

**THE INFLUENCE OF USING U-DICTIONARY APPLICATION
TOWARDS STUDENTS' PRONUNCIATION AT THE TEN
GRADE OF MAN 1 TANGGAMUS**

A Thesis

Submitted as a Particular Fulfillment of Requirements for S1-Degree

By:

SELVIA ASRIONIKA

NPM. 1811040119

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
1445 H/ 2023 M**

**THE INFLUENCE OF USING U-DICTIONARY APPLICATION
TOWARDS STUDENTS' PRONUNCIATION AT THE TEN
GRADE OF MAN 1 TANGGAMUS**

A Thesis

Submitted as a Particular Fulfilment of Requirements for S1-Degree

By:

SELVIA ASRIONIKA

NPM. 1811040119

Study Program : English Education

Advisor : Dr. M. Muhassin, M. Hum

Co- Advisor : Yulan Puspita Rini, MA

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
2023 M/ 1445 H**

ABSTRACT

This research was conducted to find the significant influence of using u-dictionary application towards students' pronunciation. The difficulties faced by students at the tenth grade of MAN 1 Tanggamus in the Academic Year 2022/2023 were (1) the students' pronunciation was still low, especially in pronouncing word –s and –es ending and (2) the students felt hard to learning English, especially in pronunciation, the students did not interest in . Thus, the students felt difficult in learning pronunciation, because the media was less interesting for the students especially in teaching pronunciation.

The research methodology of this research was quasi-experimental design. In this research, the population was the tenth grade. The samples of the research were two classes consisting X MIA 1 as a experimental class and X MIA 2 as a control class. The treatments were held in 3 meetings for each classes. After getting the data of students' pronunciation scored from pre-test and post-test, the data were analyzed using SPSS to compute the independent sample T-test.

Based on data analysis computed by SPSS (Statistical Package for Social Science) version 21, it was obtained that $Sig. = 0.000$ and $\alpha = 0.05$. So H_0 was rejected and H_a was accepted because of $Sig. < 0.05$. . So it proved that Alternative Hypothesis (H_a) was accepted. It was confirmed by the score of students. Based on the computation, it could be concluded that there was a significant influence of using u-dictionary application towards students' Pronunciation at the Tenth Grade of MAN 1 Tanggamus in the Academic Year 2022/ 2023.

Keywords: U-Dictionary, Quantitative Research, Pronunciation

DECLARATION

The researcher's identity, the undersigned below:

Name : Selvia Asrionika
NPM : 1811040119
Study Program : English Education
Thesis Title : The Influence of Using U-Dictionary
Application towards Students' Pronunciation
at the Tenth Grade of MAN 1 Tanggamus

There by declared that the thesis entitled " The Influence of Using U-Dictionary Application towards Students' Pronunciation at the Tenth Grade of MAN 1 Tanggamus" is truly the researcher's own original work. The responsibility is fully for the publication of the thesis. The sources and structure of the writings in the research have complied the provisions and ethical standards.

Bandar Lampung, July 2023
Declared by



Selvia Asrionika

NPM. 1811040119



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Leikol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

APPROVAL

**Title : THE INFLUENCE OF USING U-
DICTIONARY APPLICATION TOWARDS
STUDENTS' PRONUNCIATION AT THE
TENTH GRADE OF MAN 1 TANGGAMUS**

Student's Name : Selvia Asrionika
Student's Number: 1811040119
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

**To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic
University of Raden Intan Lampung**

Advisor,

Dr. Moh. Muhassin, M.Hum
NIP. 197708182008011012

Co-advisor,

Yulan Puspita Rini, M.A
NIP. 198607112015032003

**The Chairperson of
English Educational Program**

Dr. Moh. Muhassin, M.Hum
NIP. 197708182008011012



KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIIYAH DAN KEGURUAN

Alamat: Jl. Let. H. Endro Suratmin I Bandar Lampung 35131, Telp. (0721) 703289

ADMISSION

A thesis entitled: **The Influence of Using U-Dictionary Application towards Students' Pronunciation at the Tenth Grade of MAN 1 Tanggamus**, by : **Selvia Asrionika, NPM : 1811040119**, Study Program : **English Education**, has been tested and defended in the examination session held on: **Thursday, July 20th 2023**.

BOARD OF EXAMINERS

Chairperson : Syofnidah Ifrianti, M.Pd

Secretary : Sri Suci Suryawati, M.Pd

Primary Examiner : Satria Adi Pradana, M.Pd

Co-Examiner : Dr. Moh. Muhassin, M.Hum

Advisor : Yulan Puspita Rini, M.A

The Dean of

Tarbiyah and Teacher Training Faculty



Prof. Dr. H. Niyah Diana, M.Pd

IR.196408281988032002

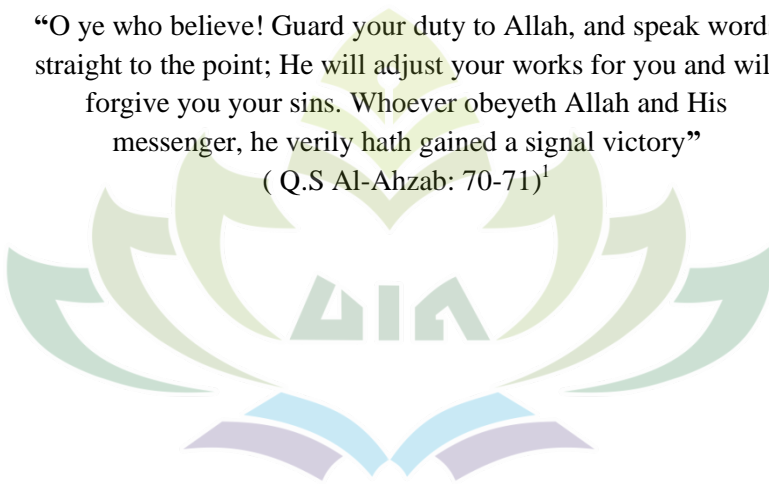
MOTTO

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧١﴾ يُصَلِّحْ

لَكُمْ أَعْمَالَكُمْ وَيَغْفِرْ لَكُمْ ذُنُوبَكُمْ ۗ وَمَنْ يُطِيعِ اللَّهَ وَرَسُولَهُ فَقَدْ

فَازَ فَوْزًا عَظِيمًا ﴿٧٢﴾

“O ye who believe! Guard your duty to Allah, and speak words straight to the point; He will adjust your works for you and will forgive you your sins. Whoever obeyeth Allah and His messenger, he verily hath gained a signal victory”
(Q.S Al-Ahzab: 70-71)¹



¹ Agus Hidayatullah, Lc., M.A., et.al., Aljamil Al-Qur'an Tajwid Warna, Terjemah Per Kata, Terjemah Inggris (Jawa Barat: Cipta Bagus Segara, 2012) 531.

DEDICATION

From the deepest place my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis specifically to:

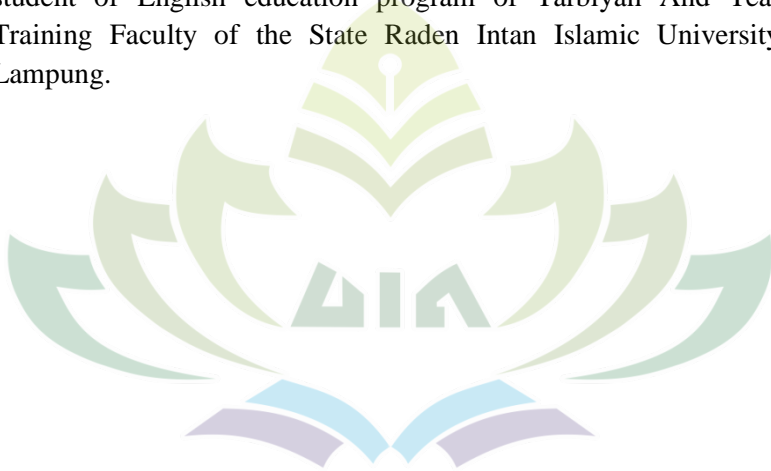
1. My beloved parents, Mr. Asnan and Ms. Sumaini who have bestowed me with love and affections and tirelessly pray for my life and success.
2. My beloved brother, Rendi Aulia Pratama and Restu Pasha Wiguna who always support me and valuable prayers.
3. My beloved little sister, Tazkia Kirana.
4. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Selvia Asrionika was born in Waykerap on June 22nd, 2000. She was called by her friends, Silvi. She is the first daughter of Mr. Asnan and Ms. Sumaini.

In the academic background, She started his formal education at Elementary School of SDN 2 Waykerap and graduated in 2012. Then, she continued to Junior High School of SMPN 1 Semaka and graduated in 2015. Next, she entered Senior High School of SMA 1 Muhammadiyah 1 Kota Agung and graduated in 2018. After graduating from Senior High School, she continued her study in UIN Raden Intan Lampung. In the same year, she was registered as a student of English education program of Tarbiyah And Teacher Training Faculty of the State Raden Intan Islamic University of Lampung.



ACKNOWLEDGEMENT

In the name of Allah, most gracious and the most merciful who has given His blessings and guidance to the researcher during her study completing this thesis. May peace and salutation also be upon with our prophet Muhammad SAW who has bought us from the darkness to the lightness.

