

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestion derived from the findings of this study. The conclusion section summarizes the answers to the research questions and highlights the main outcomes of the investigation. Meanwhile, the suggestions are written to provide practical guidance for English teachers, students, and future researchers who may apply or further develop the results of this study.

A. Conclusion

The present study examined whether Wordwall improves tenth-grade students reading comprehension of narrative texts compared to the Picture Series technique. The experimental group achieved a higher posttest mean ($M = 91.10$) than the control group ($M = 83.77$), and the mean ranks also favoured the experimental class (Mean Rank_{exp} = 45.50 vs. Mean Rank_{ctrl} = 15.50). The Mann-Whitney U test confirmed that this difference is statistically significant ($U = 0.000$, $Z = -6.692$, Asymp. Sig. (2-tailed) = .000, $p < .001$). Therefore, the null hypothesis (H_0 : no difference between groups) is rejected and the alternative hypothesis (H_1) is accepted: students taught with Wordwall performed significantly better on the posttest. These results suggest that the interactive, game-based features of Wordwall likely supported greater student engagement and understanding of narrative structure, which contributed to the improved scores. Therefore, while the statistical results clearly demonstrate the effectiveness of Wordwall in enhancing students reading comprehension, it is also important to recognize the scope and

boundaries of this research before drawing broader conclusions.

This study was limited to examining the effectiveness of Wordwall in teaching reading comprehension of narrative texts and did not address other factors that may influence students learning outcomes, such as motivation, interest, digital literacy, or classroom environment. As a result, the findings should be interpreted solely within the scope of reading instruction. The research also measured students achievement only after the treatment, so their initial reading ability was not compared in depth, making it difficult to track individual improvement. Additionally, the sample consisted of only two classes from one school, which limits the generalizability of the results, and the multiple choice test format may not fully represent deeper comprehension skills like inference or critical reasoning. These methodological and contextual limitations should be taken into account when interpreting the findings. In light of these limitations, further consideration is needed to improve future research and classroom practices; therefore, several suggestions are presented to guide teachers, students, and future researchers in enhancing the implementation of digital media in reading instruction.

B. Suggestion

Based on the results and conclusions of this study, several suggestions can be offered for teachers, students, and future researchers :

1. For English Teachers

Teachers are encouraged to use Wordwall as one of the alternative media in teaching reading comprehension, particularly for narrative texts. The integration of digital learning media can increase students enthusiasm and motivation to learn. Teachers should design the activities in Wordwall carefully to match students

proficiency levels and learning objectives, so the learning process remains effective and enjoyable.

2. For Students

Students are advised to take an active role during learning activities that use digital media like Wordwall. They should not only enjoy the game-like features but also focus on understanding the material presented. Using Wordwall can help students learn new vocabulary, identify the structure of texts, and improve their overall reading comprehension.

3. For Future Researchers

It is suggested that future researchers conduct similar studies with larger samples, different English skills, or other types of digital media. Further studies can also explore the long-term effects of using Wordwall or compare it with other interactive learning platforms. This will provide broader insights into how technology can support English language learning in various context.

