

**THE USE OF ELECTRONIC U-DICTIONARY TO IMPROVE
NON-ENGLISH STUDENTS' VOCABULARY MASTERY AT
UNIVERSITAS MUHAMMADIYAH MAKASSAR**



Thesis

**Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in partial fulfillment of the requirement for the
degree of education in English department**

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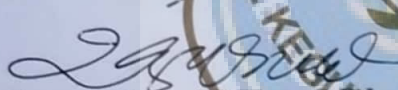
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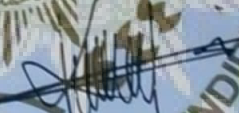
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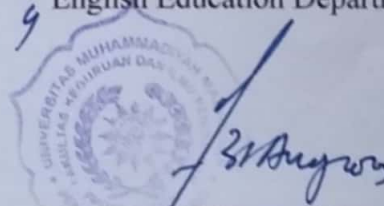

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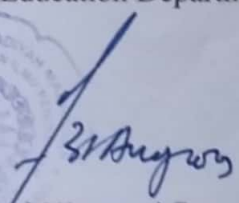
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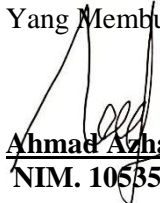
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MOTTO

*Allah Is with those who are patient and
sincere in Facing Every Trial in Life*

DEDICATION

*I Dedicate this thesis for my beloved parents and my cousin was
called Salzabila who helped me out through this way and
support me in every time. Finally I dedicate this research to my
self as journey and good memories in my file*

ABSTRACT

Ahmad Azhar. 2023. The Use of Electronic U-Dictionary to Improve Non-English Students' Vocabulary Mastery at Universitas Muhammadiyah Makassar (supervised by Muhammad Zia Ul Haq and Sulkifli)

This thesis aims at finding out whether or not the use of Electronic U-Dictionary effective to improve non English students' vocabulary mastery. This research is a pre-experimental research with pre-test and post-test design. The pretest was given to know the students' vocabulary before giving treatment. The posttest was given to know the students' improvement vocabulary after giving treatment. The population of the research was the fourth semester students of PGSD Study Program in Muhammadiyah University of Makassar academic year 2022-2023. There are thirteen classes where each class consist of 25 students, so the total number of the population is 325. The sampling technique used is cluster random sampling. The researcher took one class of the fourth semester of PGSD students as the sample which consisted of 25 students. The instrument of this research was vocabulary test. The data were analyzed by using SPSS. The results of the statistical analysis shows that the mean score of the pre-test is 53,5 and post-test is 81,6. The result of $P=0.00$ while $\alpha=0.05$. it could be concluded that α is higher than P with degree of freedom (df) = $25-1 = 24$. Therefore, the alternative hypothesis (H_1) is accepted and null hypothesis (H_0) rejected. Based on analysis of the result, it could be concluded that the use of Electronic U-Dictionary is effective in teaching vocabulary.

Keywords : Applications, Electronic U-Dictionary, Vocabulary

ABSTRAK

Ahmad Azhar. 2023. Penggunaan Electronic U-Dictionary untuk Meningkatkan Penguasaan Vocabulary Mahasiswa Non Bahasa Inggris di Universitas Muhammadiyah Makassar (dibimbing oleh Muhammad Zia UI dan Haq Sulkifi)

Tesis ini bertujuan untuk mengetahui apakah penggunaan Electronic U-Dictionary efektif atau tidak untuk meningkatkan penguasaan kosa kata siswa non bahasa Inggris. Penelitian ini merupakan penelitian pra-eksperimen dengan desain pre-test and post-test design. Pretes diberikan untuk mengetahui kosa kata siswa sebelum memberikan perlakuan. Postest diberikan untuk mengetahui peningkatan kosa kata siswa setelah diberikan perlakuan. Populasi penelitian ini adalah mahasiswa semester IV Program Studi PGSD Universitas Muhammadiyah Makassar tahun akademik 2022-2023. Terdapat tiga belas kelas dimana setiap kelas terdiri dari 25 siswa, sehingga jumlah populasi seluruhnya adalah 325. Teknik pengambilan sampel yang digunakan adalah cluster random sampling. Peneliti mengambil satu kelas mahasiswa PGSD semester empat sebagai sampel yang terdiri dari 25 mahasiswa. Instrumen penelitian ini adalah tes kosa kata. Data dianalisis dengan menggunakan SPSS. Hasil analisis statistik menunjukkan bahwa nilai rata-rata pre-test adalah 53,5 dan post-test adalah 81,6. Hasil $P=0.00$ sedangkan $\alpha=0.05$. dapat disimpulkan bahwa α lebih tinggi dari P dengan derajat kebebasan $(df) = 25-1 = 24$. Dengan demikian, hipotesis alternatif (H_1) diterima dan hipotesis nol (H_0) ditolak. Berdasarkan hasil analisis, dapat disimpulkan bahwa penggunaan Electronic U-Dictionary efektif dalam pengajaran kosa kata.

Kata Kunci : Aplikasi, Electronic U-Dictionary, Vocabulary

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Makassar, 2023

The Researcher,

Ahmad Azhar



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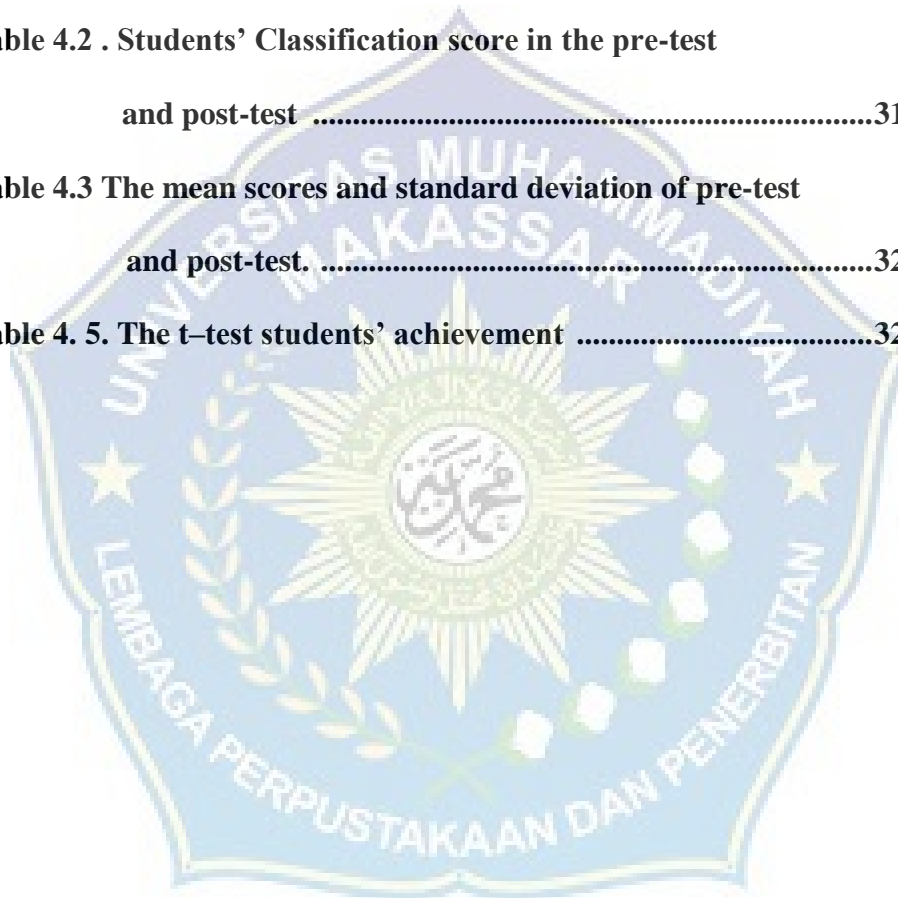
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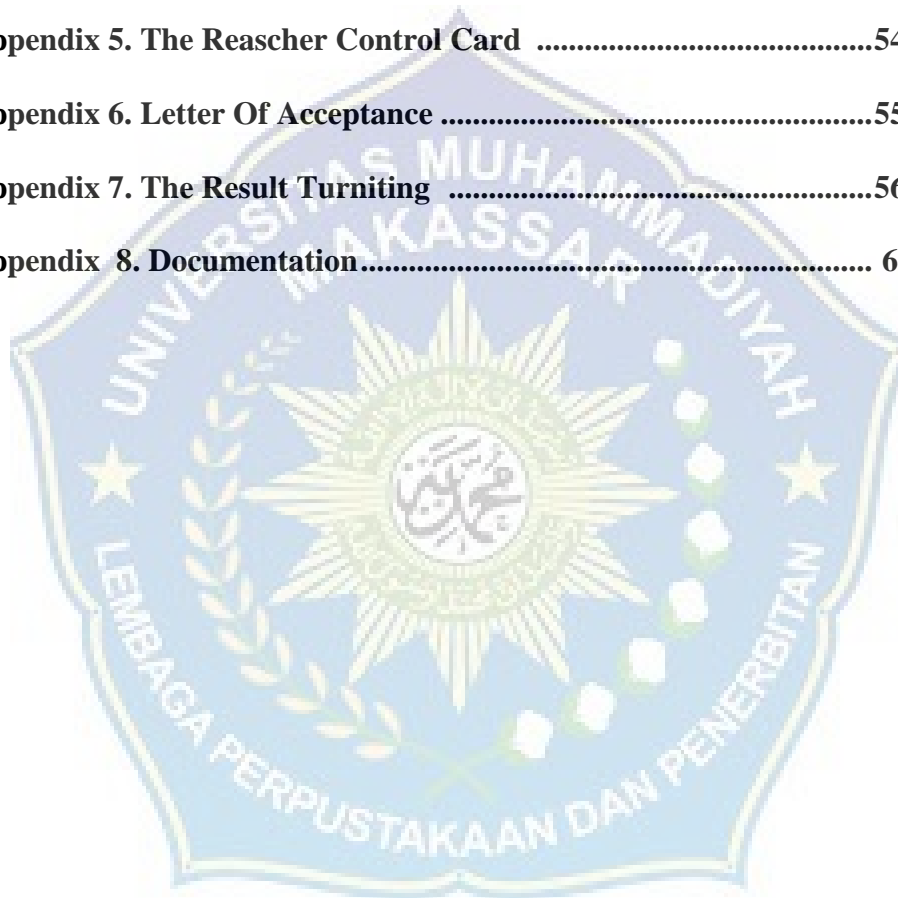
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CHAPTER I

