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"The Use of U-Dictionary to Improve Students' English Pronunciation in Narrative Story"
"Penggunaan U-Dictionary untuk Meningkatkan Pengucapan Bahasa Inggris Siswa dalam Cerita Naratif"

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Abstract. This study aimed to investigate whether using the U-Dictionary application could effectively enhance students' English pronunciation, particularly through narrative story materials. It applied a quantitative method using a one-group pretest-posttest design in a pre-experimental format. The participants consisted of 24 grade 9 students from SMP Muhammadiyah 8 Tanggulangin, selected based on student academic considerations. The research instrument was a pronunciation test administered before and after the treatment. The analysis results showed that the average pretest score was 50.00, while the average posttest score increased to 58.13. Data processing was carried out using SPSS version 22. According to the results of the paired sample t-test, the obtained significance value was 0.047, which is considered statistically significant since it is lower than 0.05. These findings indicate a significant difference between the pretest and posttest results. Thus, it can be inferred that integrating the U-Dictionary application plays an important role in enhancing students' English pronunciation abilities, especially when learning through narrative story. These outcomes support the acceptance of Ha and indicate that Ho cannot be retained. The findings of this study indicated that the use of U-Dictionary application facilitated and improved students' pronunciation in learning English. The application could also be utilized by teachers as an alternative media in integrating technology into language learning.

Keywords - U-Dictionary, Students' pronunciation, Narrative Story

Abstrak. Penelitian ini bertujuan untuk menyelidiki apakah penggunaan aplikasi U-Dictionary dapat secara efektif meningkatkan pelafalan bahasa Inggris siswa, khususnya melalui materi cerita naratif. Penelitian ini menggunakan metode kuantitatif dengan desain pretest-posttest satu kelompok dalam format pra-eksperimental. Partisipan terdiri dari 24 siswa kelas 9 SMP Muhammadiyah 8 Tanggulangin yang dipilih berdasarkan pertimbangan akademik siswa. Imstrumen penelitian berupa tes pelafalan yang diberikan sebelum dan sesudah perlakuan. Hasil analisis menunjukkan bahwa rata-rata skor pretest adalah 50.00, sedangkan rata-rata skor posttest meningkat menjadi 58.13. Pengolahan data dilakukan menggunakan SPSS versi 22. Berdasarkan hasil uji t sampel berpasangan, nilai signifikansi yang diperoleh adalah 0.047, yang dianggap secara statistik signifikan karena nilainya lebih kecil dari 0.05. Temuan ini menunjukkan adanya perbedaan yang signifikan antara hasil pretest dan posttest. Dengan demikian, dapat disimpulkan bahwa integrasi aplikasi U-Dictionary memainkan peran penting dalam meningkatkan kemampuan pelafalan bahasa inggris siswa, terutama saat belajar melalui cerita naratif. Hasil ini mendukung penerimaan Ha dan menunjukkan bahwa Ho tidak dapat dipertahankan. Temuan studi ini mengindikasikan bahwa pemanfaatan aplikasi U-Dictionary memfasilitasi dan meningkatkan pelafalan siswa dalam pembelajaran bahasa inggris. Aplikasi ini juga dapat dimanfaatkan oleh guru sebagai media alternatif dalam pengintegrasian teknologi ke dalam pembelajaran bahasa.

Kata Kunci - U-Dictionary, Pelafalan siswa, Cerita Narasi

I.   INTRODUCTION

In this era, the use of English is increasingly widespread among the public. Mastery of English is mandatory for Indonesia's young generation, given its status as an international language. However, to master English is not an easy thing because not everyone can learn it and not everyone likes to learn new languages, especially in Indonesia [1]. To master English, proper and fluent pronunciation is required to avoid misunderstanding the meaning of the English sounds produced. With the development of increasingly sophisticated technology, technology integration in education is a more effective approach. The use of application such as U-Dictionary can increase the attractiveness of learning English. It has the potential to attract students to learn English more actively. In addition, learning through narrative story can be a tool to improve students' pronunciation skills. Thus, the combination of technology and conventional learning methods is expected to improve English learning outcomes among students.

Pronunciation refers to how words are articulated in English. Pronunciation is a key component in achieving spoken proficiency in any language [2]. Good English pronunciation skills can also make students more confident in using English [3]. In other words, proper pronunciation is essential to achieving success in mastering the English language. The elements of a good verbal utterance are an appropriate accent, stress, intonation, and rhythm [4]. However, learning pronunciation is not easy. Pronunciation is the most difficult thing for students in learning English [5]. Students often have difficulties when pronouncing English words correctly in English learning.

