

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study aimed to investigate the influence of Duolingo's gamification features on vocabulary acquisition, identify which gamification elements are perceived as most effective for vocabulary retention, and explore users' perceptions of Duolingo's effectiveness in improving vocabulary skills. Using a mixed-method approach, data were collected through questionnaires and semi-structured interviews with Duolingo users.

The findings indicate that Duolingo's gamification system positively influences vocabulary acquisition by increasing users' motivation, engagement, and consistency in learning. Features such as streaks, leaderboards, XP rewards, and progress tracking encourage users to practice regularly and maintain their learning habits. The interview findings further revealed that many users perceived Duolingo as more interactive and enjoyable than traditional vocabulary learning methods, making them more willing to engage in continuous learning activities.

Among the various gamification features available in Duolingo, the streak system was perceived as the most effective feature for supporting vocabulary retention. Many participants explained that maintaining their streak motivated them to practice daily, which led to repeated exposure to vocabulary items and strengthened long-term retention. Other features such as leaderboards, XP boosts, and ranking systems were also considered effective because they created a sense of achievement, competition, and progress. However, some participants reported that these competitive features occasionally created pressure or anxiety, particularly when trying to maintain rankings or streaks.

The findings also demonstrate that users generally perceive Duolingo as an effective supplementary tool for improving vocabulary skills. Most participants believed that Duolingo helped them learn new words, remember vocabulary through repetition, and practice English more consistently. Nevertheless, several participants noted that Duolingo should not be viewed as a complete replacement for other learning resources. They emphasized that vocabulary development is most effective when Duolingo is combined with additional language exposure, such as reading, watching English content,

classroom learning, or real-life communication.

Overall, this study concludes that Duolingo's gamification features contribute positively to vocabulary learning by promoting motivation, engagement, consistency, and repeated practice. The findings support previous studies suggesting that gamification can enhance language learning experiences and encourage learners to participate more actively in vocabulary acquisition.

5.2 Limitations

Although this study provides valuable insights into the influence of Duolingo's gamification features on vocabulary acquisition, several limitations should be acknowledged.

First, the study involved only 18 participants, which limits the generalizability of the findings. Although the participants came from diverse backgrounds, the relatively small sample size may not fully represent the experiences and perceptions of all Duolingo users.

Second, this study focused specifically on vocabulary acquisition and did not examine other aspects of language learning, such as grammar, pronunciation, speaking, listening, or writing skills. Therefore, the findings only reflect the effectiveness of Duolingo's gamification features in supporting vocabulary learning.

Third, the findings were based primarily on self-reported data collected through questionnaires and semi-structured interviews. Although these instruments provided valuable insights into participants' experiences and perceptions, the responses may have been influenced by individual opinions, memory, or personal bias.

Finally, this study investigated the use of the free version of Duolingo within a relatively short period of data collection. Consequently, the study did not examine the long-term effects of gamification features or compare the learning experiences of users with the premium version of the application. Future studies with larger samples, longer observation periods, and comparisons between different versions of Duolingo may provide a more comprehensive understanding of the effectiveness of gamified language learning.

5.3 Suggestion

Based on the findings and conclusions of this study, several suggestions are proposed for language learners, educators, and future researchers.

1. For Language Learners

Language learners are encouraged to utilize Duolingo as a supplementary tool for vocabulary development and independent learning. The findings suggest that consistent use of the application can help learners expand their vocabulary knowledge and improve retention through repeated practice. However, learners should focus not only on maintaining streaks or achieving higher rankings but also on understanding and applying newly learned vocabulary in meaningful contexts. Combining Duolingo with other learning activities such as reading English texts, watching English-language media, and engaging in conversations may lead to more comprehensive language development.

2. For Educators

Educators may consider incorporating gamified learning applications such as Duolingo into language learning activities. The findings demonstrate that gamification can increase learner motivation and engagement, particularly among learners who may find traditional vocabulary learning methods less appealing. Teachers can use Duolingo as a supplementary learning resource to encourage independent learning outside the classroom while still providing guidance and support during formal instruction. Furthermore, educators may explore ways to integrate digital learning tools with classroom activities to create more engaging and learner-centered learning experiences.

3. For Future Studies on Gamification

Future studies could explore specific gamification features in greater depth to determine which elements contribute most significantly to learning outcomes. Longitudinal research examining the long-term effects of gamified learning on vocabulary retention would also be valuable. In addition, comparative studies involving multiple language-learning applications could provide deeper insights into how different gamification strategies influence learner motivation, engagement, and achievement. Such research would contribute to the growing body of literature on educational technology and support the development of more effective digital learning environments.

In conclusion, this study contributes to the growing discussion on gamification in language learning by demonstrating how game-based features can support vocabulary acquisition and learner engagement. The findings highlight the potential of Duolingo as an effective supplementary learning tool while also emphasizing the importance of balancing motivation, engagement, and meaningful learning outcomes within digital learning environments.

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