INTRODUCTION

A. Background

English is international language. That's why it is important to be learnt and taught. There are many countries have made English as a required subject in school and university. One of the most important parts of English that should be mastered in order to be able to speak and write is vocabulary. We cannot overstated the importance of vocabulary in English. The learners who know grammar well but do not memorize vocabulary would find difficulties to communicate what they want to say. A student, on the other hand, is simply learning because the importance of new words is often emphasized, whether in a book or in classroom, vocabulary learning is one of an essential aspect in learning a foreign language. In fact, vocabulary mastery is one of problem faced by EFL students. Most of the students including in university are difficult in speaking or writing English because they have very limited vocabulary although they have studied English from High school. This problem also happened to the third semester students of PGSD in Muhammadiyah University of Makassar. It is based on the simple interview conducted by the researcher before.

Referring to the fact stated before then the writer assumed that an alternative way to teach vocabulary is needed. One of the alternative ways is teaching by using media which suitable with the students' era in order to make the materials enjoyable, interesting and challenging so that the teacher

can give motivation to the students to learn and help them.

Today is era 4.0 where student tend to choose learning through electronic media like smart phone. One of the application is electronic U Dictionary. Jiang in (Safina, 2019) claims that the greatest advantage of electronic dictionaries is that they are very suitable and easy to be used. The number of electronic dictionaries is also increasing. Some can pronounce words clearly, provide example sentences to explain how to use words, and memorize certain words that are not easy to memorize. Meanwhile Zheng& Wang in (Safina, 2019) explain that electronic dictionaries have become interesting, preferred and popular among English learners of all levels.

In this study, the researcher choose electronic dictionary as a medium in teaching vocabulary. One of the electronic dictionaries is Electronic U dictionary. Teaching and reviewing some specific vocabulary, grammatical structures, and patterns is a good practice. By using electronic U dictionary, the process of teaching vocabulary will be more fun, interesting and motivating. The Electronic U Dictionary brings relaxation and fun to students, helping them learn and remember new words more easily. Very convenient and simple. These create motivation for students to actively participate in learning activities. This way their vocabulary is remembered longer (Safina, 2019).

Therefore, researcher used electronic U-dictionary as a learning application to increase students' vocabulary. In this research, the third semester students of PGSD Muhammadiyah University of Makassar will

become the subject of this research.

B. Problem Statement

Referring to the background explanation of the research, the researcher formulates the problem statement of the research as: Does the use of Electronic U-Dictionary improve non students' vocabulary mastery?

C. Research Objectives

The problem statement of this research is to find out whether or not the use of Electronic U-Dictionary to improve non English students' vocabulary mastery.

D. Significant of the Research

This research is hoped to give some significance to those mentioned below:

1. Teachers

The results of this research is hoped to give beneficial information to the teacher especially English teacher about the use of electronic U-Dictionary to increase students' English mastery especially vocabulary

2. Students

Hopefully the result of this research will give motivation to the students in learning vocabulary by using electronic U Dictionary

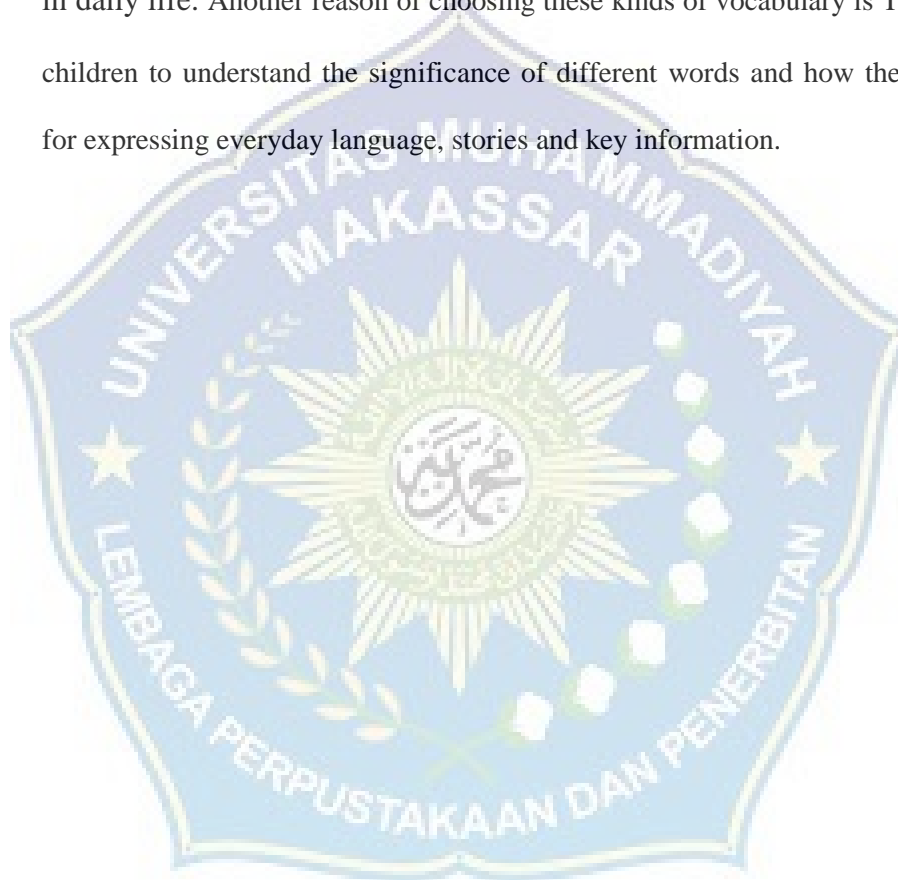
3. Other Researchers

By conducting this research, it is hoped that it will give some support and motivation to the next researchers who would like to conduct the same topic of this research as well as giving some information about the

use of U dictionary in vocabulary teaching.

E. Scope of the Research

Referring to what stated in the background and the problem identification, the research is focused on the English vocabulary especially Verb, Noun, and Adjective since these kinds of vocabularies are always used in daily life. Another reason of choosing these kinds of vocabulary is They enable children to understand the significance of different words and how they are used for expressing everyday language, stories and key information.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

There were many researchers conducted related to the utilization of U-Dictionary in English teaching, those are:

(Hapsari, 2022) with the research title “The Utilization of U- Dictionary Application in Learning Vocabulary” the objective of the research is to observe the use of U-Dictionary application in vocabulary learning at Seventh grade of SMPN 6 Bekasi by applying a qualitative descriptive method with the research instruments are interview, questionnaire, and observation. It was conducted on 40 students. Finding of the research is 60% of the 40 most students generally agree completely that the U-Dictionary application assists students learn English vocabulary. Observing this research, I found three facts about her class. 1) Maximizing is a good thing. 2) Motivate students to learn. 2. Reward students.

(Wiratman, 2021), this study is to find out the influence of electronic dictionary medium on the students’ English vocabulary by applying quantitative method. The instruments used are multiple choice tests and the result shows that there is influence of using electronic dictionary on students’ vocabulary achievement.

(Muslimawati et al., 2021), The aim of the study is to find out the students’ perception toward vocabulary learning by using U-Dictionary application. It is a qualitative research with the research instrument is

interview. The results show that the use of U-Dictionary had positive and negative effects on students. Students are more understandable and hands-on, Students can learn English from unfamiliar forms, U-Dictionary application added some new words, can be reviewed by students, it can be used anytime, anywhere, suitable for the digital age. The students felt displeased by the advertisements displayed in the U Dictionary app, which negatively affected them, but the conversation function sometimes did not recognize the student's voice, and the battery drained, and the students felt that they automatically stopped using the U-Dictionary application when their mobile phones ran out of battery. Finally, more students reported positive perceptions than negative perceptions.

B. Some Pertinent Ideas

1. Vocabulary

a) Definition of vocabulary

Learning vocabulary is very important in learning foreign language like English. If the students don't have enough vocabulary, they will find difficulties in voicing their comprehension. Mastering vocabulary is important due to the fact that someone is choosing you to the phrases you are saying and having higher vocabulary knowledge can improve someone's capability to think (Sugiyanta, 2021). Meanwhile (Alhabahba et al., 2014) explains that vocabulary is really the most important point in learning a language so that people can communicate with each other. (Marco et al., 2007)

explained that “vocabularies are a corner stone express yourself meaningfully and communicate effectively”.

