

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions. Conclusions deal with the results of the research findings and discussion, while suggestions contain a set of suggestions as output from this research to students, teachers and subsequent researchers.

5.1 Conclusion

Based on the research findings and discussion presented in Chapter IV, it can be concluded that Quizlet was implemented in teaching reading narrative text at Nur Ihsan Junior High School through three structured stages, namely pre-reading, while-reading, and post-reading, each of which was supported by a different feature of Quizlet. In the pre-reading stage, the teacher used the Flashcards feature to pre-teach difficult vocabulary found in the narrative text, so that students' vocabulary obstacles could be addressed before they began reading. In the while-reading stage, the teacher used the Match and Quizlet Live features to help students interact with the narrative text, match vocabulary with its meaning, and follow the plot of the story collaboratively. In the post-reading stage, the teacher used the Test feature, together with a competitive Quizlet Live session, to evaluate students' comprehension of the narrative text and to give feedback on vocabulary mistakes and story elements

The teacher's decision to implement Quizlet was mainly driven by the need to overcome students' boredom toward the conventional, textbook-based reading class and to create a more interactive and technology-based learning environment. This decision was supported by a positive response from the students, who became more enthusiastic and active during the reading lesson. In terms of its contribution to reading comprehension, Quizlet was found to help students mainly by strengthening their vocabulary mastery in the pre-reading stage, which then allowed them to read the narrative text more easily and focus on higher-level aspects of the story, such as the main conflict, the climax, and the moral value. However, the implementation of Quizlet also faced technical problems, particularly an unstable internet connection and limited access to smartphones among students, which the teacher managed by preparing printed worksheets as a backup and asking students to work in pairs or small groups.

Overall, it can be concluded that the implementation of Quizlet as a learning media for teaching reading narrative text at Nur Ihsan Junior High School was carried out systematically and was able to support students' vocabulary mastery, engagement, and reading comprehension, although its success still depended on the availability of adequate technical support and the teacher's readiness to provide alternative, non-digital solutions when technical problems occurred.

5.2 Suggestions

According to the results of the research analysis of students' perceptions on the use of podcast in teaching listening skill that has been described, the suggestions for this research that can be delivered, as follows:

1. For students

Students are expected to make the most of the Quizlet features that have been introduced by the teacher, not only during classroom activities but also for independent learning at home, so that their vocabulary mastery and reading comprehension of narrative text can continue to improve.

2. For teachers

Teachers need to find the right and suitable media to use in the learning process for students. The English teacher is expected to keep using and developing the use of Quizlet as a learning media in teaching reading narrative text, particularly because it can help solve students' vocabulary problems before reading.

3. For further researcher

In order to get better and more accurate results, a narrower population is recommended so that the research results are more accurate. Researchers also hope that this research will be useful in providing contributions and information for future researchers. Apart from that, other researchers can also experience the advantages and benefits of this research.