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The Utilization of U-Dictionary Application in Pronunciation Practices: Student's Perspective

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Article Information:	ABSTRACT
	This study explores students' perspectives regarding using U-Dictionary in learning pronunciation. The research employed a quantitative approach, utilizing a survey research method. The sample consisted of 32 sixth-semester students majoring in English Education at University in Asia. The selection of participants was conducted through random sampling to ensure a representative sample. A questionnaire was developed as the research instrument to collect the necessary data. The questionnaire was designed to gauge students' perspectives regarding using U-Dictionary in pronunciation practice. It employed a Likert scale format and was administered to students in the English Teaching Department. This research revealed that students hold a highly positive perception of using U-Dictionary in pronunciation practice. The results indicate that U-Dictionary is perceived as an effective tool for enhancing pronunciation skills among students. These findings provide valuable insights into the students' perspectives and highlight the potential benefits of incorporating U-Dictionary into language learning environments. **Keywords**: *application, pronunciatio,; student's perspectiv, U-dictionary*

INTRODUCTION

Pronunciation means producing sounds that convey meaning stated by Yates (2002, as cited in(Gilakjani, 2012)). Addiction in (Sudrajat, 2016) The production of sounds that individuals use to make meaning is called pronunciation. Furthermore,

Rahimy (2017) as cited in (Pourhosein Gilakjani dkk., 2020) pronunciation is a concept in English language teaching and learning that is particularly crucial for communication since it requires the comprehension and production of sound systems. Furthermore (Putri & Rosa, 2020) Language pronunciation has long been considered a basic element of learner competence. Pronunciation is also considered to be one of the most significant aspects of spoken language. It is significant because it demonstrates how individuals make words sound and enunciate the words. In summary pronunciation is extremely important in English language teaching and learning. It involves producing sounds that convey meaning and is crucial for effective communication. It has always been considered a fundamental part of language learning and is one of the most significant aspects of spoken language. Mastering pronunciation is essential for improving overall language skills and enabling successful conversations in English.

The importance of teaching English pronunciation cannot be overstated. It is a fundamental aspect of language learning that requires the attention of both teachers and students, according to (Pourhosein Gilakjani dkk., 2020) Regrettably, pronunciation instruction often receives inadequate emphasis in EFL programs, despite students consistently ranking it as one of the most challenging aspects of learning English. Recognizing the interconnected nature of language acquisition, improvements in pronunciation have a positive impact on listening and speaking abilities. As stated by (Macdonald, 2002) Pronunciation plays a crucial role in developing oral skills in a second language. Proficiency in pronunciation is frequently used to measure a learner's overall English competence, with inadequate pronunciation hindering language skills and leading to misunderstandings. Therefore, teaching English pronunciation is essential for students to acquire effective communication skills, enhance self-confidence, and improve overall language proficiency. However in (Tahereen, 2016) stated teaching pronunciation is frequently overlooked, especially in second and foreign language contexts. This carelessness is caused by a variety of factors, including a major emphasis on reading and writing abilities rather than speaking and listening skills, limited possibilities for engagement with native speakers, and teachers' reluctance to prioritize pronunciation teaching. However, even if creating a perfect pronunciation model is not the aim, it is necessary to remember that teaching pronunciation is critical for developing good communication skills. To remedy this issue, a larger emphasis should be placed on pronunciation teaching at the postsecondary level, as it is critical in enabling students to generate understandable and comprehensible speech.

English pronunciation is a difficult talent to learn and requires a lot of time and work from students to improve. Several studies and academics have emphasized the importance of accurate pronunciation in language learning, according to (Nangimah, 2020) Teaching English pronunciation faces several challenges that need to be overcome. Firstly, students who speak languages with different sound patterns may struggle to adjust to the stress and rhythm of English. Secondly, pronunciation has often been overlooked by teachers and course materials, leading to its neglect in classrooms. Thirdly, teachers often have heavy workloads and may not prioritize pronunciation

instruction. Lastly, non-native English-speaking teachers may lack confidence in teaching pronunciation compared to native speakers. However, its significance and the level of attention it receives in adult English language programs can differ. As cited in (Ary Iswanto Wibowo, 2021) Pronunciation is important in improving English speaking skills. Difficulties in pronouncing English words frequently cause misunderstandings among listeners. One of the most prevalent difficulties in speaking English stems from the intricacies of pronunciation, as spoken English contains a greater range of sounds than written English, cited in (Putri & Rosa, 2020) were produced by incorrect word pronouncing or intonation, for example: if someone speaking the terms fog and fox, sea and she, sick and six with relatively no variances, this might lead to a mistake in some cases.

