

CHAPTER V

CONCLUSION, IMPLEMENTATION AND SUGGESTION

A. Conclusion

Based on the results of the research conducted on seventh-grade students at smpn 20 Bengkulu city, it can be concluded that the use of the Busuu application has a significant effect on improving students' vocabulary mastery. In this study, the experimental class was taught using the Busuu application, while the control class was taught using conventional learning methods.

The data showed that the students' average score in the pre-test was 43.23, which increased to 53.90 in the post-test. The lowest score improved from 23 in the pre-test to 42 in the post-test, while the highest score increased from 66 to 80. This indicates that there was a notable improvement in students' vocabulary mastery after the implementation of the Busuu application.

Furthermore, the result of statistical analysis using ANCOVA showed that the calculated F value was 3.096 with a significance value of 0.001. Since the significance value is lower than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that there is a significant difference between the experimental class and the control class after controlling the pre-test scores.

Therefore, it can be concluded that the Busuu application is effective in improving the vocabulary mastery of seventh-grade students at SMPN 20 Bengkulu city.

B. Implications

Based on the results of this study, the researcher suggests several important implications, namely:

1. For Teachers: Teachers are expected to start utilizing technology-based learning media, such as the Busuu application, in teaching vocabulary. This application can make the learning process more interactive, engaging, and effective. By using Busuu, teachers can encourage students to learn vocabulary more actively and independently.
2. For Students: Through the use of the Busuu application, students can improve their vocabulary mastery in a more enjoyable and flexible way. The features in the application, such as exercises, repetition, and instant feedback, help students understand and remember new vocabulary more easily, as well as increase their motivation in learning English.
3. For Schools: Schools are expected to support the integration of technology in the learning process by providing adequate facilities, such as internet access and digital devices. This support is important to maximize the effectiveness of using applications like Busuu in the classroom.
4. For Future Researchers: This study can be used as a reference for further research related to the use of digital learning

applications in English teaching. Future researchers are suggested to explore the use of Busuu or similar applications in improving other language skills, such as speaking, listening, reading, or grammar, with a wider scope and longer duration.

C. Suggestions

ased on the results of the research, the researcher would like to propose several suggestions as follows:

1. For Teachers: Teachers are suggested to integrate the Busuu application into their teaching, especially in vocabulary learning. It is important for teachers to guide and monitor students when using the application so that the learning objectives can be achieved effectively.
2. For Students: Students are encouraged to use the Busuu application regularly as a supplementary learning tool to improve their vocabulary mastery. Consistent practice will help students retain new vocabulary and apply it in daily communication.
3. For Schools: Schools are recommended to support the use of digital learning media by providing adequate facilities, such as internet access and digital devices. Schools should also encourage teachers to innovate in using technology in the learning process.
4. For Future Researchers: Future researchers are suggested to conduct similar studies with a larger sample size and longer duration to obtain more comprehensive results. They can also

explore the effectiveness of the Busuu application in improving other English skills, such as speaking, listening, reading, and writing.



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