This thesis entitled “The Influences of using U-Dictionary Application Towards Students’ Pronunciation at The Tenth Grade of MAN 1 Tanggamus” is presented to the English Education Student Program of Raden Intan State Islamic University. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree. In the third place, thank you address to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty of Islamic State University Raden Intan Lampung.
2. Dr. Moh. Muhassin, M. Hum as the Head of English Education Study Program of Islamic State University Raden Intan Lampung, and also as my Advisor who has educated, supported, directed and given the researcher advices, suggestions and recommendation for this thesis from beginning until the end.
3. Yulan Puspita Rini, M.A as my Co-Advisor who has educated, supported, directed, and given the researcher advices, suggestions especially in correcting this thesis from beginning until the end.
4. Satria Adi Pradana, M.Pd as my examiner who has educated, directed, and given the researcher advices, suggestions especially in correcting this thesis.
5. All of the lectures in English Education Study Program of Islamic State University Raden Intan Lampung
6. H. Gunawan Susanto, S.Pd., M.Pd the Headmaster of MAN 1 Tanggamus and all the teachers who given permission and help to the researcher in collecting the data of the research.
7. Seftya Nurmala Sari S.Pd as the English teacher at MAN 1

Tanggamus Who has given the guidance and spirit to the researcher in conducting the research there.

8. My beloved friends who always support me Susna Natalia and Ira Dwi Handayani
9. All fellow students in the Department of English Education, of Raden Intan State Islamic University of Lampung, especially my best friends, and also all members of Class I, whom I cannot mention all their names here, but who are always in thoughts and daily prayers: I am thankful for your supports and for our friendship.

Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. Moreover, this research is pleased to accept more suggestion and contribution from reader the improvement to the graduating paper.



Bandar Lampung,
The Writer

July 2023

Selvia Asrionika
NPM. 1811040119

TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
DECLARATION	iii
APPROVAL	iv
ADMISSION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	
A. Title Confirmation.....	1
B. Background of the Problem.....	2
C. Identification and Limitation of Problem	9
D. Problem Formulation.....	9
E. Objective of the Research.....	10
F. Significance of the Research	10
G. Relevancy of the Research	10
H. Systematic of the Research.....	12
CHAPTER II REVIEW OF LITERATURE	
A. Teaching English as Foreign Language.....	13
B. Concept of Pronunciation	14
1. Pronunciation Features	16
2. Pronunciation Inflectional Morpheme -s ending.....	23
C. Concept of Teaching Pronunciation	26
D. Concept of Media	28
E. Concept of U-Dictionary Application.....	30
1. Definition of U-Dictionary	30

2. The Procedure How To Use U-Dictionary	32
3. Advantages and Disadvantages using U-Dictionary	33
F. Printed Dictionary	34
G. Listen and Repeat Technique	36
H. Hypothesis.....	39

CHAPTER III RESEARCH METHODOLOGY

A. Place and Time of The Research	41
B. Research Design	41
C. The Operational Definition of Variables	42
D. Population, Sample, and Data Sampling Technique.....	43
1. Population.....	43
2. Sample.....	44
3. Sampling Technique	44
E. Data Collecting Technique.....	45
F. Instrument of The Research.....	46
G. Scoring Procedures of Pronunciation	47
H. Research Procedure	48
I. Data Analysis	49
1. Fulfillment of Assumptions	49
2. Hypothetical Test.....	51

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Research Procedure	53
B. Process of the Treatment	53
C. Result of Data Analysis	60
D. Discussion	62

CHAPTER V CONCLUSION AND RECOMMENDATION

A. Conclusion	65
B. Recommendation.....	65

REFERENCES.....	67
------------------------	-----------

APPENDICES	75
-------------------------	-----------

LIST OF TABLES

	Page
Table 2.1 Short Vowels	20
Table 2.2 Long Vowels	21
Table 2.3 Rules of Pronouncing –s and –es ending	25
Table 3.1 Research Design	42
Table 3.2 Population of Student	44
Table 3.3 Pronunciation Scoring Assessment	47
Table 4.1 The result of students' pre-test and post-test Experimental Class	57
Table 4.2 The result of students' pre-test and post-test Control Class.....	59
Table 4.3 The result of Normality test.....	60
Table 4.4 The result of Homogeneity test.....	61
Table 4.5 The result of Independent Sample T-Test.....	62

LIST OF APPENDICES

	Page
Appendix 1 The result of teacher interview in preliminary research	75
Appendix 2 The result of Students' interview in preliminary research	76
Appendix 3 Research Applied Letter	80
Appendix 4 Lesson Plan of Experimental Class	81
Appendix 5 Lesson Plan of Control Class	96
Appendix 6 Instrument of pre-test	122
Appendix 7 Instrument of post-test	124
Appendix 8 Validation of Instrument	126
Appendix 9 Students' score of pre-test	128
Appendix 10 Students' Score of post-test	133
Appendix 11 Treatment in experimental class	138
Appendix 12 Treatment in control class	140
Appendix 13 Documentation in experimental class	141
Appendix 14 Documentation in control class	142

CHAPTER I

INTRODUCTION

A. Title Confirmation

As the first step to understanding the title of this thesis. So it is necessary to explain the terms related to the title of this thesis. With the confirmation of this title, it was hoped that there would be no misunderstanding with the meaning of the title of several existing terms. The title is The Influence of Using U-Dictionary Application Toward Student Pronunciation At The Tenth Grade of MAN 1 Tanggamus. As of a description of the meaning of several terms contained in the title of this proposal, as follows;

According to Morris as cited in Johan state that influence is habitual that can be affecting, interferes, causes a change, and impinges. influence makes certain choices more probable. it means that Influence is the effect that has on the way a person thinks or behaves, or on the way that work or develops.¹

U-Dictionary Application is an offline application. According to Krismonika, Norahmi and Asi, U-Dictionary is an offline application and has many languages like (English, Indonesian, Italian, Javanese, and other languages) this dictionary can check our pronunciation with transcript and authentic UK (British) and US (American) accent. In the u-dictionary application there is also a conversation icon which is very suitable for practicing speaking skills and how to pronounce the correctly, it also has a speaker icon that can listen to native speakers' voices and also has simple sentences that we can try to challenge ourselves and this application has uses in practicing pronunciation and easy to use.² This

¹ Zaaiman, J. Power and Influence: assessing the conceptual relationship. *KOERS Journal*, 85(1) 2020. p. 4

²Krismonika, Maida and Asi, The Effect of U-Dictionary on Vowel

application can use on android phone because the application size is not large, can be used anywhere, anytime, and with anyone, and also U-Dictionary can help students in learning how to pronounce English well and correct pronunciation.

Pronunciation is the manner which speech sounds, especially connected sequences, are articulated by individual speakers or by speakers generally. This everyday terms is little used in phonetics and phonology, in which particular style of speaking is called an accent and more specific terms are applied to distinguishable aspects of pronunciation.³

Ten grade students in this research mean the tenth grade students of MAN 1 Tanggamus in the academic year of 2022/2023.

From several meanings of the explanation that are the key in this research, The the title of the thesis “The Influence Of Using U-Dictionary Application Towards Student Pronunciation At The Tenth Grade Of MAN 1 Tanggamus” is to know wether there is any significant of using u-dictionary application towards student pronunciation.

B. Background of the Problem

English is an interesting global study to be mastered in every country in the world. it can be seen that English is very important to be studied academically by students through education in schools, colleges and universities. English is not only studied academically, English is also studied as a medium for learning other disciplines such as in business, economics and other studies. English has also become an international language to communicate with people in the world.

In addition, English is important because it is used by

Pronunciation Ability of the Tenth Grade Students. *Journal of English Language Teaching, Linguistics, and Literature*. Vol. 1, No. 1 (2021) pp. 22-33

³ Trask R.L, *A Dictionary of Phonetics and Phonology*, (New York: British Library, 1996)

many people for communication, and it is also studied as a key currency of technology and international trade.⁴ It can be concluded that English is needed in our life. As we know there are four skills that we must know in learning English, they are reading, speaking, listening and writing. According to Bums and Joyce, Speaking is the process of creating and sharing meaning by using verbal and nonverbal symbols in different contexts. It can also be defined as an interactive process of making meaning that includes producing, receiving, and processing information.⁵

Haris stated that there are five components in speaking, namely Pronunciation, Grammar, Vocabulary, Fluency, Comprehension. All these components will produce a speech that can be understood in communication, good pronunciation, knowledge of grammar, mastery of vocabulary, understanding of meaning and fluency are needed in speaking good English.⁶ It can be concluded, Pronunciation is one of the most important parts of English component. Kelly stated that pronunciation is the most important element in speaking to create certain sounds. Therefore, good pronunciation will result in good communication.⁷ It means that, Pronunciation is a productive and important skill because when speaking, Speakers must think and pronounce sentences correctly and use proper pronunciation. Correct and accurate pronunciation in communicating or when speaking is very important, it will affect the conversation. If we mispronounce the words while speaking, it will make it difficult for listeners to understand what we are going to talk about and this is one of the factors that can cause disruption in conversation.

Sukarno. Teaching English to Young learners and Factors to Consider in designing the Materials, *Jurnal Ekonomi dan Pendidikan*. Vol. 5 No. 1 (2008), p. 58

⁵ Bums and Joyce, *focus on speaking* (Sydney: National Center for English Language Teaching and Research, 1997), p. 65

⁶ David Haris. *Testing English as Second Language*. (New York: McGraw Hill Company, 1996), p. 65

⁹ Gerald Kelly, *How to Teach Pronunciation* (UK: Bluestone Press, 2000), p. 28

In the teaching process, pronunciation is very important basis that influences other aspects of language. However, in the process of learning pronunciation, students face several problems, namely their mother tongue is the most problem student face, because in pronouncing a foreign language, the mother tongue plays an important role in learning, therefore, learners sometimes make mistakes and are confused to pronounce language words english, also student feel difficult to pronounce words correctly because there are differences between written and oral.⁸ Kot stated that, if student students do not have an opportunity to practice good pronunciation at the beginning of their learning, they may build their habits in the wrong way.⁹ It is the reason why learning pronunciation is important and must pay attention to our pronunciation or pay attention to teach pronunciation.

