

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the findings of this research, the researcher concluded that the learning media used in teaching descriptive text was still less attractive and had not fully supported students in understanding the material effectively. Many students experienced difficulties in developing ideas, arranging sentences, and mastering vocabulary when writing descriptive text. These conditions caused students to become less active and less motivated during the learning process. Therefore, students needed an interactive and interesting learning media that could support their writing activities and create a more enjoyable classroom atmosphere. To overcome these problems, the researcher developed Wordwall as a learning media for teaching descriptive text. The development process applied the Research and Development method proposed by Borg and Gall (2003). The stages included gathering information and data, conducting need analysis, designing the media, validating the product by experts, revising the media, and producing the final product.

The findings indicate that the developed Wordwall media was appropriate, valid, and suitable for teaching descriptive text to seventh-grade students at UPT SMPN 13 Medan. The media obtained an overall expert validation score of 81%, which was categorized as Excellent, indicating that it met the criteria for use as a learning media after revision based on the experts' suggestions. The final product was developed through the Wordwall website and included learning materials, vocabulary activities, quizzes, and matching exercises. The media was designed

with attractive pictures, colors, and layouts to improve students' motivation and participation during the learning process. Therefore, the researcher concluded that Wordwall can be used as an alternative digital learning media to support the teaching and learning process of descriptive text.

5.2 Suggestions

Based on the result of research obtained, there were some suggestions given for the consideration the future:

1. For English Teachers

Learning media plays an important role in supporting the success of teaching and learning activities, especially in teaching descriptive text writing. Therefore, English teachers are suggested to use interactive and attractive media such as Wordwall to improve students' motivation, participation, and understanding. Teachers are also expected to develop creative learning media that are suitable for students' needs and classroom situations. In addition, teachers should improve their ability to use technology in designing and implementing learning media during classroom activities.

2. For Students

Students are encouraged to use the developed Wordwall media actively during and outside the classroom to support their learning process.

The interactive activities provided in the media can help students improve their vocabulary, understand descriptive text more easily, and develop their writing skills. Students are also expected to participate actively in each activity and use the feedback provided to identify and improve their

weaknesses. In addition, students should practice regularly using the media to strengthen their understanding of descriptive text structures, language features, and vocabulary. Consistent practice can help students generate ideas more easily and organize their writing more effectively. By making use of the learning activities available in Wordwall, students can become more independent learners, increase their confidence in writing, and achieve better learning outcomes in English.

3. For Future Researchers

This study focused on developing Wordwall-based learning media for teaching descriptive text writing to seventh-grade students. Therefore, future researchers are encouraged to examine the effectiveness of the developed media through broader classroom implementation involving larger numbers of participants and different educational settings. Future studies may also explore the use of the premium version of Wordwall or other digital learning platforms that provide more advanced features and activity options. This may help researchers develop more varied and engaging learning activities. In addition, since this study was limited to descriptive text writing, future researchers may adapt the media for other text genres, such as narrative, recount, procedure, and report texts. Researchers may also investigate the use of Wordwall in developing other English language skills, including reading, speaking, and listening. The findings and development procedures of this study may serve as a reference for future research on technology-based English learning media