**CHAPTER V**

**CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions and suggestions derived from the findings of this study. The conclusions are built on the data analysis discussed in Chapter 4 of this study. Therefore, the researcher would like to give some suggestions that addressed the students, the teachers, the institution, and further researchers.

1. **Conclusions**

This study investigated the EFL students' voices on the use of mobile applications to support vocabulary mastery outside the classroom. This study has two objectives, they were to find out the mobile applications used by EFL students to support vocabulary mastery outside the classroom, and to know the challenges that occurred when EFL students use mobile applications to support vocabulary mastery outside the classroom. This study involved six students from English majors in one of the institutions in Garut.

Based on data analysis from interviews, the researcher concludes that EFL students use various mobile applications to support vocabulary mastery outside the classroom. Most of them use Twitter, Instagram, YouTube, and Duolingo. In the Twitter app, EFL students learn vocabulary from foreign accounts. In the Instagram app, EFL students learn vocabulary from accounts that are specifically devoted to learning English, such as the Kampung Inggris account. Also, from the YouTube app, they usually use short videos or dialogues to learn vocabulary. However, the EFL students were not very active in using mobile applications to learn vocabulary. This was shown by all EFL students that they use mobile applications in their free time around 15 – 30 minutes or when they run the applications, not on daily basis. They chose mobile applications to learn new vocabulary because it was effective to increase their vocabulary and can impact EFL students’ English skills. This can be seen by EFL students’ statement that using mobile applications to learn new vocabulary was easy to use, interesting, enjoyable, and can be also used anywhere. In addition, using mobile applications can affect EFL students' master four English skills, especially their speaking skill.

Furthermore, additional research revealed that using mobile applications can be difficult for EFL students. When EFL students use mobile applications, they face three challenges. Those are pedagogical challenges, technical challenges, and environmental or social challenges. Some EFL students stated that they experienced pedagogical challenges because the content or material provided by the applications was difficult for them to absorb because of using native speaker language, difficult to receive direct feedback, and they lose confidence due to a lack of supervision. In terms of technical challenges, EFL students believe that limited internet connection, internet quotas, application errors, and poor smartphone memory make learning using mobile applications difficult. Also, because of distractions such as notifications, advertisements, and a noisy environment, EFL students find it difficult to use mobile applications in terms of environmental or social challenges. So that, EFL students are still not good at using mobile applications in learning vocabulary because there are still challenges that arise when using them.

1. **Suggestions**

Related to the result of this study, the researcher obtains several suggestions for the students, the teacher, the institution, and further researchers. The following are the suggestions:

1. For the EFL students

According to the findings of the study, the researcher suggests EFL students must be more careful when selecting mobile applications for learning new vocabulary because not all applications can assist in vocabulary learning. Furthermore, students must be braver in acknowledging the difficulties of using mobile applications to learn vocabulary in master all English skills. Moreover. they can be able to discover the solution on their own.

1. For the teachers/lecturers

The researcher suggest that teachers or lecturers must be able to employ technology, particularly mobile applications in vocabulary learning. So that, teachers or lecturers can assist students in directing their learning using mobile applications. Also, they can recommend to EFL students which some mobile applications can be used to EFL students to learn new vocabulary.

1. For the institution

The result of this research can enrich the EFL students’ knowledge about using mobile applications to support vocabulary mastery and the challenges that occur when using them. Especially in the English education program, the researcher hopes that this study can provide benefits and increase the contributing element to English learning development.

1. For the further researchers

This study may be useful for further researchers as an additional reference or information on the same topic or issue. The researcher believes that further researchers will be able to obtain additional information concerning the use of mobile applications to support vocabulary mastery. In addition, the researcher recommends that the further researchers expand the instruments and participants in order to obtain more accurate data.