Based on interview the student of tenth grade MAN 1 Tanggamus, the student feel difficulties in pronunciation, they feel cannot pronounce words correctly and they think learning English is difficult especially in pronunciation. Based on researcher observation it is true that the student face many difficulties to pronouncing words correctly, The student did not pay attention to the pronunciation of –s ending, they think if the word ends with –s they should pronounce it like the end of the word. when researcher give a sentence to pronounce the student cannot pronouncing words correctly, for example the student pronounce the word like word *says* they pronounce it with /seis/ not /sez/. The other example when the students pronounce *plays* some students still pronounce it with /plai/ while the right pronunciation is / pleiz /. It is words that student difficulties to pronounce correctly. From the problem that student face the student difficulties to pronounce –s

⁸ Fatihatus saadah and Havid Ardi. The Analysis Of Student Pronunciation Error On English Diphtong, *Journal of Language Teaching*, Vol. 9 No. 1 (2020) p. 189

⁹Marzenakot, The important of pronunciation teaching (On-Line), availableonlineat:http://www.profesor.pl/mat/pd6/pd6: m_kot_20060914_.pdf

ending . Besides, researcher also interview the english teacher Seftya Nurmalasari, S.Pd, it was found that most of students face difficulties in pronunciation, especially in pronounce – s ending. The result of interview with the English teacher, Seftya Nurmalasari, S.Pd, most of student in tenth grade of MAN 1 Tanggamus have low in pronunciation,, especially in pronounce word –s and –es ending. This is because some factors, such as, their mother tongue and lack of pronunciation practice and must of student is lampungness. For example, the mostly of student pronounce word *likes* they pronounce /lek/ while the right pronouciation is / laɪks/, sometimes student pronounce morpheme – s ending like the end of the word.¹⁰ In teaching in the classroom the teacher uses textbooks to deliver lessons. The textbooks as a media provide the source for the subject lesson, the balance of teaching skills and the kinds of language practice for the students and as an outline for teachers to use in planning the classroom activities.

However, it turns out that in teaching pronunciation using books, the teacher has difficulties namely students are less interested in learning pronunciation in class, students find it difficult to understand the spoken word and the material in the book is less interesting. The Students do not pay attention to the material presented by the teacher, so that the learning process in class is less than optimal and the media less interesting.

In the learning process media plays an important role the teacher must decide on the right media to teach various types of items. In this case, the media can be used to assist students in learning so that the teaching and learning process is more effective and efficient. Dictionary is one of the media that can be used by both teachers and students in the teaching and learning process, the teacher can use a dictionary. Dictionary is one of media that can be used by both teacher

¹⁰ Seftya Nurmalasari, S.Pd., An English Teacher at MAN 1 Tanggamus, an interview

and students in teaching and learning process.¹¹ Generally, there are two kind of dictionaries, namely paper dictionaries and electronic dictionaries. Electronic dictionaries maybe either online (e.g, the website dictionary.reference.com) and could also be available as apps for smartphone.¹²

Nowadays, students are very accustomed to using smartphone a lot. It is good to teacher and student used e-dictionaries, one of the electronic dictionaries that can be used is U-Dictionary. U-Dictionary is used as the learning media in teaching speaking. It means U Dictionary expressing message and information. In addition, U-Dictionary is an offline application and has many languages, mainly English, Indonesian, Italian, Javanese, and other languages. This dictionary can check our pronunciation with transcript and authentic UK (British) and US (American) accent. In this application, there is a transcript from Oxford Dictionary, there is also a conversation icon that is very suitable for practicing speaking skills and how to pronounce vowel sound correctly, also has a speaker icon that can listen to native speaker sounds and also has simple sentences which we can try to challenge ourselves and this application has uses in practicing pronunciation and is easy to use.¹³

There are also some previous research to support this research, the first research conducted by Krismonika, Maida Norahmi, and Natalina Asi with the title “ *The Effect of U-Dictionary on Vowel Pronunciation Ability of the Tenth Grade Students*”. This research to find out the empirical data which could determine whether there is a significance of using U-Dictionary application on vowel pronunciation ability of the tenth-grade students of SMA Kristen Palangka Raya or

¹¹ Harmer , J, *The Practice of English Language Teaching* (Chambridge: Pearson Education Limited, 2007) p. 230

¹² Aldosari, H & Mekheimer, *Utilization of English-English online dictionaries for enhancing culture spesific translation skills in college students*, (Kazakhstan Building Cultural Bridges: Integrating Language Linguistics, Literature and Translation into education, 2010), p.148

¹³ Krismonika, maida and natalina, *Op. Cit*, p. 24

not, and also researchers concludes that most of the tenth-grade students of SMA Kristen Palangka Raya experienced significant improvement in learning English vowel pronunciation using U-Dictionary application and only a few number of the students who did not experience improvement when using this application.¹⁴

The second previous research conducted by Dewi Wulandari and Cici Handayani with the tittle. “ *The Use U-Dictionary To Increasing The Student’ Vocabulary*”. This research aimed to apply the use of U-Dictionary as a learning media to increase the students’ vocabulary in teaching speaking. Researchers said U-Dictionary has positive effect as learning media in teaching speaking particularly increasing the vocabulary, the students’ vocabulary has increased significantly. The students got many vocabularies at least one hundred new words based on the category; noun, adjective, verb and adverb.¹⁵

The third previous research conducted by Yolanda Aprilia and Yousef Bani Ahmad entitled “*Learning pronunciation component using u-dictionary application*”. This research to know the use of U-Dictionary application in learning pronunciation components for a university student in intelligibility and understandable conversation in speaking practice. This research showed that the application can assist her in learning pronunciation components, especially for segmental features such as vowel and consonant and supra-segmental ones in intonation. In short, the U-Dictionary application can assist a student in learning pronunciation components even for supra-segmental features only one aspect existed.¹⁶

¹⁴ Ibid

¹⁵ Dewi Wulandari & Cici Handayani. The Use U-Dictionary To Increasing The Student’ Vocabulary, *Jurnal Penelitian Pendidikan Bahasa dan Sastra*, Vol. 5 No. 2. Oktober 2020.

¹⁶ Yolanda Aprilia & Yousef Bani Ahmad. Learning pronunciation component using *u-dictionary* application, *Journal of Applied Studies in Language*, Volume 4 Issue 2 (Dec 2020), p. 195—201

The last previous research conducted by Fitria Meisarah, with the title “*Mobile-Assisted Pronunciation Training: The Google Play Pronunciation and Phonetics Application*”. This research aimed to present the usefulness of mobile applications to push the practical side of MAPT, Pronunciation, absolute dependence on mobile applications for pronunciation. Based on the researcher's personal preferences, some mobile applications suggested in this study for pronunciation and phonetics learning are AV Phonetic, English Phonetic Pronunciation, Listening Practice, English Pronunciation developed by Kepham, and U-Dictionary.¹⁷

From the explanation of the previous research above, all of the research used the same media, namely U-Dictionary. However they are different, the first research that was conducted by Krismonika, Maida Norahmi, and Natalina Asi, the research to find out the empirical data which could determine whether there is a significance of using U-Dictionary application on vowel pronunciation ability of the tenth-grade students of SMA Kristen Palangka Raya. The second research by Dewi Wulandari and Cici Handayani, the research aimed to apply the use of U-Dictionary as a learning media to increase the students' vocabulary in teaching speaking, from the research, students got many vocabularies at least one hundred new words based on the category; noun, adjective, verb and adverb. The third research by Yolanda Aprilia and Yousef Bani Ahmad, this research to know the use of U-Dictionary application in learning pronunciation components for a university student, especially to know the use of U-Dictionary application in learning pronunciation components for a university student.

The last research by Fitria Meisarah, This research aimed to present the usefulness of mobile applications to absolute

¹⁷ Fitria Meisarah. Mobile- Assisted Pronunciation Training: The Google Play Pronunciation and Phonetics Application, *Journal of Linguistics and English Teachin*, Vol. 5 No. 2 (Oct 2020), p. 71-88

dependence on mobile applications for pronunciation, some mobile applications suggested in this study for pronunciation and phonetics learning are AV Phonetic, English Phonetic Pronunciation, Listening Practice, English Pronunciation developed by Kephem, and U-Dictionary. Based on the explanation of previous research above, the researcher decides to conduct the research with the title “ The Influence of Using U-Dictionary Application Towards Student Pronunciation At The Tenth Grade of MAN 1 Tanggamus” to know whether there is any significant of using U-dictionary application towards student pronunciation.

C. Identification and Limitation of the Problem

a. Identification of the problem

Based on the background above, the identification of problem as follows:

1. The student feel difficulties in pronunciation
2. The student not interesting and feel lazy to follow learning process
3. Most of the student make mistakes in pronounced –s and –es ending
4. The media is less interesting.

b. Limitation of the problem

The research will be focus on how the the influences of using U-Dictionary application towards students' pronunciation in –s and –es ending

D. Formulation of the problem

Is there a significant influence of using U-Dictionary Application towards students' pronunciation at the tenth grade of MAN 1 Tanggamus in the academic year of 2022/ 2023?

E. Objective of the research

To know a significant influence of using U-Dictionary Application towards students' pronunciation at the tenth grade of MAN 1 Tanggamus in the academic year of 2022/2023

F. Significance of the research

1. Theoritically

This research may give the information and support the theory that related to using U-Dictionary can applied to teaching pronunciation.

2. Practically

a. For the teacher

By using u-dictionary, teachers can use it as a medium and can increase their creativity in the teaching process so the goal of the learning objectives can be achieved.

b. For the student

It is expected that students are interested and motivated in learning English and improve their understanding of pronunciation which can be improved by using the U-Dictionary application.

