CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a summary of the findings and discussion on the use of WordUp in improving students' vocabulary mastery. It also provides suggestions for future researchers, students, and English teachers, which are included in the conclusion of the chapter.

A. Conclusion

The purpose of this study is to find concrete evidence of how the use of the WordUp application affects the vocabulary mastery of tenth-grade students at SMAN 6 Kediri in the 2024/2025 academic year. In addition, this study aims to confirm previous research findings and other relevant theories.

Based on the findings and analysis in the previous chapters, it is evident that the use of the WordUp application significantly enhances the vocabulary mastery of tenth-grade students at SMAN 6 Kediri. The ANCOVA test results indicate a significance value of 0.000 ($p < 0.05$), which confirms that students who used WordUp performed significantly better in the post-test than those who relied on conventional printed dictionaries. The improvement in vocabulary mastery is attributed to several key features of the WordUp application. First, WordUp provides contextualized vocabulary learning through real-life examples, such as movie scenes, quotes, and songs, which helps students understand word usage in authentic situations. Second, the application employs a spaced repetition system that ensures consistent vocabulary retention over time. This is particularly effective in reinforcing

memory and recall of new words. Third, the app supports self-paced learning, allowing students to review and practice vocabulary independently, both in and outside the classroom. This autonomy promotes more effective and flexible learning, tailored to individual student needs.

Moreover, the interactive and gamified nature of WordUp significantly increases student motivation and engagement. Students are more likely to enjoy and persist in their learning when it involves multimedia content and immediate feedback. This engaging format enhances not only vocabulary acquisition but also students' confidence in using English in various contexts. In conclusion, integrating the WordUp application into English language teaching proves to be a powerful strategy for improving students' vocabulary mastery. It facilitates deeper understanding, sustained retention, and meaningful use of vocabulary. Therefore, this study strongly supports the adoption of WordUp as a modern and effective tool in vocabulary instruction, paving the way for better language learning outcomes in Indonesian secondary education.

B. Suggestion

1. Teacher

This study provides useful insights for English teachers in selecting effective teaching tools. It highlights the benefits of using the WordUp app to support vocabulary learning among tenth-grade students. Teachers can integrate this app into their lessons to create more engaging activities and to encourage students to take more interest in learning new words.

2. Students'

  This research can be a helpful reference for students aiming to improve their English skills, especially in vocabulary. It shows that using the WordUp app can support independent learning and make vocabulary practice more engaging. By using this app regularly, students can enrich their vocabulary in a more interactive and enjoyable way, both inside and outside the classroom.

3. Further Researcher

  This research can serve as a foundation for future studies on vocabulary learning and educational technology. Researchers may use this study as a reference when exploring similar topics or applying the method in different contexts. Further research could investigate other factors such as student motivation or compare different vocabulary learning apps.