

CHAPTER V

CUNCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestion. The researcher gives summarize the result of this research and also the discussion. The researcher also gives suggestion for the English teacher, students, and future researcher.

A. Conclusion

The purpose of this research was to investigate whether Quizlet is effective in teaching reading comprehension to eighth-grade students at MTsN 1 Kediri by comparing its effects with those of Duolingo. Based on the findings obtained from the experiment, it can be concluded that there was no statistically significant difference between students who received Quizlet and those who were taught through Duolingo in terms of reading comprehension achievement. This finding was confirmed by the Mann–Whitney U test, where the significance value was greater than the significance level ($\text{Sig.} = 0.746 > 0.05$). For this reason, the acceptance of H_0 occurred, whereas H_a was rejected.

Nevertheless, the lack of a statistically significant difference between the two groups does not mean that Quizlet was not effective in improving students' ability to comprehend what they read. According to the findings, the students of both groups managed to achieve improvement in their reading comprehension, which resulted in the disappearance of any significant differences between them. The reason why there were no significant differences in students' achievements is the fact that both Quizlet and Duolingo are interactive digital learning tools that offer an engaging learning experience for students. Both media help enhance vocabulary, motivate students, engage them in active learning and classroom

participation, which are key factors in enhancing reading comprehension. Moreover, the short time period during which the treatment took place and the similarity of the two learning applications might have affected the outcome of the research.

To conclude, Quizlet can be regarded as an effective instructional medium since it effectively helped students to enhance their learning abilities and created an interactive learning environment. Nevertheless, Quizlet proved to be less effective than Duolingo when used to teach reading comprehension skills among eighth-graders of MTsN 1 Kediri.

B. Suggestion

Based on the result of the study, several suggestion are proposed as follows:

b. To Teachers

It is recommended for teachers to use Quizlet in their teaching process by integrating Quizlet with proper instruction techniques and activities. As both Quizlet and Duolingo demonstrated equal results, the efficiency of these tools depends on the way they are used in the classroom.

c. To Students

It is advised for students to actively use digital learning tools like Quizlet and Duolingo to improve their vocabularies and develop their reading comprehension skills. The active use of these tools is crucial for achieving maximum effect.

d. To Future Researchers

Further research should involve a longer period of time, more participants, and a greater control over some variables to produce better results. Future researchers should consider investigating the effects of other factors on the efficiency of digital learning tools.