

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion which is referred to the research result in chapter four, and suggestions of the research especially for the teacher, students, and future researcher.

5.1 Conclusion

Based on the result of the previous chapter, the class VIII-G average score vocabulary of recount text before the treatment using Wordwall was 70.14, while the class average score after the treatment using Wordwall was 83.29. From the result, we can know that the vocabulary of recount text achievement of VIII-G students' increased significantly. Additionally, the paired sample t-test analysis revealed a Sig (2-tailed) value of 0.000, which is less than 0.05. These findings support the acceptance of the alternative hypothesis (Ha) while leading to the rejection of the null hypothesis (Ho). Consequently, we can conclude that the Wordwall application effectively enhances eighth-grade students' vocabulary achievement in learning recount texts at SMPN 01 Gandusari.

5.2 Implication of The Study

The implications of this study extend beyond the immediate research context, offering insights that can inform and enhance vocabulary instruction and language learning practices. The positive outcomes observed in the utilization of Wordwall suggest that it can serve as a valuable tool for educators seeking to create more engaging and effective vocabulary learning experiences. The study's findings

highlight the potential of Wordwall to not only improve students' vocabulary acquisition and retention but also to foster a more positive and motivated learning environment.

The application's interactive features and game-based activities can stimulate student interest and encourage active participation, leading to enhanced learning outcomes. The study's focus on recount texts also provides valuable insights into the application of Wordwall in teaching specific text types and genres, suggesting its potential adaptability across various language learning domains.

The implications of this research also extend to students, who stand to benefit from the more interactive and enjoyable learning experiences facilitated by Wordwall. The study's outcomes suggest that utilizing such technology can boost students' confidence and proficiency in English language skills, fostering a greater appreciation for language learning. The active engagement and personalized learning opportunities offered by Wordwall may empower students to take ownership of their learning and develop a stronger sense of self-efficacy.

Furthermore, this research serves as a springboard for future investigations into the role of technology in language education. The positive results obtained from the implementation of Wordwall in this particular context warrant further exploration into its application in other areas of language learning, such as grammar, reading comprehension, and writing skills. The study's methodological framework, employing a pre-experimental design and quantitative data analysis, can also serve as a valuable model for future research endeavors in this field.

In conclusion, the ramifications of this investigation extend considerably beyond its immediate scope, offering a promising outlook for the integration of technology in language education. The successful implementation of Wordwall in enhancing students' vocabulary acquisition in recount texts underscores its potential to transform traditional teaching practices and create more engaging and effective learning experiences. The study's findings encourage further exploration into the use of technology in language education, paving the way for innovative approaches that can empower both educators and students in their pursuit of language proficiency.

5.3 Suggestion

Researchers have several suggestions for the following parties:

5.3.1 For Students

Researchers recommend that students always learn and review the material vocabulary of recount text (past event) that they have learned regularly anywhere and everywhere.

5.3.2 For Teachers

Researchers have suggestions for teachers to use Wordwall in teaching learning English especially vocabulary to make the students learn the material with fun and happily. This aims to foster students' enthusiasm for learning vocabulary so that it is not monotonous.

5.3.3 For Further Researchers

The researcher has recommendations for future investigators to build upon and extend this line of inquiry as a basic reference in relevant research which also has topics on Wordwall research or other relevant variables.