The difficulties students face in English pronunciation are often caused by the difference between the sounds of English pronunciation and the sounds in their native language. Students have many problems distinguishing between the sounds of English and the sounds of their native language [6]. The limited ability to recognize and produce certain sounds in English can hinder the learning process. The pronunciation sounds in English are clearly different from the sounds of the native language. In addition, many words in English have similar sounds, which addscomplexity for students. The inability to distinguish these sounds can result in a change in the meaning of the word which will interfere with students' understanding of the wider context. Students who are not yet proficient in English Pronunciation tend to pronounce words based on how they are written. This causes the resulting sound to be different from the original pronunciation. Many students experience problems in pronunciation, where they pronounced words according to the way they are written and have difficulty distinguishing how to promote one word from another [7]. Lack of word mastery in English has the potential to negatively impact students' pronunciation outcomes. Therefore, an innovative approach in teaching pronunciation is needed so that students can learn in an easier and more accurate way.

Based on pre-observation conducted at SMP Muhammadiyah 8 Tanggulangin Sidoarjo, it was found that students have difficulty in English pronunciation. These results were obtained based on interviews from teachers. Learning media used in English learning has also not been widely used. In fact, a fast and effective way to improve students' pronunciation skills is needed. Integrating technology into English learning can be an effective approach, one of the which is through the utilization of U-Dictionary application as a student learning media.

The use of digital-based applications is becoming popular in language learning. Technology is needed as a practical learning medium or tool. Digital technology facilitates the process of learning English while encouraging active student participation and improving the overall quality of education [8]. Digital technology has great potential to revolutionize education and empower learners around the world [9]. To improve the teaching and learning environment, teachers should contribute by incorporating technology into learning [10]. This research utilizes the theory of Technology Enhanced Language Learning and Teaching (TELL), where technology can be integrated into language learning [11]. One of the appropriate applications to learn English pronunciation is U-Dictionary.

U-Dictionary is a free and accurate dictionary and translation application officially released by Oxford that provides many languages. U-Dictionary can be accessed online and offline. This application provides various features such as voice features, magic translation, camera translation, quiz game, English learning videos and others. In this application, there are some features that are still paid such as magic translation, camera translation, and some learning videos. U-Dicitonary can also check your pronunciation with native transcripts and accents from the UK (British) and US (American) [12]. U-Dictionary provides audio representations of words, word stress and intonation, and language translation features to help learners practice pronunciation [13]**.**

Language pronunciation and narrative story are closely related. A narrative story is a story that contains imaginative or fictional story with the aim of entertaining the reader. A narrative is a type of text that tells about a series of events, either real or imagined [14]. Students will find many familiar or unfamiliar English words in narrative stories. Through narrative stories, students can recognize and practice pronouncing familiar and unfamiliar words. So that students can recognize many sounds of English words. In addition, the ability to read the text makes them understand what is in the text [15].

In narrative learning, it is common to use the past tense. The use of past tense usually involves regular verbs and irregular verbs. Regular verbs are often found because they generally end in -ed. Words with the -ed ending are more

difficult to pronounce because they sometimes have a different sound to their written form and the sound tends to have an emphasis at the end. The pronunciation of the -ed ending is often a challenge for students. In the pronunciation of the -ed ending, there are three different pronunciation patterns, namely /d/, /t/, and /Id/. The pronunciation of the three patterns is certainly different. For example, the word *called* is pronounced as /kɔld/, *lived* is pronounced as /lɪvd/, and *replied* is pronounced as /rɪˈplaɪd/. Students often experience errors in the pronunciation of the -ed suffix in learning English and tend to pronounce it according to the written form of the word without knowing the original sound.

Irregular verbs are a category of verbs that do not add the -ed ending in past tenses. Instead, irregular verbs are often written and sounded differently from their present form. For example, the word *could* is pronounced as /kod/ from the first tense *can*, *ran* is pronounced as /ræn/ from the first tense *run*, and *went* is pronounced as /went/ from the first tense *go*. These three words are examples of words that are still often mispronounced by students. The mismatch between written form and pronunciation can cause student confusion.

