

## CHAPTER V CONCLUSION AND SUGGESTION

### 5.1 Conclusion

The conclusion of this study is drawn based on the analysis of quantitative and qualitative data presented and discussed in depth in Chapter IV. This research aimed to measure the effectiveness of the Problem-Based Learning (PBL) strategy integrated with the interactive Wordwall media in improving students' reading comprehension skills, as well as to investigate their perceptions of this combined learning approach.

Statistically, the research results convincingly demonstrate that the implementation of the PBL strategy supported by Wordwall is significantly effective in enhancing students' reading comprehension abilities. This strong evidence is affirmed through the hypothesis testing results: The experimental class, which received PBL treatment with Wordwall, experienced an average score increase from 59 to 77, meaning a rise of 18 points. Furthermore, the independent sample t-test between the post-test scores of the experimental class and the control class also shows a significant difference at a 99% confidence level (sig. 0.001). This difference confirms that the improvement achieved by the experimental class is far superior and significant. This difference is much higher compared to the control class, which only increased by 1,93 points. Thus, the Alternative Hypothesis ( $H_a$ ) of the study, stating the effectiveness of PBL with Wordwall, is accepted. This decision is reinforced by the effect size calculation (Cohen's  $d$ ) of 1,45, categorized as a large effect (strong effect), indicating that the intervention strategy has a powerful impact.

In qualitative findings show that this combined strategy successfully creates a positive learning experience. Students perceive that PBL encourages critical thinking skills and independence, while Wordwall boosts motivation and makes the learning process more interactive and enjoyable through gamification elements. Overall, it can be concluded that the integration of PBL and Wordwall is an innovative and optimal solution to address challenges in reading comprehension learning, successfully improving not only academic outcomes but also students' cognitive, affective, and collaborative aspects.

### 5.2 Suggestion

Based on the findings of this study, several suggestions can be made for teaching practice and future research. For teachers, it is suggested to integrate the Problem-Based Learning (PBL) model with interactive digital media such as Wordwall in reading instruction. The use of engaging and authentic activities can make the learning process more enjoyable and help students actively participate in understanding texts. Teachers should also vary the types of Wordwall activities to keep lessons interesting and to meet the diverse learning needs of students. In addition, providing clear guidance and gradual support is essential to enable students to think critically, collaborate, and solve problems independently.

For educational institutions, continuous training for teachers in the use of digital media and innovative teaching strategies is highly recommended. The provision of supporting facilities such as stable internet access, projectors, and devices that facilitate interactive learning will greatly contribute to the successful implementation of digital-based PBL.

Schools should also create a learning environment that supports the use of modern methods aligned with the current needs and interests of students.

For future researchers, it is recommended to investigate the application of PBL with Wordwall in other language skills or at different educational levels to obtain broader findings. Long-term studies are also important to examine the sustainability of the improvement in reading comprehension observed in this study. Furthermore, future research may compare Wordwall with other digital platforms or explore factors such as students' motivation, attitudes, and challenges in PBL-based learning. These findings are expected to enrich academic discourse and contribute to the development of more effective and engaging English language teaching strategies.

