STUDENTS' PERCEPTIONS OF USING MOBILE PHONE DICTIONARY TO IMPROVE THEIR PRONUNCIATION OF THE SECOND GRADE STUDENTS AT MAN 2 JEMBER

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Abstract

In the educational field, the use of mobile technologies has become a hot trend as tablets and smartphones can offer several learning opportunities. Mobile technologies enable students to learn English in a variety of ways. Therefore, it is needed to conduct this research to know students perceptions of using mobile phone dictionary to improve their pronunciation of the second grade students at MAN 2 Jember. The problems were (1) what are students' perceptions on using mobile phone dictionary to improve their pronunciation? (2) what are students' attitude toward the use of mobile phone dictionary for language learning? This research was formulated to find (1) the students' perceptions on using mobile phone dictionary to improve their pronunciation (2) the students' attitude toward the use of mobile phone dictionary for language learning. The method was descriptive qualitative method. The subjects of this research were the eleventh-grade students at MAN 2 Jember in 2019/2020 Academic Year and comprised of 29 students. The instrument used questionnaire. The technique of data collection conducted through Whatapps media. There were a high degrees of agreement, and just a few desagreement toward the statements those were related to the use of mobile phone dictionary to help them to increase their pronunciation ability. Hence, the students have differences of perceptions and attitudes. For the most dominant desagreement of perception was 24% on 'mobile phone dictionary apps are achievable than paper/printed dictionaries'. And the most dominant agreements was 100% on 'mobile phone dictionary apps are easy to bring'.

Key words : *MALL, Mobile Phone Dictionary Application, Perception, Pronunciation*

INTRODUCTION

In the educational field, the use of mobile technologies has become a hot trend as tablets and smartphones can offer several learning opportunities. The use of smart devices, smart phones and tablets become more widespread among young people than others. According to Sha (2012) found that students got benefit from mobile phone for their learning purpose. Hence, the study here, aims to explore the students' perceptions of the application of M-learning services in higher education environments. Croop (2008) conducted a study to "gain anunderstanding of student perceptions of and attitudes toward mobile learning in order to make decisions regarding the role that mobile learning should play in teaching and learning at the institution" (p.iv). Students' perceptions of e-learning in school may be influenced by specific individual variables. According to Al-Fahd (2009) they had positive attitude, perception and attitude in using mobile phone for mobile learning. From attitude we could know their experience how they feel or behaviour to apply the dictionar application in their learning process through the impact of mobile phone dictionary application to their learning

process. Mobile phone dictionary application for education, provides personalized learning scenarios, the experience of touching mobile devices' screens, voice output, and others functional advantages, has become the mainstream of online education. There were many advantages instead the e-learning, according to Stirling (2003) easy application, speed, small size, and improvement in student autonomy are the other considerable advantages of the use of electronic dictionaries for learning EFL. E-learning povided many feature to help them in learning EFL. An electronic dictionary has the potential to provide an instant access from within a given entry to a key to the symbols used in the relevant phonological transcription and also, at the click of a button, to model the pronunciation of any given word in audio mode (Singleton, 2016, p. 208).

METHOD

This research was qualitative, and the research method was descriptive method. According to Urwick (2002), qualitative research is used to examine the question that can be best answered by describing how participants in a study perceive and interpret various aspects of their environment. Also, according to Arikunto (1996 p.243), explain that the descriptive method is employed since it is used to describe phenomena as objectively as possible based on the data obtained. The reasearch document was questionnaire that had been filled out by students based on their experiences and opinion in the form of students' perception on using mobile phone dictionary to improve their pronunciation and students' attitude toward the use of dictionary application for language learning. The design of the questionnaire was inspired by reviewing the previous studies which have examined the perceptions of teachers and students on the use of electronic dictionaries (Boonmoh, 2010; Boonmoh, 2003; Chatzidimou, 2007; Golonka et al., 2012; Nesi, 2002; Stirling, 2003). The subjects of this research were the eleventh-grade students of MAN 2Jember in academic year 2019/2020 consists of 29 students. Due to pandemic of COVID-19, data collection activity was received through Whatsapps media in a form of online sheet. To analyze the data results used the theory of Miles, Huberman & Saldana (2014) concept. The phases are data reduction, data display, and conclusion drawing.

