

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This research shows that the Digital Game Based Learning (DGBL) learning model significantly improves the English learning achievement of class IX students at MTsN 1 Serang City. The pre-test results showed an average score of 60.00, which increased to 86.67 in the post-test. This significant increase indicates that DGBL is an effective method in improving students' mastery in present perfect tense material. DGBL, with the use of digital game elements, is able to create an interactive and engaging learning environment, which helps students understand and remember course material better. Factors such as immediate feedback, contextual learning, and positive reinforcement through game elements contribute to this improvement.

B. Suggestion

Research on 'The Influence Of The Digital Game Based Learning Model Towards Students' Mastery of The Present Perfect Tense Material' shows the great potential of these two models in improving students' learning outcome. Based on the findings of this research, the following are several suggestions that can be implemented by schools, teachers and future researchers.

1. For School

- a. Integration of Methods into the Curriculum:

Schools must strategically plan the integration of DGBL into the curriculum. This can be done by identifying the subjects or topics that would benefit most from this method and designing a learning program that combines both approaches.

b. Technology Facility Development:

Investment in technology is critical to support DGBL implementation. Schools must ensure the availability of hardware such as computers, tablets and adequate internet connections. In addition, investment is needed in relevant and high-quality educational software or applications.

c. Administrative Policies and Support:

Schools should develop policies that support the use of DGBL, including adequate allocation of time and resources. Strong administrative support will make it easier for teachers to implement this method effectively.

2. For Teacher

a. Professional Training and Development:

Teachers need to undergo intensive training on the use of technology in learning as well as techniques for managing team games and tournaments. This training should include how to select appropriate games, integrate games in lessons, and manage team competitions well.

b. Game Selection and Customization:

Selection of relevant and interesting games is very important in DGBL. Teachers must choose games that are not only entertaining but also have

high educational value, especially in developing English language skills. Additionally, teachers must be prepared to adapt the game to suit students' ability levels and needs.

3. For The Next Researcher

a. Further Research on Effectiveness:

Further research is needed to evaluate the long-term effectiveness of DGBL. Longitudinal studies can provide deeper insight into the impact of these two methods on students' English achievement over time.

b. Exploration of Different Types of Games:

Researchers should explore different types of educational games to find which ones are most effective in improving students' English skills. These include games based on vocabulary, grammar, listening comprehension, and speaking skills.