Burn and Broman in (Suardi & Sakti, 2019) state that a vocabulary is a storehouse of words used by professionals, all of which have much in common but are all distinctly different. The most crucial thing in learning language is to acquire words or vocabularies. Successful English learning therefore requires mastery of vocabulary. A large vocabulary does not guarantee a learner's ability to learn English, but a good vocabulary hinders their chances of success in learning English, meanwhile Lehr, Osborn, and Hielbert in (Aji & Farida, 2019) stated that vocabulary is the knowledge about words and their meanings. Hornby in (Muslimawati et al., 2021) a vocabulary is defined as a group of words that together have meaning. He also explained that composing in language requires rules. In other words, in order to learn vocabulary, learners must also learn the rules for speaking properly.

Referring to the vocabulary definition above, the researcher can conclude that vocabulary is the most important element of language. It is the word used by people to express their mind. It is a set of words possess by someone that can be used verbally.

b) Teaching Vocabulary

All language skills (Listening, speaking, writing and reading) cannot be conveyed without vocabularies. Vocabulary teaching is

more than more than fair showing modern words (Harmer, 1991:159). There are a few premises and comments related to the instructing of lexicon, those premises and comments are: a) unused vocabulary items will always be introduced in the structure b) Lexicon or vocabulary will continuously be instructed in ordinary discourse articulations c) Not all of the words the understudies listen amid the process of learning d) Vocabulary will be practiced in question-answer shape. According to (Wiratman, 2021), in vocabulary teaching, in order to memorize the vocabulary, the teachers should help the students by preparing well the teaching material, using suitable media, techniques, and methods. In line with this theory, the researcher in this research will try to use media in order to improve students' vocabulary and the media is Electronic U-Dictionary. It is hope that by using this media, it can make the students enjoy, interested, and bring some conveniences to the students so the students can learn effectively.

To ace the vocabulary, the educator takes after the rule in educating vocabulary. It is stated by J.Wallace in (Ulandari, 2022) that the principles of teaching vocabulary are as follows: I Aims

The teachers' aims at teaching the vocabulary ought to be clear to the students. For example, the instructor ought to have an objective for the students like what the educator needs, the students are able to create a few straightforward sentences in English

utilizing the vocabulary which has been taught.

1) Quantity

The teacher may need to choose on the amount of vocabulary to be learned the genuine number will depend on a total of variables changing from lesson to course and to learner.

2) Meaningful presentation

Along with the shape of the word, the students ought to be a clear and particular comprehension of what it indicates or refers mean of them.

3) Situation presentation

It is seen as practical that the students' will be utilizing words in the circumstance which is appropriate.

4) Presentation in context

From the words, its characteristic environment as it is among the words it typically collocated must be appeared for start of the word.

According to Nation (2005) there are six concepts in the teaching of vocabulary, those are a) the teachers should keep teaching simple and clear. They don't have to explain complicatedly, b) relate the present teaching to the students past knowledge. It can be done by indicate a pattern or analogy, c) using not only oral presentation but written presentation too, (4) paying attention mostly to the vocabularies that have been partly known, (5) telling students if it's a high-frequency word that is worth noting for future attention,

and (6) Don't introduce unfamiliar or little-known related words such as synonyms, antonyms, members of the same vocabulary set.

To learn the vocabulary, there are two road of materials they need to know, first, it should be practiced by presenting frequently used up-to-date vocabulary that fits the learner's needs in a natural context. Second, the material has to help students learn vocabulary better by educating different techniques and strategies that can be used to continue running the learning outside the class (Marco et al., 2007).

(Dakhi & Fitria, 2019) state that in teaching vocabulary, there are nine vocabulary aspects to teach, those are a) form and meaning; it refers to whether the word is a loan or the L1 word, b) concept and referents. This aspect refers to whether the L1 word with roughly the same meaning, c) Association. Whether the word fit into the same sets as an L1 word of similar meaning, d) spoken form which refers to whether or not the learners can repeat the word accurately when they hear it, e) written form which refers to whether the learners can write down the word correctly if they hear it, f) word parts refers to whether the learners can identify known affixes in the word, g) grammatical function which refers to whether the word fits into predictable grammar patterns, h) Collocation refers to whether the word has the same collocation as an L1 word, and i) constraints on as an L1 word use refers to whether the word has the same restriction on its use as an L1 word of similar meaning.

c) **The Important of Vocabulary Learning**

According to (Marco et al., 2007), for students, it is a challenge to learn vocabulary. It is caused by some factors, like the size of the task and the diversification of vocabulary kind that students have to learn, This includes words, phrases, collocations, strategic vocabulary, grammatical patterns, idioms and fixed expressions According to Allen and Vallete (2017), vocabulary enhancement in the skills of English is an important segment of English teaching as a foreign language. Vocabulary is vital segments in all dialects in which the students must persistently learn words when the learner or students are moreover examining linguistic use (grammar/structure) conjointly elocution (articulation). In line with this statement, Nunan (1991) states that learners or students must study well to improve their vocabulary knowledge. In the early stages of English learning, it is better to teach them vocabulary than teaching grammar and the learner can study grammar when finding words in the vocabulary itself if the they have adequate or sufficient word or vocabulary.

d) Types of Vocabulary

According to (Dakhi & Fitria, 2019), as a teacher, it is very essential to know types of vocabulary in order to understand well the way to instruct them in effective way according to context, style of learning, preferences and needs of the students. There are two categories of vocabulary, they are receptive and productive vocabulary and active and passive vocabulary.

1) Receptive Vocabulary and Productive Vocabulary

(Dakhi & Fitria, 2019) state that the types of vocabulary which the reader encounters during the reading and listening process is called receptive vocabulary. It is the word that the reader and listener use in order to comprehend the message given. Meanwhile the productive vocabulary is the group of words used by someone to produce message. It mainly used in speaking and listening skills.

2) Active Vocabulary and Passive Vocabulary

Active and passive vocabulary mainly refers to the frequency use of the word. The word which is usually used by listener and writer in order to be completely understood is call active vocabulary. It should be memorized and it is used in speech and writing. In contrast, passive vocabulary is the word which is not completely understood. They are not used frequently in writing and speaking (Dakhi & Fitria, 2019).

e) **Kinds of Words**

According to (Fadila, 2019) kinds of words in some grammar books are refer to eight parts of speech and those parts of speech are important to known in order to avoid using them incorrectly. These parts of speech are nouns, pronouns, adjectives, adverbs, verbs, conjunctions, prepositions and interjections

1) Noun

Noun is any word that denote a class of person, place, or thing (common noun) or the name of a particular thing (proper noun).

For example:

Person – Rahmi

Place -country

Thing –book

Idea – equality

Animal – goat

Quality – weight

Activity – celebration

2) Pronouns

A pronoun is a word (e.g. she, it, this) used as an antecedent to a pronoun or in place of a noun or noun phrase mentioned elsewhere in discourse (e.g. I, you).

For example:

Ani wondered whether she should go to the party. —Ani is the antecedent of the pronoun —she.

3) Adjectives

Adjectives are words that modify or describe another word, such as nouns or pronouns. for example: beautiful, delicious, fun, fast.

4) Adverbs

An adverb is a word used to modify, modify, or modify a verb, another adverb, or an adjective. for example: calmly, happy,

clearly.

5) Verbs

A Verb is an action word in sentences that describe what an object is doing or an action or being. For example: dream, play, go.

6) Conjunctions

Conjunctions are parts of speech that connect words, sentences, or phrases

7) Prepositions

Prepositions are words used to connect nouns, pronouns, and phrases with other words in a sentence. for example: Up, down, on.

8) Interjections

Interjections are words that express emotion or surprise. for example:

oh! pain! help! wonderful! Mobile Application in Teaching and Learning Vocabulary.

2. Mobile Application in Teaching Vocabulary

d. Definition of Mobile Application

A mobile application, most commonly called an app, is a type of application software created to be run on mobile devices such as smartphones and tablet computers. Mobile applications are often designed to provide users with services alike to those accessed on a PC. Apps are typically small discrete software units with limited functionality. The use of this app software was originally

publicized by Apple Inc. and the store of the application which offers the users thousands of applications for the iPhone, iPad, and iPod Touch. Mobile applications are also recognized as apps, web apps, online apps, iPhone apps, or smart phone app. According to (Ritonga, 2020), application is one of the development of technology which are made in order to facilitate human life. One of the technology is mobile phones.

e. **Mobile Application Use in Teaching and Learning Vocabulary**

In today's era, smartphone becomes one of an ordinary part of human life. There are many applications can be used in this device. Mobile application which is included into technological tool can be used by the teachers can view information about specific topics in the classroom. The students' comprehension about the learning topic will be improved even they don't just learn something they will deepen your understanding of intriguing topics. Curiosity will trigger them to investigate something deeply. Digital tools are one of the best ways to teach English in the classroom including teaching vocabulary (Robin & Aziz, 2022).

Zakian who study the utilization of mobile application for the English vocabulary teaching to young language learners found that experimental group who were taught by using mobile application performed better than control group (Zakian, 2022). Further (Şen, 2021) found that the use of mobile devices in teaching vocabulary

is portable, conducive in providing immediate feedback for students, it increased students' motivation and autonomy; it is free from limitation of time and place. On the other hand, the use of mobile devices also brings obstacles such as technical problem, the distracting and compulsive nature of mobile devices, small screen size, anonymous features, level of effectiveness dependent on learner profile.