The goal of pronunciation instruction should shift from striving for "perfect" pronunciation by Morley (1991: 500) in (Ilkhomovna, 2019) stated which can be difficult to define, to more practical objectives such as functional intelligibility, effective communication, increased self-confidence, and the development of speech monitoring abilities and strategies that extend beyond the classroom. The ultimate aim is to help students develop spoken English skills that are easily understood, meet their individual needs, and foster a positive self-perception as foreign language speakers. Students should also acquire awareness and monitoring skills that enable them to continue learning outside the classroom. As researcher conclude, according to (Pourhosein Gilakjani dkk., 2020) Pronunciation instruction also aims to foster positive self-awareness among non-native speakers in oral communication and develop speech awareness, emotional speech monitoring skills, and speech adjustment strategies for continuous improvement within and beyond the classroom. Ultimately, English pronunciation instruction aims to develop clear, understandable, and confident speaking English that meets learners' communicative needs while enhancing their self-awareness, monitoring skills, and adaptability in various oral communication contexts. Pronunciation instruction is frequently missed in English language teaching for a variety of reasons, including a lack of appropriate teaching resources, insufficient time for practicing pronunciation, and a larger emphasis on other language skills. However in (Gilakjani, 2016) emphasizes that pronunciation education is required for communicative competency. Learners should improve their functional intelligibility, communication, self-confidence, speech monitoring abilities, and speech modification tactics, therefore in (Agustiani dkk., 2022) states English language teachers should prioritize pronunciation training and offer students with the necessary tools and resources to improve their pronunciation.

Different techniques and strategies for teaching foreign languages address pronunciation in various ways. Traditional approaches, such as the Direct Method, Audio-lingual Method, and Silent Way Approach, place an emphasis on identifying and correcting pronunciation faults through repeated drills and exercises. The Grammar Translation Method, Total Physical Response Approach, and Communicative Approach, on the other hand, do not consider pronunciation to be a major component of

language education. According to (Pourhosein Gilakjani, 2011) There is a recognized challenge among ESL teachers when teaching pronunciation, as Fraser (2000a) highlighted. Many teachers feel they need more training in this area. However, as holistic and communicative methods gain prominence in ESL instruction, there is a growing call to address pronunciation within the context of real communication. Otlowski (1998) argues that integrating pronunciation lessons into oral communication classes is essential for ESL students to achieve mastery of English pronunciation. By incorporating pronunciation instruction into broader language contexts, students are better positioned to develop their pronunciation skills effectively.

According to (Cakrawati, 2017) Teachers, as part of the educational support system, must prioritize developing deep comprehension and engaging students with real-world information and resources. Teachers must combine supportive technology, problem-based techniques, and critical thinking abilities into their learning strategies. They should create a classroom environment that enables teaching and learning processes that are in line with the expectations of the twenty-first century. Furthermore, teachers should effortlessly integrate technology into the subject matter and teaching methods. Introduction to participate in an increasingly digital environment, language instructors and learners must integrate technology through English to suit their educational and personal demands. Electronic applications have recently entered EFL (English as a Foreign Language) classes and are becoming increasingly popular among university students, as cited in (Zheng & Wang, 2016) Since the late twentieth century, the Communicative Approach has emerged as the dominating strategy among these methods. This method views pronunciation as a skill that may be taught alongside other parts of communication, as mentioned in(Van, t.t.) This is why pronunciation is so crucial and must be updated as technology advances. Mobile technologies offer exciting opportunities for learners to take control of their learning. However, in formal educational settings, mandatory learning requirements can limit the full utilization of these technologies in the classroom. Teachers should openly recognize the restricted autonomy within formal learning contexts to support learners in overcoming these limitations (Lyddon, 2016), They should also encourage learners to develop qualities that connect their institutional obligations, like regular assignments, to their own personal and meaningful learning objectives.

