

TEACHING VOCABULARY BY USING U-DICTIONARY

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ABSTRACT

The role of a teacher during teaching vocabulary is to ensure that the students are successfully understand. The difference printed dictionary between electronic dictionary was quite big. The fact, electronic dictionary are lighter, compact, easy to use, and faster than printed dictionary. This study aims to know the implementation and students response if using electronic dictionary especially U-Dictionary application at SMP Negeri 2 Kamal in 7A class 2021/2022. This research used a qualitative method to know the real phenomenon that is happened. The result showed the implementation of teaching vocabulary using U-Dictionary is make it easy for students to pronounce words, because U-Dictionary have a pronunciation feature like native speakers. Then, the result of students response it showed the students interest in learning became increased and have more vocabulary because using U-Dictionary application, it can be said U-Dictionary is helpful media for gaining a lot new vocabulary.

Keywords:

U-Dictionary, Vocabulary

INTRODUCTION

The function and the role of language is an important element in communication; hence English has become well-known as an international language. A study conducted by Ton & Pham (2010), English is widely utilized as an international language for communication among people from various language backgrounds all over the world. Thus, the capacity to communicate in English is very important for everyone. Basically, English has four components of language skills that are listening, speaking, reading, and writing (Reddy, 2016). When talking about the four language skills in English, vocabulary will always come up. It's because it's impossible to talk or even understand a short paragraph without a good mastery of vocabulary. The capacity of language learners to read and grasp the topic is largely dictated by their vocabulary knowledge, making it one of the most important parts of learning a foreign language (Brown, 2001).

Develop vocabulary as a skill for language improvement and student vocabulary development. Having a lot of vocabulary allows students to express themselves more readily. In reality, vocabulary is the main core in language teaching. This is consistent with the assertion of Richards & Renandya (2002) who state that vocabulary is a core component of language proficiency and serves as the foundation for how effectively learners speak, listen, read, and write. It means that learners must master vocabulary in order to develop their language skills. Without having more vocabulary, someone cannot express their ideas, opinions, or what they hear or see because they believe their vocabulary is very low.

The usage of electronic dictionaries is crucial in teaching and learning language since it can increase students' interest and motivation in learning the language (Yanti, 2016). According to Zarei & Gujjar (2012), there are numerous advantages to using an electronic dictionary in teaching vocabulary, including the fact that electronic dictionaries are lighter, compact, and faster than paper dictionaries, that electronic dictionaries provide users with authentic recorded voice facilities for better pronunciation. Thus, the researcher concluded that using an electronic dictionary was more effective than using a paper dictionary in boosting students' vocabulary. Another supported fact by the research from Zarei & Gujjar (2012) too, that the contribution of electronic dictionary to vocabulary learning was much significantly greater than that of paper dictionary. Hakim et al. (2018) also stated that electronic dictionary make it simple to enhance new vocabulary and make it easier to memorize of new vocabulary, which can give benefit for the students.

Based on the theories mentioned earlier the researcher conduct the research entitled **“Teaching Vocabulary by Using U-Dictionary”** the overall purpose of this study is to find out the implementation on teaching vocabulary using U-Dictionary and to find out the students' responses of using U-Dictionary in teaching learning vocabulary.

REVIEW OF RELATED LITERATURE STUDY

a. Electronic Dictionary

An electronic dictionary is one whose data resides in digital form and can be accessed via a variety of media. Electronic dictionary is one dictionary that is utilized in an electronic background whether on a compact disc or online (Hakim et al., 2018). Efficiency of electronic dictionary has made it more practical and viable to merge sound, visual, and textual information (C. A. M. B. C. Omar & Dahan, 2011). The Internet and the advancement of new technology have gradually altered the dictionary concept. Electronic dictionaries come in a variety of formats, including software that can be loaded on tablets or desktop computers, cellular applications, online applications, and built-in e-

reader features. They might be free or charge of payment. The speed advantage of a mobile device substantially speeds up the process of searching for a term in an electronic dictionary (Nugraha et al., 2019). In fact, the wealth of information provided by these modern dictionaries makes them a reference tool that not only gives information on numerous elements of vocabulary knowledge but also functions as a language learning method. An electronic dictionary has the potential to contribute in language learning and instruction. Al-Jarf (2007) says, electronic dictionaries not only play an important part in vocabulary learning, but they also have a good influence on language learners' motivation. It is a proven fact that learners learn more vocabularies when vocabulary study is fun and attractive. She also illustrated that students who enjoyed learning vocabulary through the use of electronic dictionaries had the highest gains in vocabulary. Hakim et al. (2018) also stated the ease and quickness of using an electronic dictionary may motivate students to search up unknown words.

