CHAPTER V
CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Two research problems became concerning in this study; fisrt, it was related to the effectiveness of SRS (kahoot! and Socrative) ussage in improving students reading comprehension toward English for management learners. Second, this study also described the students' responses toward the SRS (kahoot! and Socrative usage). The result finding indicates that the using of SRS kahoot! and Socrative is effective for increasing English for Management learners' reading comprehension. This study showed that there is significantly differences of mean score between treatment (group taught by using SRS Kahoot! and Socrative) and control group (group taught without using SRS Kahoot! and Socrative). It also showed that the results of students' perspectives related to the SRS (Kahoot! and Socrative usage is dominated by positive statement perceptions which "agree and strongly agre" were having high frequencies and precenatge.

The implementation of the using SRS (Kahoot! and Socrative) made students participate actively and anthusiasm during learning process. They looked attractive and interest with this kind of interactive learning. The activites including students understanding realted to the texts (learning materials), group work or individual assignment, the ability for answering the questions of the exercises.

This study has significant practical impacts for researchers in eduction knowledge fields, especially in area of teaching and learning process. Firstly, this research studied about the effectiveness of SRS (Kahoot! and Socrative) in ESP (especially in Management) students reading comprehension which compared it with conventional teaching. Secondly, this research also studied about students' percpective toward SRS (kahoot! and Socrative) ussage in their reading class. As future work, it would be relevant as the research contribution in education world. Especially in the using of SRS platforms in the class.

5.2 Suggestions

In this study, there was also some difficulties faced by researcher during SRS (Kahoot! and Socrative) implemented that is related to the time. Time become sconcern which should be awared. During the activity, reading material provided to the students in the class so it took time for students to read and understand the text before SRS (Kahoot! and Socrative) quiz launched. Because time for each meeting is limited in 100 minutes only. From phenomenon of this study, the researcher suggested for the next researcher who want to apply or study about SRS ussage especially (Kahoot! and Socrative) to be better that the reading material has already provided to the students first before classroom activities then asked them to read and learn before joining the class. So, it will make the students feel that they have already joining the course material during attending the class. Before classroom activities, better ask students for learning course materials at home or outside while in the classroom they do several activities such as group discussin, jigsaw etc. then, it can be continued by classroom activity which concern for applying SRS (Kahoot! and Socrative) quiz. It's also having benefit in time management since the time for every meeting is also limited.

Another suggested is for the teacher. There are several SRS platforms that we may bring to the class, beside Kahoot! and Socrative only. It is possible to try for implementing different SRSs for every meetings. It may also make our class are having several various different activities with kinds of several different SRS platforms too. The teachers or lecturers may use SRS platforms in several different meetings which also interest to attract students attention, not only limited in Kahoot! and Socrative. There are many SRS platforms that we can use or implement in our class such as quizizz, quislet, bookwidget etc. So,we can learn any different features or menus of them and make our class are having more teaching variance.