In (Raja & Nagasubramani, 2018) The integration of technology in education yields multiple benefits for students. Firstly, it fosters excitement and enthusiasm for learning, making education a more engaging experience. Additionally, technology offers flexibility to students with busy schedules, enabling them to work from home at their own pace. Moreover, it equips students with valuable technical skills that are increasingly sought after in the workplace. Lastly, using technology in education reduces the need for paper and photocopying, saving costs and aligning with the concept of a "green revolution" by promoting sustainability. Overall, technology empowers students with academic and practical skills that enhance their educational journey and prepare them for future professional endeavors. According to (Learning,

2017) The current types of mobile devices can present the target language in different modes. Mobile devices are equipped with many programs that can present material clearly and in an exciting way has impacted EFL students' pronunciation. It proposed that word captioning helps improve vocabulary learning; keyword captioning was used to make EFL learners aware of the pronunciation of English words.

According to (Alfarisi & Hasanah, 2021) E-learning has transformed how we obtain education, and the business is expanding at a rapid pace. Since its inception in the 1980s, e-learning has come a long way. With the introduction of low-cost e-learning tools, education may now be delivered from nearly any location. The geographical divide has been closed, and methods have been created to make students feel as if they are in the classroom. E-learning allows you to share material in a variety of formats, including videos, slideshows, word documents, and PDFs. E-learning is a cost-effective and often accessible solution that allows learners to fit learning into their schedules, allowing even the busiest individual to further their careers and obtain new certificates. This flexibility is especially useful for students who are unable to commit to a full-time course owing to employment, family, or other obligations. As cited in (Ula, t.t.) One of the significant advantages of e-learning is the ability to update course content quickly, allowing students to have the latest information. This is particularly important in sectors where staying up-to-date on industry developments is essential. Therefore, businesses are now offering training via e-learning due to its low cost, the ability for employees to study in their own time and place, and the speed of delivery. E-learning is an alternative to traditional learning, which can be expensive, take a long time, and results can vary. The importance of e-learning has been recognized, and it continues to offer a faster, cheaper, and potentially better way of learning.

The learners' descriptions of their outside-of-classroom pronunciation instruction encompassed a variety of scenarios. However, many of them were related to the media. Listening to music, viewing television and movies, and playing online games appeared to be useful to the learners' understanding of English pronunciation. According to the findings of a study conducted by (Tergujeff, 2015) playing online games includes communicating with other players in English as a lingua franca. Raja and Nagasubramani (2018) as cited in (Suryaningsih & Aisyah, 2021) stated many people have benefited from the efficiency of new technology to perform online learning. They claimed that employing technology made teaching and learning easier. As cited in (Rosyid & Hidayati, t.t.) Chinnery was the first to create the word MALL in 2006. Since then, the usage of mobile devices for language learning has grown fast. The popularity of the basic qualities of Mobile Learning, which are mobility of technology, mobility of learning, and mobility of learner, may explain the quick development of MALL. Furthermore, among various technologies, mobile technology such as a cell phone is the most popular and accessible. It should be noted that learning using MALL can lead to students learning language without any barriers and utilizing a mobile device to study a language, and based their research result Mobile Assisted Language Learning has been found to enhance students' pronunciation skills and foster their autonomy in learning.

Adopting online or e-learning platforms have provided ample opportunities for students to engage with pronunciation and develop their independent learning abilities. Mobile learning is a rapidly growing area in the field of education, particularly in the teaching of English as a second language. Mobile devices such as smartphones provide a flexible and convenient platform for learners to access language learning resources, including pronunciation components of speaking.

According to (Safina, 2019) the U-dictionary, which is recognized as one of the most popular application-based electronic dictionaries used by students U-dictionary is a simple program that can translate more than 30 languages both with and without an internet connection. This application has several features that help English as foreign language learners meet their needs. The U-Dictionary application is a resource that learners can use to improve their pronunciation skills. It provides a phonetic representation of words, word stress and intonation, and a voice translation feature to aid learners in practicing their pronunciation. The application is free, easy to access and download, and can be used by both Apple and Android smartphone users. Based on one research conduct by (Wulandari & Handayani, 2020) about U-dictionary it shows U-Dictionary has a positive influence as a learning aid, notably enhancing speaking abilities and extending vocabulary. The student's vocabulary expanded dramatically due to utilizing U-Dictionary, with each student learning at least one hundred new words from various word categories such as nouns, adjectives, verbs, and adverbs. U-Dictionary demonstrates that it is an effective learning medium for increasing students' vocabulary. U-Dictionary is an English offline dictionary that students of all grades may easily download from the Play Store, an app available for Android phones. It provides a user-friendly experience and is a fantastic resource for expanding vocabulary and improving pronunciation. In addition, to word meanings, U-Dictionary also provides accurate word spellings.Overall, the research demonstrates that U-Dictionary is a beneficial tool for language learning, offering a convenient and comprehensive way for students to enhance their vocabulary and pronunciation. The researcher aim of this research is the utilization of u-dictionary application in pronunciation practices based on student's perspective.