Electronic dictionary is accessible as dictionary applications on most handheld devices and mobile phones. Students may use an electronic dictionary to look up the meanings of words with a simple click. The advantages of using electronic dictionary are as follows (Mohamad et al., 2017):

- 1) Electronic dictionary is handier as it is more portable and flexible. Students no longer have to carry about a huge printed dictionary, and they may use it anywhere and at any time, both inside and outside of the classroom.
- 2) The use of an electronic dictionary makes it easier to find a certain word in a search box. The students could just put the targeted word into the type-ahead search box, and a list of definitions would appear in a matter of seconds.
- 3) For improved pronunciation, electronic dictionaries provide users with authentic recorded voice features. It can assist students in pronouncing words like native speakers.
- 4) Electronic dictionary gives for clearer vocabulary instruction. This helps students to quickly determine the meaning and origin of a target word efficiently.

There are some disadvantages of using electronic dictionary in teaching learning process as follows (Mohamad et al., 2017):

- 1) Incomplete definitions of words are frequently encountered in electronic dictionaries. It may only be able to translate single words or short phrases.
- 2) Electronic dictionary could have problems especially bad internet connection or limited internet access which can affected the performance of electronic dictionary itself.

- 3) In the classroom, an electronic dictionary might be a source of distraction. Some students in the classroom use improperly the electronic dictionaries.

b. U-Dictionary

U-Dictionary is an online and offline dictionary that can be downloaded from an Android or smartphone. It is a lightweight application for translating over 30 languages without the need for an internet connection. U-Dictionary had been downloaded by over 100 million people globally by 2022. The most interesting of u-dictionary is that it is a free application available on both the Google Play Store and the Apple App Store, and also have a feature *official Oxford dictionary* in 12 languages. U-Dictionary also have many features that might help students improve their English skills. For example, if we don't know how to pronounce a word, u-dictionary has a tool that can check the pronunciation of word. According to Omar & Mansor (2006), the fundamental purpose of a dictionary is to convey the definition of a term, to check on accurate spelling, right pronunciation, and vocabulary. Furthermore, students may search up the terms they require more easily; simply write the unfamiliar words and they will directly found to the words they want.

These are features that available on U-dictionary:

- 1) Copy to translate

Copy to translate features in U-dictionary allow you to copy any words while browsing or chatting. If you're reading anything and need a fast translation, simply copy the word and the app icon will display. When you click the icon, you'll be able to see the definition of the term in your chosen language. All of this happens without you having to open the U-dictionary app or interrupting your current activity. As a result, you receive a seamless experience without having to switch apps.

- 2) Camera translation

Aside from translating every word you come across when browsing or chatting, the U-dictionary app also allows you to translate text directly from the camera app. You may concentrate on the text you see and obtain the meaning immediately on the screen of your smartphone. This feature, in particular can recognize 12 languages.

- 3) Learn English from the Android Lockscreen (Word Lock Screen)

Aside from learning English with using a camera, you may also study English directly from your smartphone's lockscreen by installing U-Dictionary on your smartphone. So, every time you open the lockscreen, you will be presented with new English vocabulary that you can learn.

4) Play games to Learn English

The U-dictionary app makes learning exciting and enjoyable. It includes word games like finding synonyms and spelling check. It also includes conversation practice videos and articles to help you expand your vocabulary. These activities can help you enhance your English skills in a fun way.

c. Vocabulary

Vocabulary cannot be defined simply as a group of words when it comes to teaching and learning a foreign language. Some experts provide vocabulary meanings depending on their differing points of view. Vocabulary has been recognized as a critical component of any language learning process, with poor vocabulary knowledge of the learners can leading difficulties in foreign language use (Asgari & Bin Mustapha, 2010). The teacher should pay close attention to the students' vocabulary mastery as the foundation of all language abilities in order to provide a significant increase in their language skill development. Unknown words are an impediment to learning a language. Improving students' vocabulary mastery is required to remove obstacles. As a result, learners who develop their vocabulary slowly may be at a higher risk of experiencing difficulties in oral or text communication when compared to their peers.

