



EXPLORING STUDENTS' PERCEPTIONS ON USING OXFORD ONLINE DICTIONARY TO PROMOTE STUDENTS' PRONUNCIATION

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ABSTRACT

Pronunciation and speaking are two continuous skills in language learning. These skills are interconnected in nature, given that the ability to articulate thoughts clearly and correctly is fundamental for effective communication. In English language learning, some students still lack clarity in pronouncing English words correctly. This finding suggests that some of them frequently and occasionally utilise English dictionaries as a reference tool for acquiring pronunciation skills. English dictionaries such as the Oxford dictionary are useful for both word definitions and pronunciation guidance. This study aims to determine the popularity of the Oxford online dictionary among students and their perceptions of using the Oxford online dictionary to improve their speaking skills. This study uses a qualitative method that focuses on descriptive qualitative analysis. The data used in this study was collected by using a questionnaire. The population data used in this study consisted of 27 students from the English Education Study Programme. The findings of this study demonstrate that the Oxford online dictionary is a widely recognised and utilised reference source. In terms of perception, the students expressed the opinion that the Oxford online dictionary plays a useful role in terms of usefulness, reliability, and improving students' speaking skills in English language learning, especially pronunciation. In conclusion, the Oxford Online Dictionary is a recommended reference for English language learning, with particular relevance to the development of pronunciation and speaking skills.

Keywords: Oxford Online Dictionary, Students' Perceptions, Pronunciation Learning, Speaking Skill

1. INTRODUCTION

Speaking is one of the most essential language skills in English learning, as it enables learners to communicate ideas, thoughts, and feelings effectively. As a productive skill, speaking requires learners not only to possess adequate vocabulary and grammatical knowledge but also to demonstrate accurate pronunciation (Astuti Rangkuti & Rabia Sihite, 2022; Mogeia & Oroh, 2022; Lin & Bollen, 2025). According to Brown (2019), pronunciation plays a vital role in

oral communication because mispronunciation may lead to misunderstanding or communication breakdown. Therefore, pronunciation competence is considered a fundamental component of speaking performance (Liu et al., 2025; Salim et al., 2020; Royani, 2023).

For learners of English as a foreign language (EFL), pronunciation often becomes one of the most challenging aspects of language learning (Jin, 2023; Qassrawi et al., 2024; Oktari, 2024).

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English is frequently perceived as a difficult or deceptive language since its pronunciation does not consistently correspond with its spelling (Ozfidan et al., 2024; Kaforina et al., 2023). Many English words share similar sounds but differ in meaning, which may confuse learners if they fail to pronounce them accurately (Sujiyati, 2023; Malini et al., 2022; De Marco, 2025). As a result, learners must develop proper pronunciation skills in order to convey meaning clearly and to understand spoken English accurately (Jasmiati et al., 2022; Smith et al., 2024).

Despite its importance, pronunciation instruction tends to receive limited attention in formal school settings, particularly at the senior high school level. Pronunciation is often assumed to be acquired naturally or is emphasized only in higher education or specialized language courses (Putri et al., 2023; Veto Mortini et al., 2023). However, several scholars argue that pronunciation should be introduced and practiced from the early stages of English learning to prevent fossilized errors and persistent speaking difficulties (Altun & Ahmad, 2021; Wahyuni et al., 2019; Nghi et al., 2019). Integrating pronunciation instruction into daily English lessons is therefore essential to support students' speaking development.

In facilitating pronunciation learning, teachers and students may utilize various strategies, methods, and learning media. The use of learning media is considered an effective way to enhance students' engagement and learning outcomes in English classrooms (Hamdini et al., 2022). One commonly used learning resource in pronunciation learning is the

dictionary, both in printed and online formats. Dictionaries not only provide word meanings and translations but also offer guidance on correct pronunciation through phonetic transcriptions and audio models.

Among the widely used dictionaries, the Oxford Dictionary is recognized for its reliability and comprehensive features. The printed version of the Oxford Dictionary provides definitions and phonetic symbols that assist learners in understanding how words are pronounced. Meanwhile, the Oxford Online Dictionary offers additional features, particularly audio pronunciation models in both British and American accents. These audio features allow learners to listen to authentic pronunciation and choose the accent they prefer, which can enhance their pronunciation accuracy and confidence in speaking.