G. Relevance of the research

the first research conducted by Krismonika, Maida Norahmi, and Natalina Asi with the title “ *The Effect of U-Dictionary on Vowel Pronunciation Ability of the Tenth Grade Students*”. This research to find out the empirical data which could determine whether there is a significance of using U-Dictionary application on vowel pronunciation ability of the tenth-grade students of SMA Kristen Palangka Raya or not, and also researchers concludes that most of the tenth-grade students of SMA Kristen Palangka Raya experienced significant improvement in learning English vowel pronunciation using U-Dictionary application and only a few number of the students who did not experience

improvement when using this application.

The second previous research conducted by Dewi Wulandari and Cici Handayani with the title. “ *The Use U-Dictionary To Increasing The Student’ Vocabulary*”. This research aimed to apply the use of U-Dictionary as a learning media to increase the students’ vocabulary in teaching speaking. Researchers said U- Dictionary has positive effect as learning media in teaching speaking particularly increasing the vocabulary, the students’ vocabulary has increased significantly. The students got many vocabularies at least one hundred new words based on the category; noun, adjective, verb and adverb.

The third previous research conducted by Yolanda Aprilia dan Yousef Bani Ahmad entitled “ *Learning pronunciation component using u-dictionary application*”. This research to know the use of U-Dictionary application in learning pronunciation components for a university student in intelligibility and understandable conversation in speaking practice. This research showed that the application can assist her in learning pronunciation components, especially for segmental features such as vowel and consonant and supra-segmental ones in intonation. In short, the U-Dictionary application can assist a student in learning pronunciation components even for supra-segmental features only one aspect existed.

The last previous research conducted by Fitria Meisarah, with the title “*Mobile-Assisted Pronunciation Training: The Google Play Pronunciation and Phonetics Application*”. This research aimed to present the usefulness of mobile applications to push the practical side of MAPT, Pronunciation, absolute dependence on mobile applications for pronunciation. Based on the researcher's personal preferences, some mobile applications suggested in this study for pronunciation and phonetics learning are AV Phonetic, English Phonetic Pronunciation, Listening Practice, English Pronunciation developed by U-Dictionary.

H. Systematic of the research

Chapter I. Introduction

This chapter contains the title confirmation, background of the problems, identification and limitation of the problem, formulation of the problem, objectives of the research, significance of the research, relevant research, and also systematic of the research. This introduction is useful to provide preliminary information to the reader about this research and to build a research framework so that the reader can understand this research.

Chapter II Frame of Theory

This chapter contains the the frame of theory that used in this research. This is intended to provide an overview to the reader about the theories that researchers use as a reference or basis in this research.

Chapter III Research Method

This chapter contains in detail the research methods used by researchers, such as the place and time of the study, research design, population and samples, data collection techniques, data analysis, operational definitions of variables, research instruments, validity, and instrument reliability.

Chapter IV Findings and Dicussion

This chapter contains the finding of the research and also the discussion. In this chapter, research findings are presented and a discussion is provided to further explain the findings of this research.

Chapter V Conclusion and Recommendation

This chapter contains a conclusion and recommendation of the research. In this chapter, the research findings are summarized to conclude. After knowing the conclusion of this research, suggestions are given to all parties related to this research.

CHAPTER II

LITERATURE REVIEW

A. Teaching English as a Foreign Language

Language is important in daily activity, with language our people can access information, communication, and get an education. In teaching English as a foreign language there are listening, speaking, reading, and writing all human beings need interaction with one to another. According to Harmer, English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their our country or as transitory visitor in a target language country.¹⁸ It means that school is the only an institution for students to practice English. In this case, the teacher also support the students to practice English in their daily activities.

In Indonesia, English is the first foreign language that must be taught at all levels. Starting from junior high school up to university. Language learners are not expected to be able to use the target language for communication.¹⁹ It means that learning English as a foreign language it can be easy when the students more practice their English in the classroom and outside the classroom. According to Muhassin, Teaching English as a Foreign Language (TEFL) in Indonesian schools is a dynamic practice in which not every teacher conducts the same tasks through the same communicative practices.²⁰ In addition, Muhassin say that, the communicative approach in language teaching emphasizes the idea of effective

¹⁸ Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2004), P.39

¹⁹ Ag Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 35

²⁰ Mohammad Muhassin, “*The Impact of Fix Up Strategy on Indonesian EFL Learners’ Reading Comprehension*”. *Internasional Journal of Instruction*, Vol.14, No.2, (April 2021), P.256

communication between the teacher and the students, English teacher can implementing communicative activities which invite students to speak or communicative with others in the classroom, asking a question, pair/group discussion, dialogue and used media wich can stimulate students to interact and speak up in the classroom ²¹ it can be concluded that the teacher become active facilitators of their students' learning, has to be a creative in creating a lesson and used media to teaching that can make student active.

In addition, teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning. It means that the teacher helps the student get knowledge and understand the material. It can help the student to easily understand in how to learning in the classroom, especially in learning english.

B. Concept of Pronunciation

Pronunciation is viewed as a components of speaking.²² According to Hornby Pronunciation is the way in which a language or a particular word or sound is spoken, person's way of speaking of language,²³ also Pronunciation is an important aspect to master in communicating appropriately and fluently.²⁴ Besides, Trask state that Pronunciation is the manner in which speech sound, especially connected sequences, are articulated by individua speakers or by speakers generally.²⁵ According to Pandya, Pronunciation is the production of sounds that we use to make meaning. It includes attention to the sounds of a language (segments),

²¹ Muhassin, M, " Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at SMAN 9 Bandar Lampung". Humaniora, Vol. 7 (4), 2016, p. 485

²² Ramesh N, Rajase garan Krishnasamy and Geraldine, *Rethinking The Teaching of Pronuciation in the ESL Classroom*.

²³ As Hornby, *Oxford Advanced Leaners' Dictionary of Current English*, (New York: Oxford University Press, 1998) p. 670

²⁴ Op.cit

²⁵ Trask R.L, *A dictionary of phonetics and phonology* (New York: Routledge, 1996) p. 291

such as intonation, syllable, phrasing, stress, timing, rhythm how the voice is projected and attention to gesture and also expression that are closely related to the way we speak a language.²⁶ In addition, Tennant state that Pronunciation is not just about producing the right sounds or stressing the right syllable, it is also about helping students understand what they hear.²⁷ From the statement above, we can know that pronunciation is about producing sounds, stressing and others as way in which a language is spoken. In other words, pronunciation is the process in production of speech sounds for communication. It means that, pronunciation is how sound pronounced, if we change in pronunciation the meaning of word will be change, so me must know how to pronounce words of language correctly.

In English elements of pronunciation divided into two kinds, included segmental and supra-segmental. The segmental features focuses on certain sounds units of a language, it is about consonant and vowel. Meanwhile, an aspect of speech beyond the individual voice level, namely stress, intonation, and rhythm called supra-segmental.²⁸ It means that these two elements of pronunciation are two obligatory requirements to carry out effective language communication to produce excellent of pronunciation. The challenges of mastering two aspects of pronunciation show that both aspects are related. Firstly, segmental features are the individual sound units such as vowels and consonants which also correspond to phonemes or allophones. Secondly, supra-segmental features of pronunciation play an important

²⁶ Pandya Disha Prashant, Importance Of Pronunciation In English Language Communication. *Journal Pronunciation And Communication*, Vol.7, No.2 (2018) pp. 15-20

²⁷ Andrian Tennant, Pronunciation Matters Reason for Teaching Pronunciation. Adrian Tennant, "Pronunciation Matters" (On-Line), availableonlinehttp://www.onestopenglish.com/skills/pronunciation/pronunciation-matters/pronunciation-matters.

²⁸ L, Febronia, A Study on the Ability of Supra- Segmental and Segmental Aspects in English Pronunciation, *Athical Lingua*, Vol. 7, No. 2 (2020) pp. 426-2

role in the quality of communication to a large extent, so they should have a considerable role in teaching pronunciation. However, they will get shuttle pronunciation if both aspects are mastered properly.

1. Features of Pronunciation

Pronunciation has two main features; These features are segmental and supra-segmental features. Segmental characteristics include phonemes consisting of vowels and consonants. In addition, supra-segmental includes stressing and intonation.

a. Segmental features

The segmental aspect deals with individual sounds or words. Which includes individual sounds such as vowels and consonants. According to Kelly, vowel and consonant are phonemes.²⁹ It means that segmental feature is phoneme. In addition, Edward state that phoneme is a structural element in the sound system of a language.³⁰ The set of phonemes or segmental features consist of two categories: consonant and vowel;

1. Consonant

A segment whose articulation involves a significant obstruction to air flow in the vocal tract.³¹ In addition, Kelly state that consonant is produced by interrupting, restricting, or diverting the airflow in various ways.³² In English pronunciation, consonant is separated in two basic ways: the place of articulation, the manner of articulation and voiced or voiceless. They are elaborated as it follows:

a. Place of Articulation

Speech sounds that are made by the

²⁹ Gerald Kelly, *Op, Cit.* p. 2

³⁰ Edward finegan, *Language its Structure and Use* (USA: Tomson Wadsworth, 2008) p. 107

³¹ Trask R.L, *Op. Cit.* p. 87

³² Gerald Kelly, *Op, Cit.* p. 47

movement of the speech organs are defined as articulation. In voicing sound, the places of the airflow obstruction determine the produced sound and it is referred as the place of articulation.³³ In English, consonant are produced at eight place articulation.³⁴ Place of articulation distinctions are as follows. Where the active articulator is the bottom lip, and the passive articulator is the top lip is bilabial. Where the active articulator is the lower lip until it comes near the upper front teeth is labiodental. Dental formed the top front teeth; the active articulator is the tip of the tongue. Alveolar produced by the tip or blade of the tongue moving up towards the alveolar ridge. Post-alveolar sounds are produced with the blade of the tongue as the active articulator, and the adjoining parts of the alveolar ridge and the hard palate as the passive one. In palatal produced by the front of the tongue, which moves up towards the hard palate. The back of the tongue and the soft palate are, respectively, the active and passive articulators in velar sounds, whereas in uvular sounds, the articulators are the back uvula. The walls of the pharynx are articulators in pharyngeal sounds, and the vocal cords themselves are the articulators in glottal sounds.³⁵

b. Manner of Articulation

Manner of articulation is the kind of obstruction the air meets on its way out, after it

³³ Andrian Underhill, *Sounds Foundation: Learning and Teaching Pronunciation* (Oxford: Macmillan Education, 2005) p. 30

³⁴ Dwi Astuti, *Introduction To English Phonology* (Tulungagung: Akademia Pustaka, 2019) p. 89

³⁵ *Ibid*, p. 90

has passed the vocal folds.³⁶ Rather than “where” it shows “how” the characteristic of consonant sounds are initiated. Manner of articulation refers to the interaction between the various articulators and

airstream. The manner of articulation are: plosive, affricative, fricative, nasal, lateral, and approximant. **Plosives** sounds produced when there is a complete closure is made somewhere in the vocal tract.