Vocabulary is an essential skill for students to master when learning a foreign language since it serves as a basis for other language components such as pronunciation, spelling, meaning, and grammar (Nugraha et al., 2019). According to Harmer (2001), if we learn without grammar very little can be conveyed, and if we learn without vocabulary nothing can be conveyed. In other words, vocabulary is the first ability that language learners need to acquire in order to learn a language. Furthermore, students' academic vocabulary proficiency is needed in language acquisition since it is necessary for success in reading, listening, speaking, and writing (Nugraha et al., 2019).

Cameron (2001) says developing a useful vocabulary is central for learning a foreign language at the primary level. People with have a lot vocabulary of foreign languages can learn a language easily. Because vocabulary is all about words, and having a good knowledge of vocabulary may help someone understand language. As stated by Wallace (1998), vocabulary is one of the most important parts of language. It is due to the fact that while speaking a language, the speakers require a number of words to communicate their ideas. Because of that, people can understand what the speakers are saying. When a learner considers studying a foreign language, he or she must first master the vocabulary of that language.

Although the concept of a word may be described in a various way, there are several aspects that teachers should be aware of and concentrate on. According to Brown (2007), vocabulary consists of several aspects. There are meaning, spelling, pronunciation, word classes, and word use. Students must comprehend every aspect of vocabulary in order to use English effectively.

1) Meaning

When a word is used in different context, it can have many meanings. The teacher can utilize guided discovery, contextual guesses, and dictionaries to figure out what the meaning is.

2) Spelling

Spelling is really important since it helps in reading when learning vocabulary. Spelling may be different acceptable written forms for the same words within the same variety of English or more commonly, owing to the fact that they belong to different types between many British and American English phrases.

3) Pronunciation

Pronunciation refers to how words are said. Because pronunciation of word is unrelated to spelling so it is difficult to learn. Pronunciation helps the learners to communicate more easily.

4) Word Classes

Word classes are classifications of words. Nouns (countable and uncountable), verb complementation, phrasal verbs, adjectives, and adverbs should all be practiced fluently to the students. The role of words in communication determines how they are classified in a language. Nouns can appear in certain positions in sentences and serve certain functions. Verbs appear in certain places and have a specific function, so word class membership is an important lexical characteristic.

5) Word Use

The way a word, concept, or phrase is employed in a language is referred to as word usage. Grammar can also have an impact on word usage, which requires in-depth examination.

Furthermore, vocabulary or phrases are classified into two types (Widjaja, 2002):

a) Functional Words

The primary purpose of functional words is to transmit grammatical functions.

b) The Content Words

Content words are employed to communicate cultural content and are made up of nouns, verbs, adjectives, and adverbs, which make up the majority of vocabulary. Examples include literary

passage translation, antonym/synonym, word usage in sentences, and composition.

Teaching may take several forms, including giving directions, guiding someone's study of a subject, disseminating knowledge, and causing someone to understand (Brown, 2001). With the explanation above, teaching vocabulary is an activity where the teacher imparts information to the students about vocabulary and how to utilize it in everyday situations. It might be challenging to teach vocabulary.

The role of a teacher during teaching vocabulary is to ensure that the students are successfully understand. According to Cameron (2001), teaching vocabulary focuses on assisting students in increasing their word knowledge and also their ability to utilize the language effectively. In order to improve the effectiveness and efficiency of teaching and learning, media may be utilized as a learning aid to assist students in their studies (Yanti, 2016). To ensure that students enjoy studying and are attracted to the English subject, it follows that teaching vocabulary must be carefully considered when selecting the media to be used as a learning aid.