With the advancement of digital technology, online dictionaries have become increasingly accessible and popular among students. The Oxford Online Dictionary, in particular, has the potential to function as an effective self-learning tool for pronunciation practice. However, the effectiveness of such tools is closely related to learners' perceptions and attitudes toward their use. According to Tahrún and Davis (2022), learners' perceptions influence their acceptance and utilization of learning technologies, which subsequently affect learning outcomes. Therefore, understanding students' perceptions of using the Oxford Online Dictionary is crucial in evaluating its role in promoting pronunciation learning.

Based on these considerations, this study aims to explore students' perceptions of using the Oxford Online Dictionary to promote their pronunciation. By examining how students perceive the usefulness, ease of use, and impact of the Oxford Online Dictionary on their pronunciation learning, this study is expected to provide insights for English teachers and educators in integrating digital dictionaries into pronunciation instruction and improving students' speaking performance.

2. METHODS

Research Method

This study employed a qualitative descriptive research design to explore students' perceptions of using the Oxford Online Dictionary in promoting their pronunciation. Qualitative research is a broad term encompassing various research approaches that originate from different disciplines and aim to understand phenomena from participants' perspectives (Neuman, 2019; Tisdell et al., 2025; Sugiyono, 2021). In this study, the qualitative approach was used to identify and analyze students' responses to a closed-ended questionnaire and to provide an in-depth interpretation of their perceptions (Miall & Kuiken, 2019; Dornyei & Taguchi, 2019).

The purpose of this research was to explore the extent to which students use the Oxford Online Dictionary to improve their pronunciation and to investigate students' perceptions of the role of the Oxford Online Dictionary in facilitating pronunciation learning to enhance speaking performance. Although numerical data were obtained through questionnaire responses, the focus of the study remained on interpreting students' perceptions descriptively rather than testing hypotheses.

Population and Sample

The population of this study consisted of students from the English Education Department at the University of Muhammadiyah Prof. Dr. Hamka. The participants were selected using purposive sampling. According to Etikan et al. (2018), purposive sampling is a sampling technique in which researchers rely on their own judgment to select participants who are considered most relevant to the research objectives.

A total of 27 students participated in this study, comprising 6 male students and 21 female students. The participants were drawn from students in their third and fifth years of study in the academic year 2025. These students were selected because they had sufficient exposure to English learning and were familiar with the use of online dictionaries, particularly the Oxford Online Dictionary.

Research Instrument

The primary instrument used in this study was a questionnaire designed to gather information on students' familiarity with the Oxford Online Dictionary and their perceptions of its use in promoting pronunciation. A questionnaire is defined as a data collection tool consisting of a series of questions or items used to collect information from respondents.

The researcher employed a closed-ended questionnaire consisting of 19 items. These items were structured using a Likert scale, ranging from *strongly disagree*, *disagree*, *neutral*, *agree*, to *strongly agree* (Robinson, 2024). The questionnaire items focused on students' experiences in using the Oxford Online Dictionary, particularly its features related to pronunciation, such as phonetic symbols and audio pronunciation.

Data Collection Technique

The data were collected using Google Form (G-Form) to facilitate easy access and response from participants. The questionnaire comprised 19 questions, including 4 items related to students' identity and 15 items related to the research focus, namely the use of the Oxford Online Dictionary and students' perceptions of its role in promoting pronunciation.

The data collection process was conducted over a period of one week. All participants completed the questionnaire online, and their responses were automatically recorded through the Google Form platform.

Data Analysis Technique

The data analysis in this study followed the qualitative data analysis procedures proposed by Miles and Huberman, which consist of data reduction, data display, and conclusion drawing.

First, data reduction was carried out by selecting and focusing on relevant data obtained from the questionnaire responses in accordance with the research objectives. Second, data display was conducted by organizing the data into tabular form to present students' responses clearly and systematically. Third, conclusion drawing involved interpreting the displayed data to identify patterns, tendencies, and insights related to students' perceptions of using the Oxford Online Dictionary for pronunciation learning.

Although this study adopted a qualitative approach, the questionnaire data were analyzed descriptively by calculating the frequency and percentage of students' responses to each item. This descriptive analysis was used to support the interpretation of students' perceptions.

The percentage of responses was calculated using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Where:

p = percentage of responses

f = frequency of respondents' answers

N = total number of respondents

This analytical procedure enabled the researcher to present students' perceptions in a clear and interpretable manner, supporting the qualitative interpretation of the findings.

