CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, researcher intends to draw a conclusion about the research's result from previous chapter and offers some suggestions to the reader, in particular the students and teachers, in reference to the result. Based on the study "Using Speedy English Grammar in learning English Grammar" that was conducted in SMAN 5 Serang, the researcher draws conclusion and suggestion as follows:

A. Conclusion

1. According to the research's result, SMA 5 Negeri students in the eleventh grade had low proficiency in grammar before to treatment. This is evident from the pre-test results, which showed that in the experimental class, the highest score was 75 and the lowest was 40 and the control class the highest was 75 and the lowest was 50. According to the criterion for student scores, it is clear from the data that the students' scores improved following the treatment, with the greatest score being 100 and the lowest score being 65 in the experimental class. Then, the student's mastery of grammar in class XI IPA SMA 5 Negeri is determined

by the students' scores, with the highest score denoting excellent result and the lowest score denoting good result. In general, the experimental class's post-test results were higher than the control group. the experimental class's average score, which is 79,33, serves as evidence for this. The control class's average score, meanwhile, was 72,79.

2. The t-test indicated that Ha or the alternative hypothesis was accepted. From the previous result, the value of degree of freedom or df = 86, the value of $t_{observation}$= 3,65, and the degree of significance in 1% = 1,66277 and the degree of significance in 5% = 2,37049. Afterward, the researcher compared the data with t_t (t table) in significance levels of 1% and 5%. Thus, t_o : t_t= 3,65>2,37049 in degree of significance 5% and t_o : t_t= 3,65>1,66277 in degree of significance 1%. The effect size in this study is 0,13, according to the data, this result demonstrates that using Speedy English Grammar has a medium effect because some of students do not have the same learning style.

B. Suggestion

1. Regarding for teachers

   a. The teacher who is directly active in the teaching-learning process is suggested to select a variety of teaching-learning process media or method.

   b. The teacher may be able to use a variety of engaging instructional methods, particularly when engaging students in learning English Grammar.

   c. This method may be used by English teachers when instructing students in learning English grammar.

2. Regarding for students

   a. Through Speedy English Grammar application, students can broaden their experience and knowledge of learning English Grammar, particularly while learning Imperative Sentence with English Speedy Grammar.

   b. The student can use Speedy English Grammar application in learning English Grammar anywhere easily in order to make them easier to improve and practice English Grammar.

3. Regarding for upcoming researchers

   Researcher believes this research can be a reference for upcoming research and can complement the shortcomings of this research,

hopefully upcoming research can utilise Speedy English Grammar media can be used as media and strategic learning in other skills such as listening, reading and speaking.