CHAPTER V
CONCLUSIONS AND SUGGESTIONS

There are two sections to this chapter. The first part is the research. It is concerned with the overall conclusion of the researcher's findings from this research. And the second part is the researcher's suggestion to the student, other researchers and also the teacher in teaching-learning English vocabulary, especially the technique and method.

5.1 Conclusions

Based on the findings and discussions, the researcher identified :

1. Teaching English vocabulary using the Duolingo application was implemented by using application media in handphone that downloaded from playstore. The teacher used Duolingo application as a new game-based English learning strategy for the first time so that students can use it anywhere and anytime, which is efficient. This Duolingo application also has a gamification design that makes learning easier because it is both fun and easy to use. There were some steps that the teacher did in implementing the Duolingo application as follows: The teacher gave brainstorming by asking some questions related to the Duolingo application to the students. Then, the teacher explained about the English vocabulary materials. The teacher showed the Duolingo application with the website using laptop sharescreen to the students. Then, the teacher asked the students to download this application to use it in spare time and during the next

practice. In addition, the teacher gave some exercises related to the material to students by using the Duolingo application. Moreover, the teacher gave conclusion about the use of the Duolingo application in improving English vocabulary learning. For instance, the Duolingo application is one of the resources for learning foreign languages that may be utilized with the Autonomous Learning model learning independently). This is a learning model that can be used to support the learning process. In this case, the Duolingo application can be used as an alternative for teachers to increase student learning independence and can understand how the learning process is appropriate so that it can improve vocabulary learning in English.

2. Based on the findings of the observation and interview, the usage of the Duolingo application in teaching English vocabulary has received excellent feedback from the students.

   1. The students stated that learning by using the Duolingo application as media is interesting and fun.

   2. The students can understand the material and application well.

   3. The students are interested in learning after using the Duolingo application as a media because the teaching method is not monotonous and the strategy used is also similar to learning while playing, which keeps users interested in this application.

   4. The students stated that their vocabulary become more developed after using the Duolingo application as a learning

media. However, they faced some problems due to lack of knowledge of some vocabulary meanings.

5. For now, more than a half students agree that the Duolingo application is one of the media with a new and exciting way of learning. So, the Duolingo application is one of the effective media for learning English that make students feel enthusiastic and interested in using this application because it was game-based learning.

5.2 Suggestions

The researcher also makes some suggestions in which this thesis can be beneficial for the English teacher, the students, and the other researchers.

1. For the English Teacher

    1. English teachers must participate actively in the teaching and learning process. It would be better for the English teacher to use an innovative and well-prepared method in teaching vocabulary. For the example, the Internet provides limitless opportunities for the development of cohesive and completely integrated authentic materials suited for use with ICT (Information and Communication Technologies).

    2. Teachers should use an appropriate medium to make the learning process more enjoyable. In addition to textbooks, teachers can use audiovisual resources such as Duolingo to

teach. It assists students in learning new words, understanding information, and memorizing vocabulary.

2. For the Students

1. The students should be more enthusiastic and motivated to learn English, particularly in order to master vocabulary.

2. The students now have access to Duolingo, a game-based language learning tool that makes studying more interesting. Because it can be accessible at any time and from any location, it is also the students' responsibility to acquire additional language aspects that are teachable, such as vocabulary, which can be improved not only through classroom instruction but also through additional practice at home.

3. For the Other Researchers

1. This research is intended to deliver insight and motivation for additional research into related topics, providing stimulation and new findings for future studies.

2. The researcher expects that this work will be useful to other researchers and serve as a starting point for additional research on related subjects in the future.

3. Duolingo can be utilized in a classroom or for other language-learning activities in addition to self-directed instruction.