The features of U-Dictionary are proved to boost students' interest and participation in the vocabulary learning process [16]. The use of U-Dictionary provided better results than using printed dictionaries to improve students' vocabulary [17]. In the previous study, the researchers focused on improving students' pronunciation through movies or music [18]. There are other studies that focus on pronunciation, but used different media such as rosetta stone [19]. Thus, few research have been conducted that explain the efficiency of U-Dictionary to enhance students' pronunciation in narrative story learning. To fill the gap in previous studies, the researchers applied the use of U-Dictionary to support students' pronunciation skills with narrative story material in English language learning.

Research Question

1. Is there a significant effect of using U-Dictionary towards students' pronunciation?

II. METHODS

Research Design

This research applied a quantitative method with a one-group pre-experimental design to evaluate how effective the U-Dictionary application in enhancing students' English pronunciation skills within the context of narrative story. The researchers selected this design due to its focus on a single group of students who exhibited low average scores in English pronunciation. The choice of a one-grup pretest-posttest design was primarily influenced by unavoidable practical constraints, including limited classroom accessibility, restricted time allocation, and school policies permitting experimentation only within one available class.

Although this design presents inherent limitations concerning internal validity, it remains a valuable method for providing preliminary, relevant, and informative insights into the application's effectiveness in small-scale classroom settings and and can be used as a basis for developing more effective learning methods in the future. Focusing on a single group enabled the researcher to observe the impact of the intervention more intensively while facilitating efficient data collection and analysis.

At the time of treatment, students first took a pre-test without learning media. In this study, respondents were given permission by the school to use mobile phones during the learning process, so that respondents could access U-Dictionary using a cellphone. After that, the treatment was given by applying U-Dictionary. Then the post-test was given as the final stage test to determine the significant effect of applying U-Dictionary after the treatment. The following was a one-group pre-test and post-test design table taken from Maghfiroh et al. [20].

Table 1. One Group Test

Class	Pre-Test	Treatment	Post-Test
A	01	X	02

Information:
A: treatment class
01: describe the pre-test
X: research treatment
02: describe the post-test

Population

The participants of this study consisted of junior high school students in SMP Muhammadiyah 8 Tanggulangin. The study's population consisted of ninth-grade students. However, for the purposes of this study, the sample used

was a small group of 9th-grade students consisting of 24 students. The selection of this group was based on considerations of students' academic ability and teacher recommendation.

Through the pre-experiment design, researchers focused on one group only. The group was given a pretest as the initial stage to measure students' abilities. After that, students received treatment in the form of understanding the U-Dictionary application as an English pronunciation learning tool, with narrative text as the material. As the last step, students were given a posttest to assess students' abilities after treatment. As part of the concluding session, a post-test was carried out to determine the effect of U-Dictionary application on students' pronunciation skills.

Instrument

The researchers conducted tests to acquire data. The test aimed to determine students' pronunciation skills before and after being given treatment. The two types of tests used by researchers are pre-test and post-test. Before the treatment began, an initial test was conducted to measure the students' basic pronunciation abilities. After the pre-test, students were given treatment by applying learning media. Post-test was given after the students received the treatment. Students were tested one by one to find out the results of their abilities after getting treatment in the last stage.

A. Pre-Test

Pre-test was the initial step that was taken to measure students' pronunciation skills. This test was conducted before students get treatment. The steps were as follows:

1. Procedure:
   a) The teacher provided a narrative story (fables). The story is taken from Aesop [21].

Table 2. The narrative story

| The Dog, the Cock, & the Fox |
|---|
| A Dog and a Cock, who were the best of friends, wished very much to see something of the world. So they decided to leave the farmyard and to set out into the world along the road that lead to the woods. The two comrades traveled along in the very best of spirits and without meeting any adventure to speak of. |
| At nightfall the Cock, looking for a place to roost, as was his custom, spied nearby a hollow tree that he thought would do very nicely for a night's lodging. The Dog could creep inside and the Cock would fly up on one of the branches. So said, so done, and both slept very comfortably. |
| With the first glimmer of dawn the Cock awoke. For the moment he forgot just where he was. He thought he was still in the farmyard where it had been his duty to arouse the household at daybreak. So standing on tip-toes he flapped his wings and crowed lustily. But instead of awakening the farmer, he awakened a Fox not far off in the wood. The Fox immediately had rosy visions of a very delicious breakfast. Hurrying to the tree where the Cock was roosting, he said very politely: |
| "A hearty welcome to our woods, honored sir. I cannot tell you how glad I am to see you here. I am quite sure we shall become the closest of friends." |
| "I feel highly flattered, kind sir," replied the Cock slyly. "If you will please go around to the door of my house at the foot of the tree, my porter will let you in." |
| The hungry but unsuspecting Fox, went around the tree as he was told, and in a twinkling the Dog had seized him. |

   b) The teacher gave time for students to practice reading the texts independently.
   c) Students read the narrative story in the form of fables in front of the teacher in return.
2. Test Instructions
   This test guide contained practice questions for students. It aimed to improve stduents' cognitive and understanding of the previous material [20].
   a) Read the narrative story independently and carefully for 10 minutes.
   b) Read the narrative story in front of the teacher in turn.