3. Electronic U-Dictionary

a. Definition of Electronic U-Dictionary

Many people think learning English is difficult but there are many ways have been created in order to make it easier. If in the past, students who would like to study English especially to look for the word translation they have to open printed dictionary and troublesome books, then today they can use a simple and practical electronic dictionary using the students' android. One of the electronic dictionary is U-dictionary. It is one of media which can be used in mobile whether it online or offline. It is a dictionary which can be downloaded from an android or smartphone. It may be a light application for interpreting more than 30 dialects without web association, U Dictionary right now bolsters Android 4.0.0 and IOS 3.0.0 smartphones which were fair discharged on Walk 24th, 2016, advertised by Youdao, Hongkong. In 2019 U-Dictionary has been downloaded by more than 50 million clients in worldwide

(Riadi & Handayani, 2020). By using U-Dictionary, we are able decipher words and brief expressions conjointly hone the abilities in any dialect. From the most tab, everybody can rapidly get to brief tests and scaled down recreations to hone any dialect needed. Other than interpreting a word or content, U-Dictionary can moreover to be utilized to see up definitions by means of Collins Dictionary or Wikipedia. Indeed, everybody can tune in to the elocution at whatever point the android smartphone has an Online association. The works out and tests are particularly incredible for making strides your familiarity in any dialect you need, especially English (Yuliyanti & Siahaan, 2022).

b. Advantages and Disadvantages of Using Electronic U-Dictionary

The preferences (advantages) of utilizing U-Dictionary are costless, special, and basic to induce within the bundled software and reasonable download it. For Apple smartphone users it can be download from App Store, and it is also available for Android users it can be download from Play Store. There are features which can check and give the rating for speaking pronunciation and fluency when people use this app. According to (Krismonika et al., 2021) the use of U-Dictionary can help the students to pronoun the vocabulary meanwhile (Muslimawati et al., 2021) using electronic U-dictionary in learning vocabulary rings some positive effect for

students, those positive effects are a) it is more practical so the students are easy to use it, 2) it can add students' vocabulary, 3) it can make students refresh, anytime and anywhere the students can use it, and 4) it is suitable with the students era that is digital era. They further explain that besides its positive effects, using electronic U-dictionary also can bring negative effects for students such as a) there are many advertisement appear when using it so it can disturb the students, b) sometimes the students' voice are not deleted in the conversation feature, and c) it cannot be used when the students' mobile phone are low battery.

By using electronic U-dictionary, it will increase students' ability in English because it has some features which can check students on the word pronunciation so they can pronounce the word correctly, it can also check the spelling and vocabulary. So the students can be easier in finding new vocabulary that they need. They just can type the unfamiliar vocabulary and it will directly appear in the U-Dictionary.

Research conducted by (Wulandari & Handayani, 2020) found that the use of U-Dictionary in teaching vocabulary brings positive effects as a learning media. It can increase students' vocabulary significantly. They further explained that U-dictionary is easy to use and it doesn't only improve the students' vocabulary but it also improve students' pronunciation since this application provides the

pronunciation menu. It is also stated by (Putri F.S., 2021) that the advantages of U-Dictionary that can make learn English quickly are as follows: a) Translate Images with a Camera You can translate English that is displayed anywhere directly using the camera. Just scan it, without the hassle of re-typing, the meaning will appear in Indonesian immediately, b) Learn English from the Android Lock screen Besides being able to learn English using a camera, by installing U-Dictionary on Android, you can learn English directly from the lockscreen of your smartphone. So every time you open the lock screen, you will immediately be treated to new English vocabulary that you can learn, c) Play Games to Learn English Using the U-Dictionary, you can learn English in an easy and fun way. So in this English learning application you can add new vocabulary through the games provided in it, read English Articles The articles are packaged in casual English, so we can learn to read English and at the same time gain insight.

c. **How to Use Electronic U-Dictionary**

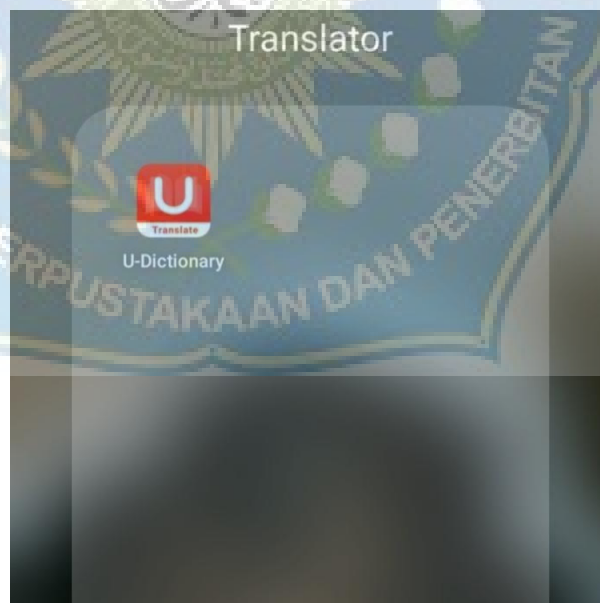
According to (Mustika, 2021), there are some steps of using electronic U-Dictionary, those are:

a. Download and install the application on your smartphone



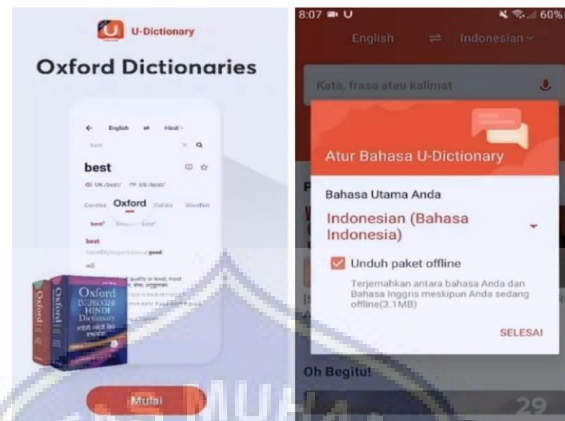
Picture 2.1 Download and install the application

b. Open the electronic U-dictionary which has been downloaded



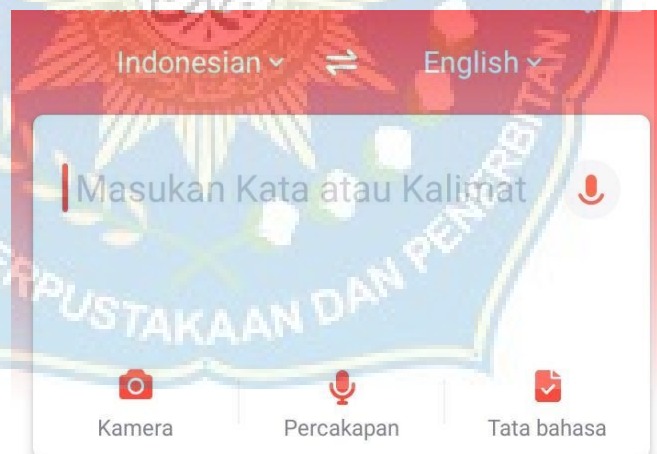
Picture 2.2 : Open the electronic U-dictionary

- c. When it is opened, there will e a display like “select start’ and the “select Indonesian”



Picture 2.3 display of U-Dictionary

- d. After that the main menu of the application will be displayed. You can enter the word or the sentence you want to translate.



Picture 2.3 The main menu of the of U-Dictionary

Based on the portrayal over, there's a have to be conduct a researcher in order to find out whether the use of electronic U-Dictionary can improve students' English vocabulary and also to see how the students'

perception on the use of this media in teaching vocabulary. Therefore, the researcher will try to use U Dictionary to teach vocabulary to the third semester of PGSD students of Muhammadiyah University of Makassar.

C. Conceptual Frameworks

The conceptual framework below explains that the researcher use electronic U-Dictionary in teaching English vocabularies. In implementation this research will apply pre-experimental research. The conceptual framework of this study is as follows:

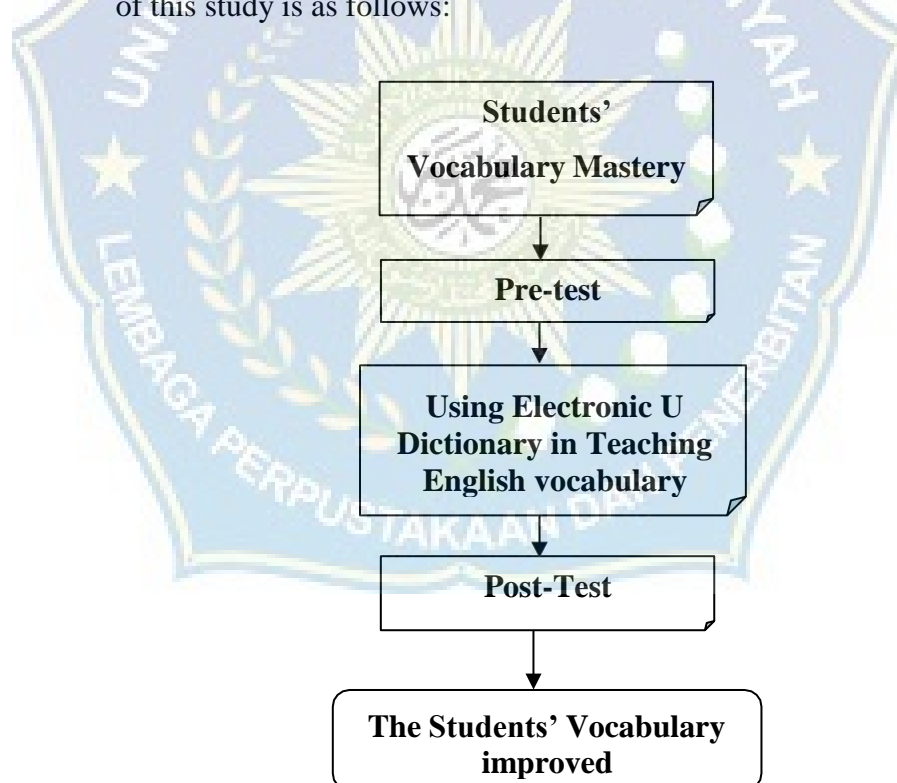


Figure 2.1 The conceptual framework

Based on the conceptual above, it shows that the problem of this research

is the samples have low vocabulary and the researcher will try to use Electronic U-Dictionary to improve their vocabularies, but before teaching them using Electronic U-Dictionary, the researcher will firstly give them pre-test in order to know their prior ability and after teaching them then the researcher gives them post-test to know whether the use of U- Dictionary improve students' vocabulary. After those then the improvement can be seen.

