
A Comparative Study between Google Application and Oxford Dictionary in EFL Learners' Pronunciation

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Abstract

The aim of this study was to determine the significant differences in the use of the Google Application and the Oxford Dictionary Application on the pronunciation results of the second-semester students in Hamzanwadi University English Study Program. The method used in this research is the comparative method. The population used in this study were second-semester students of the English education study program, totaling 125 students, and 32 students participating as samples. The instrument of this research is an oral test. The data collection technique was using a pronunciation test. The result of this research shows that there is a significant difference in their pronunciation mastery between using Google Application and Oxford Dictionary. It was found that the result of the mean score of the students using Google Apps was 72.75 and the standard deviation was 6.92. It means that the pronunciation mastery of the students in using Google Apps belongs to the "Good" category. Meanwhile, the mean of the students using the Oxford Dictionary was 81.25 and the standard deviation was 8.41. It means that the pronunciation mastery of the students in using the Oxford Dictionary belongs to the "Excellent" category.

Keywords: *Comparative, Google application, oxford dictionary application, pronunciation ability*

1. INTRODUCTION

Pronunciation is the way in which a word or language is spoken. Pronunciation is one aspect of supporting English language skills because speaking in English requires good language pronunciation so that it can be conveyed clearly and understandably (Khasanah et al., 2022). Because there is a distinction between symbols and sounds, pronunciation is one of the most significant aspects of English in interacting with others. We should not only have a solid vocabulary but also good pronunciation when communicating with others. According to Harmer (Pourhossein Gilakjani, 2016), the first thing that native speakers notice during a conversation is pronunciation. Awareness of pronunciation problems will be very beneficial not only for their own production but also for their own understanding of spoken English.

When students speak, read, or listen to English words, they frequently have difficulties with pronunciation. As one of the skills in learning a language, speaking enables people to send and receive information or messages from others (Prasetyaningrum et al., 2021). Especially when it comes to pronunciation because pronunciation is the most important part of speaking, and speaking is the primary part of language, we must speak with the proper pronunciation so that the opponent we are talking to catch our point (Agustina & Erzad, 2021). There are two types of factors that influence someone's ability to learn English: internal and external factors. Internal factors include motivation, interests, talents, and intelligence, while external factors include environmental situations and conditions, learning materials, and teachers' ability to handle English teaching and learning programs (Frey et al., 2019). A teaching and learning process will be valuable if the teacher can apply a certain strategy to drive the interest and motivation of the students Especially in teaching and learning English (Ardhany & Handini, 2019). In fact, there are various factors that cause children to feel bad in their pronunciation, including lack of vocabulary, lack of experience saying things in English, and lack of teaching pronunciation in previous schools.

To know the quality of pronunciation, consider the fact that English students, and especially English graduates, are free to utilize a variety of approaches and strategies. There are various approaches that can be employed to make learning pronunciation easier. For classroom activities, English teachers can employ a variety of effective media, tactics, approaches, or methods, such as audio-visual, games, and pictures. According to Kaplan and Haenlein (Chewe et al., 2020), Social Media is a series of Internet-based apps that build on the ideological and technological foundations of Web 2.0, and that enable the creation and distribution of User Generated Content. The use of *Google Applications and the Oxford Dictionary* is one of them.

Google Translate is one of these Google services. Google Translation is a free multilingual statistical and neural machine translation tool produced by Google that allows users to translate text and webpages between languages (Ducar & Schocket, 2018). Google Translate now includes audio, allowing you to hear how to interpret the words as they are being translated. Voice Actions are accessible in several languages, such as English, French, German, Italian, Japanese, Korean, Russian, Spanish, and Brazilian Portuguese, although not all commands are available in all languages. The available voice actions are also limited in a number of languages.

Oxford Dictionary is the most commonly named smartphone app (Nami, 2020). The Oxford Dictionary of English is a free dictionary app that gives you access to over 350,000 words, phrases, and meanings. The Oxford Dictionary of English app also offers audio pronunciations for 75,000 words (Dylewski & Witt, 2021). Explore our range of monolingual and bilingual dictionaries, thesaurus,

translation, grammar, pronunciation, and language usage apps, all available for Android, iOS, and Microsoft Mobile download on our partner's site.

Based on the statement of the problem how is the pronunciation mastery of the students using google application, how is the pronunciation mastery of the students using oxford dictionary, and is there any significant result difference of the student's pronunciation mastery between using google application and using oxford dictionary. This research was necessary to be conducted in order to describe and interested to know how is the significant differences between using Google Application and Oxford Dictionary at the second semester students of English Education of Hamzanwadi University Selong in the academic year 2022/2023.

