

# IMPROVING STUDENTS' PRONUNCIATION AND VOCABULARY THROUGH CAMBRIDGE ONLINE DICTIONARY

Rosta Ambarwati<sup>1</sup>, Alvi Rayhan Utami<sup>2</sup>  
English Education

[Rosita\\_ambarwati@gmail.com](mailto:Rosita_ambarwati@gmail.com)

## Abstract

Dictionary is become one important tools for learning English language. Many kinds of dictionary that can be used for who want to learn English language. Online dictionary is one of technologies for learning English language. In nowadays in the digital era we can use it through the internet networking. Student can use online dictionary in their smartphone to learn English from junior high school until student at the university, and the good one is online Cambridge dictionary.

This paper will discuss about the influence of using online Cambridge dictionary toward students pronunciation and vocabulary. The researcher conducted the research at writing class sample with 25 participants. Using this dictionary hopefully it can helps us to know how to pronounce words in a better way and enrich our vocabulary. Online Cambridge dictionary become one of a good dictionary that we can use at the class. So, don't worry if you want to try this application in your learning.

**Key words:** Online Dictionary, Tool, Smartphone

---

## INTRODUCTION

Do you know about online dictionary?

Online dictionary is a dictionary or other reference work available via computer network such as internet (Abidin, 2018; Mandasari, 2020). I believe that most of the people have been using this application. Nowadays, in millennial era many student or people using English language, when at the school or at home (Aminatun & Oktaviani, 2019; Utami et al., 2020). As language learners, students only need to use their gadgets which are connected to internet to use online dictionary. Because English language is for daily activity language for the most of the people in this world, and for who live in ASIA English language is their second language. English language nowadays is to be an international language in this world (Erya & Pustika, 2021; Skill, n.d.; Suprayogi Suprayogi & Pranoto, 2020). Many people want to learn this language because English language is the important component to people communication when they want to go to some place (Sasalia & Sari, 2020; Sinaga & Oktaviani, 2020; Yuliansyah & Ayu, 2021). So, online dictionary offers easiness and effectiveness that it can be used easily by all language learners.

Why we must using dictionary? because, a dictionary is very important tool for anyone who is want to learn a new language . Example using online Cambridge dictionary, from this website or application we not only can used that for knowing new vocabulary but also we can know how to pronounce a word in a better way.

## **LITERATURE REVIEW**

Does online Cambridge dictionary can increase student's pronunciation through hear the sound of the word? If we want to be a good speaker in English, so we must have a good way to pronounce it well. If we can't pronounce words with a good way it can makes people difficult to understand or even misunderstanding. English has become a lingua franca (Ivana & Suprayogi, 2020; Mandasari & Aminatun, 2019; Pratiwi et al., 2020). A Lingua franca can be defined as a language widely adopted for communication between two speakers whose native language are different from each other's and where one or both speakers are using it as "second" language (Damayanti & Listyani, 2020; Novanti & Suprayogi, 2021; Schrape, 2018). Does the online Cambridge dictionary can enrich your vocabulary? To be a good speaker in English, actually we must have a lot of vocabulary. Vocabulary is all about words, the words in a language or a special set of words you are trying to learn. According to Agustin & Ayu (2021); Oktaviani & Desiarti, (2019); Simamora & Oktaviani (2020), "Vocabulary plays an important role for learner in learning a foreign language".

## **METHOD**

The method section of this research paper using descriptive qualitative that provides the information by which a study's validity is judged. Therefore, it requires a clear and precise description of how an experiment was done, and the rationale for why specific experimental procedures were chosen (Ayu & Zuraida, 2020; Kardiansyah, n.d.; Pahdi et al., 2020). The methods section should describe what was done to answer the research question, describe how it was done, and explain the result were analyzed. So, in this research I am use qualitative data research. I think this is most suitable approach for this research.