3. RESULTS AND DISCUSSION

This study aims to explore students' perceptions of using the Oxford Online Dictionary to promote their pronunciation. After collecting the data through questionnaires, the researcher analyzed and presented the findings descriptively. The results are organized based on several key aspects, including frequency of use, familiarity, perceived usefulness, accessibility, pronunciation features, confidence, preference, long-term use, and recommendation.

Students' Frequency of Using the Oxford Online Dictionary

The questionnaire was distributed to 27 students of the English Education Department at the University of Muhammadiyah Prof. Dr. Hamka, consisting of 6 male students and 21 female students from the third, fifth, and seventh years of study.

Seberapa sering anda menggunakan Oxford Dictionary?
27 jawaban

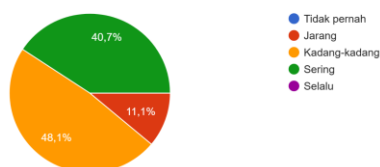


Figure 1. Frequency of use the Oxford Dictionary at varying levels

Regarding the frequency of use, the findings indicate that students use the Oxford Dictionary at varying levels. The majority of respondents (48.1%) reported that they occasionally use the Oxford Dictionary in learning English. Meanwhile, 40.7% stated that they frequently use it, and 11.1% indicated that they rarely use it. These findings suggest that most students utilize the Oxford Dictionary when needed, particularly in specific learning situations rather than on a constant basis.

Students' Familiarity with the Oxford Online Dictionary

Saya mengenal tentang kamus daring (online) Oxford.
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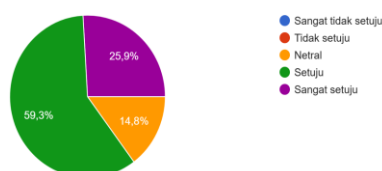


Figure 2. The Oxford Online Dictionary is widely known

In terms of familiarity, most students demonstrated strong awareness of the Oxford Online Dictionary. A total of 59.3% of respondents agreed and 25.9% strongly agreed that they were familiar with the Oxford Online Dictionary. Only 14.8% of students selected a neutral response. This result indicates that the Oxford Online Dictionary is widely known and commonly recognized among

students of the English Education Department.

Use of the Oxford Online Dictionary for Pronunciation Learning

Saya menggunakan kamus daring (online) Oxford dalam pembelajaran Bahasa Inggris untuk mengetahui pengucapannya dengan benar.
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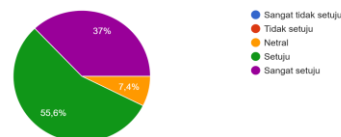


Figure 3. Use of the Oxford Online Dictionary for Pronunciation Learning

The findings further reveal that students actively use the Oxford Online Dictionary to learn pronunciation. In response to the statement regarding using the dictionary to find correct pronunciation, 55.6% of students agreed and 37% strongly agreed. Only 7.4% responded neutrally. This result indicates that the Oxford Online Dictionary is primarily utilized not only to understand word meanings but also to support pronunciation learning.

Penggunaan kamus daring (online) Oxford membantu saya di kelas.
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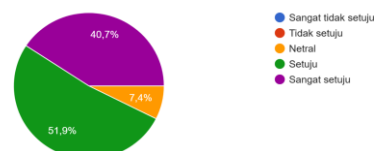


Figure 4. The perceptions of the usefulness of the Oxford Online Dictionary in the classroom

Similarly, students expressed positive perceptions of the usefulness of the Oxford Online Dictionary in the classroom. A total of 51.9% of respondents agreed and 40.7% strongly agreed that using the Oxford Online Dictionary helps them during class activities. Only 7.4% responded neutrally, suggesting that most students perceive

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the dictionary as a helpful learning tool, although a small number may still encounter difficulties in applying pronunciation models during classroom practice.

Accessibility of the Oxford Online Dictionary

Saya merasa kesulitan dalam mengakses kamus daring (online) Oxford.
27 jawaban

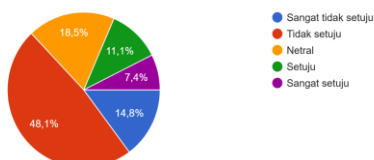


Figure 5. Accessibility of the Oxford Online Dictionary

Regarding accessibility, most students did not experience significant difficulties in accessing the Oxford Online Dictionary. The majority of respondents disagreed (48.1%) or strongly disagreed (14.8%) with the statement that the dictionary is difficult to access. Meanwhile, 18.5% responded neutrally. However, a small proportion of students expressed agreement (11.1%) or strong agreement (7.4%), indicating that some students still face minor technical or accessibility issues.

