

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

This study was conducted to investigate the implementation of the Duolingo application in improving Grade 8 students' English grammar mastery at UPTD SMPN 5 Kupang through Classroom Action Research (CAR). The research focused on two objectives: to describe how the Duolingo application was implemented in grammar instruction and to examine the extent to which its implementation improved students' English grammar mastery. The findings obtained from grammar achievement tests, classroom observations, and documentation indicate that the implementation of the Duolingo application successfully supported the teaching and learning process and contributed positively to students' grammar learning.

Regarding the first research objective, the findings showed that the implementation of the Duolingo application followed the Classroom Action Research model consisting of planning, acting, observing, and reflecting, which was conducted systematically in three research cycles. During the implementation, students learned English grammar through classroom instruction supported by Duolingo activities that focused on sentence structure, simple present tense, simple past tense, verb forms, and subject–verb agreement. Throughout the research, students gradually became more familiar with the application, participated more actively in classroom activities, completed grammar exercises with greater confidence, and demonstrated better understanding of grammatical concepts. The

observation results also indicated improvements in students' classroom participation, attention, and engagement during the grammar learning process.

Regarding the second research objective, the quantitative findings demonstrated a continuous improvement in students' English grammar mastery throughout the research cycles. The students' mean score increased from **34.17** in the pre-test to **48.54** in Post-test I, **67.29** in Post-test II, and **77.50** in Post-test III. Likewise, the percentage of students achieving the Minimum Mastery Criterion (MMC) improved from **0%** in the pre-test to **0%** after Cycle I, **50%** after Cycle II, and finally reached **100%** after Cycle III. These findings indicate that the implementation of the Duolingo application effectively improved students' grammar mastery through continuous practice, immediate feedback, and repeated learning opportunities provided during the Classroom Action Research cycles.

Overall, it can be concluded that the implementation of the Duolingo application effectively improved Grade 8 students' English grammar mastery at UPTD SMPN 5 Kupang. The integration of Duolingo into classroom grammar instruction not only improved students' grammar achievement but also encouraged more active participation and greater engagement during the learning process. Therefore, the findings suggest that Duolingo can be used as an effective supplementary instructional medium to support English grammar teaching at the junior high school level.

5.2. Suggestions

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

1. For English Teachers

English teachers are encouraged to integrate the Duolingo application as a supplementary instructional medium to support classroom grammar instruction. The application should be used to provide students with additional grammar practice, immediate feedback, and engaging learning activities while maintaining the teacher's role in explaining grammatical concepts and facilitating classroom interaction. Teachers are also encouraged to adapt Duolingo activities to students' learning needs and curriculum objectives in order to maximize students' grammar achievement.

2. For Students

Students are encouraged to use the Duolingo application regularly both inside and outside the classroom to strengthen their English grammar mastery. Consistent practice through interactive grammar exercises may help students improve their understanding of grammatical structures, reduce grammatical errors, and develop greater confidence in applying English grammar during classroom learning activities.

3. For Schools

Schools are encouraged to support the integration of technology into English language learning by providing adequate internet access, digital learning facilities, and opportunities for teachers to implement technology-assisted learning activities. Institutional support is expected to facilitate the effective use of educational applications such as Duolingo in improving the quality of English language instruction.

4. For Future Researchers

Future researchers are encouraged to conduct similar studies involving larger numbers of participants, different educational levels, or longer research periods to obtain broader findings regarding the implementation of the Duolingo application in English language learning. Further studies may also employ different research designs or investigate the implementation of Duolingo in other English language learning contexts to enrich the existing body of knowledge on technology-assisted language learning.