### 1.1 Questionnaire

According to Baker & Edwards (2012); Yudiawan et al. (2021) questionnaire is a self-report data collections instrument that each research participant fills out as part of a research study. the researcher used questionnaire in order to obtain information about the thoughts, feeling, attitudes, beliefs, values, perception, personality and behavioral intentions of research participants (Ahluwalia, 2020; Febriantini et al., 2021; Rahmania & Mandasari, 2021). In this part, the researcher used Dichotomous Questions which consist of 10 questions and Likert Scale which consist of 5 closed-ended questions about the influence of online Cambridge dictionary toward the students pronunciation and vocabulary. In order to know the influence of using online Cambridge dictionary toward students pronunciation and vocabulary, questionnaire were conducted in a writing class (PBI 17 students) Universitas Teknokrat Indonesia. This questionnaire will be conducted at 5-6 December 2019, answers were by note taking.

The purpose of this questionnaire is to find out how is online Cambridge dictionary used in order to influence the student pronunciation and vocabulary. Answers this questions bellow according your own experience. There are below the question :

Please give your answer by making a thick ( ✓ ) in the column.

No	Question	Yes	No
1	Do you like online dictionary?	25	-
2	Could you live without internet?	22	3
3	Did you ever use online dictionary?	25	-
4	Do you have online dictionary in your phone?	22	3
5	Do you know what online Cambridge dictionary is?	25	-
6	Did you ever use online Cambridge dictionary?	22	3
7	Do you often use online Cambridge dictionary?	20	5
8	Are you familiar with that application (Cambridge	22	3

	dictionary)		
9	Do you like online Cambridge dictionary?	23	2
10	Does the online Cambridge dictionary that you used help you in learning English language?	25	-

Information

1: Strongly Agree

2: Agree

3: Disagree

4: Strongly Disagree

No	Questions	1	2	3	4
1	Does using online Cambridge dictionary helps you to memorize new words easier?	3	10	6	6
2	Does the online Cambridge dictionary can influence your pronunciation skill in better way?	2	15	3	5
3	Does online Cambridge dictionary can increase your pronunciation through hear the sound of the word?	5	12	5	3
4	Does the online Cambridge dictionary can enrich your vocabulary?	3	12	5	5
5	Do you like online Cambridge dictionary as a reference in learning English?	5	12	5	3

## RESULTS AND DISCUSSION

### 1.2 Data Gathering Techniques

In this section, the discussion to answers the research questions are presented. After implementing the research, the researcher found some data. The data consist of the questionnaire results. At the first, the students of writing class responses taken from

questionnaire consist of fifteen closed-ended questions. For questionnaire itself has several scores for each answer. The Dichotomous Questions with a simple answer “yes” or “no” and The Likert Scale’s scores are one (1) for strongly agree, two (2) agree, three (3) disagree, four (4) strongly disagree. Total the respondent of the research are 25 students.

After implementing the research, the researcher gets the result for Dichotomous questions section as below:

Table 3.2  
The influence online Cambridge dictionary toward students ability

No	Question	Yes	No
1	Do you like online dictionary?	25	-
2	Could you live without internet?	22	3
3	Did you ever use online dictionary?	25	-
4	Do you have online dictionary in your phone?	22	3
5	Do you know what online Cambridge dictionary is?	25	-
6	Did you ever use online Cambridge dictionary?	22	3
7	Do you often use online Cambridge dictionary?	20	5
8	Are you familiar with that application (Cambridge dictionary)	22	3
9	Do you like online Cambridge dictionary?	23	2
10	Does the online Cambridge dictionary that you used help you in learning English language?	25	-

## Discussion

1. Do you like online dictionary?

- For the first question gets the result that all of the participants like online dictionary by using gadget. I think it must comfortable for them by using online dictionary because they can bring it to anywhere. So, they can using it anywhere and anytime. It is in line with the result from the prevous study conducted by (Rohman et al., 2020; Yuliansyah & Ayu, 2021).

2. Could you live without internet?

- Second question gets the result that most of them can't live without internet, only 3 participants that answer they can live without internet. It means that in the digital era most of them always using their gadget to open kinds of website or application especially online Cambridge dictionary (Hootsuite, 2019; Oktaviani & Mandasari, 2020).

3. Did you ever use online dictionary?

- Third question gets the result that all of the participants ever use this online dictionary through website or application. So, from this question we can know that most of the students know about online Cambridge dictionary.