B. Treatment

U-Dictionary application was applied in learning narrative story as a form of treatment in this study. Students were able to use U-Dictionary to find out how to pronounce difficult words in narrative text. The use of this application was very simple. Users only needed to type the word they want to pronounce, and the results were displayed immediately. There was a voice feature that allowed users to listen to the pronunciation of native speakers.
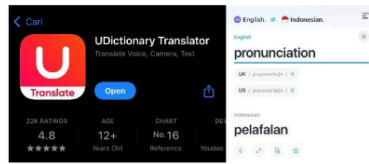
The stages of use were as follows:
1. Initial Part
   a) Provided an explanation of the narrative story.
   b) Introduced students to the U-Dictionary app, including its features and how to use it.
   c) Provided instructions to students to download and install the U-Dictionary app.
2. Main Part
   a) Students read the narrative story provided by the teacher individually. The story was taken from Aesop [22].

Table 3. The narrative story

The Wolf & the Kid
There was once a little Kid whose growing horns made him think he was a grown-up Billy Goat and able to take care of himself. So one evening when the flock started home from the pasture and his mother called, the Kid paid no heed and kept right on nibbling the tender grass. A little later when he lifted his head, the flock was gone.
He was all alone. The sun was sinking. Long shadows came creeping over the ground. A chilly little wind came creeping with them making scary noises in the grass. The Kid shivered as he thought of the terrible Wolf. Then he started wildly over the field. Bleating for his mother. But not half-way near a clump of trees, there was the Wolf!
The Kid knew there was little hope for him.
"Please, Mr. Wolf," he said trembling, "I know you're going to eat me. But first please pipe me a tune, for I want to dance and be merry as long as I can." The Wolf liked the idea of a little music before eating, so he struck up a merry tune and the Kid leaped and frisked gaily.
Meanwhile, the flock was moving slowly homeward. In the still evening air the Wolf's piping carried far. The Shepherd Dogs pricked up their ears. They recognized the songs the Wolf sings before a feast, and in a moment they were racing back to the pasture. The Wolf's song ended suddenly, and as he ran, with the Dogs at his heels, he called himself a fool for turning piper to please a Kid, when he should have stuck to his butcher's trade.

   b) Students identified words whose pronunciation they do not know, such as difficult words, regular verbs, and irregular verbs and used U-Dictionary app to listen and imitate the correct pronunciation of the words.
   c) Students paired up to practice pronouncing all words in the text and provided each other with feedback.
3. Final Part
   a) The teacher conducted a discussion session with the students about all words in the text.
   b) The teacher organized a presentation session for students to pronounce the narrative story they had read previously.
   c) The teacher provides feedback to students on their pronunciation learning using the application.

Table 4. Treatment Instrument.

Reguler/Irregular Verbs	Transcription	Meaning
called	/kɔːld/	memanggil
carried	/ˈkærɪd/	dibawa
ended	/endid/	berakhir
leaped	/lipt/	melompat
lifted	/liftid/	mengangkat
recognized	/ˈrekəɡnaɪzd/	mengenali
shivered	/ˈʃɪvərd/	menggigil
started	/sˈtɑtɪd/	mulai
came	/keɪm/	datang
kept	/kept/	terus
knew	/nuː/	tahu
made	/meɪd/	membuat

ran	/ræn/	berlari
said	/sed/	berkata
thought	/θɔːt/	memikirkan

C. Post-Test

For this last stage of the test, the Post-test. In this case, the Post-test is used to measure students' pronunciation skills after treatment.