Perceptions of Pronunciation Features

Kamus daring (online) Oxford menyediakan banyak fitur untuk pembelajaran pengucapan.
27 jawaban

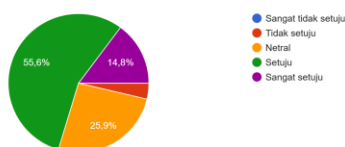


Figure 6. Perceptions of Pronunciation Features

The Oxford Online Dictionary offers various features to support pronunciation learning. Most students perceived these features positively. In

response to the statement about pronunciation learning features, 55.6% of respondents agreed and 14.8% strongly agreed, while 25.9% responded neutrally. Only 7.4% disagreed. This finding suggests that the majority of students consider the pronunciation features of the Oxford Online Dictionary useful and supportive for learning.

Saya puas dengan fitur pengucapan suara dalam aksen bahasa Inggris Amerika/bahasa Inggris British karena membantu saya dalam meningkatkan kemampuan pengucapan saya.
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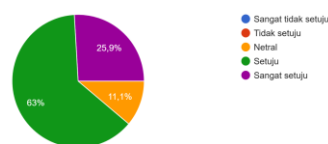


Figure 7. The Result of appreciated features is the audio pronunciation in both British and American accents

One of the most appreciated features is the audio pronunciation in both British and American accents. The results show that 63% of students agreed and 25.9% strongly agreed that they were satisfied with this feature, as it helped improve their pronunciation skills. Meanwhile, 11.1% responded neutrally. This indicates a high level of satisfaction with the audio pronunciation feature among students.

Saya menemukan kesulitan untuk memahami fitur pengucapan suara pada kamus daring (online) Oxford.
27 jawaban

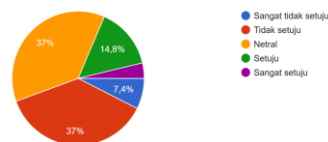


Figure 8. The difficult to understand the audio pronunciation feature

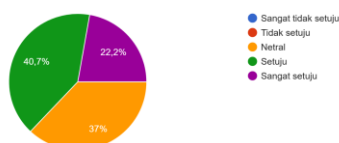
In contrast, when asked whether they found it difficult to understand the audio pronunciation feature, responses were more varied. An equal proportion of students (37%) disagreed and responded neutrally, while 7.4% strongly disagreed.

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These responses indicate that most students did not find the feature difficult to understand. However, 14.8% agreed and 3.7% strongly agreed, suggesting that a small number of students still experience challenges when using the audio pronunciation feature.

Confidence in Pronunciation

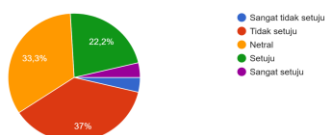
Penggunaan kamus daring (online) Oxford telah meningkatkan kepercayaan diri saya dalam mengucapkan kata dalam bahasa Inggris.
27 jawaban

**Figure 9. Confidence in Pronunciation**

The use of the Oxford Online Dictionary was also perceived to influence students' confidence in pronunciation. Most respondents agreed (40.7%) or strongly agreed (22.2%) that using the dictionary increased their confidence in pronouncing English words. However, 37% responded neutrally, indicating that while many students experienced increased confidence, some felt that their confidence level remained moderate.

Ease of Using the Word Search Feature

Saya mendapati kesulitan pada penggunaan fitur pencarian kata yang ada di kamus daring (online) Oxford.
27 jawaban

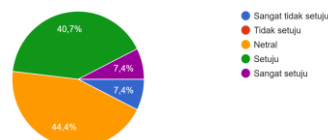
**Figure 10. Ease of Using the Word Search Feature**

In terms of the word search feature, the majority of students did not encounter difficulties. A total of 37% disagreed and 3.7% strongly disagreed with the statement that the word search feature is difficult to use. Additionally, 33.3%

responded neutrally. However, 22.2% agreed and 3.7% strongly agreed, indicating that a minority of students experienced some difficulty when using the search function.