4. Do you have online dictionary in your phone?

- Fourth question gets the results that only 3 participants don't have online dictionary in their gadget, it shows that they really need online dictionary to check the new words that they don't know.

5. Do you know what online Cambridge dictionary is?

- Fifth question gets the result that all of the participants ever used online dictionary so they already know what online Cambridge dictionary is.

6. Did you ever use online Cambridge dictionary?

- Sixth questions gets the result that it seems with the second and fourth question, only 3 participants that they don't ever use this online Cambridge dictionary, because they know but not necessarily have used the online Cambridge dictionary.

7. Do you often use online Cambridge dictionary?

- Seventh question gets the result that a little bit of the participants often use this online Cambridge dictionary, because sometime they use Google translate as an alternative dictionary.

8. Are you familiar with that application (Cambridge dictionary)?

- Eighth question gets the result that most of the participants familiar with this online dictionary, because in the 2<sup>nd</sup> semester when we are in vocabulary class we are often used this online Cambridge dictionary to know how pronounce word in a good way so it can make the participants familiar.

9. Do you like online Cambridge dictionary?

- Ninth question gets the result that only two of the participants don't like online Cambridge dictionary and I don't know why she don't like this online dictionary.

10. Does the online Cambridge dictionary that you used help you in learning English language?

- Tenth question gets the result that all of the participants feel helped in learning English language especially when to know how pronounce word well.

After implementing the research, the researcher gets the result for Likert scale/questions section as below:

Table 3.3

The influence of online Cambridge dictionary on Pronunciation

No	Questions for Pronunciation	1	2	3	4
1	Does using online Cambridge dictionary helps	3	10	6	6

	you to memorize new words easier?				
2	Does the online Cambridge dictionary can influence your pronunciation skill in better way?	2	15	3	5
3	Does online Cambridge dictionary can increase your pronunciation through hear the sound of the word?	5	12	5	3

## Discussion

1. Does using online Cambridge dictionary help you to memorize new words easier?
  - First question gets the result that most of the participant feel helped to memorize new words easier by using this online Cambridge dictionary. Three participants they strongly agree with that question. While some of the students they are disagree.
2. Does the online Cambridge dictionary can influence your pronunciation skill in better way?
  - Second question gets the result that the participants agree that online Cambridge dictionary can influence their pronunciation skill in better way. Because most of them agree that online Cambridge dictionary can influence their pronunciation skill in better way.
3. Does online Cambridge dictionary can increase your pronunciation through hear the sound of the word?
  - Third question gets the result that most of the participants agree with online Cambridge dictionary can increase their pronunciation through hear the sound of the word. So, with this they can know how to pronounce it well. This is in line with (Maskar et al., 2020).

Table

3.4

The influence of online Cambridge dictionary on Vocabulary



No	Question for Vocabulary	1	2	3	4
1	Does the online Cambridge dictionary can enrich your vocabulary?	3	12	5	5
2	Do you like online Cambridge dictionary as a reference in learning English?	5	12	5	3

### Discussion

According to Oktaviani & Ayu (2021); F. M. Sari (2016); S. N. Sari & Aminatun, (2021) mastering vocabulary means knowing, understanding, and being able to use it. It means that students do not only memorize words and understand the meanings, but also be able to apply them. Vocabulary is important for language learners, because it is the first step that they have to take in learning a new language (Damayanti & Listyani, 2020; Rido & Sari, 2018; Tiono & Sylvia, 2004). From this research got the result that from Cambridge dictionary students they can enrich their vocabulary and using this dictionary as a reference in learning English.

1. Does the online Cambridge dictionary can enrich your vocabulary?
  - The third question gets the result most of the participants agree that online Cambridge dictionary can enrich their vocabulary.
2. Do you like online Cambridge dictionary as a reference in learning English?
  - Last question gets the result that the participants agree that online Cambridge dictionary as a reference in English learning.

