

CHAPTER V CONCLUSION

This chapter presents the conclusion of the research and recommendations from the research. Additionally, the researcher mentions some limitations as well as implications from this study. Every idea provided in this chapter is based on the findings and discussion from the previous chapter.

5.1 Conclusion

This research investigates the factors that influence students' motivation when using Duolingo and whether Duolingo can promote students' autonomy. The study reveals that the psychological needs outlined in Self-Determination Theory (SDT), by Deci and Ryan (1985), are demonstrated to affect students' motivation when using Duolingo. The difference in mean scores between the group of students with high motivation and those with low motivation indicates that student motivation can be impacted by factors such as autonomy, competence, and relatedness. In addition, the presence of intrinsic and extrinsic motivation also affects students' motivation, with those possessing strong intrinsic motivation tending to use Duolingo more frequently.

However, several challenges may reduce students' motivation, such as limitations on Duolingo gameplay, application errors, disruptive ads, and daily life obligations. Moreover, when students are presented with tasks that exceed their abilities, they tend to feel anxious, which can potentially decrease their motivation.

To address the second objective, several participants, who initially demonstrating low motivation transitioning to high motivation, were identified as autonomous learners after using Duolingo. The questionnaire results indicated that participants positively viewed they consistently recognized which learning activities were effective and which were not. Additionally, participants reported that they realized their shortage and understand their learning strategies should be improved. However, out of 87 participants, only 12 participants (13.8%) were identified as autonomous learners after using Duolingo. Therefore, Duolingo is less effective in promoting learners' autonomy in high school level.

5.2 Implications

Based on the findings of the research, some implications can be used in the field of education. The first implication is to build awareness among teachers regarding factors that can influence student motivation when using language learning assistance applications. By knowing these factors, teachers can direct students to have high motivation and prevent students from experiencing a decrease in motivation. The second implication is to encourage teachers to consider using learning applications that use gamification because it is proven to foster learners' autonomy. Of all the existing participants, several participants experienced increased motivation to learn using Duolingo. If teachers can utilize factors that influence students' learning motivation well, then it can increase students' potential to become autonomous learners.

5.3 Limitations

Even though this research was carefully planned and through a lot of consideration, there are some unfortunate limitations in carrying out this study that affect the results. The limitations were presented in the following aspects.

First, there is technical limitation for participants because not all participants have sufficient internet to use Duolingo anywhere and anytime.

Second, the data collection time was quite short which reduced participant experience when using Duolingo even further.

5.4 Recommendations

Several recommendations are addressed for the students, stakeholders, and future research, based on the results, discussion, and limitations of this study. The recommendations are as follows:

First, students should continue to utilize available gamified applications, such as Duolingo, to improve their English proficiency. The students should set longer learning targets such as for 1 month or 1 year to further develop their English skills effectively.

Second, for the stakeholders, integrating the use of gamified applications in learning requires attention to students. The role of teachers is still needed even though the application can be used in a self-directed manner because students' learning motivation can decrease and teachers should mentor them to increase their learning motivation and lead them to become autonomous learners. Thus,

teachers still play an important role in mentoring students using Mobile-Assisted Language Learning.

Lastly, for future research, it is recommended to employ same research with different framework and different applications to investigate factors influencing students' motivation in using Mobile-Assisted Language Learning. Moreover, the length of the study might be expanded to determine changes in student motivation over a longer period.