1. Procedure
   a) The teacher provided a narrative story (folktales). The story was taken from Ohoiwutun [23].

Table 5. The narrative story

The Stone Turtle
Once upon a time, there was an old woman who lived in a village in Kei Kecil Island. She lived alone. She did not have any family at the village. Every day, she planted something in her farm. People living in her neighborhood were also worked as farmers. Beside farming, they sometimes went to the sea for fishing.
One day, the men of the village commited to go fishing. So, all women prepared food for their husbands and children who would go sailing. And so did the old women. She also prepared food for those who would go sailing, eventhough none of her family was there. When departure time came, the old women and the other women of the village let their men to go sailing.
In a few moments, the men arrived to their village with awesome huge catch. However, the most interesting thing was a catch of huge turtle. Concerning the suggestion of the head of the village, the turtle would be cut in the same sizes or pieces and would be distributed to the villagers. The old woman would also have a part of the catch. Sadly, her portion was the smallest compare to the others and consisted of bones. The villagers thought that the old women didn't need a lot because she was just alone.
The old woman felt unfair about their distribution. It was informed to the villagers that the turtle would be cut in a same sizes or pieces and would be distributed to them. Because she got the smallest portion, it hurt her so much. She felt that the villagers didn't care about her. With full of growling and angry, she walked along the seashore. Right there, she shouted and cursed the villagers who had hurted her.
Suddenly, the village which was flat became a mountain. All the villagers were buried in that mountain. Strangely, the form of the hill formed was looked like turtle's shell. Nowdays, the place is known as Batu Penyu Hill (the Hill of Stone Turtle). The place is located between Ngayub and Ohoiluk Village in Kei Kecil Island.

   b) The teacher gave time for students to practice reading the texts independently.
   c) Students read the narrative story in the form of folktales in turn.

2. Test Instructions
   a) Read the narrative story independently for 15 minutes.
   b) Read the narrative story with correct pronunciation in front of the teacher in turn.

D. Scoring Criteria

The assessment for pronunciation was adapted from Brown [24].

Table 6. Pronounciation Scoring Criteria

Score	Explanation
1	Although pronunciation issues are common, they are usually tolerated.
2	Accents are comprehensible despite frequent mistakes.
3	Mistakes do not interfere with comprehension. The accent may may be clearly foreign.
4	Error related to pronunciation happen frequently.
5	Equal and fully recognized by highly educated native speakers.

Data Analysis

This research employed statistical analysis after collecting the final results from students' pronunciation assessments. The data, which were quantitatively measured through structured tests, served as the basis for evaluating students' performance. To ensure the validity of subsequent statistical procedures, a Kolmogorov-Smirnov test was initially carried out to examine whether the data followed a normal distribution. Upon confirmation that the assumption of normality was fulfilled, the researcher proceeded with a paired sample t-test, conducted using SPSS version 22. The focus of this analysis was to assess the effectiveness of the U-Dictionary application as a medium to improve students' pronunciation skills significantly, based on the comparison of their scores before and after the intervention.

III. RESULTS AND DISCUSSION

RESULTS

The assessment rubric used in this study was adapted from Krismonika et al. [25] . There are two types of evaluation: the first focused on correctly pronounced words as detected by the U-Dictionary application, and the second assesses accurately pronounced sentences from a narrative story. The converted score was calculated by combining the total number of correctly pronounced words and sentences, then multiplying the result by 5 to obtain a maximum score of 100.

Table 7. Data of Students' Pronounciation Score Pre-test and Post-test

No.	Students' Code	Pre-Test Pronunciation				Post-Test Pronunciation			
		A	B	C	D	A1	B1	C1	D1
1.	S-1	10	3	13	65	13	3	16	80
2.	S-2	4	2	6	30	10	2	12	60
3.	S-3	7	2	9	45	11	4	15	75
…	…	…	…	…	…	…	…	…	…
…	…	…	…	…	…	…	…	…	…
24.	S-24	13	2	15	75	13	3	16	80
Total Score					**1.200**				**1.395**
Mean					**50.00**				**58.13**

Note:

(Pretest)
A = correct word from U-Dictionary
B = correct sentence/paragraph from the narrative story
C = total score
D = converted score

(Posttest)
A1 = correct word from U-Dictionary
B1 = correct sentence/paragraph from the narrative story
C1 = total score
D1 = converted score

The data results mentioned above show the students' pre-test and post-test scores generated before and after using the U-Dictionary application. In the pre-test, the highest score achieved was 75 and the lowest was 20, with the majority of students scoring below the Kriteria Ketuntasan Minimal (KKM), which is 75. Only 6 students managed to reach the highest score, indicating that the students' initial pronunciation ability in English, particularly in the context of narrative stories, was still relatively low and unevenly distributed.

After the treatment, the post-test results showed a general improvement in students' pronunciation skills. The highest score increased to 80 and the lowest to 25. More students succeeded in scoring above the KKM, although some were still below. Overall, these findings suggest that the use of the U-Dictionary application had a positive impact on enhancing students' English pronunciation performance.