2. RESEARCH METHOD

The researcher used quantitative method in this research. According to Sugiyono (Ichsan et al., 2021), quantitative research is research based on the philosophy of positivism and aims to examine a particular population or sample. In addition, this research was conducted using quantitative techniques in processing the data and obtaining the results. This study, used a pre-experimental design using a static group comparison study. Static group comparative study, selecting two groups, one of which received treatment and not the other (Elfiza et al., 2021). A post-test score was conducted to measure the difference, after treatment, between the two groups. This study did not include pre-testing; hence, the differences between the two groups were not known prior to the study.

This research was implemented at Hamzanwadi University, which is located at Pancor, Selong. It started from March to July. The researcher created a research schedule table in order to make process teaching and learning appropriate with the researcher's planning.

The process of collecting data was using the oral test. Before doing the test the present researcher created a study instrument to gather the data and conduct analysis. These exams were created to assess students' advancement in their language and pronunciation in relation to the study materials they are using. The researcher used Google Translate and the Oxford Dictionary app to instruct students on how to pronounce vowels, diphthongs, and consonants before the test. To ensure that the students would understand the information, the researcher repeated her explanations twice. The test's increased sensitivity may contribute to some of the teaching's effects. The students must take the test after the lessons are finished. The test was conducted orally. The researcher had high expectations for the student's performance on the test. They must be given the content prior to taking the test. The researcher believes that imparting the materials is crucial for perfecting their articulation.

To analyze the data, there are three methods that will be used in this study, namely: descriptive statistics, required statistics for testing hypothesis, and test of hypothesis. According to Sugiyono (Septiandari, 2014), a descriptive analysis is a statistic that serves to describe or provide an overview of the object observed by a sample of data or population without conducting an analysis and concluding in general. The researcher found the mean score (M) and standard deviation (SD) of the students' scores. There are two required statistics for testing hypotheses; those are the normal distribution test, the homogeneity test. This test intends to determine the distribution of the maximum and minimum values and the variability of research data. The purpose of normality testing was to determine whether the data distribution was normal or not. The test of homogeneity was conducted to determine whether the research was uniformly drawn from the same population, given that the research data was drawn from a separate group of one population. Test of Hypothesis used to determine whether there is a significant difference between using the Oxford Dictionary and the Google Application in the student's pronunciation mastery used. The researcher used an independent-sample T-test. The researcher was used SPSS Statistic 22 for windows 10.

3. FINDINGS AND DISCUSSION

3.1 Finding

3.1.1 Descriptive statistics

The test results of students who used Google Application and students who used the Oxford Dictionary.

Table 1: Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Oxford Dictionary	16	26.00	68.00	94.00	81.25	8.41	70.86	-.117	.564
Google Application	16	24.00	62.00	86.00	72.75	6.92	47.93	.244	.564
Valid N (listwise)	16								

From the results above, it can be calculated that the results of students' scores using the Google Application, that the highest score (H) is 86, the lowest score (L) is 62, the range (R) is 24, the median (Me) is 73, the mode (Mo) is 66, and the total score (T) is 1164, the mean (M) is 72.75, the standard deviation (SD) is 6.92, and the variance (V) is 47.93.

While, the highest score (H) of students who used the Oxford Dictionary was 94, the lowest score (L) was 68, the range (R) was 26, the median (Me) was 81, the mode (Mo) was 80, and the total score (T) was 1300. The mean (M) is 81.25, the standard deviation (SD) is 8.41, and the variance (V) is 70.86.

Table 2: The Percentage of Test Result of Students who use Google Application and Students who use Oxford Dictionary

INTERVAL	INTERPRETATIO N	GT		OD	
		F	percentage	F	Percentage
80-100	Excellent	3	19%	11	69%
66-79	Good	11	69%	5	31%
56-65	Sufficient	2	12%	0	0%
40-55	Fairly Sufficient	0	0%	0	0%
<39	Poor	0	0%	0	0%
	Total	16	100%	100%	100%

Note: f= frequency

Based on the table above, it can be concluded that there are 3 students (19%) who belong to the excellent category, 11 students (69%) belong to the good category, 2 students (12%) belong to the sufficient category, and there is no student (0%) who belongs to the fairly sufficient and poor category. The mean score of students who use Google Apps is 72.75. It means that the second-semester students' English education at Hamzanwadi University, who used Google Application was "Good."

While, the researcher concluded that there are 11 students (69%) who belong to the excellent category, 5 students (31%) belong to the good category, and there is no student (0%) who belongs to the sufficient, fairly sufficient, or poor category. The mean score of students who used the Oxford Dictionary is 81.25, which means that the average score of the second-semester students' English education at Hamzanwadi University as students who used Oxford Dictionary was "Excellent."