From the result I can conclude that by using online Cambridge dictionary can influence students pronunciation and vocabulary. Online dictionary become more interesting instead of printed dictionary, behind the good impacts that students felt after using online dictionary, they realized that everything is good under control. It means using online dictionary is helpful and effective. However, as good learner they have to be able to use technology wisely.

## CONCLUSION

This section presents the conclusion of the research. The process of the research took about 3 weeks since 22 November 2019. There were many responses that student gave. In conclusion, English language nowadays is to be an international language in this world. Many people want to learn this language because English language is the important component to people communication when they want to go to some place. So, from online dictionary offers easiness and effectiveness that it can be used easily by all language learners (Ayu, 2020; F. M. Sari, 2020; Yudiawan et al., 2021). By using online Cambridge dictionary really helped for the students in learning English. Students appreciate the easiness and effectiveness (Sasalia & Sari, 2020; Ulfa & Puspaningtyas, 2020).

In my opinion I think for this online Cambridge dictionary website/application it really helped us when we trying to learn how to pronounce word well and if we want to know about the new vocabulary. Because when the researcher at 2<sup>nd</sup> semester and the researcher took vocabulary class my lecturer give researcher the instruction to use and open online Cambridge dictionary. The researcher bot only can know about the new vocab and good pronounce but also can know about parts of speech and others. So, for you all the reader you must try this online dictionary because it can very helped.

After implementing the research, the researcher found that the existence of the online dictionary is important for English learner, especially for online Cambridge dictionary. But, the students or the participant only access that website or application only in the time that they want. They are not often to use this dictionary. It means they only use this application when they need it. So, it will take them a long time to properly learn vocabulary and pronunciation (S Suprayogi & Pranoto, 2020). I suggest that participants can often use the dictionary to make sure they really get the benefit from using this online dictionary.

This research was only conducted within the scope of the writing class sample. It is expected that the next researcher/author who will examine the use of the online Cambridge dictionary can have a wider range of samples so as to maximize this research. Provide a statement that what is expected, as stated in the "Introduction" chapter can ultimately result in "Results and Discussion" chapter, so there is compatibility. Moreover, it can also be

added the prospect of the development of research results and application prospects of further studies into the next (based on result and discussion).

## REFERENCES

- Abidin, Z. (2018). Translation of Sentence Lampung-Indonesian Languages with Neural Machine Translation Attention Based Approach. *Inovasi Pembangunan: Jurnal Kelitbangan*, 6(02), 191–206.
- Agustin, R. W., & Ayu, M. (2021). THE IMPACT OF USING INSTAGRAM FOR INCREASING VOCABULARY AND LISTENING SKILL. *Journal of English Language Teaching and Learning*, 2(1), 1–7.
- Ahluwalia, L. (2020). EMPOWERMENT LEADERSHIP AND PERFORMANCE: ANTECEDENTS. *Angewandte Chemie International Edition*, 6(11), 951–952., 7(1), 283.  
[http://www.nostarch.com/javascriptforkids%0Ahttp://www.investopedia.com/terms/i/in\\_specie.asp%0Ahttp://dspace.ucuenca.edu.ec/bitstream/123456789/35612/1/Trabajo de Titulacion.pdf%0Ahttps://educacion.gob.ec/wp-content/uploads/downloads/2019/01/GUIA-METODOL](http://www.nostarch.com/javascriptforkids%0Ahttp://www.investopedia.com/terms/i/in_specie.asp%0Ahttp://dspace.ucuenca.edu.ec/bitstream/123456789/35612/1/Trabajo%20de%20Titulacion.pdf%0Ahttps://educacion.gob.ec/wp-content/uploads/downloads/2019/01/GUIA-METODOL)
- Aminatun, D., & Oktaviani, L. (2019). Memrise: Promoting students' autonomous learning skill through language learning application. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 214–223.
- Ayu, M. (2020). Online learning: Leading e-learning at higher education. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 7(1), 47–54.
- Ayu, M., & Zuraida, Z. (2020). ENHANCING DESCRIPTIVE PARAGRAPH WRITING OF SECONDARY STUDENTS THROUGH SHARED WRITING. *Journal of Research on Language Education*, 1(1).
- Baker, S. E., & Edwards, R. (2012). How many qualitative interviews is enough? *National Centre for Research Methods Review Paper*, 1–42.  
<https://doi.org/10.1177/1525822X05279903>
- Damayanti, M. E., & Listyani, L. (2020). AN ANALYSIS OF STUDENTS' SPEAKING ANXIETY IN ACADEMIC SPEAKING CLASS. *ELTR Journal*, 4(2), 152–170.
- Erya, W. I., & Pustika, R. (2021). STUDENTS' PERCEPTION TOWARDS THE USE OF WEBTOON TO IMPROVE READING COMPREHENSION SKILL. *Journal of English Language Teaching and Learning*, 2(1), 51–56.
- Febriantini, W. A., Fitriati, R., & Oktaviani, L. (2021). AN ANALYSIS OF VERBAL AND NON-VERBAL COMMUNICATION IN AUTISTIC CHILDREN. *Journal of Research on Language Education*, 2(1), 53–56.
- Hootsuite. (2019). Digital 2019. *We Are Social & Hootsuite*, 76.
- Ivana, P. S. I., & Suprayogi, S. (2020). THE REPRESENTATION OF IRAN AND UNITED STATES IN DONALD TRUMP'S SPEECH: A CRITICAL DISCOURSE ANALYSIS. *Linguistics and Literature Journal*, 1(2), 40–45.
- Kardiansyah, M. Y. (n.d.). ENHANCING DESCRIPTIVE PARAGRAPH WRITING OF SECONDARY STUDENTS THROUGH SHARED WRITING.
- Mandasari, B. (2020). The Impact of Online Learning toward Students' Academic Performance on Business Correspondence Course. *EDUTECH: Journal of Education and Technology*, 4(1), 98–110.
- Mandasari, B., & Aminatun, D. (2019). STUDENTS' PERCEPTION ON THEIR PARTICIPATION: WHAT AFFECTS THEIR MOTIVATION TO TAKE PART IN

