

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTION

This chapter is the final part of the research report that summarizes the findings in the form of conclusions, implications, and suggestions that can be given based on the process and results of the research that has been conducted. Conclusions are drawn to answer the research focus related to the planning, implementation, and evaluation of the use of Wordwall media in vocabulary teaching. Furthermore, implications are presented to illustrate the potential impact of the research results on learning practices and teaching media development. Suggestions are given as constructive input for teachers, students, and future researchers who have an interest in similar areas.

5.1 Conclusion

Based on the results of the research conducted, it can be concluded that the use of Wordwall as a pedagogical tool in teaching vocabulary in class X-11 of SMAN 1 Srengat significantly contributes to the improvement of students' engagement and understanding in the learning process. This study explores three main stages, namely planning, implementation, and evaluation of the use of Wordwall, each of which plays an important role in creating more interactive, structured, and student-centered learning.

In the planning stage, the teacher designed vocabulary materials using various features available in Wordwall, such as quizzes, matching games, and contextual sentence exercises. The teacher also prepared visual elements, word meaning

explanations, and texts that aligned with the lesson theme to help students understand vocabulary in a more engaging and non-monotonous way.

During the implementation stage, the teacher involved students in real-time learning activities through Wordwall. Students actively participated in answering questions, taking quizzes, and engaging in competitive games prepared by the teacher. Throughout the activities, students showed enthusiasm and remained focused, as the learning process was delivered in a fun and interactive format.

In the evaluation stage, the teacher used students' activity results from Wordwall as a tool to assess their understanding of the vocabulary taught. The automatically recorded data on the platform allowed the teacher to provide feedback and evaluate the students' performance. This evaluation helped the teacher identify each student's level of understanding and adjust future instruction accordingly.

Overall, Wordwall has proven to support vocabulary learning in Grade 10th at SMAN 1 Srengat by creating a more enjoyable, interactive learning environment and assisting the teacher in planning and evaluating the learning process effectively.

5.2 Implications

As a result of an in-depth data analysis of the planning, implementation and evaluation of the use of Wordwall in vocabulary learning, this research not only contributes to solving practical problems in the field, but also has a significant impact in the theoretical and practical realms. Therefore, this section will discuss the theoretical implications arising from the research findings as well as the practical implications that can be utilized by various interested parties in the world of education.

5.2.1 Theoretical Implications

The results of this study contribute to the strengthening and development of existing theories in the field of vocabulary teaching and the utilization of digital media in language learning. This study supports Cross (1993) theory which states that planning and implementing vocabulary teaching can be done effectively through verbal definition, ostensive, audio presentation, and running text approaches, as well as presenting and practicing strategies. In this context, Wordwall is proven to be able to facilitate these approaches through its flexible and interactive features, thus strengthening the effectiveness of theory-based learning.

In addition, this research is also in line with Brown (2004) theory on the importance of formative and summative evaluation in the learning process. Wordwall provides both real-time and summative evaluation tools that support both forms of assessment, allowing teachers to monitor students' progress thoroughly.

Overall, this study not only supports existing theories but also enriches the literature on the use of digital media as pedagogical tools in vocabulary learning at the secondary level. The findings show that learning technologies such as Wordwall can be systematically integrated within the theoretical framework of language learning and have a positive impact on students' participation and comprehension. Therefore, this study provides an additional theoretical foundation for future studies in the development of technology-based vocabulary learning models.

5.2.2 Practical Implications

Practically, this research provides a number of benefits that can be applied by various parties:

1) For Teachers

The results of this study can serve as a reference in designing vocabulary learning that is more interesting, interactive, and in line with students' needs. Wordwall makes it easy to create a variety of learning activities that do not only emphasize on memorization, but also on understanding the meaning and use of words in real contexts.

2) For Students

This research proves that the use of digital media such as Wordwall is able to increase their learning motivation and engagement in the vocabulary learning process. With features such as interactive quizzes, educational games, and immediate feedback, students can learn more independently and enjoyably, both inside and outside the classroom.

3) For Future Researchers

The results of this study can be used as an initial reference or comparison in conducting further studies related to the use of digital learning media, especially in teaching vocabulary at various levels of education. This research opens space for further exploration of the effectiveness of other media or comparison between Wordwall and similar platforms in different contexts.

5.3 Suggestion

Based on the findings and conclusions of this research, several suggestions are proposed for relevant stakeholders to support the enhancement of vocabulary learning through the use of digital media, particularly Wordwall as a pedagogical tool.

1) For Teachers

It is recommended to make more active and creative use of digital platforms such as Wordwall in the teaching and learning process. Teachers should not only use Wordwall as a tool for entertainment or repetition, but also integrate it systematically into lesson planning, material delivery, and student assessment. Selecting appropriate features and designing contextual materials will help create a more meaningful and engaging learning experience for students.

2) For Students

It is suggested to utilize Wordwall not only during classroom instruction but also as a tool for independent learning outside of school hours. Wordwall allows students to review materials in a fun and interactive way, thus improving learning motivation and enhancing vocabulary acquisition continuously. Students are also encouraged to actively engage with the digital media to maximize the effectiveness of the learning process.

3) For Future Researchers

It is advised to conduct broader studies on the use of Wordwall across various educational levels or to compare its effectiveness with other digital learning tools. Future research may also consider additional variables such as students' learning styles, academic achievement levels, or the long-term impact of Wordwall on vocabulary retention. This would enrich the literature and expand the understanding of digital media in English language teaching.

