CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research question about how is students' writing ability on simple sentences, how is Duolingo application applied in teaching simple sentences, and how is the effectiveness of Duolingo Application in learning simple sentences, the data explained that student learning activities are very different from before and after using Duolingo application. In the following is the result of this research:

1. The students writing ability in writing simple sentences students learn only by paying attention to the material presented by the teacher or looking at books, and before treatment is still less. It can be seen from the result of pre-test at experiment class, the lower score is 35 and the highest score 49 and the students' mean score is 41,72.

2. After In learning writing using the Duolingo application are as follows; the teacher explained what the Duolingo application was after that the teacher asked the students to download the Duolingo application then the students had to register an account first after that the teacher explained what simple sentences were after that the students opened the Duolingo application to learn simple sentences after the students finished several levels the teacher told the students to make five simple sentences.

3. That the effectiveness of using the duolingo application is higher than using conventional learning media. This is indicated by the hypothesis test t-test. The results of hypothesis testing with t test are Ha 5.01> table = 2.01 (5%) or $t_{observation}$ = 5.01> t_{table} 2.68 (1%), so Ho: $t_{observation}$ < t_{table} = It means there is no significant effectiveness of Duolingo Application to enhance students' writing simple sentences was rejected. Dan Ha : $t_{observation}$ > t_{table} = It means there is a significant effectiveness of Duolingo Application to enhance students' writing simple sentences is accepted. And the result of the effect size is that there is a significant increase of 34% in learning to write simple sentences using the Duolingo application.

B. Suggestion

Based on the results of the research obtained, the researcher recommends several things to be taken into consideration and thoughts, including;

1. For the teacher

    Duolingo application is an alternative interactive learning media that develops an active, independent and creative, so it is better if this learning media can be used for learning English, especially writing skills because it has been proven that students are more interested in learning English by using the Duolingo application than not using the Duolingo application. . On the other hand, teachers must also be

creative in making a set of lesson plans to be applied in teaching and learning activities in the classroom.

2. For the writer/ researcher

For further research, it is better to carry out similar developments but with different subjects, so that it can be seen that using the Duolingo application to learn English is very suitable to be applied in learning.

BIBLIOGRAPHY

Brown, H. Douglas, *Language Assessment and Classroom Practice,* Sanfransisco: Longman, 2004.

Byrne, Donn. *Teaching Writing Skill*. Singapore: longman Singapore Publisher. 1993.

Candrasari. *The Use of Edmodo Website to Improve Students Writing Skill.* IAIN Tulungagung. 2015.

Demirezen, Mehmet. 2012. An Analysis of the Problem-Causing Structures of Simple Sentences for Turkish University Students", *International Journal of Humanities and Social Science*, 2 (3): 138.

Demirezen, Mehmet. 2013. The recognition of extended simple sentences as a teaching writing problem, *Procedia - Social and Behavioral Sciences*. 70. 561.

Demirezen, Mehmet. 2015. The Perception of Primary Stress in Initially Extended Simple Sentences: A Demonstration by Computer in Foreign Langua.ge Teacher Training. *Procedia - Social and Behavioral Sciences*. 186. 1116.

E. Zemach, Dorothy & Lisa A Rumisek, *Academic Writing*, New York: Maccmillan, 2005.

George E. Wishon and Julia M. Burks, *Let's Write English*, Canada: Van reinhold Ltd, 1980.

Assessment, Research & Evaluation, *Electronic Journal*, 5(14): 1.

Hyland, Ken, *Genre and Second Language Writing*, USA: The University of Michigan Press, 2003.

J Gravetter, Frederic and Larry B. Wallnau. *Statistics ror The Behavioral Scinces 10*. Canada: Nelson Education, 2015.

J.P.Guilford,et.al *Fundamental Statistic in Psychology and Education: International Students Edition* California: McGraw-Hill, 1981.

Jaskova, Veronica, *Duolingo as a New Language Learning Website and Its Contribution to E-learning Education.* Masaryk Univerity. 2014.

Makey, Alison and Susan M. Gass, *Second Language Research*. Mahwah, New Jersey London: Lawrence Erlbaum Associates Publishers. 2005.

Marcella Frank, *Modern English,* Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Munday, Pilar. 2016. The Case for Using Duolingo as Part of the Language Classroom Experience. *Journal of Asociacion Iberoamericana de Educacion Superior a Distancia (AIESAD)*. Vol. 19: 1, 2 p.85.

Penny Ur, *A Course in Language Teaching: Practice and Theory*, London: Cambridge University Press, 2003.

Razzaq, Abdur & Yulia Tri Samiha. 2018. Smartphone Habits and Behaviors in Supporting Students Self-Efficacy. *International Journal of Emerging Technologies in Learning.* 13(2): 94.

Ronald T. Kellogg, *Long-Term Working Memory in Text Production*, University of Missouri, Rolla, Missouri, 2001, 29 (1), 43-52.

Ruhama, Ufi & Dewi Ismu Purwaningsih, Improving Students' Writing Skills through the Application of Synectic Model of Teaching Using Audiovisual Media, *English Language Teaching Educational Journal (ELTEJ),* 1 (3): 117.

Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif Dan R&D.* Bandung: Afabetia, 2011.

Widayanto, Widiyanto & Ahmad Syafi'i, *Duolingo:* An Alternative Application for Learning English Grammar and Vocabulary. *Journal of English Language Teaching and Islamic Integration*. 2020, 3 (1)