Fricative occur when the air is not blocked at any point which causes no plosion. the friction causes the obstruction which is big enough for the air to make a noise when it passes through it. **Affricative** Produced with a complete closure, but instead of a plosion, they have a very slow, moving backwards to a place where a friction can be heard. **Nasals** Produced with the velum raised, the normal position for the velum is lowered, as this is the position for breathing. **Laterals** is the sounds where the air escapes around the sides of the tongue. **Approximants** occur are sounds where the tongue only approaches the roof of the mouth, so that there is not enough obstruction to create any friction.³⁷

c. Force of articulation

Regarding the force of articulation, the following terms are used: fortis or strong, and lenis or weak. In spoken English, ‘fortis’ happens to equate with unvoiced sounds, which require a more forcefully expelled airstream than ‘lenis’ sounds, which in English happen to

³⁶ Saiful akmal, rahmat and rasdaniva, *Introduction to Linguistics for English Language Teaching* (Banda Aceh: Padebooks, 2017) p. 21

³⁷ Ibid , p. 22

be voiced. As far as English consonants are concerned, the distinction is most useful when it comes to distinguishing between sounds that are articulated in essentially the same way, one using the voice, the other not. An example pair is /p/ (unvoiced, and fortis) and /b/ (voiced, and lenis). The difference between unvoiced and voiced sounds can be felt by touching the Adam's apple while speaking. There will feel vibration for the voiced sounds only.³⁸

2. Vowel

According to Edward Vowel is a sound that produced by passing air through different shapes of the mouth, with different positions of the tongue and of the lips, and with the air stream relatively unobstructed by narrow passages.³⁹ In addition, Vowel is a speech sound that is produced by the configuration of the vocal tract that is relatively open, with the vibration of vocal cords but without audible friction, and which is a unit of the sound system that forms the core of a syllable.⁴⁰ vowel is a voiced sound during the production of which the air goes out through the mouth (oral) along the middle of tongue in a continuous stream without as would result in an audible friction. Vowels consist into two kinds there are Single Vowel and Diphtong as they follows:

a. Single Vowels

Single vowels is a pure vowel sound, one whose articulation at both beginning and end is relatively fixed, and which does

³⁸ Gerald Kelly, *Op.Cit*, p. 47

³⁹ Edward Finegan, *Language Its Structure and Use* (

⁴⁰ Krismonika, *Op,Cit*, p.

not glide up or down towards a new position of articulation. Single vowels consist into two kinds there are short vowels and long vowels as they follows:

1. Short Vowels

Short vowels are vowel sound which have relative short sounds. The symbols for these short vowels are: ɪ, e, æ, ʌ, ʊ, u. Short vowels are only relative short; as we shall see later, vowels can have quite different length in different contexts. They can be seen in table 2.1 :

Table 2.1
Short Vowels⁴¹

Short Vowels	Lips Manner	Example of Words
[ɪ]	The lips are slightly spread	bit, pin, fish
[e]	The lips are slightly spread	bet, men, yes
[æ]	The lips are slightly spread	bat, man, gas
[ʌ]	The lips position is neutral	but, some, rush
[u]	The lips are rounded	put, pull, push
[ʊ]	The lips are slightly rounded	pot, gone, cross

There is one other short vowel that is ə (schwa). This vowel is very familiar in English. The example of word is the first

⁴¹ Peter Roach, *English Phonetic and Phonology 4th edition* (New York: Cambridge University Press, 2009) p. 14

sound in the word “oppose” or the sound that can be heard a lot when native English does non-rhotic in the word endings with or, -iar. Example: Actor, Similar, and etc.

2. Long Vowels

Long vowels are sounds that length longer relatively than short vowels. long vowels are sounds that length longer relatively than short vowels. It is necessary to say in “in similar context” because, the length of all English vowel sounds varies very much according to context (such as the type of sound that follows them) and the presence or absence of stress. It is usually symbolized by the one vowel with length-mark double dot “:” as it shows on the table:

Table 2.2
Long Vowels⁴²

Long Vowels	Lips Manner	Example of Words
[i:]	The lips are slightly spread	beat, peace, mean
[ɜ:]	The lips are neutral	fern, purse
[ɑ:]	The lips are neutral	card, pass, half
[u:]	moderately rounded	food, good, loose
[ɔ:]	strong lip-rounding	broad , torn, horse

It is noticeable that the five long vowels are quite different from the six short vowels. It is not

⁴² Ibid, p. 18

only in length but also in quality. If comparing one by one, the quality: position of tongue, shape of tongue, and lip position is different, and so does the length.

3. Diphthong

Generally, diphthong is a combination of two vowels.⁴³ Diphthong is sounds which consist of a movement or glide from one vowel to another. In terms of length, diphthongs are like the long vowels described above.⁴⁴ From the definition above, it can be concluded that diphthong is double vowel which move or glide gradually from the first vowel to the second one.

b. Supra-Segmental Aspect

There are two general elements of supra-segmental aspect as they are follows:

1. Stress

According to Underhill as cited in Febronia, Stress as accent or emphasis given to a particular syllable of a word.⁴⁵ The emphasis on the stressed syllable can be described as “louder, longer, and different in pitch.” Words with two syllables always have one stressed and one unstressed syllable. In addition, Stress is used to describe the point in a word or phrase.⁴⁶ Stress is used to make strong in telling the meaning of the word we say, usually it sign with a force in a syllable or a word. Stress can fall on the first, middle, or last syllables of words. For example, the

⁴³ Gerald Kelly, *Op. Cit.*, p. 34

⁴⁴ Dewi Astuti, *Op. Cit.*, p. 124

⁴⁵ L, Febronia, *Op. Cit.*, p. 429

⁴⁶ Y, Warisara, *Improving English Stress and Intonation Pronunciation, Procedia- Social and Behavioral Science,(2013),p. 446*

word “si’ster” has a primary stress on the first syllable.

2. Intonation

Intonation is a fundamental part of the way we express our own thoughts and it enables us to understand those to others. The term intonation refers to the way the voice goes up and down in pitch when we are speaking.⁴⁷ Intonation is the sound up and down when speaking. When talking, the vocal cords will vibrate, and the frequency of these vibrations will determine the tone of the voice. Intonation has an important role in communication because with this intonation we can convey our state of mind and emotions

2. Pronunciation –s and –es Ending

According to Brown inflectional morpheme is simply mark of grammatical categories as plurality, tenses (pas, continuous, present), comparative, superlative, and third person singular. Inflectionals are special suffix but they different from other suffixes in one important respect.⁴⁸ For example, the suffix *–ment*, for example, added to *manage* create a completely different word, the noun *management*. Adding inflection does not create a new word but different grammatical form of the same word. Inflectional morphemes are used to show if a word is plural or singular, if it is past tense or not, and if it is a comparative or possessive form. In addition according to Kalsum, Inflectional morphemes change the form of a word without changing either the word category it belongs to or its meaning.⁴⁹ Also, Kulsum state that there

⁴⁷ Gerald Kelly, *Op. Cit.* p. 86

⁴⁸ Brown and Attardo, *Understanding Language Structure, Interaction and Variation* (United State: The University of Michigan, 2009) p. 29

⁴⁹ Kulsum, et al., *Morphology* (Parepare: IAIN Parepare Nusantara

are eight inflectional morphemes, namely: [-s (plural), -'s (possessive), -s (third-person singular), -ed (regular past tense), -ed (regular past participle), -ing (present participle), -er (comparative), -est (superlative)]. "Inflectional morphemes are always the last morpheme of a word. They are always suffixes."⁵⁰

Inflection is added at the end of the word to indicate the grammatical property. In pronunciation, students pronounce something they have to know the rule to pronounce it. So that, to pronounce inflectional -s ending students must know what is the rule of pronouncing -s ending is. Before that, students should understand about what voice and voiceless sound. According to Kreidler Speech sounds produced while the vocal cords are vibrating are voiced; those made without vibration are unvoiced, or voiceless.⁵¹ In addition, Erlinda state that when the vocal cords are spread apart, the air from the lungs passes between them unimpeded. Sounds produced in this way are described as voiceless. When the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect. Sounds produced in this way are described as voiced”.

