CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher has presented the research conclusion as a response to the research problem. Furthermore, suggestions have been provided for students, English teachers, and future researchers.

A. Conclusion

This study aimed to measure the effectiveness of using Wordwall in improving the vocabulary mastery of seventh-grade students at MTs NU Blitar. Based on the statistical analysis of the pre-test and post-test conducted,it was found that both teaching methods, using Wordwall and PowerPoint, were equally effective in improving students' learning outcomes. The Mann-Whitney U test results showed a significance value of 0.485, indicating no significant difference in learning outcomes between the teaching methods using PowerPoint and Wordwall. Based on the statistical analysis of student learning outcomes, it was found that the control class, with an average score of 80.89, slightly outperformed the experimental class, which had an average score of 79.88. Levene's Test for Equality of Variances indicated homogeneity (Sig. $0.611 > 0.05$), allowing for the use of the "Equal variances assumed" section in the Independent Samples Test. The test revealed a significance value (Sig. 2-tailed) of 0.629, leading to the conclusion that there is no statistically significant difference in average learning outcomes between the two classes. The mean difference was -1.020, with a 95% Confidence Interval ranging from -3.209 to 5.249.

Therefore, it can be concluded that both Wordwall and PowerPoint can be flexibly used by educators in teaching vocabulary without reducing the effectiveness of learning. This study demonstrates that integrating technology in vocabulary teaching can yield positive results, allowing teachers to choose the method that best suits their preferences and classroom situations. Futhermore, the result of the Mann-Whitney U test showed that there is no significant between using powerpoint in control class and wordwall in experimental class. Both of teaching methods have reasons why they are not

effective to learning vocabulary mastery because almost the students have not vocabulary in learning process.

B. Suggestion

In the research finding, the researcher would like to give suggestions to the teacher, students, and the further researchers.

1. For the teacher

   Throughout the teaching and learning process, the instructor must use various appropriate instructional methods for the covered subject matter. When teaching vocabulary, particularly when teaching students how to mastery vocabulary, teachers should find others way to teach the students Vocabulary mastery. For example, by using wordwallgame which makes the learning method more interactive and interesting.

2. For the students

   For the Students to develop their vocabulary mastery, they will need to put in a lot of work. The Students are required to get a lot of practice and focus on what they are learning.

3. For the further researchers

   It is the researcher's expectation that the findings of this study can be beneficial for those who wish to conduct similar research on the use of Wordwall and for those who are keen on teaching vocabulary with word games in their local schools. The researcher also hopes that this study can serve as a reference for future researchers. The researcher is aware that this study has not been conducted to perfection, so for future researchers, are expected to improve it and explore.