

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

Based on the results of research conducted on grade VIII students of SMP Negeri 2 Cisoka Tangerang, it can be concluded that the use of Wordwall is very effective in improving English grammar understanding. This effectiveness can be seen from a significant increase in the score in the experimental class, namely from an average of 42.06 in the pre-test to 75.88 in the post-test, with an increase of 33.82 points which is much higher than the increase in the control class which is only 5.44 points. This difference shows that Wordwall makes a strong contribution to the process of internalizing grammar concepts by students. Statistical analysis also supports these findings. The paired sample t-test showed a significance value of 0.000, which means that there was a significant difference between the results before and after the use of Wordwall in the experimental class. In addition, the independent sample t-test also produced a significance value of 0.000, confirming that there was a significant difference between the experimental class and the control class after the learning took place. The calculation of effect size of 2.85, which belongs to the category of "very strong effect", reinforces that Wordwall has a strong pedagogical impact on students' grammar comprehension. In addition to improving learning outcomes quantitatively, Wordwall has also been proven to

increase students' motivation, engagement, activeness, and confidence in learning grammar. Gamification features such as scores, challenges, interactive visuals, and live feedback make learning grammar more engaging, help students reduce linguistic anxiety, and speed up the process of understanding grammar rules. Thus, it can be concluded that Wordwall is very effective in improving the understanding of English grammar of grade VIII students of SMP Negeri 2 Cisoka Tangerang, both in terms of learning outcomes and the learning process. This media has proven to be an innovative alternative that is superior to conventional methods, so it is highly recommended to be used in learning grammar at the junior high School level.

B. Suggestion

1. For English Teacher: English teachers are advised to use interactive digital media such as Wordwall in grammar learning because it can create a more active, fun learning atmosphere, and overcome students' boredom with conventional learning methods. Teachers are also expected to be able to be creative in choosing or designing interactive Wordwall activities.
2. For Student: Students are expected to be able to use Wordwall not only when learning activities in the classroom are ongoing, but also as independent exercises outside of off-peak hours. Through different types of interactive games, students can strengthen their understanding of the structure of grammar.

3. For School and Curriculum: Schools are expected to provide adequate support and facilities for the implementation of digital technology-based learning. Such as the provision of internet network facilities, digital devices such as tablets, smart TVs or computers, as well as technology training for teachers so that teachers are better prepared to integrate interactive learning media such as Wordwall into the curriculum. And it is hoped that curriculum developers can consider the integration of digital media such as Wordwall in English learning design.
4. For Future Research: For future researchers, it is hoped that they can expand the focus of the study by researching the effectiveness of Wordwall on other aspects or skills such as reading, listening, writing, or speaking. In addition, the next researcher is expected to be able to compare the effectiveness of Wordwall media with other digital media such as Quizizz, Kahoot!, educandy and many others, in order to obtain more diverse and comprehensive findings.