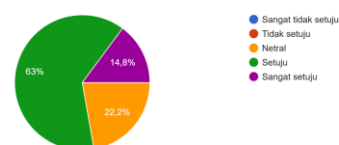
Preference, Long-Term Use, and Recommendation

Saya lebih memilih menggunakan kamus daring (online) Oxford daripada kamus bahasa Inggris lain (cetak atau aplikasi) untuk melatih kemampuan pengucapan.
27 jawaban

**Figure 11. Preference, Long-Term Use, and Recommendation**

When comparing the Oxford Online Dictionary with other English dictionaries, students showed mixed preferences. While 40.7% agreed and 7.4% strongly agreed that they preferred the Oxford Online Dictionary for practicing pronunciation, 44.4% responded neutrally. This suggests that although many students favor the Oxford Online Dictionary, others still use multiple dictionary resources depending on their needs.

Saya ingin menggunakan kamus daring (online) Oxford untuk mencari cara pengucapan pada pembelajaran bahasa Inggris untuk waktu yang lama.
27 jawaban

**Figure 12. The majority of students expressed a positive intention to continue using the Oxford Online Dictionary**

Regarding long-term use, the majority of students expressed a positive intention to continue using the Oxford Online Dictionary. A total of 63% agreed and 14.8% strongly agreed that they

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intended to use it for a long time in learning English pronunciation, while 22.2% responded neutrally.

Saya akan merekomendasikan kamus daring (online) Oxford kepada teman-teman yang belum pernah memakainya.

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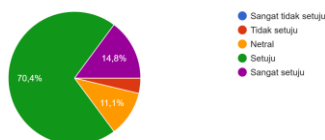


Figure 13. The recommend the Oxford Online Dictionary to others

Finally, students showed a strong tendency to recommend the Oxford Online Dictionary to others. Most respondents agreed (70.4%) or strongly agreed (14.8%) that they would recommend it to friends who had never used it before. Only 11.1% responded neutrally and 3.7% disagreed. This finding indicates that the Oxford Online Dictionary is generally perceived as a reliable and valuable resource for pronunciation learning.

Discussion

The findings of this study indicate that students generally have positive perceptions of using the Oxford Online Dictionary to support pronunciation learning. Most students were familiar with the dictionary and used it, either frequently or occasionally, to check correct pronunciation. This result suggests that students tend to use digital dictionaries strategically based on their learning needs, particularly when encountering pronunciation difficulties. This finding is in line with Choirunnisa and Sari (2021), who states that learners typically consult dictionaries selectively as part of their vocabulary and pronunciation learning strategies.

Students also perceived the Oxford Online Dictionary as a helpful and accessible learning tool, especially due to its pronunciation features, such as phonetic transcription and audio models in both British and American accents. The high level of satisfaction with the audio pronunciation feature indicates that exposure to authentic pronunciation models contributes positively to learners' pronunciation development. This supports Dincer and Dariyemez (2020) view that access to native-like pronunciation models enhances learners' intelligibility and phonological awareness. Moreover, the ease of access and user-friendly design of the Oxford Online Dictionary increased students' acceptance of the tool, which aligns with Davis (2021) Technology Acceptance Model emphasizing the importance of perceived usefulness and ease of use.

Furthermore, the use of the Oxford Online Dictionary was perceived to increase students' confidence in pronouncing English words and their intention to continue using and recommending the tool. Confidence is a crucial affective factor in speaking performance, as it influences learners' willingness to communicate orally (Jaya et al., 2024). The positive attitudes and long-term intentions expressed by students indicate that the Oxford Online Dictionary is not only an effective pronunciation learning resource but also a supportive tool that promotes learner autonomy in English language learning.

4. CONCLUSION

This study concludes that students generally have positive perceptions of using the Oxford Online Dictionary to support their pronunciation learning. Most students are familiar with the

dictionary and perceive it as a helpful and accessible tool, particularly due to its pronunciation features such as phonetic symbols and audio models in British and American accents. The use of the Oxford Online Dictionary is also perceived to enhance students' confidence in pronouncing English words and to support their speaking performance, despite minor difficulties experienced by a small number of students.

The findings imply that the Oxford Online Dictionary can be effectively integrated into English language learning as a supplementary tool for pronunciation instruction. Its use encourages learner autonomy, provides authentic pronunciation models, and supports students in developing more accurate and confident spoken English. Integrating digital dictionaries into classroom activities may therefore contribute to more effective pronunciation learning and greater student engagement.

Based on these findings, it is recommended that English teachers encourage the regular use of the Oxford Online Dictionary in both classroom and independent learning contexts. Educational institutions may also consider providing guidance on how to use online dictionaries effectively. Future research is recommended to employ experimental or mixed-method approaches to investigate the impact of the Oxford Online Dictionary on students' actual pronunciation performance and to involve larger and more diverse participant groups for broader generalization.

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