RESULT AND DISCUSSION

The questionnaire that consisted of 23 statements under 4 categories and devided into 2 section to answer the research problem that had been mentioned in previous chapter regarding to students' perceptions and attitude by using using mobile phone dictionary to improve their pronunciation. Accordingly, it can be asserted that the EFL students had either positive nor negative perceptions on ease of use and access, audio-visual features, portability, and the access of dictionaries application. On the other side, the EFL students held positive attitudes toward some benefits of electronic dictionaries, including portability, provision of sufficient input for students, and enhancement of students' autonomy.

Table 4.1 Students' Perceptions toward the Use of Mobile Phone Dictionary Application

Statement	SD (%)	D (%)	A (%)	SA (%)
Learning pronunciation through mobile phone dictionary app is easy for me.	0%	10%	79%	11%
Mobile phone dictionary apps are easily accessed	0%	10%	59%	31%
Mobile phone dictionary apps are easy to bring	0%	0%	31%	69%
Learning pronunciation through mobile phone dictionary app is convenient	0%	10%	76%	14%
Learning pronunciation through mobile phone dictionary apps enhances my pronunciation ability	0%	14%	79%	7%
Mobile phone dictionary apps are achievable than paper/printed dictionaries	0%	24%	48%	28%
Mobile phone dictionary app is provide a lot of features to help the learning process	0%	4%	72%	24%
I can overcome the difficulties when I use mobile phone dictionary apps to improve pronunciation	0%	10%	83%	7%

As table above depict if the students had either positive nor negative perceptions toward the use of mobile phone dictionary application for learning. It is supported by Al-Fahd (2009) they had positive attitude, perception and attitude in using mobile phone for mobile learning. The results gave significance evidences among the perceptions of students were found regarding some benefits of the use of mobile phone dictionary application, including of use and access, available features of mobile phone dictionaries aplication, and portability. It is proven, 100% respondents agreed on the portability of mobile phone dictionary. From the data above, there was 80% respondents agreed on 'learning pronunciation through mobile phone dictionary app is easy for me'. And 90% respondents agreed on 'mobile phone dictionary apps are easily accessed'. It means that they felt the impact through advantages of it for their learning EFL instead. Stirling (2003) easy application, speed, small size, and improvement in student autonomy are the other considerable advantages of the use of electronic dictionaries for learning EFL.

Most of respondents increased their pronunciation by using dictionary application in their mobile phone, especially apply the sound icon feature that equipped in it. Kent (2001) half of the respondents in his study claimed that audio pronunciation was the most useful feature of electronic dictionaries. From the data above, 86% respondents agreed on 'learning pronunciation through mobile phone dictionary apps enhances my pronunciation ability'. Joseph and Uther (2009) as cited in Rahimi and Miri (2014, p.1474) argue that mobile phone

dictionaries also help language learners to improve their pronunciation and refine their concepts regarding the meaning of words by watching videos and images related to words.

From the data above, the respondents in this research might be used different kinds of dictionary application either online nor offline dictionary application which was suit their need and respondents felt comfort with it. And the researcher did not compel or ask the respondents to use the same application, because the respondents had a differents assumption, perception to it. But here the researcher just recommended the good application for them that there were many features that easily to use and acces.

