

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter outlines the conclusion of the study based on the findings and discussions presented in the previous chapters. The research aims to examine the perceptions of 8B grade students at MTs. Al-Hikmah regarding the use of the Duolingo application in learning English vocabulary, as well as to identify their motivations, learning experiences, and the challenges they encountered. In line with the objectives of the study, this chapter summarizes the key insights gained from the research and offers relevant suggestions addressed to students, educators, and future researchers, with the intention of improving the implementation of technology-assisted language learning in similar educational contexts.

A. Conclusion

Vocabulary learning is a fundamental aspect of English language mastery, especially for junior high school students. With the advancement of technology, various online learning applications have been developed to support students' independent and interactive learning. One popular application is Duolingo, which incorporates a gamification approach into its learning design. This application offers a fun learning experience by

integrating game elements such as points, levels, prizes, and daily challenges.

This study aims to examine the perceptions of 8B grade students at MTs. Al-Hikmah regarding the use of the Duolingo application in learning English vocabulary, as well as to explore their perceptions, motivations, experiences,

and challenges while using the application. The findings of this study are expected to contribute to the development of technology-based learning strategies, particularly in educational contexts with limited access to digital devices.

Based on the findings and discussions of this study, it can be concluded that the use of the Duolingo application has a generally positive impact on students' English vocabulary mastery. Most students from class 8B at MTs. Al-Hikmah perceived Duolingo as a fun, interesting, and helpful tool for learning English vocabulary. The gamified features, such as points, rewards, and levels, successfully increased students' intrinsic motivation to engage with the learning material more consistently.

Duolingo also provides a flexible and less stressful learning experience, allowing students to study at their own pace and based on their availability. Many students find the repetition of vocabulary helpful for retention, and the visual support (such as icons and images) enhance their comprehension of new words. These findings align with theories emphasizing learner autonomy, user experience, and gamification as effective strategies in digital language learning.

However, the research also reveals several challenges. Students report confusion when facing long or unclear sentences, boredom due to monotonous exercises, and frustration with the app's correction system. Additionally, external barriers such as limited device access and unstable internet

connections hindered regular use. Despite these obstacles, most students show enthusiasm and develop independent strategies to overcome their difficulties, such as using hints, asking for help, or looking up meanings online.

Therefore, while Duolingo proves to be a beneficial tool for vocabulary learning, its optimal implementation still requires support and supervision, especially for young learners. Its effectiveness can be maximized when integrated into a structured learning environment supported by teachers, parents, and appropriate infrastructure.

B. Suggestions

1. For Teachers

Teachers should consider integrating Duolingo as a supplementary tool in vocabulary instruction. However, they must also provide scaffolding for students who face difficulties in understanding certain exercises. Schools can support this by offering access to computer labs, stable internet, and regular guidance to ensure students use the application effectively.

2. For Students

Students are encouraged to maintain consistency in using Duolingo while also developing independent learning strategies such as keeping vocabulary notebooks, asking for help, and making use of built-in

features like hints. Time management is also important, so students should schedule their use of Duolingo to fit their academic routines.

3. For Future Researchers

Future studies should explore broader linguistic aspects beyond vocabulary, such as grammar or speaking proficiency. Quantitative data could also be added to strengthen the analysis. Research involving a more diverse sample or comparative platforms could provide a deeper understanding of the impact of gamified learning on different learner populations.