Based on previous research conduct by (Juwita dkk., 2020) the result stated U-Dictionary is beneficial for STBA students as it offers valuable features that are convenient, easy to access, and can be downloaded for free. However, English students faced signal issues affecting the app's responsiveness, particularly in obtaining clear pronunciation scores. Additionally, the original sound from native speakers is sometimes unclear, and the presence of ads within the app can make users uncomfortable. Nonetheless, modern electronic dictionaries like U-Dictionary provide features that assist English learners in their studies, leading to a more enjoyable and engaging learning experience. Then we have (Krismonika dkk., 2021) U-Dictionary's features, such as the availability of an Oxford dictionary transcript, offline usage, varied accents, pronunciation difficulties, sound playback from native speakers, conversation translation, and pronunciation-focused activities, highlight its benefits. However, it has

flaws, such as the need for vowel charts, organ of speech images, and an overwhelming quantity of advertisements.

RESEARCH METHODOLOGY

This study used a quantitative technique with a cross-sectional survey design. According to (Joshi dkk., 2015) because of the aforementioned rationale, attitudes, perceptions, and beliefs are such qualitative traits that can be quantitatively transformed. Although qualitative research techniques attempt to compensate by describing the complexity of human thoughts, feelings, and outlooks through a variety of social science techniques, quantification of these attributes remains necessary, which is where psychometric tools come into play. This method is appropriate for the research since it seeks to ascertain students' perspective of U-Dictionary Application in Pronunciation Practices. Based on (donald ary, lucy cheser jacobs, cris sorensedn, 2018) Several processes are involved in the research technique, including creating and planning the study, defining the population, sampling, building the instrument, conducting the survey, and analyzing the data. The first critical phase in survey research is defining the population, then designing the survey instrument, administering the survey, and finally processing the data, which includes coding, statistical analysis, interpreting the results, and reporting the findings.

According (L.R.Gay, 2012) population is the researcher's area of interest, the group to which the study's findings should be generalized. The population for this study included 32 students from the English Teaching Department at ISLAMIC STATE UNIVERSITY OF Mahmud Yunus Batusangkar. Furthermore, sampling is the process of selecting a group of people for research in such a way that they represent the broader group from which they are drawn. The researcher utilized essential random sampling for sampling. Simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent probability of being chosen for the sample, and the sample selection is entirely outside of the researcher's control; instead, a random, or chance, procedure selects the sample.

The process of selecting a sample using a table of random numbers, according to (Chakrabarty, 2019) random sample has been shown to be a key activity or basic requirement in the majority of research and investigation operations. There are two techniques of selecting a random sample: the lottery method and mechanical randomization, commonly known as the random number table method. The manual method of selecting a random sample was used in this study. as outlined by (L.R.Gay, 2012), involves several specific steps. Firstly, it is crucial to identify and define the target population for the study and determine the desired sample size. Once these parameters are established, a comprehensive list of all individuals belonging to the population must be created. Each person on the list is then assigned a consecutive number, ensuring that each number has the same number of digits as every other number in the sequence. For example, if there are 800 individuals in the population, they can be assigned numbers from 000 to 799; if there are 90 individuals, numbers

from 00 to 89 can be used. The next step involves referring to a table of random numbers and selecting an arbitrary number. However, it is important to consider only the same number of digits assigned to each population member. This process ensures that each individual in the population has an equal chance of being selected for the sample, as the random numbers provide an unbiased means of selection. After selecting a random number, the corresponding individual on the population list is chosen as part of the sample. This process is repeated until the desired sample size is achieved. Utilizing a table of random numbers helps to eliminate bias and increase the generalizability of the findings. By following these steps, researchers can obtain a representative sample that accurately reflects the larger population being studied.

