

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Conclusion

This research aimed to explore students' perceptions toward the use of the Lingbe application in enhancing their English-speaking fluency among tenth-grade students at SMA Mathla'ul Anwar Sukadiri, Tangerang. The data were collected through observation, semi-structured interviews, and documentation, then analyzed using triangulation methods to ensure the validity and reliability of the findings.

The results revealed that the Lingbe application had a positive impact on students' speaking fluency, confidence, and motivation. Through authentic, real-time communication with global users, students were exposed to natural speech patterns, diverse accents, and spontaneous conversations. These experiences encouraged them to use English more fluently and confidently without over-focusing on grammatical accuracy. The observation and documentation results showed noticeable progress in students' spontaneity and speaking flow after consistent practice with Lingbe.

From the affective perspective, the majority of students reported increased enthusiasm and enjoyment while using Lingbe. They felt more

relaxed and motivated to communicate in English due to the interactive and informal nature of the application.

However, despite these benefits, several challenges were identified. Technical issues such as unstable internet connections, limited free access, and inconsistent communication partners occasionally disrupted learning. Moreover, the absence of corrective feedback during conversations made it difficult for students to evaluate their linguistic accuracy. Nevertheless, students perceived these challenges as minor compared to the benefits gained.

Overall, the findings indicate that Lingbe can serve as an effective supplementary tool for improving students' speaking fluency, particularly when integrated with classroom activities. The use of such mobile-assisted language learning applications promotes autonomy, authentic communication, and intercultural awareness among learners. Thus, Lingbe provides a meaningful bridge between traditional classroom learning and real-world language use.

## **B. Suggestion**

Based on the findings and conclusions of this study, several suggestions are offered for teachers, students, and future researchers.

### 1. For Teachers

Teachers are encouraged to integrate mobile-assisted learning applications such as Lingbe into their speaking lessons as supplementary practice tools. By guiding students on how to use the app effectively and conducting post-session reflections, teachers can help students analyze their speaking progress and overcome linguistic weaknesses. Additionally, teachers should provide feedback sessions or classroom discussions after Lingbe use to reinforce linguistic accuracy and promote reflective learning.

### 2. For Students

Students are encouraged to use Lingbe not only for classroom assignments but also for personal language practice. Consistent and independent use of the application can help them gain more confidence, improve pronunciation, and expand vocabulary. Students should also maintain discipline and focus during their practice sessions by setting specific goals for each conversation, such as introducing themselves, discussing daily activities, or sharing opinions on simple topics.

### 3. For Future Researchers

Future researchers are advised to conduct studies involving a larger number of participants and a longer observation period to gain

a more comprehensive understanding of Lingbe's effectiveness. They may also combine quantitative methods, such as pre-test and post-test designs, to measure the actual improvement in speaking performance. Moreover, exploring other aspects such as pronunciation, vocabulary acquisition, or intercultural competence could provide deeper insights into the broader impact of technology-based learning tools like Lingbe.