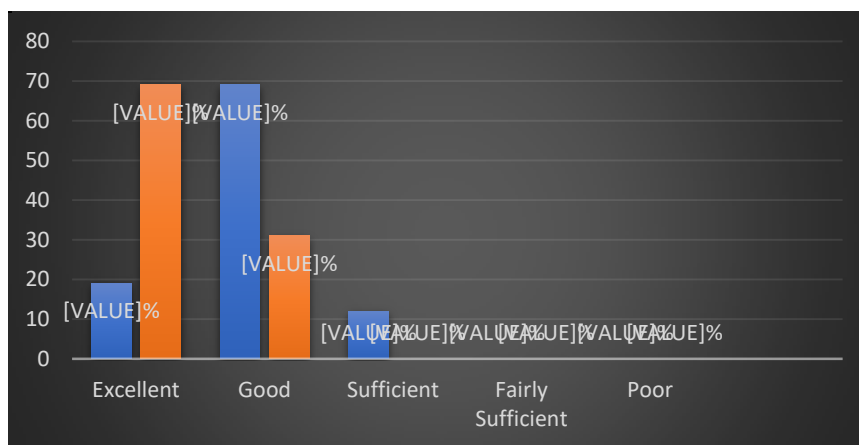


Figure 1: The Frequency Range of Pronunciation Mastery of Students Using Google Apps and Students Using Oxford Dictionary

3.1.2 T-test Results

In this study, to answer the hypothesis, the researcher then analyzed the data with statistics, namely the independent sample t-test. This independent sample t-test aimed to determine whether there was a significant difference between the mean scores of Students used Google Application and students used the Oxford Dictionary.

Table 3: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Google Application Oxford Dictionary	Equal variances assumed	.458	.504	3.11 ⁻	30	.004	-8.50	2.72	-14.06	-2.93
	Equal variances not assumed			3.11 ⁻	28.92	.004	-8.50	2.72	-14.07	-2.92

The researcher found, that the sig (2-tailed) was less than 0.05 ($0.004 < 0.05$). It means that there was a significant difference in mean scores between students who used Google Application and students who used the Oxford Dictionary, which were 72.75 and 81.25, respectively. Consequently, the alternative hypothesis (H_a) was accepted, and consequently (H_o) was rejected. It means that there was a significant difference in pronunciation mastery between students who used Google Application and students who used Oxford Dictionary in the second semester of Hamzanwadi University English education in the academic year 2021/2022.

3.2 Discussion

In this part, the researcher describes the results of the research and data analysis. In this study, the test was used as an instrument to collect data. The test found out Level of Students' Pronunciation who used Google Application, the highest score of the students who used Google Application was 86, and the lowest one was 62. The mean of students who used Google Apps was 72.75 and the standard deviation was 6.92. It means that the students who used the Google Application in the second semester of the English Education Program at Hamzanwadi University have good results in their pronunciation mastery. Level of Students' Pronunciation who used Oxford Dictionary, the highest score of the students

who used the Oxford Dictionary was 94, and the lowest one was 68. The mean of students who used the Oxford Dictionary was 81.25, and the standard deviation was 8.41. It means that the students who used the Oxford Dictionary in the second-semester English Education Program at Hamzanwadi University have excellent results in their pronunciation mastery. The Differences of the student's Pronunciation mastery between used Google Application and used Oxford Dictionary, by applying an independent simple t-test, it can be said that the use of Google Application and Oxford Dictionary in students' pronunciation mastery was different. It shows that the null hypothesis (Ho) was rejected and the research hypothesis (Ha), which says "There is a significant difference between the students using Google Application and students using Oxford Dictionary on their pronunciation mastery of second semester students of Hamzanwadi University English education in the academic year 2021/2022," was accepted.

4. CONCLUSION

Based on the findings of the previous chapter's research, the researcher was able to conclude that there was a significant difference in pronunciation mastery between students using Google Apps and students using Oxford Dictionary. The mean score of the students who used the Google Application was 72.75. It means that the pronunciation mastery of the students in the used Google Application belonged to the "Good" category. Meanwhile, the mean of the students using the Oxford Dictionary was 81.25. It means that the pronunciation mastery of the students in using the Oxford Dictionary belonged to the Excellent category. By analyzing the t-test used for the independent samples test, it was obtained that the result of Sig (2-tailed) was less than 0.05 and was 0.004. It can be concluded that there was a significant difference between students who used Google Application and students who used Oxford Dictionary on their pronunciation mastery in the second-semester English Education Program at Hamzanwadi University in the academic year 2021/2022.

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