In order to gather data for this study, the researcher utilized a questionnaire to assess students' perspectives on using U-dictionary in pronunciation practice. The questionnaire employed a Likert scale format, According to (Joshi dkk., 2015) The Likert scale or Likert-type scale is a research tool that involves constructing a set of items in a questionnaire to assess participants' opinions or perceptions related to a single latent variable. The scores of these items are then combined to produce a composite score, providing a measure of a one-dimensional trait. It was allowing participants to indicate their agreement or disagreement with statements using a range of responses, such as strongly agree, agree, disagree, and strongly disagree. This approach enabled the researcher to gain insight into the varying levels of perception and obtain a more comprehensive understanding of the respondents' views. The questionnaire consisted of multiple items that captured students' attitudes towards incorporating U-dictionary in their pronunciation practice. To ensure clarity and ease of comprehension, the questionnaire items were written in Bahasa Indonesia, the respondents' native language. Subsequently, the collected data underwent descriptive analysis, involving several steps, including assigning codes to the questionnaire, checking for completeness, categorizing responses, analyzing the answers provided by the students, and calculating percentages. Descriptive quantitative analysis was employed to process the statistical data obtained from the analysis.

The researcher use formula by (sugiyono,2008)

P= f/n x 100
P : percentage
F : frequency
N : total number of students'

The researcher uses the categories of interest and attitude:

Class interval	Interpretation	*f*	*%*
(0.80xmax score)	*Strongly positive*		

(0.60xmax score)- (0.80xmax score)	*positive*		
(0.40x max score)- (0.60xmax score)	*Negative*		
(0.40xmaxscore)	*Strongly negative*		

Findings

Data collection for this research entailed the distribution of a questionnaire to the students aimed at capturing their perspectives on implementing an active learning strategy in grammar learning. The construction of the questionnaire involved the development of 30 items carefully designed to align with the indicator of sound perception. Once the respondents completed the questionnaire, the data obtained were transformed into quantitative data, enabling subsequent analysis and interpretation. A four-point Likert scale was utilized to facilitate this process, allowing participants to express their levels of agreement or disagreement in a measurable and structured manner.

The researcher employed descriptive statistics using the statistical software SPSS 22 to analyse the questionnaire data further. This computational tool proved instrumental in exploring the collected data, enabling the extraction of meaningful insights and generating valuable findings. By utilizing SPSS 22, the researcher processed and analysed the data systematically and efficiently, yielding statistical summaries and relevant statistical measures. The analysis outcomes are then presented in a comprehensive table, offering a concise yet comprehensive overview of the results derived from the participants' questionnaire responses. This tabular representation allows for an organized and accessible presentation of the data, facilitating the identification of trends, patterns, and noteworthy observations.

The data collection phase of this research involved the distribution of a questionnaire to gather students' perspectives on implementing an active learning strategy in grammar learning. The subsequent data analysis utilized descriptive statistics conducted using SPSS 22, providing a robust framework for exploring and interpreting the collected data. The resulting analysis outcomes were then presented in a table format, ensuring a concise and comprehensive summary of the questionnaire responses and enabling a systematic examination of the research findings.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation

VAR00001	32	62	78	70.59	4.126
Valid N (listwise)	32				

The abovementioned analysis reveals important information regarding the gathered data on student perceptions. The sample size of 31 participants yielded a range of scores from a minimum of 62 to a maximum of 78. Calculating the mean score of 70.59, represents the average perception of students towards the utilization of active learning in grammar instruction. The standard deviation of 4.126 indicates the dispersion or variability of scores around the mean, reflecting the diversity of opinions among the respondents. To understand the students' perspectives on the implementation of active learning methodologies in grammar education, the researcher constructed a frequency and per cent table, which presents a detailed overview of the distribution and proportion of responses.

Through statistical analysis, the data provides valuable insights into how students perceive the use of active learning in the context of grammar instruction. The range of scores, in conjunction with the mean and standard deviation, offers a glimpse into the overall distribution and central tendency of the replies received. Moreover, the frequency and per cent table thoroughly examines the student's perceptions, shedding light on the prevalence and distribution of opinions among the participants. These findings contribute to a deeper understanding of students' viewpoints and provide valuable insights for educators and researchers in developing practical instructional approaches to enhance grammar acquisition.

Examining student perceptions regarding active learning in grammar instruction has revealed important findings. By analyzing the collected data, we have gained a clearer understanding of the range of scores, the central tendency represented by the mean, and the level of variability reflected in the standard deviation. Additionally, the frequency and per cent table has provided a comprehensive overview of the distribution and proportion of responses, offering valuable insights into the prevalence of particular viewpoints. These insights are crucial for educators and researchers seeking to develop effective instructional strategies for teaching grammar. By considering students' perceptions, we can tailor our approaches to align with their needs and preferences, ultimately enhancing the learning experience and promoting more successful grammar acquisition.

