

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study aims to investigate the effectiveness of the “Perkawinan Tenses” method combined with Mobile-Assisted Language Learning (MALL) in enhancing English grammar proficiency among EFL students. Utilizing a mixed-methods approach that includes both quantitative testing and qualitative interviews, the findings indicate that the integration of a conceptually grounded grammatical framework with mobile learning technology creates a pedagogically sound and practically effective model for grammar instruction.

The study's conclusions affirm that the “Perkawinan Tenses” method significantly contributed to improving students’ grammar proficiency. This is evidenced by the consistently high scores achieved in both rounds of grammar proficiency testing, where the average scores ranged from 75 to 85. Students not only performed well in structured grammar tasks but also expressed, through the questionnaire, a strong understanding and confidence in applying the concept. The positive responses, particularly regarding the clarity, comprehensibility, and practical utility of the “Perkawinan Tenses,” highlight its efficacy as a teaching tool. These quantitative outcomes were further substantiated by qualitative findings derived from interview data coded via NVivo, which revealed a high level of engagement, especially among

students who demonstrated stronger linguistic awareness and reflective abilities. Respondents articulated their perception of the method as not only helpful in mastering grammar structures but also in enhancing their confidence and motivation to use English more accurately.

Simultaneously, the implementation of Mobile-Assisted Language Learning (MALL) played a complementary role in supporting grammar instruction. Students generally reported positive views of mobile learning tools, such as U-Dictionary and Pocket Thesaurus, recognizing their accessibility, ease of use, and contribution to independent grammar practice. While some variation in responses was noted, largely due to differences in digital literacy levels or infrastructural constraints, the overall findings suggest that MALL provides learners with flexible, autonomous learning environments conducive to reinforcing classroom instruction. This aligns with the theoretical foundations of constructivist and sociocultural learning frameworks, which emphasize the importance of contextual, learner-centered engagement.

Moreover, qualitative data showed that students who were more digitally literate demonstrated deeper integration of mobile tools into their grammar learning process, with reflections emphasizing the immediacy, autonomy, and interactivity offered by these platforms. The combination of the “Perkawinan Tenses” method and MALL further revealed a strong correlation with increased learner motivation, affective engagement, and academic confidence. Students reported that the combination of structured

grammar instruction with mobile learning tools made grammar learning more accessible, meaningful, and enjoyable. The majority of participants expressed a willingness to recommend the approach to peers, signifying not only cognitive gains but also strong emotional endorsement. The project map and visualized coding frequencies from the NVivo analysis reinforced this conclusion, indicating that student perceptions of the approach's effectiveness were consistently positive across cognitive, behavioral, and emotional dimensions.

B. Suggestions

Given these findings, several suggestions arise for students, lecturers, and educators, as well as further researchers, concerning the use of Perkawinan Tenses and Mobile-Assisted Language Learning in enhancing students' grammar proficiency.

1. Students

For students, it is essential to engage actively with the "Perkawinan Tenses" model both inside and outside the classroom. The method provides a structured yet flexible way to understand and apply English tenses, particularly when used alongside mobile applications that facilitate autonomous practice and real-time feedback. Students are also encouraged to enhance their digital literacy skills to maximize the benefits of MALL, as those with greater familiarity and comfort with digital tools tend to achieve more significant academic gains.

2. Lecturers

For lecturers and educators, this study suggests the value of incorporating conceptually grounded grammar instruction, such as “Perkawinan Tenses,” into their teaching practice. The method’s demo, demonstrated effectiveness in e, enhancing both comprehension and practical usage of tenses, indicates that it can be a valuable addition to existing instructional strategies. Furthermore, educators should consider integrating MALL platforms intentionally and systematically within their lesson plans. While mobile learning cannot entirely replace structured instruction, it can significantly enrich the learning experience, especially when supported by clear guidance and scaffolded activities. Educators must also be mindful of the digital disparities among learners and provide equitable support to ensure that all students can engage meaningfully with technological tools.

3. Researchers

Future researchers will find that this study opens up numerous pathways for additional investigation. Follow-up studies might utilize the “Perkawinan Tenses” framework in various educational settings encompassing different institutions, age demographics, or proficiency levels to assess its generalizability and scalability. Moreover, upcoming research may explore the development of customized MALL applications specifically tailored to incorporate the principles of “Perkawinan Tenses,” potentially leading to more personalized

and effective digital learning environments. Comparative studies analyzing the contrasts between Perkawinan Tenses and other grammar instruction approaches regarding learner outcomes, motivation, and long-term effectiveness would be immensely beneficial for advancing the field of digital language teaching.

In conclusion, this study adds to the growing research on grammar pedagogy by introducing and validating a hybrid instructional model that combines theoretical grammar teaching with mobile technology. The “Perkawinan Tenses” framework, backed by MALL, showcases significant potential for transforming conventional grammar instruction into a more vibrant, student-centered, and technologically rich experience. The findings highlight the necessity of pedagogical innovation and the integration of technology in promoting effective grammar acquisition in EFL settings.