

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Following the data analysis, the researcher reached the following conclusions:

1. Students' speaking skills before used Duolingo were generally at the Fair level. The pre-test descriptive statistics showed a mean score of 4.00 (SD = 0.23), with most students classified as Fair (66.7%) and only 33.3% classified as Good. This indicated that prior to the treatment, students still faced difficulties in comprehension, vocabulary range, fluency, and pronunciation, which limited their overall speaking proficiency.
2. After treatment with Duolingo, students' speaking skills improved significantly. The post-test descriptive statistics revealed a mean score of 4.42 (SD = 0.21), with the majority of students classified as Very Good (83.3%) and the remaining 16.7% classified as Good. None of the students fell into the Fair or lower categories, showing that Duolingo contributed positively to enhancing comprehension, grammar, vocabulary, fluency, and pronunciation.
3. The paired sample t-test results confirmed that the improvement was statistically significant. The mean difference between pre-test and post-test scores was -0.42000, with a t-value of -6.791 at $df = 29$ and a significance level of $0.000 < 0.05$. Based on the decision criteria, the null hypothesis (H_0) stating that "learning with Duolingo has no significant effect on students' speaking skills" is rejected. The alternative hypothesis (H_a) is

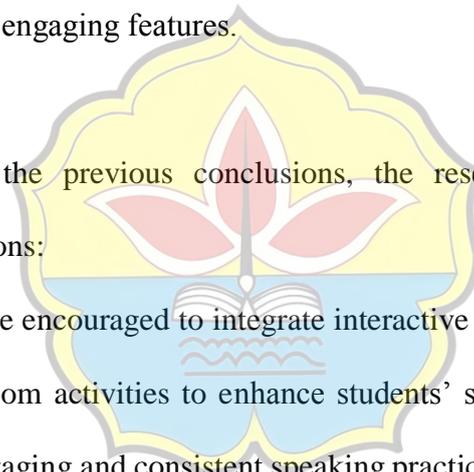
accepted, meaning that Duolingo had significant effect on student's English-speaking skills.

4. The questionnaire results also supported the effectiveness of Duolingo. Students reported positive experiences with an overall mean score of 4.0 (Good) across nine indicators. The highest ratings were for listening practice (4.2) and consistency in usage (4.2), while other aspects such as gamification, speaking practice, and reading/writing practice also received favorable evaluations. This indicates that students not only benefited academically but were also motivated to practice regularly due to Duolingo's engaging features.

5.2 Suggestion

Regarding the previous conclusions, the researcher would make the following suggestions:

1. Teachers are encouraged to integrate interactive digital tools like Duolingo into classroom activities to enhance students' speaking skills. Such tools provide engaging and consistent speaking practice, which can help improve fluency, vocabulary, and pronunciation.
2. Students should take advantage of language-learning applications like Duolingo not only during classroom instruction but also for independent learning. Regular use can help strengthen speaking abilities, build confidence, and foster greater interest in language learning.
3. It is recommended that future studies explore the effectiveness of Duolingo in different language skills or compare its use with other digital platforms.



Expanding the sample size or using a control group may also help yield more comprehensive results.