April state that voice and voiceless can be felt when you put your finger on your throat, on each side of the Adam's apple. If you say one of the sound such as zzz, then you should feel vibration, it means the sound is voice. On the other hand if there is no vibration that you feel on your finger it is voiceless sound such as sss. Another way to check is put your finger on your ears. If it feel the vibration when produce sound such as Z-Z-Z/V-V-, it means that the sound is voice, but if you produce

Press, 2021) p. 16

⁵⁰ Ibid, p. 16

⁵¹ C.W. Kreidler, *Introducing English Semantic* (New York: Routledge, 1998)

sound such as S-S-S/F-F-F then you should not feel vibration because the sound is voiceless.⁵² Voiceless and

voicing are the two main settings of phonation, or states of the glottis. In whisper phonation, the vocal folds are close together but not closed; the reduced size of the glottis allows air to pass, but with some turbulence which is heard as the characteristic hiss of whisper. The inflectional –s ending has three possible pronunciations such as /s/, /z/ and /ɪz/. According to Dale the pronunciation of the inflectional –s ending depends on the sound that comes before it in the word like the rule:⁵³

- a. When the noun or verb ends in sibilant consonant (i.e., [s], [z], [ʃ], [ʒ], [ʒ], [ʒ], or [dʒ]) the inflection has epenthetic vowel and is realized as unstressed /ɪz/.
- b. When the noun or verb ends in a voiced non-sibilant sound ([b], [d], [g], [v], [ð], [m], [n], [ŋ], [l], [r] and vowels) the inflection involves progressive assimilation and is realized as /z/.
- c. When the noun or verb ends in a voiceless non-sibilant consonant ([p], [t], [k], [f], [θ]) the inflection also involves progressive assimilation and is realized as /s/.

Table 2.3

Rules of Pronouncing –s and –es ending

Pronunciation Note
<p>There are three ways in pronouncing –s and –es ending, depending on the ending of the verb:</p> <ol style="list-style-type: none"> 1. / ɪz/ after –ch , -sh , -s, -x, and –z endings Example: Teaches, washes, kisses, Buzzes 2. / s/ after voiceless endings: p, t, k, or f. Example: Stops, hits, and looks

⁵² April McMahon, *An Introduction to English Phonology* (Edinburgh: Edinburgh University Press, 2002) p.

⁵³ Dale, Paulette, *English Pronunciation Made Simple* (America: Pearson Education, 2005) p. 248

3. / z/ after voiced consonant endings

Example: calls, listens, plays, sounds, and runs.

a. The Pattern of Simple Present Tense

According to Betty, a final –s or –es is added to simple present verb when the subject is singular nouns (e.g., Mary, my father , the machine) or third person singular pronoun (she, he, it). ⁵⁴It means that, simple present tense uses the simple verb and added by –s or –es if the subject the third person singular. The pattern of affirmative statement of this tense is:

S (He/ She/ It) + V -s
or –es

and

S (I, You, They, We)
+ V

From the table above, it can be summarized that in a third singular subject the verb add –s or –es to the verb and for the other subjects just put the main verb. For example: He/ She/ *plays* tennis every morning

C. Concept of Teaching Pronunciation

The most fundamental reason for teaching pronunciation in class stems from the consideration that students' mistakes in pronunciation can lead to misinterpretation or unsuccessful communication. For example, if student says “ i do not like his story” in history class, it will probably result in misinterpretation for some reasons. It will be understood that the person does not like a particular person of male gender person’s story or does not like the history class itself. This one has something to do with error in stressing the word in a

⁵⁴ Betty azzar, Understanding and Using English Grammar (America: Longman,2002)

sentence so that the meaning or function of utterance is incorrectly interpreted. Placing the appropriate stress and even to another aspect of pronouncing such as intonation can effect on misunderstanding. According to Kelly teaching pronunciation is an important basis regarding to students mistake in pronunciation that may inhibit successful communication.⁵⁵ Hence, to deal student difficulties and mistakes in pronunciation is a great deal for the teacher to teach in the class.

In reality, setting up pronunciation teaching-learning to the classroom was attracted little attention. Pronunciation is less famous to be taught comparing to grammar and vocabulary so students are required to learn it. But the fact is that pronunciation is extremely important. According to Hariri, foreign language teachers should emphasize the pronunciation in the class, since sounds play an important role in communication.⁵⁶ The matter of teaching pronunciation in the class is affirming intelligibility that students have, so ambiguous message between the speaker and listener will be diminished. In addition, Gilbert state that there are two fundamental reasons to teach pronunciation: students need to understand and they need to be understood.⁵⁷ If they cannot be understood and are not able to comprehend spoken English well, they are cut from the language. All these ideas result in the conclusion that sound recognition and the sound production are obligated in order to perform good communication, and so someone has to deal on both aspects: segmental and supra-segmental aspects. As a non-English spoken country, teaching pronunciation in Indonesia mostly emphasizes on the segmental aspects (individual sounds or words) rather than supra-segmental (intonation and stress).

⁵⁵ Ibid., p. 11

⁵⁶ M. Hariri, A Review of Literature: A Gender-based Study of Pronunciation Accuracy, *Research Journal of Applied Sciences, Engineering and Technology*, Vol. 4 (2012), p. 461

⁵⁷ Gilbert,J, *Teaching Pronunciation by Prosody Pyramid* (New York: Cambridge University Press, 2008) p. 8

The reason behind this truth is because the target language has some different features of pronunciation with the mother tongue so strengthening the smaller areas such as Individual sound and word will be the good strategy.

D. Concept of Media

Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction.⁵⁸ In addition, According to Reisser and Dick as cited in Tanti, Media might be all the traditional ways to deliver and the lesson (teachers, chalkboards, textbooks, and other printed materials) or the new instructional media (CD Room, computer, interactive video and multimedia system).⁵⁹ Media are objects or tools that can be used to convey messages and can simulate thoughts that can arouse the attention, excitement, and willingness of students who can grow themselves in the teaching and learning process. Media can also be referred to as everything that can be used in the teaching and learning process to provide information, messages, feelings, concerns and can stimulate students' ideas. So that the media can help students in the learning process in the classroom. Learning media that is utilized appropriately in the learning process will become a more effective and efficient support tool in achieving the learning objectives. In addition learning media will also increase students' learning motivation. According Sanaky as cited in Dwi and Hanif that the benefits of instructional media include: (a) By using learning media, the learning process will be more interesting, so it can lead to motivate student learning; (b) Can clarify

⁵⁸ A. Akhtar & R. Ali, Use of Media for Effective Instruction Its Importance: Some Consideration. *Journal of Elementary Education A Publication of Deptt. of Elementary Education IER, University of the Punjab, Lahor*, Vol. 18 (1-2), p. 35-40

⁵⁹ Tanti Sukmahidayanti, The Utilization Of Instructional Media In Teaching English To Young Learners, *Journal of English and Education* , Vol 3 (2015)., p. 92

learning materials, so that students can easily understand the material and enable students to master the learning objectives; (c) By using instructional media, the learning process becomes more varied. The material is not only delivered orally, so students do not get bored quickly and more effectively and efficiently; and (d) Students listening to the material presented by the teacher, doing more learning activities such as: observing, doing, demonstrating, and others.⁶⁰ The features of learning media can promote the experiential classroom so that foster the students' learning engagement.

In the learning process media is very important, because the media can help students in their studies as well as learning process. Media in the teaching process will make the student becomes more interested and the material taught will be easier to understand. Moreover, by using a learning media, the teaching and learning process is more effective and efficient. In addition, According to Fajar there are several type of media, namely:⁶¹

a. Visual Media

Visual media are props in the teaching process that can be used through the senses of vision. There are two types of visual media; verbal . Verbal messages is not in written form while nonverbal messages conveyed by symbols and written form.

b. Audio Media

Using Audio media can help to give another dimension for lecturers in their teaching. It offers the potential to deliver content in an engaging way. For students, it provides an alternative to reading text as part of their teaching. For some students using

⁶⁰ Y.D Puspitarini & M. Hanif, Using Learning Media to Increase Learning Motivation in Elementary School, *Anatolian Journal of Education*, Vol. 2 (4) Oct, 2019., p. 54

⁶¹ Fajar Wirawan, A Study in the Teaching Media Used by The English Teacher at SMP Muhammadiyah 2 Malang, *Jurnal Ilmiah Profesi Pendidikan*, Vol. 5 (2) Nov, 2020., p. 91

mobile devices, listening to audio may fit in with their daily lives more easily than reading.

c. **Audiovisual Media**

Audio-visual media in particular refer to teaching methods using both sight and sound. Audiovisual can be divided into two types. The first, pure audio visual media is sound and images in one unit such as film, television and video. The second is not pure audiovisual media such as slides, opaque and OHP.

In this research, the researcher used audio visual media namely Mobile Dictionary especially U-dictionary as the interaction media, because by using this application it could motivate the students and could be interesting in teaching learning process especially in teaching pronunciation.

E. Concept of U-Dictionary

1. Definition of U-Dictionary

U-Dictionary is a mobile media program that can be downloaded to an Android or smartphone that offers both online and offline dictionaries. U-Dictionary is a lightweight application that allows you to translate more than 30 languages without using the internet. It now supports Android 4.0.0 and IOS 3.0.0 smartphones from Youdao, Hong Kong, which were newly published on March 24th, 2016. In 2019, more than 50 million people downloaded U-Dictionary in English.⁶² In addition, Yolanda and Yousef state that U-Dictionary had a phonetic symbol that could show words transcription and the right pronunciation of the word.⁶³ Besides, not only the symbol of phonetic but she also knew the word pronunciation by listening to the voice

⁶² C. Yuliyanti & L. Holman, The Effectiveness of Using U-Dictionary Application in Learning English, *Jurnal Pendidikan Bahasa* .Vol. 9 No.1 (2022), p.

⁶³ Y. Aprilia & Yousef B.A. *Op. Cit.* p. 198

which is part of U-Dictionary features.