A lesson may be varied while also increasing student enthusiasm by using interesting media in the classroom. By utilizing media as a learning aid, the teacher was able to foster a positive atmosphere for learning in the classroom. This allowed the students to learn more freely and sometimes without even realizing it.

d. The Implementation using U-Dictionary

The first implementation was come from by (Wulandari & Handayani, 2019). Their research was conducted at SMA Negeri 1 Sei Kepayang. They use u dictionary to teach speaking. They use u dictionary to look at the pronunciation example from u dictionary the student need to memorize the word and the pronunciation. For the result, students' vocabulary has increased after using U-Dictionary as learning media in teaching English particularly in teaching vocabulary. Thus, it can be claimed that U-Dictionary may be utilized as an efficient learning tool to help students expand their vocabulary. Wulandari & Handayani also stated that U-Dictionary is simple to use since it gives both the meaning and the spelling of words, making it useful for both expanding vocabulary and improving the ability in pronunciation of English words.

The second implementation was come from by (Putri, 2021). Her research was conducted at SMP Negeri 35 Makassar. They use exercise feature for their results. The exercise of u dictionary can be done daily or whatever the students want. The student given some word for the students to answer. The word can be synonym, antonym and mean of the word. For the result, in her experimental class, employing the U-

Dictionary application as a medium can help students' listening skills increase. Putri also mentioned that among the advantages of utilizing the U-Dictionary application was that it allowed users to listen to native voices and learn how to pronounce words and sentences. Furthermore, it improves the clarity of the pronunciation.

The third implementation was come from by (Juwairiyah, 2021). Her research was conducted at SMPS NU Al Affaniy. They use u dictionary to learn phoneme and pronunciation of the word. The researcher take some word from u dictionary and discuss the phoneme of the word by looking at the phonemic symbol. For the result, Students respond well to learning English using the U-Dictionary app, particularly when learning pronunciation and phonemes. They were helped by using the app and were able to improve their ability to speak good and correct English, allowing it to be used to teach English that is simple to understand.

e. The Students Response using U-Dictionary

In terms of students' response on using U-Dictionary in teaching vocabulary. Barham (2017) did research the use of electronic dictionary in the language classroom: the views of language learners. The response that students mention the usage of an electronic dictionary is very simple, straightforward, and quick. It also aids in boosting student participation and involvement. And also, response that students claimed that the electronic dictionary was a useful tool in finding the meaning of new words that they are not know. Then, found another student response, students are satisfied and interested in using this kind of technology in language study while using an electronic dictionary.

Fitria (2021) in her research entitled an analysis of vocabulary mastery in reading comprehension through electronic dictionary. Almost all students response that using electronic dictionary at the classroom can gives a new fun experience in learning English language. Then, students response that they can learn English vocabulary and improve their reading comprehension skills by being taught vocabulary via an electronic dictionary. And also, students gives response that using electronic dictionary can enhance their interest in learning English.

METHOD

The researcher in this study chose qualitative research as research design to convey the findings. According to Creswell (2012) who stated that qualitative research used to explores a problem and develop a detailed understanding of a phenomenon. As also said by Daniel (2016), qualitative research approach views human thought and behavior in a social context and covers a wide range of phenomena in order to understand and

appreciate them thoroughly. Human behaviors which include interaction, thought, reasoning, composition, and norms, are studied holistically due to in-depth examination of phenomena. The researcher uses qualitative research design because this research involves phenomena that occur in the field rather than numerical data. This qualitative research design helped the researcher to know the real phenomenon that is happened. The qualitative research was chosen since the goal of this study is to know the implementation and students' response of using a U-Dictionary in teaching learning vocabulary.

The setting of the study was held at SMPN 2 Kamal in 7th grade class A with 27 total participants. The researcher used observation, documentation and interview as an instrument to collecting the data. The observation instrument used to know the natural behaviour of the students during the learning process of the student learning using U dictionary. For the interview, the researcher used semi-structured interview because researcher wanted to use a list of questions and can had the option to ask additional questions to get more information. And the last documentation, according to Sugiyono (2013) documents are records past events. Documents may be in written form, pictures or monumental works of someone. Documents in the form of writing such as diaries, biographies, regulations and policies. Documents in the form of images such as photos, live images, sketches, etc. Documents in the form of works such as works of art, which can be in the form of pictures, sculptures, films, etc. The documentation guide is a complement to the use of the observation method in qualitative research.