- CLASSROOM ACTIVITIES? *Premise: Journal of English Education and Applied Linguistics*, 8(2), 214–225.
- Maskar, S., Dewi, P. S., & Puspaningtyas, N. D. (2020). Online Learning & Blended Learning: Perbandingan Hasil Belajar Metode Daring Penuh dan Terpadu. *PRISMA*, 9(2), 154–166.
- Novanti, E. A., & Suprayogi, S. (2021). WEBTOON'S POTENTIALS TO ENHANCE EFL STUDENTS' VOCABULARY. *Journal of Research on Language Education*, 2(2), 83–87.
- Oktaviani, L., & Ayu, M. (2021). Pengembangan Sistem Informasi Sekolah Berbasis Web Dua Bahasa SMA Muhammadiyah Gading Rejo. *Jurnal Pengabdian Pada Masyarakat*, 6(2), 437–444.
- Oktaviani, L., & Desiarti, E. M. (2019). A lecturer's and students' perspective toward ethnic snake game in speaking class at Universitas Muhammadiyah Malang. *Teknosastik*, 15(2), 53–59.
- Oktaviani, L., & Mandasari, B. (2020). Powtoon: A digital medium to optimize students' cultural presentation in ELT classroom. *Teknosastik*, 18(1), 33–41.
- Pahdi, R., Mailizar, & Abidin, Z. (2020). Indonesian junior high school students' higher order thinking skills in solving mathematics problems. *Journal of Physics: Conference Series*, 1460(1). <https://doi.org/10.1088/1742-6596/1460/1/012031>
- Pratiwi, D. I., Putri, J., & Suhadi, A. (2020). SHORT STORY AS A MEDIA FOR MOTIVATING STUDENTS' IMPROVEMENT IN READING. *Premise: Journal of English Education and Applied Linguistics*, 9(1), 30–41.
- Rahmania, A. H., & Mandasari, B. (2021). STUDENTS' PERCEPTION TOWARDS THE USE OF JOOX APPLICATION TO IMPROVE STUDENTS' PRONUNCIATION. *Journal of English Language Teaching and Learning*, 2(1), 39–44.
- Rido, A., & Sari, F. M. (2018). Characteristics of classroom interaction of english language teachers in Indonesia and Malaysia. *International Journal of Language Education*, 2(1), 40–50. <https://doi.org/10.26858/ijole.v2i1.5246>
- Rohman, M., Marji, D. A. S., Sugandi, R. M., & Nurhadi, D. (2020). Online learning in higher education during covid-19 pandemic: students' perceptions. *Journal of Talent Development and Excellence*, 12(2s), 3644–3651.
- Sari, F. M. (2016). Internet-based materials in enhancing college students' writing skill viewed from their creativity. *Teknosastik*, 14(1), 41–45.
- Sari, F. M. (2020). UNDERGRADUATE STUDENTS' VIEWS ON THE USE OF ONLINE LEARNING PLATFORM. *THE SECOND INTERNATIONAL CONFERENCE ON ENGLISH EDUCATION*.
- Sari, S. N., & Aminatun, D. (2021). STUDENTS' PERCEPTION ON THE USE OF ENGLISH MOVIES TO IMPROVE VOCABULARY MASTERY. *Journal of English Language Teaching and Learning*, 2(1), 16–22.
- Sasalia, O. A., & Sari, F. M. (2020). UTILIZING NOVEL IN THE READING CLASS TO EXPLORE STUDENTS' VIEWPOINT OF ITS EFFECTIVENESS. *Journal of English Language Teaching and Learning*, 1(2), 56–61.
- Schrage, J.-F. (2018). Social Media, Mass Media and the “Public Sphere”. Differentiation, Complementarity and Co-Existence. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2858891>
- Simamora, M. W. B., & Oktaviani, L. (2020). WHAT IS YOUR FAVORITE MOVIE?: A STRATEGY OF ENGLISH EDUCATION STUDENTS TO IMPROVE ENGLISH VOCABULARY. *Journal of English Language Teaching and Learning*, 1(2), 44–49.
- Sinaga, R. R. F., & Oktaviani, L. (2020). The Implementation of Fun Fishing to Teach