D. Research Hypothesis

Referring to the theoretical framework above, the researcher formulates the hypotheses as follows:

1. Hypothesis Formula

a. Alternative hypothesis (Ha)

There is a significant influence of using Electronic U-Dictionary on students' vocabulary mastery at the third semester students of PGSD Muhammadiyah University of Makassar

b. Null hypotheses (Ho)

There is no significant influence of using Electronic U-Dictionary on students' vocabualry mastery at the third semester students of PGSD Muhammadiyah University of Makassar.

2. Statistical Hypothesis

IF: $t_o > t_t$ Ha is accepted and Ho is rejected

IF: $t_o < t_t$ Ha is rejected and Ho is accepted.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher applied pre-experimental design with pre-test, treatment, and post-test. It was used to know the vocabulary improvement through the use of Electronic U-Dictionary to the third semester students of PGSD study Program in Muhammadiyah University of Makassar.

This research involved one group of students with pre- test, treatment and post- test design. This design of research can be describe as follow:

Pre –test	Treatment	Post test
O1	X	O2

Tabel : 3.1 This design of research

Notes:

O1 :Pre-test

X : Treatment

O2 : Post test

(Arikunto: 2022)

B. Variable of the Research

In this research, the researcher classified two kinds of variables, they are Dependent Variable (students' vocabulary) and Independent Variable (electronic U-Dictionary)

C. Population and Sample

1. Population

The population of this research is the fourth semester students of PGSD Study Program in Muhammadiyah University of Makassar academic year 2022-2023. There are thirteen classes where each class consist of 25 students, so the total number of the population is 325.

2. Sample

The researcher used cluster random sampling technique to determine the sample. The researcher took one class of the fourth semester of PGSD students as the sample which consisted of 25 students.

D. Research Instrument

The instrument used by the researcher in gathering the data in this research is vocabulary test. In this research, the researcher used translating vocabulary test. The researcher gave 10 English vocabularies to the students and ask them to translate them into Bahasa Indonesia and 10 vocabularies in Bahasa Indonesia that should be translated into English. The students must complete them in 45 minutes. The test was used in pretest and posttest, which consists of three parts of speech namely “Noun, Verb and Adjective”. This vocabulary test was given in the pre-test and post-test. It aims to know students’ vocabulary improvement.

E. Data Collection

In collecting the data, there used three procedures, they were giving pre-test, treatment, and post-test.

1. Pre-test

Before doing the treatment, the students were given the pre-test first to know their prior knowledge of vocabulary.

2. Treatment

The researcher conducted the treatment in four meetings. The procedure of the treatment can be seen in the following.

a) The first meeting, the researcher greeted the students and checked the attendance list and asked the students to download Electronic U Dictionary application through Play Store in their smartphones. The researcher explained how to use Electronic U Dictionary to study Vocabulary and then the researcher gave 30 vocabularies to the students (30 Nouns). The researcher asked the students to translate the meaning of the vocabulary using camera on the U-dictionary after that the researcher asked the students to mention the meaning of the vocabularies one by one after that the researcher asked the students to click the sound sign on U Dictionary to listen to the pronunciation of the vocabularies and asked the students to repeat pronouncing the words. After that the students were given chance for 20 minutes to memorize the vocabularies with their friends and then the researcher gave them vocabulary exercise and collected them to be corrected after that the researcher asked the students difficulties and then closed the meeting.

b) The second meeting. The researcher greeted the students and checked the attendance list and gave 30 vocabularies to the students (30 Verbs). The researcher then asked the students practice how to pronounce the vocabularies one by one by listening to the sound sign on U-

Dictionary and then the researcher checked their pronunciation. After having correct pronunciation then the students mention the meaning of the vocabularies one by one.

c) The third meeting. The researcher greeted the students and checked the attendance list and then the researcher gave 30 vocabularies to the students (30 Adjectives). The researcher then asked the students to translate the meaning of the vocabulary using camera on the U dictionary after that the researcher asked the students to mention the meaning of the vocabularies one by one after that the students to click the sound sign on U-Dictionary to listen to the pronunciation of the vocabularies and asked the students to repeat pronouncing the words.

d) The fourth meeting. The researcher greeted the students and checked the attendance list and then the researcher gave 30 vocabularies to the students (10 verbs, 10 Nouns, and 10 adjectives). The researcher asked the students to be in pair to practice pronouncing the given vocabularies. The students then translate the meaning of the vocabulary using camera on the U-dictionary after that the researcher asked the students to translate the vocabularies one by one. After that the students were given chance to memorize the vocabularies with their friends and then the researcher gave them vocabulary exercise and collected them to be corrected after that the researcher asked the students difficulties and then closed the meeting.

3. Post Test

The researcher gave test as in the post-test to the students. It aims to know the students' vocabulary improvement by using Electronic U

Dictionary at the third semester of PGSD Study Program in Muhammadiyah University of Makassar

F. Data Analysis

The data gathered through the instrument were analyzed quantitative descriptive statistical analysis. The researcher analyzed the result of the students' answers by using the following steps:

1. Students' score of correct answer test counted by using the formula:

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total test items}} \times 100$$

2. To understand the level of the students' score, the researcher used the following classification:

Scores	Classification
96-100	Excellent
86-90	Very Good
76-85	Good
66-75	Average
56-65	Fair
36-55	Poor
0-35	Very Poor

Tabel 3.2 Source: Depdikbud (in Tira, 2012)

Calculating the mean score, standard deviation and the test significance by using program SPSS version 20.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the data analysis presentation of the result of the research. The aims of the research is to know whether or not the use of Electronic U-Dictionary to improve non English students' vocabulary mastery. The instrument used to get the data was vocabulary test. In this part, the researcher presents the students' score, the students' score classification, the mean score, the standard deviation of pretest and posttest. Furthermore, in this chapter the researcher also presents the result of test of significant, and the standard signification.

A. Finding

1. The Students' Score in Pretest and Posttest

No	Respondents	Pre-test	Classification	Post-test	Classification
1	R1	86	Very Good	90	Very Good
2	R2	82	Very Good	92	Very Good
3	R3	54	Poor	86	Very Good
4	R4	54	Poor	78	Good
5	R5	48	Poor	78	Good
6	R6	48	Poor	80	Good
7	R7	60	Fair	86	Very Good
8	R8	58	Fair	74	Average
9	R9	76	Good	86	Very Good
10	R10	38	Poor	86	Very Good
11	R11	46	Fair	84	Good
12	R12	42	Poor	88	Very Good
13	R13	46	Poor	88	Very Good
14	R14	40	Poor	70	Average
15	R15	50	Poor	88	Very Good
16	R16	44	Poor	72	Average
17	R17	46	Poor	78	Good
18	R18	44	Poor	84	Good
19	R19	66	Average	78	Good
20	R20	48	Poor	78	Good
21	R21	56	Fair	76	Good

22	R22	50	Poor	76	Good
23	R23	50	Poor	80	Good
24	R24	56	Fair	82	Good
25	R25	50	Poor	82	Good

Table 4.1. The raw score of students' vocabulary test in pre-test and post-test.

In the table 3.2, the highest score in pre-test is 86 which was gotten by only one student and the lower score is 38 which was gotten by one student too while the highest score in post-test is 92 got by one student and the lower score is 70 got by one student. It can be also seen clearly in the pre-test that there are 16 students got poor and 5 students got pair meanwhile in the post test there are no students got poor and pair score. The number of students got good score improved from 1 to 13 students. For example, R10 got 38 in pre -test but then it improved in post-test to be 84. Another example R3 got 58 in pre-test and it improved in post-test to be 86. The same case happened to R2 who got 82 in pre-test and improved to be 92 in post-test.

2. Scoring Classification of Students' Pre-test and Post-test

The classification of the frequency and percentage of the result students' score in the pre-test can see in the table below.