For the triangulation, the researcher uses methodological triangulation to get validity of data. The researcher collects the data by using observation in the classroom, interview (semi-structured interview) the participants, and documentation which can evidence when the observation be held. To analyze the data the researcher used technique by miles & Huberman (1984) analysis data is divided into three steps: data reduction, data display, conclusion.

1. Data Reduction

Data reduction is the process to know between the valid and invalid data. Therefore, data reduction refers to the data obtained from the study and explained, with the invalid data being omitted. To reduce the data, the researcher next focused on interview questions, which were students' thoughts about using U-Dictionary in learning vocabulary. The data which was not related to it would be set apart.

2. Data Display

The data must then be presented. This method was used to organize facts in the form of a description or narration in order to reach a conclusion. The researcher was presenting the data and then

explaining it. Following the description of the data, the researcher conducted an analysis of the data. The researcher presented the data from the result of interview the participant.

3. Conclusion

This stage displays the research's ultimate outcome. It is made up of two parts: conclusion and verification. The researcher comes to a conclusion and makes an interpretation based on the data. After summarizing and classifying the data, the researcher infers the research findings into a single overall conclusion based on the study data.

FINDING AND DISCUSSION

a. Finding

After the implementation was taught by the teacher with the material present tense, the researcher conducted observation and interview to find out some new things. From the observation, researcher found that U-Dictionary application can help students to have better pronunciation of words, because U-Dictionary have a feature of pronunciation like a native speaker.

The researcher also underlined several new unique findings in this research from interview session. They were; 1) Students interest became increased in learning English; *"Yes, because it's easy to use and fast to translate, so it doesn't take much time, "Statement of Student 2. "Yes, it's not bad, because it's practical and easy to use, so don't waste time when studying, "Statement of Student 3.* It can be said, students interested and become increased in learning English by using electronic dictionary (U-Dictionary). 2) New experience in learning; *"It's very give a new experience for me, because it's the first time I've learned like that way, "Statement of Student 2. "Yes, because it's the first time in learn like that way, it gives an exciting new experience for me, "Statement of Student 7.* Based on the students statement, by using U-Dictionary can give a new experience for students learning in class because their first time learning like that way. 3) With using U-Dictionary can increase students vocabulary; *"Yes, can add new vocabulary, because it's easy in translating unknown word, so indirectly can add new vocabulary, "Statemnet of Student 5. "Yes, I got a lot of new vocabulary with using that application, "Statement of Student 8.* It showed that the use of U-Dictionary can add new vocabulary for students. It's opportunity for students to use U-Dictionary for add new vocabulary. 4) Understanding the material become easier with using U-Dictionary; *"When I'm confused about the classification of words, whether it's a verb or a noun, etc, more or less like that, "Statement of Student 3. "Help in translating and help in identify the classification of words, "Statement of Student 11.* It can be said, U-Dictionary application really helps students to better understand the material being studied at that time. 5) Students

feel when learning using U-Dictionary; *“I felt so happy, because I’m not getting bored and not sleepy during the lesson, “Statement of Student 2. “I’m happy, I can use my smartphone during learning and I don't feel bored too, “Statement of Student 8.* It can be said, with using U-Dictionary in class, they are not bored, not sleepy, and can use phones during lessons in class, because most of schools are not allowed to use phones during lessons. In other words, U-Dictionary could increase their motivation and eager in learning.

b. Discussion

In implementation, U-Dictionary makes it easy for students to pronounce words, due to the practicality of U-Dictionary which provides pronunciation features like native speakers, so students can be helped with that application. It was accordance with Wulandari & Handayani (2019) stated that U-Dictionary is simple to use since it gives both the meaning and the spelling of words, making it useful for both expanding vocabulary and improving the ability in pronunciation of English words. Voice clearness from using the pronunciation feature on U-Dictionary really helped the students because the sound was look like native speaker. So students can understand easily in learning pronunciation words using U-Dictionary. Electronic dictionaries provide users with authentic recorded voice features, it can assist students in pronouncing words like native speakers (Mohamad et al., 2017). Mohamad et al. (2017) also mention the quality of audio recording that used native speaker in U-Dictionary.

