

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusion

This study aims to explore the implementation of the use of Socrative in testing reading comprehension and to examine students' responses to its use at SMA IT Al-Hikmah Blitar. This study uses a qualitative case study approach with interview, observation, and documentation techniques as the main instruments. The researcher focuses on two main aspects, namely teacher strategies in using Socrative to evaluate students' reading skills and how students respond to the use of the digital platform in the implementation of the test.

Based on the first focus, the results of the study show that teachers use Socrative to increase efficiency in the evaluation process. This platform makes it easier for teachers to manage and assess questions, especially through the automatic correction feature and fast result reports. Teachers also adjust the level of difficulty of the questions to the abilities of students at level A1, and apply collaborative strategies during the test. However, teachers still face challenges such as lack of question variety, an unattractive platform appearance, and limited control over potential cheating.

As for second focus, it was found that the majority of students gave neutral to negative responses to the use of Socrative in the reading test. They complained about the difficult questions, the monotonous appearance of the platform, and the overly formal and tense test atmosphere. However, some students showed enthusiasm when competition features such as space race were used. This shows that visual aspects, comfort, and interactive elements play an important role in increasing student motivation and engagement in digital-based evaluations.

Overall, the results of this study indicate that Socrative has the potential to be an efficient reading comprehension evaluation media for teachers, but still needs development in terms of question design, visual appearance, and a more student-friendly implementation approach. The integration of technology in learning evaluation must consider the needs of both educators and students so that the evaluation process runs effectively, is interesting, and supports the achievement of learning objectives optimally.

5.2 Implications

The findings of this study offer several important implications for English language teaching, particularly in the context of reading assessment using digital tools like Socrative. As the integration of technology in education continues to grow, understanding how such tools influence both teaching practices and student engagement becomes increasingly relevant. This section discusses the pedagogical, practical, and theoretical implications derived from the implementation of Socrative in reading tests, as well as how these insights can inform future teaching strategies and assessment development.

5.2.1 Theoretical Implications

That my research supports several theories and adds knowledge in the implementation of reading evaluation using Socrative. The results of this study contribute to the development of literature on technology-based English language learning evaluation, especially in testing reading skills. The findings of this study strengthen Brown's (2004) theory that reading tests must be adjusted to students' cognitive levels and language abilities. This is reflected in the use of A1 level texts by teachers as a form of adaptation to students' abilities.

In addition, this finding supports the theory of Kaya and Balta (2016) which states that platforms such as Socrative can improve evaluation efficiency and accelerate feedback. However, the success of evaluation does not only depend on technology, but also on the design of questions that are varied and representative of student understanding.

The results of the study also strengthen the findings of El Shaban (2017) regarding the importance of student perceptions of the use of technology in learning. Student discomfort with the Socrative interface design, time pressure, and the level of difficulty of the questions indicate that psychological and visual aspects must be considered in designing digital tests to better support active participation and student learning comfort.

5.2.2 Practical Implications

Practically, the results of this study provide several important benefits and implications in accordance with the formulation of the problem and research objectives in Chapter I, which highlights the process of using Socrative in reading testing and students' responses to it.

1) For teachers

This study shows that Socrative can be an efficient and practical digital evaluation alternative. Teachers are assisted in the correction process, value processing, and providing fast feedback. However, teachers are also required to improve their ability to design varied, interesting, and appropriate questions for students' abilities, as well as pay attention to visual and interactive aspects so that students do not feel bored or stressed.

2) For students

The use of Socrative provides a new experience in taking technology-based tests. However, student comfort is greatly influenced by the platform design, question format, and implementation atmosphere. Therefore, a more enjoyable approach such as the integration of competitive features or gamification needs to be implemented to increase student motivation and participation.

3) For further researchers

This research opens up opportunities to conduct further studies with different approaches, such as quantitative or mixed-method, to measure the influence of using Socrative on learning outcomes, motivation levels, or its effectiveness compared to other platforms such as Kahoot or Quizizz.

5.3 Suggestion

Based on the findings and conclusions of this research, several suggestions are offered for teachers, students, and future researchers. These suggestions are intended to improve the implementation of digital-based reading assessments using Socrative and to support further studies in the same field. The recommendations are made with consideration of the practical challenges and responses observed during the research process.

5.3.1 For Practitioners

Teachers are advised to increase their capacity in designing evaluation questions that are appropriate to students' needs and abilities, and to pay attention to visual and interactive aspects when using platforms such as Socrative. A more varied and enjoyable approach can increase student motivation. Principals are expected to provide support in

the form of training in the use of technology, provision of adequate digital infrastructure, and policies that encourage innovation in learning evaluation.

5.3.2 Further Research

This study was limited to one school and used a qualitative approach. Future researchers are advised to conduct a broader study with a quantitative or mixed-method approach, and consider other variables such as the influence of Socrative on student learning outcomes, learning motivation, or effectiveness compared to other platforms such as Kahoot or Quizizz.

5.3.3 Educational Institutions

Institution education needs to systematically encourage the integration of technology into learning through policies, training, and digital-based curriculum development. Support in the form of infrastructure, stable internet, and teacher coaching is very important so that the implementation of digital evaluation platforms such as Socrative really has a positive impact on the teaching and learning process.

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