dictionary in order to aid them. Jiang (2012) claims that the most crucial benefit of an electronic dictionary is that it is very helpful and suitable to use. He also states that Electronic dictionary become more increase; they are able to pronounce the words obviously, serve sample sentences in order to illustrate word utilization and store words which is not easy for special memorization. Zheng& Wang (2016) argues that electronic dictionaries have become interesting, preferred, and well-known among English as Foreign Language learners at various levels.

This research refers to the U-dictionary that is regarded as one of the popular application-based electronic dictionary that is commonly used among fourth semester study program. Pastor and Alcina (2010) found that there are two classifications of electronic dictionaries, which are

online and offline electronic dictionary. U-dictionary is considered as the easy application which can translate more than 30 languages with and without internet connections. This application, that is used by the fourth semester of English study program, provides many features that are helpful for the English as foreign language learners to fulfill their needs. However, the needs of the students as the respondents of this research are different. As the diversity of students' need occurs, the variety of features usage of U-dictionary also exists.

Shortly, this study seek to know what the students commonly use this application for. The aim of this research is to indicate what the fourth semester students' need in using U-dictionary to help them learning English as foreign language according to their perspective. Therefore, they can use U-dictionary maximally in order to help their English as foreign language learning. Here, the role of educators and learners are needed to maximize the use of this application that is commonly used by the students.

## **2. RESEARCH METHOD**

This research uses qualitative methods that will be described how the learners' assumption and perspective of the use of U-dictionary. The surveys were conducted by gathering information using questionnaire which consists of 20 items of questions in order to gather students' perspective toward the use of U-dictionary in English learning situation. A survey was administered to a number of 68 students of English study program in June of 2019. Then, 54 students who indicated that they owned U-dictionary are included in the focus survey results presented here.

The students were first asked whether they owned U-dictionary or not. Then were asked to give an overall rating out of ten. The survey further asked the frequency of 14 features that they commonly used in typical day. Furthermore, the students were asked the frequency of U-dictionary usage in typical situation. The typical situations which are surveyed were focused on: speaking, writing, reading, listening, and reviewing vocabulary.

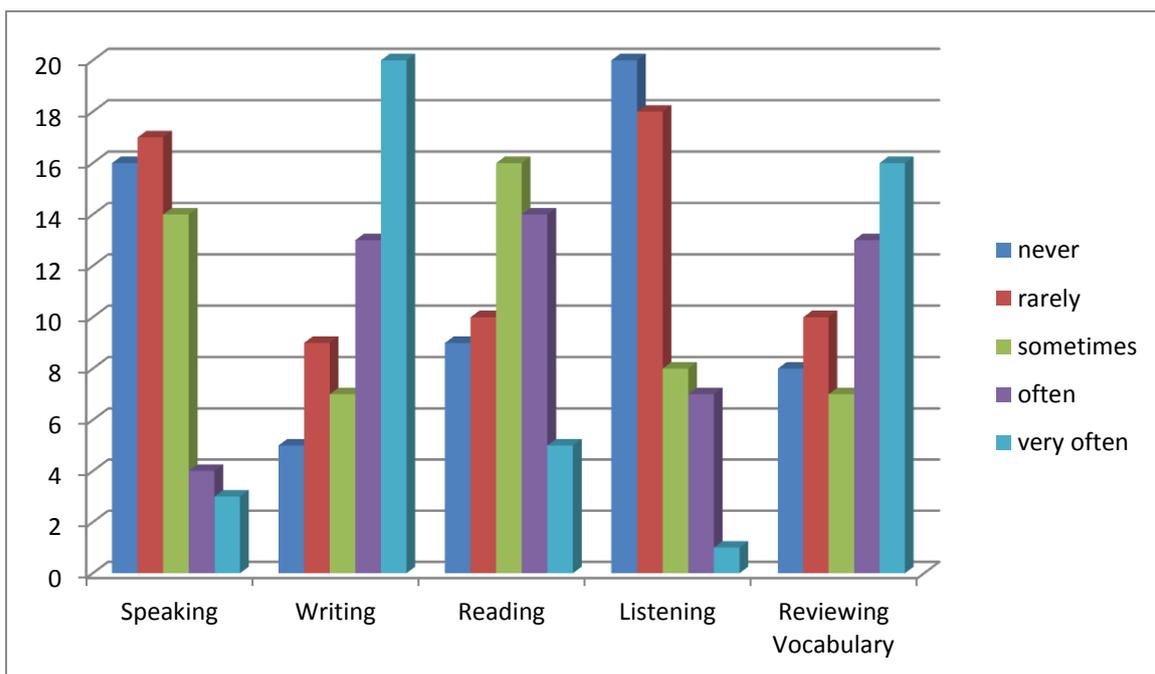
## **3. FINDINGS AND DISCUSSIONS**

### **U-dictionary usage in particular situations**

The results present that 54 of 68 respondents use U-dictionary in their learning English activity including doing their assignments even though each students have dissimilar needs in using it. This research reveals a breakdown frequency of U-dictionary usage by typical situation of learning English as foreign leanguage. The researchers differ the needs by dividing it into five common situations namely speaking, writing, reading, listening, and reviewing vocabulary.