Class interval	Interpretation	*f*	*%*
62,4	*Strongly positive*	*32*	*100%*

46.8 - 62.4	*positive*	*0*	*0*
31. 2 – 46,2	*Negative*	*0*	*0*
31.2	*Strongly negative*	*0*	*0*

Based on a thorough examination of the table, it is clear that the researcher collected data from 32 pupils. Surprisingly, all of these pupils had a very positive attitude about the U-Dictionary program in the context of pronunciation exercises. This research emphasizes U-Dictionary's significant impact and effectiveness in supporting and improving students' pronunciation skills. The participants' universal positive view highlights U-Dictionary's valuable role as a practical and effective instrument for language learners' pronunciation development. These convincing findings strongly support U-Dictionary's positive acceptance and endorsement among students, highlighting its potential as a helpful resource for pronunciation practice in language learning environments.

RESULT AND DISCUSSION
Upon conducting an in-depth analysis of the student's perspective regarding using the U-Dictionary application for pronunciation practice, noteworthy findings emerged. Specifically, the research findings revealed an overwhelmingly positive perception among sixth-semester students at ISLAMIC STATE UNIVERSITY OF Mahmud Yunus Batusangkar, with a remarkable 100% percentage of positive responses. This substantial result indicates that students who engage in pronunciation practice with the aid of U-Dictionary hold a highly favorable perception of the application. The unequivocally positive reception by the students underscores the effectiveness and benefits of incorporating U-Dictionary into their language learning journey, specifically in the realm of pronunciation improvement. These compelling findings shed light on the significant role U-Dictionary plays in facilitating enhanced perception and proficiency in pronunciation among English language learners.

In this research students' have a very good perception on the use U-Dictionary application in pronunciation practice, and in previous study that researcher took conclude "U-Dictionary's features, such as the availability of an Oxford dictionary transcript, offline usage, varied accents, pronunciation difficulties, sound playback from native speakers, conversation translation, and pronunciation-focused activities, highlight its benefits. However, it has flaws, such as the need for vowel charts, organ of speech images, and an overwhelming quantity of advertisements" U-dictionary has some weaknesses, but in this research, students of sixth semester ISLAMIC STATE

UNIVERSITY OF Mahmud Yunus Batusangkar did not make the weaknesses into something that was cared about because, based on the results of this research, students felt greatly helped by the u-dictionary application and all its advantages.

CONCLUSION

The data analysis in this study successfully addressed the study's aims and objectives: to explore the perspectives of sixth-semester English department students on using the U-Dictionary application for pronunciation practice. The data revealed that sixth-semester students at ISLAMIC STATE UNIVERSITY OF Mahmud Yunus Batusangkar had an overwhelmingly favorable attitude about U-Dictionary, with a 100% positive response rate. This finding demonstrates that students who use an active learning technique to master grammar have a positive attitude toward the effectiveness and benefits of using U-Dictionary to improve their pronunciation skills.

Some limitations to this study should be considered. One noticeable restriction is the relatively small sample size, which may limit the findings' generalizability. Future studies could benefit from a more extensive and diverse sample to gain a more representative and wide variety of opinions. Another disadvantage is the lack of specific descriptions of the participants' replies to each topic in the questionnaire. While the data analysis provides an overall picture of the student's viewpoints, more specific explanations are needed to grasp the underlying reasons for their responses better. As a result, future research should include follow-up interviews or qualitative methodologies to collect more thorough insights and capture the complexities of participants' perspectives. It is critical to acknowledge that this research solely relies on existing data, limiting the ability to explore alternative explanations or delve into additional factors that may influence the students' perspectives on U-Dictionary.

Based on the study's findings, numerous recommendations for future researchers to improve their understanding of U-Dictionary usage arise. First, researchers should broaden the sampling strategy used in this study to obtain a more diverse and representative sample. This could entail including individuals from various educational backgrounds, language skill levels, and cultural contexts, extending the generalizability of the research findings. Second, employing a mixed-methodologies approach that includes quantitative and qualitative methods could provide a more thorough picture of students' U-Dictionary experiences. While the questionnaire employed in this study gave valuable insights, following up on questionnaire responses with participants through interviews or focus group discussions will provide deeper insights into the reasons for their responses. This qualitative component would assist researchers in identifying motivations influencing pupils' behavior utilization of U-Dictionary, ultimately enriching the overall understanding of its impact on language learning.

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