Using English dictionary application It is one of the helpful learning as media students. As the lesson who are accustomed to using the great dictionary of the English language, surely it would be easier and customize the time with this application. In addition it is also very simple and easy to bring it everywhere go. We can download application only through the playstore in smartphones. In various English dictionary applications, one example is the “U-Dictionary”. U-Dictionary is a free Dictionary and translation app. Has official Oxford Dictionary in 12 languages and Offline Translation in 58 languages. U-Dictionary is not only the most trusted English dictionary but also a useful multi-language translator.⁶⁴ A translator that meets your needs in all situations such as studying, working, and traveling abroad.

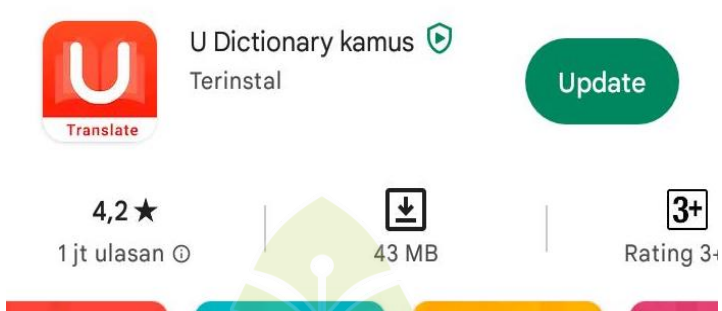
Based on the explanation above, The learners can use this application on any android phone because the application size is not large, can be used anywhere, anytime, and with anyone. U-Dictionary can help students in learning how to pronounce English well and correct pronunciation, students can challenge themselves in learning the pronunciation in English so that students can find out the value of pronunciation points they will get. U-Dictionary can be used in formal situations (at school) as a teacher's teaching tool to find out the extent of students' abilities in their pronunciation and can also be used in informal situations (at home) as selftaught learning tools for students in developing their pronunciation.

⁶⁴ C. Yuliyanti & L. Holman. Op, Cit. p. 39

2. The Procedure How To Use U- Dictionary (give the picture of u-dictionary)

According to Shinta there are some procedure how to use U-dictionary application, namely:⁶⁵

1. Download and install the U-Dictionary application on your cellphone



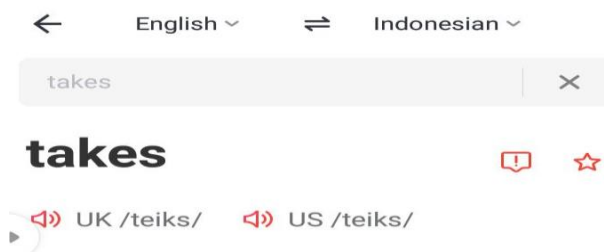
2. After that opened the U-Dictionary that has been downloaded
3. Once opened there will be a display like the one bellow. Select start and then select Indonesian
4. After that the main menu of the application will be displayed. You can enter the word or the sentence you want to translate and listen



5. And if you want to see listening features, scroll it down you will see a screen. Then select the feature

⁶⁵ Shinta Fenanda Putri, *The Use Of U-Dictionary As A Media To Increase Students' Listening Skill* (Thesis, Bosowa University. 2021) p. 22

of listening, the screen will be showing text and audio of listening.



3. Advantages and disadvantages using U-Dictionary

1. Advantages of using U-dictionary

Using U-Dictionary, we gets benefits that's cannot be obtained in any others dictionary. There are some advantages of Using U-Dictionary:⁶⁶

1. This application is easy to access and easy to use.
2. The application size is not large, can be used anywhere, anytime, and with anyone.
3. U-Dictionary can help students in learning how to pronounce English well and correct pronunciation
4. U-Dictionary can be use in formal situations (at school) as a teacher's teaching tool and also in informal situations (at home)
5. Available in various language in translation into English

b. Disadvantages of using U-dictionary

According to zenitha there are some disadvantages of using U-dictionary:⁶⁷

1. This application is accessed by using internet

⁶⁶ Krismonika, Maida & Natalina, *Op. Cit.* p. 24

⁶⁷ Zenitha, Autani Ula. *Using U-Dictionary For E-Learning Vocabulary* (Universitas Wijaya Kusuma, 2020)

connection

2. Translate by taking pictures not all words are read
3. In giving examples of sentences not everything is there
4. Application sometimes errors

F. Printed Dictionary

1. Definition of Printed Dictionary

Printed dictionary is a reference book that focuses on defining words and phrases, including multiple meanings. The most frequently used dictionary is a language dictionary that includes the majority of frequently used words in a language.⁶⁸ In addition, Keeper state that print dictionaries are more detailed when it comes to explanation and pronunciation and are a good brain exercise that pushes learners' critical thinking and spellings during the searching process.⁶⁹ It means that, dictionaries are considered to be very useful language learning tools. Thus, dictionaries are simple tools which help language learner to check if their unknown words, pronunciation. More importantly, dictionaries gave meaning of words which have not been understood by the students.

Dictionary is a reference book containing an alphabetical list of words with information about them and reference that tells you the meanings, parts of speech, sometimes a sentence using the word, and how to pronounce the word.⁷⁰ Dictionaries is the most useful for students learning English, the dictionaries give the information on how a word is used in a sentence. They are

⁶⁸ Bergenholtz, Henning, What is Dictionary?. (Department of Afrikaans and Dutch: University of Stellenbosch, 2012), p.25

⁶⁹ Trinh Thi Lan Anh, The Difference Effects of Paper Dictionaries vs. Online Dictionaries, *Asia CALL Online Journal*, Vol. 12, No. 3 (2021), p. 28

⁷⁰ Bergenholtz, Henning, *Op. Cit*, p. 27

used to help language learner to check the meanings of words or phrases that they do not understand, as well as the usages.⁷¹ It can be conclude, the dictionary is very practical for teachers and students in and out of classroom. Teachers should teach their students how to use dictionaries, how to find words and other relevant information students can find in them. Students need to realize that the dictionary can be their study companion at home or outside when their teacher is not around.

2. The procedure of using printed dictionary

Here are some steps of using printed dictionary, as follows:

- a. Dictionary are organized alphabetically, so start with the first letter of the word that you are trying to find.
- b. “Alliteration”, is going to be in the first section of the dictionary under “a”
- c. There will be lots of entries for each letter of the alphabet, so use the guide word at the top of the page to help you. The guide word tells you what the first or last word on that page of the dictionary is.
- d. You will need to look at the second letter of the words, and the third, and so on, in order to find it.
- e. You may need to scan several pages of the dictionary in order to find the word that you need. Scanning is a way of reading quickly to find the information that you need. The more you practice the better you will get at finding words fast.⁷²

3. Advantages and Disadvantages of Printed Dictionary

- a. Advantages of paper dictionaries
 1. They are easy to browse; you just flip the papers alphabetically and look the word up

⁷¹ Zheng, Huibin, The Use of Electronic Dictionaries in EFL Classroom, *Studies in English Language Teaching*, Vol. 4, No. 1, (2016), p. 145

⁷²Dictionary//<https://www.bbc.co.uk/bitesize/topics/zbm2sg/articles/zjyyb82> (June 16th 2022)

2. They are easy to buy; cheaper than some usual book.
 3. They are easy to replicate in different size and word volumes.
 4. They are easy to use; all you require is the power of vision and knowledge of the order of alphabet.
 5. You can touch them, write on them, and when we pay for them we acquire something very tangible in return.
- b. Disadvantages of paper dictionaries
1. A bridged paper dictionaries are not comprehensive.
 2. Comprehensive ones are bulky.
 3. Bulky ones tear off easily.
 4. Weight makes them difficult to handle.
 5. No audio responses (only phonetic transcription).⁷³

G. Listen and Repeat Technique

According to Kirkova listen and repeat technique is the technique that teacher's role to pronounce a word or a structure (or play an audio recording of a native speaker). The learners have to attempt to imitate what they heard. It is highly recommended that the repetition is choral at first and all learners are encouraged to participate.⁷⁴ Also, hariani and mujahidah state that listen and repeat technique is students listen to a teacher or to record which is provided as a model. The students then imitate it. Pronunciation is taught through intuition and imitation; students imitate a model, the teacher or a recording and do their best to approximate the model

⁷³ Abbas Ali Zarei and Aijaz Ahmed Gujjar, The Contribution of Electronic and Paper Dictionaries to Iranian EFL Learner's Vocabulary Learning, *International J. Soc. Sci. & Education*, Vol. 2 Issue 4 (2012), p. 628

⁷⁴ A. Kirkova. Second Language Pronunciation: A Summary Of Teaching, *Journal of Foreign Language*, Vol. 11 (1), Dec (2019)., p. 124

through imitation and repetition.⁷⁵ In addition, according to Andri, This technique has been enhanced by the use of tape recorders, language labs, and video recorders.⁷⁶ According to Ahcmad as cited in Suyanto listen and repeat can be applied to a variety of language elements and activities. This is good for a pronunciation drill so students become accustomed to the sounds of English.⁷⁷ In this technique, the students were asked to repeat the words that the tutors pronounced. they both agreed that this technique was used to teach students how to speak with correct pronunciation.

Based on the statement above, listen and repeat technique is a technique by listen and then repeating again. In this technique students listen first, so students will better understand and know the correct pronunciation after listening to the sentence that is spoken correctly. In this research, the research will apply teaching pronunciation using media (U-Dictionary) through listen and repeat technique. According to Karen there are several procedure listen and repeat technique, Here are procedure of listen and repeat technique as follows:⁷⁸

1. Choose a suitable, interesting audio file in the target language with a written transcription. Listen to the audio a few time.
2. Listen to the first four or five words of the audio file; intonation phrases are best if not too long; if they are, divide them up.
3. Press the PAUSE button, and listen attentively the sounds in your head.