Table 8. Paired differences between pretest and posttest

		Paired Differences					T	Df	Sig. (2-Tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest-Posttest	-8.125	18.928	3.864	-16.118	-.132	-2.103	23	.047

The analysis results, generated using SPSS version 22, demonstrate the outcome of the paired sample t-test applied to assess students' English pronunciation within the context of narrative story. The tests results showed a significance value (Sig. 2-tailed) of 0.047, which indicated a difference between the results of student scores before and after using the U-Dictionary application. A significance value below 0.05 became the basis for accepting the alternative hypothesis (Ha) and rejecting the null hypothesis (Ho) in this study. Incorporating U-Dictionary into pronuciation activities proved to have a notable positive influence on students' learning, as supported by statistical analysis.

DISCUSSION

The results of this study indicated a notable improvement in students' Engish pronunciation ablities at SMP Muhammadiyah 8 Tanggulangin Sidoarjo, following the integration of the U-Dictionary application into narrative story learning. This enhancement was statistically validated through a paired sample t-test, which yielded a

significance value of 0.047, lower than the critical value of 0.05. Based on this findings, the null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted. These results suggest that the incorporation of mobile-assisted learning tools, specifically U-Dicitionary, had a favorable and statistically effect on the growth of the students' pronunciation proficiency.

Assessing the significance of the impact on the use of U-Dictionary app with the aim of improving students' language pronunciation is the main focus of this study. The results before and after the intervention showed that the students were able to answer the research question and comprehensively evaluate the data. There was an improvement in most students' scores, indicating that their pronunciation skills increased after the implementation of the U-Dictionary application into language learning.

Most of the previous studies focused more on using U-Dictionary application to boost vocabulary skills [16] [17] [26]. Meanwhile, efforts to improve pronunciation have generally focused on using other media, such as movies and Rosetta Stone [18][19][27]. Compared to previous studies, the findings of this research support the conclusion that U-Dictionary application is effective in improving students' mastery of English pronunciation [28][29]. Nevertheless, the present study offers a new perspective by focusing on pronunciation within the context of narrative story. Pronunciation in this type of text tends to be more challenging, primarily due to the presence of irregular verbs, which often differ in spelling and pronunciation.

There are several factors that contributed to the improvement of student outcomes. One of them was the audio feature with native speaker pronunciation available in the U-Dictionary application, which allowed students to compare and evaluate their pronunciation directly. In addition, the app provided flexibility for students to practice independently in various settings, repeat pronunciations based on individual needs, and engage in a more dynamic and interactive learning experience compared to conventional learning methods.

These findings are in line with the theory of Technology-Enhanced Language Learning (TELL) theory, which emphasizes the importance of integrating technology into the language learning process. According to this theory, technology can actively engage students and accelerate their understanding of learning materials. The U-Dicitionary application in particular offers features such as native speaker pronunciation audio and phonetic transcription, which have been proven helpful in improving students' English pronunciation.

Although the results of this study indicated a positive impact of using U-Dictionary on improving students' pronunciation, several limitations should be acknowledged. This study involved only one class without a control group, with a limited number of participants and a short intervention period. These conditions restrict the researcher's ability to generalize the findings to a broader context. Nevertheless, this study offers practical contributions to English language learning. The app provides an alternative learning media that is easily accessible and supports students in practicing pronunciation independently. Thus, it can serve as a potential solution for developing more contextual and responsive language learning methods in the digital era.

IV.CONCLUSION

At SMP Muhammadiyah 8 Tanggulangin, the study showed that U-Dictionary significantly contributed to the improvement of students' pronunciation skills, especially when engaging with narrative story. Statistical analysis showed a significant increase in scores after the test compared to before the test, proving that mobile-based learning tools can effectively support language development. This finding is relevant to current learning needs that emphasize the application of digital technology, while also responding to the increasing need for interactive media in learning activities.

Functionally, the app delivers practical benefits that educators and students can directly apply within the learning environment. Features such as native speakers' voices and phonetic transcription allow students to practice pronunciation flexibly, anytime and anywhere. Teachers can also use it as an additional media to reinforce teaching and encourage more independent learning. Therefore, it is recommended that the utilization of U-Dictionary be extended to various pronunciation activities beyond narrative story. Further research is necessary to explore the extent to which such application can contribute to other language skills such as speaking and listening in different learning contexts.

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