- Speaking for Elementary School Students. *Journal of English Language Teaching and Learning*, 1(1), 1–6.
- Skill, T. E. (n.d.). 60TH TEFLIN INTERNATIONAL CONFERENCE SCHEDULE Day 2: Wednesday, 28th August 2013.
- Suprayogi, S., & Pranoto, B. E. (2020). Students' Perspectives Toward News Voiceover Activity in Pronunciation Class. *Proceedings of the Twelfth Conference on Applied Linguistics (CONAPLIN 2019)*, 430, 203–206.
- Suprayogi, Suprayogi, & Pranoto, B. E. (2020). VIRTUAL TOURISM EXHIBITION ACTIVITY IN ENGLISH FOR TOURISM CLASS: STUDENTS' PERSPECTIVES. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 7(2), 199–207.
- Tiono, N. I., & Sylvia, A. (2004). The types of communication strategies used by speaking class students with different communication apprehension levels in English Department of Petra Christian University, Surabaya. *K@ Ta*, 6(1), 30–46.
- Ulfa, M., & Puspaningtyas, N. D. (2020). The Effectiveness of Blended Learning Using A Learning System in Network (SPADA) in Understanding of Mathem. *Matematika Dan Pembelajaran*, 8(1), 47–60.
- Utami, A. R., Aminatun, D., & Fatriana, N. (2020). STUDENT WORKBOOK USE: DOES IT STILL MATTER TO THE EFFECTIVENESS OF STUDENTS' LEARNING? *Journal of English Language Teaching and Learning*, 1(1), 7–12.
- Yudiawan, A., Sunarso, B., Suharmoko, Sari, F., & Ahmadi. (2021). Successful online learning factors in covid-19 era: Study of islamic higher education in west papua, indonesia. *International Journal of Evaluation and Research in Education*, 10(1), 193–201. <https://doi.org/10.11591/ijere.v10i1.21036>
- Yuliansyah, A., & Ayu, M. (2021). The Implementation of Project-Based Assignment in Online Learning during Covid-19. *Journal of English Language Teaching and Learning*, 2(1), 32–38.