

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the closing section of the study, which consists of conclusions and suggestions. The conclusions are drawn based on the results of data analysis, while the suggestions are provided as recommendations for teachers, students, schools, and future researchers. Therefore, Chapter V is expected to offer a concise overview of the study findings as well as guidance for the development of future teaching and learning practices.

A. Conclusion

Based on the results of the study conducted on the use of Wordwall as an interactive learning media to improve the reading comprehension skills of the twelfth-grade students of SMK Muhammadiyah 02 Ajibarang, several conclusions can be drawn. First, the pre-test results indicate that students' reading comprehension skills are still at a moderate level, with a mean score of 64.40, the lowest score being 33, and the highest score 93. The wide score range demonstrates the variation in students' abilities, in which some students still struggle with understanding the text, while others have already shown stronger comprehension.

After the treatment using Wordwall in the learning process, there is a significant increase in the post-test results. The mean score rises to 82.75, with the lowest score being 60 and the highest 100. The improvement of more than 18 points in the mean score indicates that most students experience progress in their reading comprehension skills. Moreover, the narrower score range in the

post-test results suggests that students' abilities have become more evenly distributed compared to before the treatment.

Secondly, the normality test results show that the pre-test data are normally distributed, while the post-test data are not normally distributed. Since the assumption of normality is not fully met, this study does not use a parametric test such as the paired sample t-test. Instead, the non-parametric Wilcoxon Signed Rank Test is employed to analyze the difference between the pre-test and post-test results. The output of the Wilcoxon test reveals that the significance value is less than 0.001, which strongly indicates that there is a statistically significant difference between the students' scores in the pre-test and post-test. In other words, the null hypothesis (H_0), which states that there is no significant difference, is rejected, and the alternative hypothesis (H_1), which states that there is a significant difference, is accepted. This finding clearly confirms that the use of Wordwall as an interactive learning media gives a real and meaningful effect on the students' reading comprehension skills. The result also supports the idea that digital-based learning platforms can engage students more actively, enhance their motivation, and eventually improve their learning outcomes in English reading comprehension.

Thirdly, based on classroom observation, there is a noticeable improvement in students' learning behavior, particularly in activeness, interest, and participation. In the first meeting, the average engagement score is still low to moderate, with a total score of 6.78, but in the second meeting, it increases sharply to 13.00, showing that students' engagement reaches a high level. This

emphasizes that Wordwall not only enhances students' cognitive learning outcomes but also stimulates their affective and psychomotor involvement by creating a more interactive, enjoyable, and motivating learning environment.

Overall, the findings of this study demonstrate that the use of Wordwall as an interactive learning media is proven to be effective in improving students' reading comprehension skills. This learning media not only contributes to higher test scores but also increases students' motivation, interest, and active engagement in the learning process. These results are in line with previous studies and provide empirical evidence that Wordwall can serve as a relevant and effective alternative learning media, particularly in teaching English at the vocational school level.

B. Suggestions

Based on the findings of this study, several suggestions can be proposed as follow-up actions.

1. For Teachers

Teachers are suggested to utilize interactive learning media such as Wordwall in English language teaching, particularly in reading comprehension. Wordwall serves as an effective variation of instructional methods to create a more engaging and enjoyable classroom atmosphere. By using this medium, teachers can increase students' activeness, strengthen their understanding of concepts, and provide assistance to students who face difficulties in reading comprehension. In addition, teachers are

recommended to integrate Wordwall with other teaching strategies to achieve optimal learning outcomes.

2. For Students

Students are expected to enhance their participation in learning activities by using Wordwall not only in the classroom but also independently outside of class hours. This medium can be a tool for practicing reading, enriching vocabulary, and developing critical thinking skills. With higher engagement, students will be able to improve their learning motivation and overall academic achievement.

3. For Schools

Students are expected to enhance their participation in learning activities by using Wordwall not only in the classroom but also independently outside of class hours. This medium serves as a tool for practicing reading, enriching vocabulary, and developing critical thinking skills. With higher engagement, students are able to improve their learning motivation and overall academic achievement.

4. For Future Researchers

Future researchers are suggested to investigate the effectiveness of Wordwall in other language skills such as speaking, writing, or listening. Moreover, studies with larger sample sizes or at different educational levels can be conducted to broaden the scope of the findings. Comparing Wordwall with other digital interactive media also provides a more comprehensive picture of the effectiveness of various learning tools in

English language teaching. In addition, future studies are recommended to employ experimental research design by involving control and experimental groups, as well as administering pre-tests and post-tests, to provide more valid and reliable evidence regarding the impact of Wordwall on students' learning outcomes.

In conclusion, these suggestions are expected to provide meaningful insights for teachers, students, schools, and future researchers. With the proper implementation of interactive learning media and support from all stakeholders, the quality of English language teaching, particularly in reading comprehension, can be further enhanced to achieve optimal learning goals