⁷⁵ Hariani, Anwar & Mujahidah. Implementing Listen And Imitate Technique To Improve Pronunciation Skill, *English Education Journal*, Vol. 1 (1), March (2018)., p.

⁷⁶ Andri Purwanto, Teaching Pronunciation Using Varieties Of Pronunciation Teaching Materials And Practices, *Journal of English Language Teaching*, Vol. 3, Issue. 2, March (2019), p. 87

⁷⁷ A. Ahcmad majid, The Teaching Techniques Used in Teaching Speaking to Young learners on English Massive Program Kediri, *Education and Linguistics Knowledge Journal*, Vol.3 No. 2 (2021), p. 164

⁷⁸ C. Karen Steffen, *Asian English Language Classrooms* (London: Routledge, 2017), p. 141

4. Imitate the 'sound' you hear do not automatically use the pronunciation you are accustomed to.
5. Follow this routine of listen and repeat with the same phrase over and over until it is thoroughly imprinted on your brain.
6. Move on to the next word and repeat the process in the same way. Continue for do this daily and keep a record of time spent on practice, noting milestones

These are some steps to using U-dictionary through listen and repeat technique that have been modified by researcher to improves students pronunciation as follows:

1. Students at the beginning of the courses will be asked to download mobile dictionary on their phones (U-dictionary) for them during doing the task that are specified for the course.
2. The Researcher determines the topic that is tailored to the material in the syllabus. In this research the topic that will be deliver
3. The researcher will give instruction how to use the application and explain them about the features on U-dictionary
4. Student listen to the one , four, five words of the audio from u-dictionary, by paying attention to the rules of pronunciation –s ending that is heard
5. Press the PAUSE button, and listen attentively the sounds from u-dictionary
6. The student repeat the 'sound' they hear do not automatically use the pronunciation you are accustomed
7. Repeat the process in the same way. Continue for do this daily and keep a record of time spent on practice.

Based on the explanation above, the researcher was modified the previous procedures from listen and repeat technique. According to Karen based on the needed of the research. It could be concluded that the researcher take several points from listen and repeat steps and add some procedures

to make easier for understanding. It is expected those procedures that have been modified will be enrich students pronunciation, the researcher would like to present the applications namely U-dictionary application. U-dictionary as a media through listen and repeat technique in teaching pronunciation. This research had purpose to make it easier for students to improved their pronunciation.

H. Hypothesis

The hypothesis of this research can be formulated:

H_a : There is a significant influence of using U-Dictionary Application towards students' pronunciation in the Tenth Class of MAN 1 Tanggamus in the academic year of 2022/2023.

H_o : There is no a significant influence of using U-Dictionary Application towards students' pronunciation in the Tenth Class of MAN 1 Tanggamus in the academic year of 2022/2023.

REFERENCES

- Ahcmad, Madjid. The Teaching Techniques Used in Teaching Speaking to Young learners on English Massive Program Kediri, *Education and Linguistics Knowledge Journal*, Vol.3 No.2 , 2021.
- Anastazija, Kirkova. Second Language Pronunciation: A Summary Of Teaching, *Journal of Foreign Language*, Vol. 11 (1). 2019.
- Aldosaria and Mekheimer. *Utilization of English-English online dictionaries for enhancing culture specific translation skills in college students*, (Kazakhstan Building Cultural Bridges: Integrating Language Linguistics, Literature and Translation into education, 2010.
- Purwanto, Andi. Teaching Pronunciation Using The Varieties Of Pronunciation Teaching Materials And Practices, *Journal of English Language Teaching*, Vol. 3, Issue. (2), March, 2019.
- Underhill, Andrian , *Sounds Foundation: Learning and Teaching Pronunciation*. Oxford: Macmillan Education, 2005.
- Mahon, April. *An Introduction to English Phonology* (Edinburgh: Edinburgh University Press, 2002).
- Hornby, Hornby. *Oxford Advanced Learners' Dictionary of Current English*, New York: Oxford University Press, 1998).
- Brown and Attardo. *Understanding Language Structure, Interaction and Variation* (United State: The University of Michigan, 2009
- Bums and Joyce. *focus on speaking* (Sydney: National Center for English Language Teaching and Research, 1997).
- Steffen, Karen. *Asian English Language Classrooms*. (London: Routledge, 2017).

- Yuliyanti & Holman, The Effectiveness of Using U-Dictionary Application in Learning English, *Jurnal Pendidikan Bahasa* .Vol. 9 No.1, 2022.
- Kreidler, Charles. *Introducing English Semantic*. New York: Routledge, 1998.
- Paulette, Dale. *English Pronunciation Made Simple* . America: Pearson Education, 2005.
- Haris, David. *Testing English as Second Language*. New York: McGraw Hill Company, 1996.
- Ary, Donald, Lusy Cheser and Sorensen, Cris. *Introduction to Research in Education 8th ed* . Canada: Wadsworth Cengage Learning, 2010.
- Astuti, Dwi. *Introduction To English Phonology*. Tulungagung: Akademia Pustaka, 2019
- Edward, finegan, *Language its Structure and Use*. USA: Tomson Wadsworth, 2008
- Wirawan, Fajar. A Study in the Teaching Media Used by The English Teacher at SMP Muhammadiyah 2 Malang, *Jurnal Ilmiah Profesi Pendidikan*, Vol. 5 (2) . 2020.
- Fatihatus, Saadah and Havid Ardi. The Analysis Of Student Pronunciation Error On English Diphtong, *Journal of Language Teaching*. Vol. 9 No. 1 . 2020.
- Gerald, Kelly. *How to Teach Pronunciation*. UK: Bluestone Press, 2000.
- Basturkmen, H. *Developing Courses in English for Specific Purposes*, New York: Paglave Macmillan, 2010.
- Tarigan, Henry Guntur, et al. *Telaah Buku Text Bahasa Indonesia*,

Bandung: Angkasa, 1986.

Hariani, Anwar & Mujahidah. Implementing Listen And Imitate Technique To Improve Pronunciation Skill, *English Education Journal*, Vol. 1 (1). 2018

Harmer, Jeremy. *The Practice of English Language Teaching*. Chambridge: Pearson Education Limited, 2007.

Hatch and Farhady, *Research Design and Statistics for Applied Linguistics*

John, Best. and James Khan, *Research in Education 7th edition*. New Delhi: Prentice Hall, 1995.

Krismonika, Maida and Asi, The Effect of U-Dictionary on Vowel Pronunciation Ability of the Tenth Grade Students. *Journal of English Language Teaching, Linguistics, and Literature*. Vol. 1, No. 1 (2021)

Kulsum, et al. *Morphology Parepare*: IAIN Parepare Nusantara Press, 2021.

Febronia, L. A Study on the Ability of Supra- Segmental and Segmental Aspects in English Pronunciation, *Athical Lingua*, Vol. 7, No. 2. 2020.

Hariri, M. A Review of Literature: A Gender-based Study of Pronunciation Accuracy, *Research Journal of Applied Sciences, Engineering and Technology*, Vol. 4

Marzenakot, Marzenakot. The important of pronunciation teaching (On-Line),
availableonlineat:<http://www.profesor.pl/mat/pd6/pd6: m kot 20060914 .pdf>

Muhassin, M. (2016). Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung. *Humaniora*, 2016, 7. 4: 485-492.

Muhassin, M., Annisa, J., & Hidayati, D. A. (2021). The Impact of Fix up Strategy on Indonesian EFL Learners' Reading Comprehension. *International Journal of Instruction*, 2021, 14.2:253-270.

Pandya, Disha. Importance Of Pronunciation In English Language Communication. *Journal Pronunciation And Communication*, Vol.7, No.2. 2018.

Ur, Penny. *A Course in Language Teaching: Practice and Theory*, Cambridge: Cambridge University Press, 1996.

Ramesh, Rajase, Krishnasamy and Geraldine, *Rethinking The Teaching of Pronuciation in the ESL Classroom*.

Akmal, Saiful, Rahmat and Rasdaniva, *Introduction to Linguistics for English Language Teaching* (Banda Aceh: Padebooks, 2017).

Shinta, Fenanda. *The Use Of U-Dictionary As A Media To Increase Students' Listening Skill* Thesis, Bosowa University. 2021

Sugiyono, Sugiyono. *Metode Penelitian Pendidikan* . Bandung: Alfabeta, 2019.

Sukarno, Sukarno. Teaching English to Young learners and Factors to Consider in designing the Materials, *Jurnal Ekonomi dan Pendidikan*. Vol. 5 No. 1. 2008.

Supardi, Supardi. *Statistik Penelitian Pendidikan, Perhitungan, Penyajian Penjelasan, Penafsiran Dan Penarikan Kesimpulan* (Depok: Rajagrafindo Persada) 2017.

Sukmahidayanti, Tanti. The Utilization Of Instructional Media In Teaching English To Young Learners, *Journal of English and Education* , Vol 3 . 2015

Trask, R. *A Dictionary of Phonetics and Phonology*, (New York: British Library, 1996)

Salamah, Ummu. *Gender Representation in the English Textbook, Unpublished Thesis*. Jakarta: Syarif Hidayatullah State Islamic University, 2014

Warisara, Y. *Improving English Stress and Intonation Pronunciation, Procedia- Social and Behavioral Science, 2013*

Puspitarini & Hanif, Muhammad Using Learning Media to Increase Learning Motivation in Elementary School, *Anatolian Journal of Education*, Vol. 2 (4) Oct, 2019

Zaaiman, J. Power and Influence: assessing the conceptual relationship. *KOERS Journal*, 85(1) 2020

Zenitha, Autani Ula. *Using U-Dictionary For E-Learning Vocabulary* (Universitas Wijaya Kusuma, 2020)