The next discussion is about student responses in using U-Dictionary as a medium/learning aid.

The first student response was discussed about student interest in learning English became increased with using electronic dictionary. It showed on finding that students interest in learning English with using electronic dictionary because electronic dictionary is very practical, easy to use, easy in translating. It was accordance with Fitria (2021) that using electronic dictionary can enhance their interest in learning English. It also strengthened by Yanti (2016), stated that the electronic dictionary is important since can increase students’ interest and motivation in teaching-learning processes.

The second student response was discussed about new experience learning with using U-Dictionary in class. It showed that U-Dictionary can give new experience in learning because students were first time learning like that way and also students interested in using U-Dictionary because it can help them to find the meaning of words in quickly. This was strengthened by Fitria (2021) that using electronic dictionary at the classroom can gives a new fun experience in learning English language, It was accordance too with Barham (2017) that the usage of an electronic

dictionary is very simple, straightforward, quick, and it also aids in boosting student participation and involvement. It can be said, that students automatically can enhance their new vocabulary with using U-Dictionary.

The third student response was discussed about that U-Dictionary can increase students vocabulary. It showed that the use of U-Dictionary can add new vocabulary for students. It was supported with Fitria (2021), that students can learn English vocabulary and improve their reading comprehension skills by being taught vocabulary via an electronic dictionary. It was strengthened too by Hakim et al. (2018) stated that electronic dictionary make it simple to enhance new vocabulary and make it easier to memorize of new vocabulary, which can give benefit for the students.

The fourth student response was discussed about understanding the material became easier with using U-Dictionary. It showed that the existence of U-Dictionary can helped students in understanding the material, because U-Dictionary are helped them when they are looking for the meaning of a word or looking for a word classes. Followed with Barham (2017) that the electronic dictionary was a useful tool in finding the meaning of new words that students are not know.

The last students response was discussed about students feel when learning English with using U-Dictionary. It showed that students feel happy when learning with using U-Dictionary, because they not getting bored at class, not sleepy, can used smartphone when learning at class. It was strengthened Barham (2017), that electronic dictionary, students are satisfied and interested in using this kind of technology in language study while using an electronic dictionary. It can be concluded, that U-Dictionary could increase students motivation and eager in learning.

CONCLUSION AND SUGGESTION

a. Conclusion

This research was conducted at SMP Negeri 2 Kamal in the second semester of the academic year 2021/2022. This research was initiated based on the background found by the researcher in the classroom. The researcher was attracted in the problems of the students in learning English especially vocabulary. Therefore, the implementation of U-Dictionary in learning vocabulary to answer the research question in this study. After the implementation was carried out, the researcher found several students response when learning using U-Dictionary. First, U-Dictionary is an interesting media and can increase the student's enthusiasm/motivation in learning because U-Dictionary is easy to use, fast in translating, and don't need too much time in finding the meaning of words. Second, students conveyed that U-Dictionary can help them

in understanding the material and also make them feel happy or excited in learning processes. Third, with using U-Dictionary, students got more new vocabulary.

Based on statement above, the study that had been done could be answered the research question in the first chapter. For the observation and the documentation in this study, it had answered the first research question which is "How the implementation on teaching vocabulary using U-Dictionary?". Then, the result of the interview results provides a lot of further and in-depth information about the responses of the students and how they felt while learning and this was evidence that the results of interview could be answered the second research question, that is "How are students' response of using U-Dictionary in teaching learning vocabulary?". In other words, students might provide informative information about their learning problems. It is essential to utilize their learning problems in order to provide more innovative, effective or even engaging learning medium.

b. Suggestion

In reference to the conclusion above, the researcher had suggestion for the teachers, the students, and the future writers.

1. For the English teachers

The English teacher can apply the U-Dictionary application as an attractive media in enhance students' vocabulary and also to build up motivation for their students in learning English.

2. For the students

The students' can study anywhere on their own by using U-Dictionary as a learning aid to increase their vocabulary.

3. For the future writers

The researcher hopes for the future writers can be used the electronic dictionary (like U-Dictionary) with a variety of activities that better suit the interests and needs of the students and also supposed this study can be helpful for the future writers as additional references and sources of information.

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