

CHAPTER V

CONCLUSION AND SUGGESTION

This closing section includes conclusions from all the contents of the discussion that have been discussed in the previous chapter and suggestions.

A. Conclusion

Based on the results of the data analysis using the Mann-Whitney U test, the significance value was 0.009 ($p < 0.05$), indicating a statistically significant difference in vocabulary mastery between the experimental class that used the Busuu application and the control class that used conventional textbook-based learning. However, further observation of the descriptive statistics reveals that the improvement in vocabulary scores was higher in the control class compared to the experimental class.

The post-test mean score of the control class was more consistent and showed better improvement when compared to the experimental class, despite the use of a modern mobile-assisted learning application in the latter. This suggests that the traditional textbook-based instruction was more effective in enhancing students' vocabulary mastery than the Busuu application under the conditions of this study.

Several factors may have contributed to this outcome, including students' unfamiliarity with the digital learning platform, limited treatment duration, lack of supervision during independent learning, and differences in students' motivation and technological access. These constraints reduced the practical impact of the Busuu application.

In conclusion, although the Mann-Whitney U test indicates a statistically significant difference, the actual results show that students in the control class experienced better vocabulary development.

Therefore, it can be concluded that the use of the Busuu application was not effective in improving vocabulary mastery among seventh-grade students at MTsN 8 Kediri when compared to conventional learning using textbooks.

B. Suggestion

Based on the results and conclusions of this research, the researcher proposes the following suggestions for future research and practical implementation:

1. **Modification of the Learning Method.** It is suggested that future researchers combine the Busuu application with teacher-guided instruction or blended learning strategies. A fully independent digital learning model may not be suitable for all students, especially those with limited self-regulated learning skills.
2. **Longer Treatment Duration.** A longer period of treatment should be considered to give students sufficient time to adapt to the digital application and benefit from its features. The short duration in this study may have limited the effectiveness of the Busuu application.
3. **Different Population or Grade Level.** Future studies could involve students from different schools, grade levels, or educational backgrounds. It is possible that the seventh-grade students in this research lacked the digital literacy required to use the application effectively.

4. Use of Mixed Methods Approach. It is recommended to apply a mixed-methods design by combining quantitative and qualitative data collection. This would provide a deeper understanding of students' learning experiences, motivation, and challenges while using the application.
5. Alternative Applications or Media. Researchers may explore other vocabulary learning tools or platforms that offer gamification or culturally relevant content. Comparing several applications in one study may yield more comprehensive insights into mobile-assisted language learning.