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage %	Frequency	Percentage %
1	Excellent	96-100	0	0	0	0
2	Very Good	86-90	2	8	9	36
3	Good	76-85	1	4	11	44

4	Average	66-75	1	4	5	2
5	Fair	56-65	5	20	0	0
6	Poor	35-55	16	64	0	0
7	Very Poor	0-35	0	0	0	0
Total			25	100	25	100

Table 4.2 . Students' Classification score in the pre-test and post-test

Based on the data presented in table 2, it can be seen that before giving the treatment by using Electronic U-Dictionary none of the students got excellent and Very Poor Classification, Than There is 2 (10%) Students Get "Very Good", 1 (5%) Students Get "Good", while there are 1 (5%) Students get "Average", mean while there are 5 students (25%) get "Fair", And there is 15 (75%) Students get "Poor" It means that the students still had low ability in vocabulary. Meanwhile in the post-test, it can be seen that before giving the treatment by using electronic U-Dictionary, there are no students get excellent, fair, poor and very poor classification. Then there are 9 students (36%) get "very good", while there are 11 students (44%) get "good", mean while there are 5 students (20%) get "average". It means that there is improvement of the students' vocabulary after giving treatment.

3. The Mean Score and Standard Deviation of Students' Pre-test and Post- test

After calculating the students score in pre-test and post-test using SPSS, the mean score and standard deviation of both tests are presented in the following table:

Type of Test	Mean Score	Standard Deviation
Pre-test	53.52	12.333
Post-test	81.60	5.802

Table 4.3 The mean scores and standard deviation of pre-test and post-test.

The table above shows the mean score and standard deviation of pre-test and post-test, where the mean score of pre-test (53.52) is lower than the mean score of post-test (81.60). While standard deviation of pre-test is 12.333 and the standard deviation of post-test is 5.802.

4. Test of Significance (T-test) and Hypothesis

The researcher used SPSS in testing the hypothesis. In this research, the researcher applied t-test (testing of significance) for paired sample t-test, which is a test to get information about the significance difference of the students' mean score in the pretest and post-test.

Assumption that the significant level (α) = 0.05, the only thing which is needed the degree of freedom (df) = N-1, where N=25, it is present in the following table

Variable	P-value	α
O ₁ X O ₂	0.00	0,05

Table 4. 5. The t–test students' achievement

The table above indicates that the result of P=0.00 while $\alpha=0.05$. So it could be summed that α is higher than P with degree of freedom (df) = 25-1 = 24. Therefore, the alternative hypothesis (H1) is accepted and null hypothesis (H0) rejected. Based on analysis of the result, it could be

concluded that the use of Electronic U-Dictionary is effective in teaching vocabulary

B. Discussion

In this section, the researcher presents a discussion of findings of the effectiveness of using Electronic U-Dictionary in teaching vocabulary to the students especially Noun, Verb, and Adjective in the teaching and learning process using. In this research, the pre-test was conducted by giving vocabulary test to the students which consist of 20 vocabulary and asked them to translate the vocabularies into Indonesia. The same test was also given in the post-test. Before giving post-test, the students were given treatment by using Electronic U-dictionary for four meetings. In the treatment, the researcher gave 30 vocabularies to the students and asked them to translated them using electronic U-Dictionary and the researcher asked the students to mention the meaning of the vocabularies one by one. Before asking the students to memorize them, they had to listen to how they are pronounced by using Sound features in Electronic U-Dictionary application so they pronounced the vocabularies correctly. After memorizing, the students were then they did vocabulary exercise.

The result of the pre-test shows that the students' mean score was in poor category (53,52) meanwhile in post-test, the students mean score improved to 81,60 which is classified as good category. The result of this research indicated that the use of Electronic U-Dictionary can improve students' vocabulary mastery. This research was supported by the research conducted

by Hapsari (2022) who found that 60% of the 40 most students generally agree that the U-Dictionary application assists students learn English vocabulary. Another research also supported the result of this research. Wiratman (2021) who found that the use of Electronic u-Dictionary in teaching vocabulary can influence the students' vocabulary achievement.

During the treatment, the researcher observed that the students enjoyed learning vocabulary through Electronic U-Dictionary and dealing with the pronunciation, they were very helped by the existence of pronunciation features in Electronic U-Dictionary. In this case when students were learning vocabulary using Electronic U-Dictionary, most of the vocabularies taught to them are not familiar for them and they found difficulties in pronouncing them but that problem could be overcome because the researcher tell the students to use pronunciation feature available on the application. This case is in line with the advantages propose Krismonika et al. (2021) who said that the use of U-Dictionary can help the students to pronoun the vocabulary because it has some features which can check students on the word pronunciation so they can pronounce the word correctly.

Dealing with the disadvantages of using Electronic U-Dictionary which is proposed by Muslimawati et al. (2021), that is low battery, the researcher tried to anticipated them by reminding the students to fully charge their smart phone before coming to the class. For other disadvantages like advertisement appear when using it so it, the researcher didn't find any students got trouble because of it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the findings and discussion in chapter IV, then the researcher may conclude that the use of Electronic U-Dictionary is effective to improve vocabulary mastery of Non-English students at Universitas Muhammadiyah Makassar. The conclusion can be proven by the significant difference between the mean score got by the students in pretest and posttest. Moreover, it also could be seen in the result of comparing means rest where $P= 0.00$. it means that it is effective to use Electronic U-Dictionary in teaching vocabulary.

B. Suggestion

Referring to the conclusion above, the researcher would like to present some suggestion below:

1. In teaching vocabulary, it is suggested to use electronic application to make the students more interested in learning vocabulary. One of the application can be used is using Electronic U-Dictionary
2. The teachers who would like to use Electronic U-Dictionary in teaching vocabulary should make sure the students understand how to use it. Otherwise, the students will confuse in teaching and learning process.
3. For the next researcher who are interested in conducting research with the same topic, they can apply it to the other level, for examples, Elementary school, junior or senior high school.

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APPENDICES

Pre-Test

Name :
Semester :

A Translate the vocabularies below into Bahasa Indonesia!

- | | | |
|----|--------------|---|
| 1 | Requirement | : |
| 2 | Assignment | : |
| 3 | Roommate | : |
| 4 | Advisor | : |
| 5 | Kindergarten | : |
| 6 | Pride | : |
| 7 | Failure | : |
| 8 | Challenge | : |
| 9 | Astonish | : |
| 10 | Encourage | : |
| 11 | Develop | : |
| 12 | Compare | : |
| 13 | Acquire | : |
| 14 | Distinguish | : |
| 15 | Mature | : |
| 16 | Eligible | : |
| 17 | Odd | : |
| 18 | Affectionate | : |
| 19 | Doubtful | : |
| 20 | Exhausted | : |
| 21 | Embarrassing | : |
| 22 | Charming | : |
| 23 | Nasty | : |
| 24 | Eliminate | : |
| 25 | Guess | : |

B. Translate the vocabularies below into English!

- | | | |
|----|----------------------|---|
| 1 | Dosen | : |
| 2 | Pengalaman | : |
| 3 | Beasiswa | : |
| 4 | Asrama | : |
| 5 | Kewajiban | : |
| 6 | Peraturan | : |
| 7 | Menyimpulkan | : |
| 8 | Menentukan | : |
| 9 | Membedakan | : |
| 10 | Memperpendek | : |
| 11 | Menggabungkan | : |
| 12 | Memecahkan (masalah) | : |

- 13 Mempertimbangkan :
- 14 Mengisntruksikan :
- 15 Menggali :
- 16 Tidak Sabar :
- 17 Sombong :
- 18 Terkesan :
- 19 Dewasa :
- 20 Canggung :
- 21 Harapan :
- 22 Bingung :
- 23 Menemani :
- 24 Membelanjakan :
- 25 Memperingati :



Post-Test

Name :
Semester :

A Translate the vocabularies below into Bahasa Indonesia!

- | | | |
|----|--------------|---|
| 1 | Requirement | : |
| 2 | Assignment | : |
| 3 | Roommate | : |
| 4 | Advisor | : |
| 5 | Kindergarten | : |
| 6 | Pride | : |
| 7 | Failure | : |
| 8 | Challenge | : |
| 9 | Astonish | : |
| 10 | Encourage | : |
| 11 | Develop | : |
| 12 | Compare | : |
| 13 | Acquire | : |
| 14 | Distinguish | : |
| 15 | Mature | : |
| 16 | Eligible | : |
| 17 | Odd | : |
| 18 | Affectionate | : |
| 19 | Doubtful | : |
| 20 | Exhausted | : |
| 21 | Embarrassing | : |
| 22 | Charming | : |
| 23 | Nasty | : |
| 24 | Eliminate | : |
| 25 | Guess | : |

B. Translate the vocabularies below into English!

- | | | |
|----|----------------------|---|
| 1 | Dosen | : |
| 2 | Pengalaman | : |
| 3 | Beasiswa | : |
| 4 | Asrama | : |
| 5 | Kewajiban | : |
| 6 | Peraturan | : |
| 7 | Menyimpulkan | : |
| 8 | Menentukan | : |
| 9 | Membedakan | : |
| 10 | Memperpendek | : |
| 11 | Menggabungkan | : |
| 12 | Memecahkan (masalah) | : |
| 13 | Mempertimbangkan | : |
| 14 | Mengisntruksikan | : |

- 15 Menggali :
- 16 Tidak Sabar :
- 17 Sombong :
- 18 Terkesan :
- 19 Dewasa :
- 20 Canggung :
- 21 Harapan :
- 22 Bingung :
- 23 Menemani :
- 24 Membelanjakan :
- 25 Memperingati :