Table 4.2 Students' Attitude toward the Use of Mobile Phone Dictionary Application

Statement	SD (%)	D (%)	A (%)	SA (%)
I enjoy to use mobile phone dictionary app to increase my pronunciation	0%	17%	76%	7%
I want to be able to use mobile phone dictionary app for a long time for learning	0%	34%	55%	10%
I always use the features that available in the mobile phone dictionary app	0%	38%	59%	3%
I always imitate the voice of pronunciation from mobile phone dictionary app	7%	7%	72%	14%
Sound icon in mobile phone dictionary app is helpful	0%	17%	55%	28%

Table 4.3 Students' Preferred Features of Mobile Phone Dictionary Application

Statement	Never (%)	Rarely (%)	Sometimes (%)	Always (%)
Sound icon	0%	38%	52%	10%
Phonetic symbol	14%	52%	31%	3%
Search option	0%	17%	28%	55%
Vocabulary	0%	7%	38%	55%
History	10%	14%	59%	17%

Table 4.4 Students' Use of Services of Mobile Phone Dictionary Application

Statement	Never (%)	Rarely (%)	Sometimes (%)	Always (%)
Listening to the sound icon to know the pronunciation of words	0%	32%	34%	34%
Checking the vocabulary to know the words and their meanings including noun and verb	4%	10%	45%	41%
Checking the phonetics of each entry	14%	58%	14%	14%
Reading the definition of entries	0%	18%	48%	34%
Looking for the synonim of words	3%	45%	45%	7%

The table above demonstrate, the respondents had positive attitudes toward the use of mobile phone dictionary application for learning process. Moreover, significant evidences among the attitudes of repondents were found regarding some benefits of the use of mobile phone dictionary application and the features inside it. The results demonstrate that the most respondents especially used electronic learner's dictionaries for pronunciation practice. From the data results showed that 76% agreed if they really enjoy to use dictionary application and the want to be able to use it for a long time. Those depict that students were give a good intention for their learning process. From the data result of students' attitude, that 72% students imitated what a speaker say. We can see that students' behaviour how they apply the sound icon and know their purpose to learn and pratice pronunciation with native speaker. Such dictionary applications are explicitly designed for EFL learners so that they can suit their needs. However, it should be paid attention that the bilingual learner's dictionaries can be generally regarded as sufficient for L2 learners, and that specialized pronunciation dictionaries possibly attract the attention of the students who are interested in English phonetics, sound icon and wish to achieve a relatively developed knowledge of the English pronunciation. Meanwhile, the respondents did not apply all of the features inside to fill their need in their learning process. For the desagreement means if they had a different goals and dissatisfaction and might be they had a different purposes for their leaning process. And also the teachers in the school did not give a spesific intruction to the respondents which dictionary apps those are very suit for their learning EFL instead. Because, there were many pros and contras between them through differences of knowledge and experience in learning strategies or learning process. And this research does not entrance the behavior of respondents how often they used the dictionary app in per day or something else. Because every individual has own interests to it.

As far as the frequency of using mobile phone dictionary applications for practicing pronunciation is concerned, the study showed that the respondents used the dictionary application for pronunciation practice fairly often. Therefore, it could be conclude that most of the respondents felt quite interested in using mobile phone dictionary application for pronunciation practice.

CONCLUSION

The results demonstrated that the students had moderately positive perceptions and attitudes toward the use of electronic dictionaries for learning to improve their pronunciation ability. After analyzing students' perceptions and attitudes toward the use of mobile phone to improve their pronunciation, the researcher concludes:

1. Students have either positive nor negative perceptions toward the use of mobile phone to support learning activities especially to improve their pronunciation. From the resesearch findings there have three main perceptions:
   a. Mobile phone dictionary application is very useful to support learning activities.
   b. Mobile phone dictionary application makes learning process more interesting and easier.
   c. Mobile phone dictionary application use is depending on the users.

2. There are several students' attitudes toward benefits the use of mobile phone dictionary application to support students' language learning. The attitudes are as follows:
   a. Mobile phone dictionary application enables students to do various things (flexible).
   b. Mobile phone dictionary application offers availability, accesibility and portability.
   c. Features in mobile phone dictionary application supports students in improving pronunciation ability.
   d. The use of services inside the mobile phone dictionary could ease the student in learning process.

Students are using mobile phone dictionary application to support their learning activities in various ways. They use several features and their service on their mobile phone dictionary application to support their language learning activities. These features do not only provide interesting and fun learning, but it can also motivate the students to learn more through mobile apps in the future.

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