

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discussed about the conclusion and suggestion. Based on the result that was discussion in the previous chapter, the researcher explains about the conclusion of the effect using Duolingo game to increase students grammar ability on personal pronoun. Whereas, the last section to give suggestions for practitioner's that are English teachers who teach in the same level of students and for the next researchers who want take this study as the media for research.

5.1 Conclusion

Teacher should prepared appropriate teaching method, media or technique to increase the student grammar ability on personal pronoun. One of media to make student interest, enthusiastic and easily to understand about the material of personal pronoun is by using Duolingo game in teaching. Using Duolingo in teaching is one creative way to make students better in English lesson.

In this study, the researcher focuses on finding out is Duolingo game effective to increase students grammar ability on personal pronoun in Junior high school of Taruna Jaya 1 Surabaya. From the data presentation and data analysis in chapter IV, it could be concluded that the use of Duolingo game as the media for teaching personal pronouns was effective. It was proved by the calculated the post test scores of both groups using T-Test. the calculate T-Test shown that t_{count} value more than t_{table} ($3,221 > 1,697$). Then the p-value of T-test calculated shown that $p\text{-value} < (0,002 < 0,05)$.

Based on the statement above, it can be compared with the hypothesis, if H_0 stated that there is no significant difference for the students understanding on personal pronoun between the students who are taught by using Duolingo game and those who are not taught by using Duolingo game is rejected. Meanwhile, if H_1 stated that there is significant difference for the students understanding on personal pronoun between the students who are taught by using Duolingo game and those who are not taught by using Duolingo game is accepted. The writer

concludes that Duolingo as the media for teaching grammar ability on personal pronoun is categorized in success level. It proved with H_1 is accepted and the student grammar ability on personal pronoun was getting significant effect.

5.2 Suggestion

At the end of this study, the researcher would like to give some suggestions that could be applied in teaching and learning process of grammar on personal pronoun by using Duolingo as the media, which hopefully would be used for the English teacher, students, researcher and the other researcher.

5.2.1 For Teacher

For teacher can develop their English teaching. The using Duolingo game is not only one media for teaching grammar on personal pronoun, but, there are many other media that can be used for teaching grammar which make students enthusiastic and increasing their ability.

5.2.2 For Students

The researcher gives some suggestions for students follow it. Student should have the time to review the lesson English at home. Students should play Duolingo until they mastery English, because Duolingo is not only for study about grammar on personal pronoun, but all the component of language. Student should active to follow the material during teaching and learning English process. The last student have to study hard and practice English every day by using Duolingo

5.2.3 For Other Researcher

This research can be a contribution to the research in education which is to find out the effectiveness in application Duolingo game. In this case, teaching grammar on personal pronoun. This research may also be a relevant previous study than can be used by the other research to conduct another research about teaching the other skill of language by using Duolingo game or by using the other gamification as the media in teaching languages .