The diagram shows that the majority of fourth semester students of English department at Tidar University who use U-dictionary are indicated as the active U-dictionary users within particular needs. It can be seen by the frequency of U-dictionary usages being contrasting in any situations. The commonly situation of U-dictionary usage is writing and reviewing vocabulary in typical day. The students relatively use U-dictionary for accomplishing their writing assignments and vocabulary improvement.

In contrast, it is least used in speaking and listening situation. It might happen since almost the students in fourth semester of English department more emphasize on writing skills while enhancing the vocabulary, as building more vocabulary is needed by the foreign language learners. It also can be influenced by the situation of teaching learning activity. The researchers consider that when they are in listening and speaking situations, they have less time to open dictionary, exceedingly in listening, rather than writing which simultaneously adding the vocabulary and finding the meaning through dictionary. Thus, it cannot be denied if in writing situation U-dictionary is extremely used by fourth semester students. However, they use it regularly in reading situation, as besides skimming and scanning they need to make sure the meaning of the words.



### The frequency of U-dictionary features utilization

The table shows students' daily frequency usage of the common features used by fourth semester students of English department. The most common features that is used more than 5 times is finding the meaning of English to Bahasa, finding the meaning of Bahasa to English,

lockscreen vocabulary, and checking spelling. It is not surprisingly as the Foreign Language Learners need more attention on getting the meaning of English words simply through those features.

Dramatically, there are five features which are infrequently utilized by the learners surveyed namely checking phonetic transcription, finding the meaning of English to other languages, finding the etymology, watching English video, and doing quiz. This research indicates that the fourth semester students have less interest on those features. It might be caused by several factors.

The phonetic transcription is the feature which allows the users to know how the words are pronounced either in UK accent or US accent. As this study indicates that they have less utilization in speaking, it might help the fluency of the learners in their speaking if they are able to read this phonetic transcription.

Etymology is the feature which provides the briefly explanation about the origin words and the history of the way in which the meaning have shifted. Nevertheless, many students might be unaware of what is the function of knowing it. Since the students common need to use it in writing and improving vocabulary, it is crucial, particularly for languages learners, in understanding the origin of the words to make sure that they use proper words.

52,3% has proved that watching English video feature is also less used. It is unfortunate since the students are unaware of how those features can help them enhancing not only their listening practice, but also their vocabulary improvement. Besides, this features provide videos which might stimulate the students' critical thinking and improve more knowledges. It might be interesting if the students are aware of this feature.

In addition, quiz feature is almost the same with English video features which is less utilized. Besides, this feature is beneficial as it provides several questions which might improve their vocabulary.

Extremely, finding meaning of English to other languages feature is least used by the fourth semester students. It migh be caused by the fourth semester students' need which is not too emphasizing on English to other languages or vice verza, but rather on English to Bahasa and Bahasa to English.

Moreover, the other features namely checking pronunciation, checking part of speech, findingsynonym and antonym, and finding example of sentences are regularly used mostly in 2 untill 3 times in typical day of learning English. This might happen as the necessity of the students is not too intens in it.



	Never	Once	2 – 3 times	4 – 5 times	More than 5 times
Check spelling	17,9	14,9	28,4	9	29,9
Check pronunciation	9,2	18,1	34,8	16,7	21,2
Check phonetic transcriprion	20,1	13,2	33,3	18,2	15,2
Check part of speech	12	14,2	35,4	13,8	24,6
Find the meaning of bahasa-English	11,1	10,1	21,2	25,8	31,8
Find the meaning of English-bahasa	10,2	11	13,6	22,7	42,4
Find the meaning of English to other languages	92,9	5,3	2,1	2,2	3,1
Find synonym and antonym	13,5	12,3	33,3	19,7	21,2
Lockscreen vocabulary	19,1	20	17,2	10,9	32,8
Find etymology	37	22	23	9,8	8,2
Example of sentences	24,5	12,4	33,8	20	9,2
Watch English video	52,3	17,4	19	6,5	4,8
Quiz	43	16	26,2	4,9	9,8

#### 4. CONCLUSION

This research proposes to seek the diversity of U-dictionary features usage based on their necessity in order to know the needs of fourth semester students in English study program. These findings indicate that the fourth semester students' are more intense and focus on writing and improving vocabulary. It can be proven by the results of the questionnaire which show that the most of students commonly use this application for writing and reviewing vocabulary. Moreover, the findings reveal that the use of U-dictionary is more common on features of lockscreen vocabulary and translating the English word to Bahasa and vice versa. It is not surprising since the students are studying English as foreign language and they need to improve their vocabulary and be able to understand the meaning of English words. Unfortunately, the students might be unaware that there are other several features that can help their needs of English learning. They do not maximize the features that are provided by this application. Thus, the researchers believe that by maximizing the other features usage, they would not only be able to fulfil their need of writing and vocabulary improvement, but also be able to improve the other English skills.

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