

CHAPTER V

CONCLUSION

This chapter presents the point of research. It discussed some items that consist of the conclusion of the study, limitations of the study, recommendation of the study, and pedagogical implication of the study

5.1 Conclusion

The purpose of this study was to investigate the experience of students utilizing the Memrise application as a platform for learning vocabulary at the Islamic State Institute of Kendari from different disciplines in the first semester of the academic year 2020/2021. The data were collected using a questionnaire and reflection.

This study reveals that the use of Memrise has attractiveness, perspicuity, dependability, stimulation, novelty, and efficiency. Related to attractiveness and perspicuity, perceived positive results include the enjoyable feature, attractive, pleasing, understandable, and easy to use for students to learn through this application. Then, according to dependability and stimulation that include predictable, supportive, motivating, and interesting of this application. It showed positive results because of several features of gamification namely learning new words, classic review, speed review, difficult words, listening skills, pronunciation, learning locally, bots automated chat, and bots automated grammar instruction.

While, the novelty theme includes the creative, inventive, usual, and innovative in this app is still contradictory because even some participants reveal that the innovation of this application is listening to speaking and compiling the

sentence. It cannot be concluded that this app has a novelty because most of the students do not have experience with other applications. Ultimately, the participants did not explain in detail the novelty of this Memrise app.

Then, the efficiency of this app includes efficient, practiced, and organized features. This is still contradictory because of the different results between both of the instruments namely the questionnaire shows negative results and the reflection shows a positive report. Then, no none of the participants points out the reasons for not being efficient with this Memrise application.

However, the quality of pragmatic and hedonic in this application showed positive term, which pragmatic involve perspicuity, efficiency, and dependability. Then, hedonic quality includes stimulation and originality.

5.2 Limitation

To equip the result, the researcher found some problems when collecting the data. Firstly, the researcher found that the responses of students in their reflection written do not answer in detail. So, the researcher cannot acquire the reasons for all of the participant's answers in the questionnaire sufficiently which showed no efficiency of the Memrise application. As such, in terms of questions related to this application, perhaps the researcher should explain in advance the features and benefits. Therefore, students could know and be able to compare it with other applications even though it is the first time the participants using the learning application.

Besides, the target participants meant different disciplines and each faculty has a representative as a participant. However, during the process of collecting the data, there were 88 people filled out the questionnaire. But, for the reflection

form, only 58 people filled out it but most of them responded to the question with a short answer. Therefore, the researcher selected their answer and found just one faculty from four faculties that answered the reflection in a little bit of detail related to this research and appropriate with the criteria inclusive of this study.

Furthermore, this research needs to be investigated further concerning the effectiveness of this application's features, because this study relies on data-reflective questions that focus on students' experiences. Eventually, the questions provided were not focused on one by one all indicators of experience in using this application in learning.

5.3 Recommendation

The research findings showed that the use of the Memrise application in learning vocabulary could be effective and recommended for students who want to learn English from basic because this application helped students easier in learning with interesting features that contain audios features, reviewing learning systems, testing type such as pronunciation, listening, rearrange sentences, etc.

For future researchers, this research can be an inspiration and reference to other researchers to prove the usefulness of the Memrise application to support teaching and learning in the class. This research also can be utilized as a reference to support some sources for them. Moreover, this researcher suggested to future researchers to conduct some research with different designs, aspects, contexts, and approaches of the study such as quantitative study, experiment, descriptive or mixed research to find out and earn information in more detail and accurate that deals with students' vocabulary learning utilize this application.

Lastly, the study has a gap on the novelty theme and efficiency has contradictory results where the results on the questionnaire for the novelty theme 85% of this application has a novelty but the results of the reflection of the participants do not specifically explain it is a novelty. While on the theme of efficiency, the participants' responses said that this application was less efficient, but the response, produced a positive response that this application was tremendously practical to use in learning. Moreover, the research can be conducted in other departments, faculties, and universities to compare the results of the study.

5.4 Pedagogical implication

Based on the result of the discussion above, some suggestions are presented related to students' experience of Memrise application use in learning vocabulary. There are some important rules for the lecturer, the students, and the other researcher. The recommendation is as follows;

For a teacher, the researcher suggests that teacher need to be aware of the language apps their students are using and how they are using and teacher needs to learn more about these features because it cannot easily be for a teacher to make a forum through this application if the teacher does not understand the tutorial and the way to could evaluate the progress of each student include if there are some students are not learning. It is very helpful for teachers because they could do an observation of their students everywhere and anywhere. Furthermore, Memrise adopts the audiolingual method in which through constant repetition by various instructional testing types and negative feedback is given when is answered incorrectly.

For students, this Memrise application can be a great tool for motivated second language who want to learn essential vocabulary items and bite-side phrases and expressions on basic daily topics. Moreover, this app can be a good supplementary tool for students who would like to strengthen their memory and expand their vocabulary in the target language. Then, Memrise is suitable for learners who would like to learn in various styles. However, it is related to the student challenge when using this application that needs a stable connection network to work optimally because sometimes the app is slow to respond when the network is bad and it will effects students who become lazy in learning.

For the university, the Memrise application can be a reference for lecturers as a learning media to use in teaching and learning for a better education program in the future. This research suggests the importance of using online learning technology in this situation because it will very helpful for lecturers to know the progress of students anywhere and everywhere.

