CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

The findings of this study show that students consistently hold positive perceptions toward Duolingo as an English-learning application. Across all indicators—ease of use, clarity of instructions, engaging visuals and sounds, gamified content, relevance to academic and daily activities, reminder features, corrective feedback, flexibility, and free access—participants agreed that Duolingo effectively supports their learning process. Students find the app simple, interactive, and motivating, which encourages consistent practice and meaningful engagement. The results align with perception theory, which explains how individuals interpret and construct meaning from stimuli. According to Irwanto (2002), Robbins and Judge (2008), Walgito (2010), Davidoff (1988), Rakhmat (2003), and Siagian (2004), perception is shaped by cognitive processing, experience, expectations, and sensory input. In this study, students' perceptions were formed through direct interaction with Duolingo's features—clear instructions, user-friendly design, gamification, instant feedback, and accessibility—which they interpreted as enjoyable and beneficial for language learning. Although each participant had unique experiences, their overall perceptions remained consistently positive. Duolingo was viewed as easy to operate, easy to understand, motivating through points and badges, relevant to classroom material, applicable to daily life, and supportive through reminders and feedback. Its flexibility and free

access were especially valued by students with busy schedules and limited financial resources. In conclusion, students' positive perceptions significantly contribute to their motivation, consistency, and learning outcomes. In line with perception theory, when learners interpret technological features as helpful and enjoyable, they are more likely to engage actively and achieve meaningful progress. Duolingo demonstrates how well-designed digital tools can facilitate effective language learning through clear stimuli, supportive feedback, and accessible features.

5.2. Suggestions

Based on the conclusions drawn from this study, several suggestions are proposed for various parties, including students, teachers, institutions, developers, and future researchers. These suggestions are expected to provide practical guidance for maximizing the use of Duolingo in English learning as well as to serve as a foundation for further studies related to technology-assisted language learning.

1. For Students

Students are encouraged to continue using Duolingo as a supplementary learning tool to strengthen their English proficiency. The application offers a wide range of features such as vocabulary drills, grammar exercises, pronunciation practice, and listening comprehension activities that can be effectively utilized to enhance different language skills. Students are advised to set daily learning goals and maintain consistent study habits by taking advantage of Duolingo's reminder and progress-tracking features. By regularly using the app for short yet focused

sessions—around 15 to 30 minutes a day—students can gradually build their English competence and reinforce what they have learned in the classroom. Moreover, students should not rely solely on Duolingo but use it as a complement to other learning resources, such as textbooks, online discussions, and real-life communication practices. In doing so, they can develop a more balanced mastery of language skills while keeping their motivation and enjoyment high through the gamified learning experience.

2. For Teachers and Educators

English teachers and educators are encouraged to integrate Duolingo into their teaching practices as an innovative and engaging supplementary tool. The application's interactive and game-like features—such as points, streaks, and levels—can help teachers increase students' motivation and participation during language learning activities. Teachers can assign specific Duolingo lessons as homework or in-class practice to reinforce grammar, vocabulary, and listening materials taught in lectures. Additionally, teachers can incorporate Duolingo-based reflections or progress reports into their assessments to encourage learners to take responsibility for their own learning development. By blending traditional instruction with digital platforms like Duolingo, educators can create a more dynamic, student-centered learning environment that caters to diverse learning preferences and promotes active engagement. Teachers are also advised to provide guidance and feedback on how students can effectively use Duolingo in line with course objectives, ensuring that technology use remains purposeful and pedagogically sound.

3. For Institutions

Educational institutions play an essential role in supporting and facilitating the integration of mobile learning applications into the curriculum. Universities and schools are encouraged to promote the use of Duolingo or other similar digital platforms as part of blended or autonomous learning programs. By adopting technology-assisted tools, institutions can create a more flexible, modern, and inclusive language learning environment that aligns with the demands of 21st-century education. Institutions may consider organizing workshops or training sessions to familiarize both students and teachers with the pedagogical use of Duolingo, helping them utilize its full potential. Moreover, schools and universities could provide institutional access to premium versions or partner with developers to eliminate limitations such as advertisements, thereby improving the overall learning experience. Supporting mobile-based learning initiatives will not only enhance students' motivation and independence but also foster a culture of continuous learning and innovation in academic settings.

4. For Application Developers

Developers of Duolingo are recommended to further enhance the application by addressing some limitations identified in this study. One major area for improvement is the speaking practice feature, which could be made more interactive and communicative to help learners develop greater oral fluency and confidence. Developers could also consider reducing advertisement interruptions in the free version or providing

additional free access opportunities to ensure that learning remains smooth and enjoyable for all users. Enhancing personalization features—such as adaptive feedback based on users' performance and learning preferences—would also contribute to more effective language acquisition. Additionally, integrating cultural or contextual learning materials could enrich students' understanding of language use in real-life situations. By continuously refining these aspects, Duolingo can maintain its position as one of the most accessible and effective mobile-assisted learning tools in the field of English language education.

5. For Future Researchers

Future researchers are encouraged to explore other dimensions of Duolingo usage that were not extensively covered in this study. For instance, researchers could investigate the long-term impact of Duolingo on learners' speaking fluency, writing ability, or overall communicative competence. Comparative studies involving Duolingo and other mobile learning platforms could also provide a broader understanding of which digital tools best support language learning in different contexts. Moreover, employing a larger sample size or incorporating quantitative research methods could strengthen the validity and generalizability of the findings. Future studies might also examine the relationship between students' learning styles, motivation, and their perception of digital applications to gain deeper insights into individual learning experiences. By expanding research in these areas, scholars can contribute to the

ongoing development of effective, technology-based language learning strategies that meet the evolving needs of modern learners.