Appendix 1.**Lesson Plan I**

Mata pelajaran	: Bahasa Inggris
Semester	: II
Pertemuan	: Pertama
Waktu	: 100 menit
Standar kompetensi	: Mengungkapkan dan memahami makna kosakata (Noun)
Kompetensi dasar	: Merespon makna kosakata (Noun)
Indikator	: Memberi kosakata secara tertulis yang berkaitan Noun

A. Tujuan pembelajaran :

Pada akhir pembelajaran mahasiswa dapat:

1. Memahami makna kata yang berkaitan dengan kata benda
2. Melafalkan kosakata (noun)

B. Materi pembelajaran : Daily Noun**C. Langkah - langkah kegiatan pembelajaran**

1. Kegiatan awal
 - a. Menyapa mahasiswa
 - b. Mengecek kehadiran mahasiswa
2. Kegiatan inti
 - a. Peneliti meminta mahasiswa mendownload Electroniv U-Dictionary dan menjelaskan cara penggunaannya
 - b. Peneliti memberikan kosakata Noun (30) dalam bahasa Inggris dan meinta mahasiswa menerjemahkan menggunakan U-Dictionary sekaligus mendengarkan cara pelafalannya.
 - c. Peneliti meminta mahasiswa mengulangi pronunciation yang didengar kemudian memberikan kesempatan 20 menit kepada siswa untuk menghafalkan kosakata yang diberikan.
 - d. Peneliti memberikan latihan kepada mahasiswa
 - e. Kemudian, peneliti akan memperbaiki arti kosakata yang kurang tepat

3. Kegiatan akhir
 - a. Menanyakan kesulitan mahasiswa tentang kosakata yang berkaitan
 - b. Peneliti menyimpulkan bahan ajar dan menutup pertemuan.



Lesson Plan II

Mata pelajaran	: Bahasa Inggris
Semester	: II
Pertemuan	: Ke-Dua
Waktu	: 100 menit
Standar kompetensi	: Mengungkapkan dan memahami makna kosakata (Verb)
Kompetensi dasar	: Merespon makna kosakata (Verb)
Indikator	: Memberi kosakata secara tertulis yang berkaitan Verb

- A. Tujuan pembelajaran :
- Pada akhir pembelajaran mahasiswa dapat:
1. Memahami makna kata yang berkaitan dengan kata benda
 2. Melafalkan kosakata (Verb)
- B. Materi pembelajaran : Daily Verb
- C. Langkah - langkah kegiatan pembelajaran
1. Kegiatan awal
 - b. Menyapa mahasiswa
 - c. Mengecek kehadiran mahasiswa
 2. Kegiatan inti
 - a. Peneliti menanyakan beberapa materi terkait pertemuan pertama kemudian memberikan kosakata Verb (30) dalam bahasa Inggris dan meminta mahasiswa menerjemahkan menggunakan U-Dictionary sekaligus mendengarkan cara pelafalannya.
 - b. Peneliti meminta mahasiswa mengulangi pronunciation yang didengar kemudian memberikan kesempatan 20 menit kepada siswa untuk menghafalkan kosakata yang diberikan.
 - c. Peneliti memberikan latihan kepada mahasiswa
 - d. Kemudian, peneliti akan memperbaiki arti kosakata yang kurang tepat

3. Kegiatan akhir
 - a. Menanyakan kesulitan mahasiswa tentang kosakata yang berkaitan
 - b. Peneliti menyimpulkan bahan ajar dan menutup pertemuan.



Lesson Plan III

Mata pelajaran	: Bahasa Inggris
Semester	: II
Pertemuan	: Ke-Tiga
Waktu	: 100 menit
Standar kompetensi	: Mengungkapkan dan memahami makna kosakata (Adjective)
Kompetensi dasar	: Merespon makna kosakata (Adjective)
Indikator	: Memberi kosakata secara tertulis yang berkaitan Adjective

A. Tujuan pembelajaran:

Pada akhir pembelajaran mahasiswa dapat:

1. Memahami makna kata yang berkaitan dengan kata benda
2. Melafalkan kosakata (Adjective)

B. Materi pembelajaran : Daily Adjective

C. Langkah - langkah kegiatan pembelajaran

1. Kegiatan awal
 - a. Menyapa mahasiswa
 - b. Mengecek kehadiran mahasiswa
2. Kegiatan inti
 - a. Peneliti menanyakan beberapa materi terkait pertemuan pertama kemudian memberikan kosakata Adjective (30) dalam bahasa Inggris dan meminta mahasiswa menerjemahkan menggunakan U-Dictionary sekaligus mendengarkan cara pelafalannya.
 - b. Peneliti meminta mahasiswa mengulangi pronunciation yang didengar kemudian memberikan kesempatan 20 menit kepada siswa untuk menghafalkan kosakata yang diberikan.
 - c. Peneliti memberikan latihan kepada mahasiswa
 - d. Kemudian, peneliti akan memperbaiki arti kosakata yang kurang tepat
3. Kegiatan akhir
 1. Menanyakan kesulitan mahasiswa tentang kosakata yang berkaitan
 2. Peneliti menyimpulkan bahan ajar dan menutup pertemuan.

Lesson Plan IV

Mata pelajaran	: Bahasa Inggris
Semester	: IV
Pertemuan	: Ke-Empat
Waktu	: 100 menit
Standar kompetensi	: Mengungkapkan dan memahami makna kosakata (Noun, Verb dan Adjective)
Kompetensi dasar	: Merespon makna kosakata (Noun, Verb dan Adjective) Indikator : Memberi kosakata secara tertulis yang berkaitan Noun, Verb dan Adjective

A. Tujuan pembelajaran :

Pada akhir pembelajaran mahasiswa dapat:

1. Memahami makna kata yang berkaitan dengan kata benda
2. Melafalkan kosakata (Noun, Verb dan Adjective)

B. Materi pembelajaran : Daily Vocabularies

C. Langkah - langkah kegiatan pembelajaran

1. Kegiatan awal
 - b. Menyapa mahasiswa
 - c. Mengecek kehadiran mahasiswa
2. Kegiatan inti
 - a. Peneliti menanyakan beberapa materi terkait pertemuan pertama kemudian memberikan kosakata Verb (30) dalam bahasa Inggris dan meminta mahasiswa menerjemahkan menggunakan U-Dictionary sekaligus mendengarkan cara pelafalannya.
 - b. Peneliti meminta mahasiswa mengulangi pronunciation yang didengar kemudian memberikan kesempatan 20 menit kepada siswa untuk menghafalkan kosakata yang diberikan.
 - c. Peneliti memberikan latihan kepada mahasiswa
 - d. Kemudian, peneliti akan memperbaiki arti kosakata yang kurang tepat

3. Kegiatan akhir

- a. Menanyakan kesulitan mahasiswa tentang kosakata yang berkaitan
- b. Peneliti menyimpulkan bahan ajar dan menutup pertemuan.



Appendix 2

TEACHING MATERIAL TARGET VOCABULARY

No	Meeting I	Meeting II	Meeting III	Meeting IV
1	Lecturer	Graduate	Mature	Satisfaction
2	Department	Enroll	Freelance	Equipment
3	Exercise	Pass	Aptitude	Beauty
4	Experience	Articulate	Eligible	Pain
5	Interest	Challenge	Compulsory	Noise
6	Requirement	Astonish	Odd	Traffic
7	Tuition fee	Commend	Elective	Youth
8	Assignment	Create	Undergraduate	Explanation
9	Dean	Apply	Plenty	Guidance
10	Roommate	Encourage	Numerous	Improvement
11	Scholarship	Promote	Affectionate	Lay
12	Loan	Develop	Tempted	Lead
13	Sideline	Instruct	Doubtful	Become
14	Research	Stray	Impatient	Freeze
15	Expertise	Wander	Awkward	Grind
16	Regulation	Compare	Exhausted	Grow
17	Knowledge	Acquire	Anxious	Hang
18	Advisor	Distinguish	Selfish	Fight
19	College	Conclude	Upset	Blow
20	Dormitory	Classify	Fearless	Breed
21	Examination	Determine	Withdrawn	Cautious
22	Graduation	Differentiate	Bitter	Damaged
23	Term	Summarize	Furious	Disgusting
24	Gymnasium	Apprise	Hopeful	Faithful
25	Skill	Shorten	Rebellious	Fearless
26	Course	Deduce	Impressed	Educated
27	Kindergarten	Combine	Lifeless	Fertile
28	Failure	Discover	Nauseating	Fearful
29	Pride	Consider	Overbearing	Fancy
30	Obligation	Solve	Uncaring	Cruel

Appendix 3 . Research Letter From LP3M


MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
 LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
 Jl. Sultan Alauddin No. 259 Telp.0866972 Fax (0411)065508 Makassar 90221 e-mail lp3m@unismuh.ac.id

Nomor : 1361/05/C.4-VIII/IV/1444/2023 26 Ramadhan 1444 H
 Lamp : 1 (satu) Rangkap Proposal 17 April 2023 M
 Hal : Permohonan Izin Penelitian

Kepada Yth,
 Dekan FKIP
 Universitas Muhamamdiyah Makassar
 di -
 Makassar



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
 Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13444/FKIP/A.4-II/IV/1444/2023 tanggal 17 April 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : AHMAD AZHAR
 No. Stambuk : 10535 1107918
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
 Jurusan : Pendidikan Bahasa Inggris
 Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE USE OF ELECTRONIC U-DICTIONARY TO IMPROVE NON-ENGLISH STUDENTS' VOCABULARY MASTERY AT UNIVERSITAS MUHAMMADIYAH MAKASSAR"

