

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the previous chapter's data analysis, research findings, and discussion, it was determined that:

Wordwall was used as a digital learning media in teaching recount text for Grade VIII students. The teacher combined technological knowledge, pedagogical knowledge, and content knowledge in implementing Wordwall in the classroom. The teacher implemented Wordwall after explaining the material, including the definition, social function, generic structure, and language features of recount text. The activities provided in Wordwall were designed based on the learning objectives stated in the teaching module and the Merdeka Curriculum. The questions in the platform focused on identifying text structure, understanding the content, and recognizing the use of the simple past tense.

The teacher used several features in Wordwall, such as *Matching Pairs*, *Multiple Choice* and *Spin the Wheel*. These activities were carried out in pairs, and the teacher gave clear instructions and managed the time during the activity. Wordwall provided interactive exercises, time limits, and immediate feedback, which became part of the learning process.

The teacher selected appropriate digital tools, applied cooperative learning strategies, and aligned the activities with the material being taught. This reflected the integration of the TPACK framework proposed by Mishra and Koehler. Wordwall was implemented as an instructional media that

supported the delivery of recount text material and was integrated into the teaching and learning process in a structured manner.

The teacher's reasons for using Wordwall web as a media in teaching recount text for grade VIII were that Wordwall was easy to use. The exercises could be created even by using a mobile phone, and students were able to access and complete the activities easily. Wordwall provided interactive and repetitive exercises, so the students were able to reflect on what they had previously done. The last, Wordwall positively affected students' comprehension of recount text. The students became quicker at recognizing recount text and more confident in trying to answer the questions.

5.2 Suggestions

By considering the conclusions mentioned above, the result of the research was expected to give some suggestions for students, teachers, and future researchers as follows:

1. For students, the finding of this research can be used as a new reference to understand the use of Wordwall web as a media in teaching, especially in recount text.
2. For teachers, are encouraged to use interactive digital media such as Wordwall to support teaching and learning activities. Wordwall can help make learning more interesting and reduce students' boredom. However, teachers should ensure that the activities are aligned with the learning objectives and the material being taught.

3. For future researchers, it is suggested to conduct further studies on the use of Wordwall web in different text types or different grade levels.