Yang akan dilaksanakan dari tanggal 18 April 2023 s/d 18 Juni 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan jazakumullahu khaeran


 Ketua LP3M,

 Dr. Ir. Abubakar Idhan, MP.
 NBM 101 7716

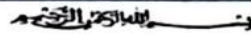
04-23

Appendix 4. Certificate of Having Conducted Research



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Ajiudin No. 109 Makassar
Telp. 0411-860131-860132 (Fax)
Email: fkip@unismuh.ac.id
Web: https://fkip.unismuh.ac.id



SURAT KETERANGAN PENELITIAN
Nomor : 254/FKIP/05/A.5-VI/VI/1444/2023

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : Ahmad Azhar
NIM : 105351107918
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2022/2023 terhitung sejak 10 April 2023 s.d 8 Mei 2023, dalam rangka penyusunan Skripsi dengan judul:

"The Use of Electronic U-dictionary to Improve Non-English Students' Vocabulary Mastery at Universitas Muhammadiyah Makassar".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

04 Dzulhijjah 1444 H
Makassar, -----

22 Juni 2023 M

Dekan,
FKIP Unismuh Makassar,



W. Win Akab, M.Pd. Ph.D.
NBM. 860 934

Appendix 5 . The Reascher Control Card



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 29
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Telp. (0411) 702111 (pau. ext. 11)
Email: pps@unismuhmakassar.ac.id
Web: www.unismuhmakassar.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Ahmad Azhar
NIM : 105351107918
Judul Penelitian : *The Use of Electronic U-dictionary to Improve Non-English Students' Vocabulary Mastery at Universitas Muhammadiyah Makassar*
Tanggal Ujian Proposal : 28 Maret 2023
Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin 10 April 2023	Gave 30 Vocabularies to the students (30 noun)	Suryani Puhani S.Pd, M.Pd	<i>[Signature]</i>
2	Jumat 28 April 2023	Gave 30 Vocabularies to the students (30 Verbs)	Suryani Puhani S.Pd, M.Pd	<i>[Signature]</i>
3	Senin 1 Mei 2023	Gave 30 Vocabularies to the students (30 Adjective)	Suryani Puhani S.Pd, M.Pd	<i>[Signature]</i>
4	Senin 8 Mei 2023	Gave 10 Verbs, 10 nouns, Adjectives 10. Example	Suryani Puhani S.Pd, M.Pd	<i>[Signature]</i>

 Terakreditasi Institut
BB-PT

5				
6				
7				
8				
9				
10				

Makassar,2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar



Dr. Umni Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Dekan,
FKIP Unismuh Makassar



Erwin Akil, M.Pd., Ph.D
NBM. 860 934

 Terakreditasi Institut
BB-PT

Appendix 6. Letter Of Acceptance



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE
0777/BG-FKIP/LOA/B/VI/1444/2023

Dear AHMAD AZHAR

It is our pleasure to inform you that, after reviewing your paper:
THE USE OF ELECTRONIC U-DICTIONARY TO IMPROVE NON-ENGLISH
STUDENTS' VOCABULARY MASTERY AT UNIVERSITAS
MUHAMMADIYAH MAKASSAR
The manuscript ID: 998

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **Journal of Computer Interaction in Education**, ISSN (paper) 2656-5218 ISSN (online) 2622-2418. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jcie@bg.unismuhmakassar.ac.id

Makassar, 24 June 2023 M
6 Dzulhijjah 1444 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

Appendix 7. the result turning



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
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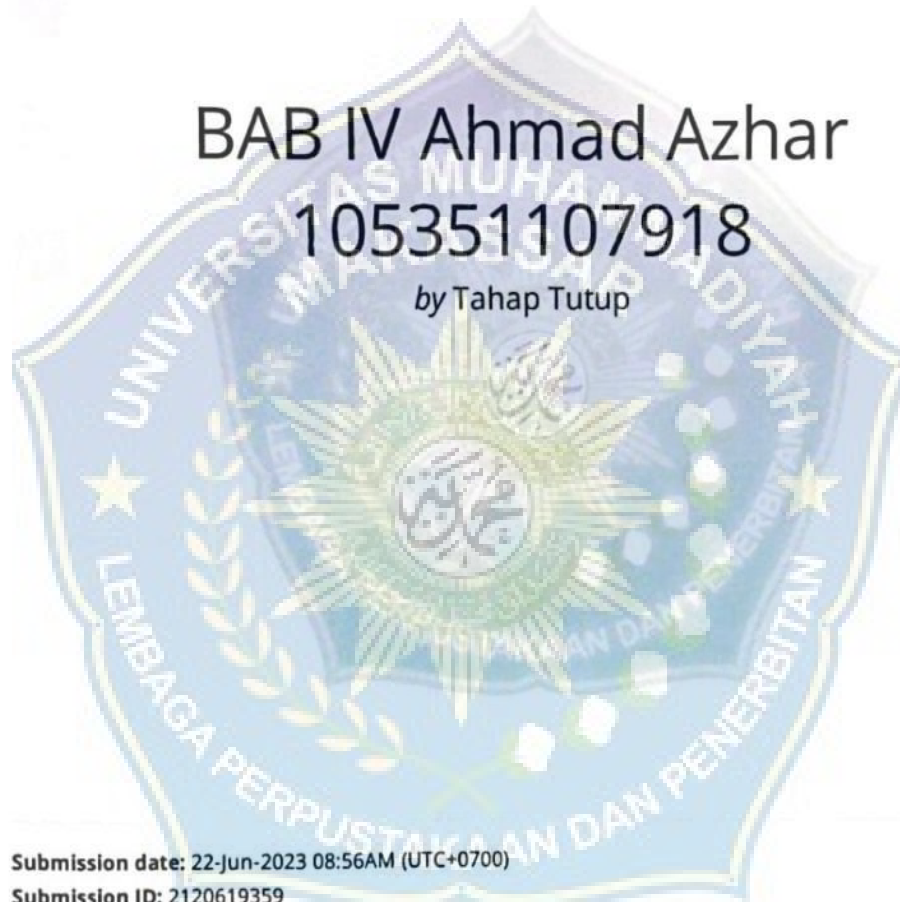
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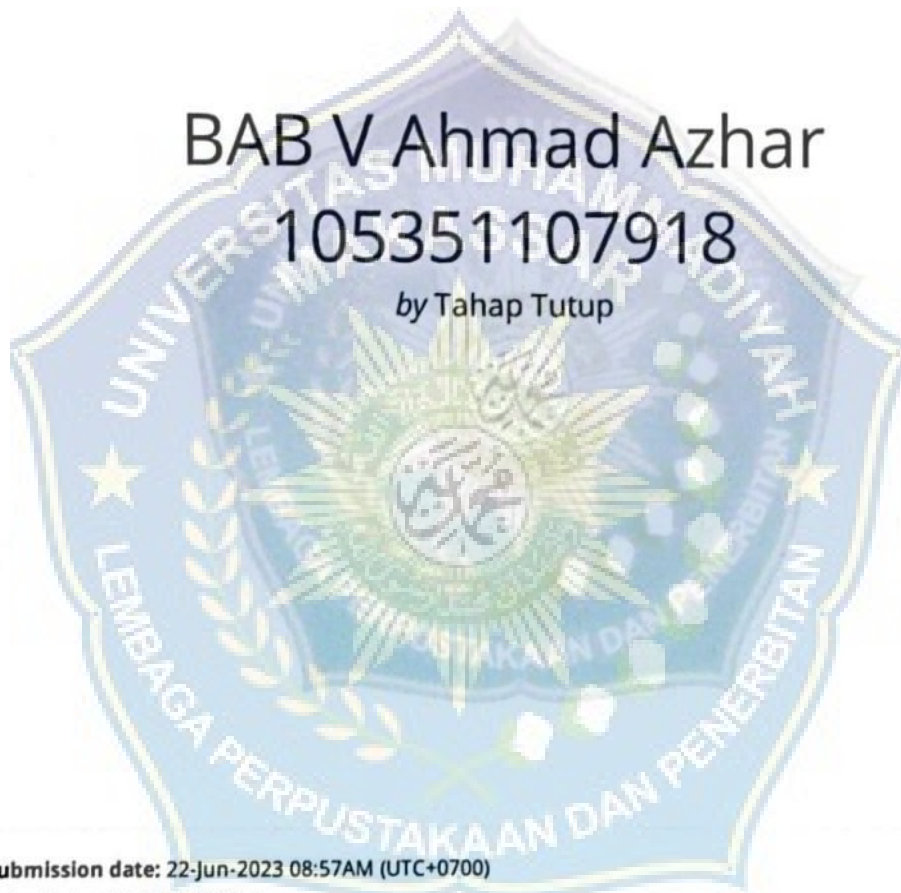
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CURRICULUM VITAE



AHMAD AZHAR, was born in Buntu Kunyi on 19th August 1999, his father's name is Supardi and his Mother's name Is Muliati, the writer has begun his school at SDN 17 Lempokasi, after finishing his school in elementary the writer continues at SMPN 1 Suli and after all the journey of his study. The writer registered as a student of English Education Department at University Muhammadiyah Makassar in 2018. At the end of his study, he could finish his thesis with the title "The Use Of Electronic U-Dictionary To Improve Non-English Students' Vocabulary Mastery At Universitas Muhammadiyah Makassar"

