

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The research was carried out among the students of SMAN 1 Dawarblandong. In this study, the group that participated in the experiment was made up of students from class XI-1, while the group that did not participate was composed of students from class XI-2. The goal of this study was to learn how using Educaplay can help improve the reading comprehension skills of eleventh-grade students at SMAN 1 Dawarblandong. The results show that using Educaplay really helps students understand what they read better. The students in the experimental group improved a lot more than those in the control group, who were taught with traditional methods. This shows that the alternative hypothesis (H_a) is true because it has addressed the research question, demonstrating that Educaplay has an impact on students' reading comprehension. The results from the descriptive analysis show that the experimental group scored higher on the post-test, with a mean of 86.97 compared to 76.82 for the control group. They also had a higher gained score, 0.598 versus 0.403. Additionally, the inferential tests found a significant difference between the two groups, with a p-value less than 0.001.

These findings suggest that the interactive and feedback-based features of Educaplay provided students with meaningful, repeated practice opportunities that supported their development across all four reading indicators. This result aligns with the theoretical basis of Gamified Learning, which proposes that incorporating game-like elements can aid in the learning process and enhance reading comprehension in English as a Foreign Language teaching[7]. The findings suggest that Educaplay offered a significant benefit in instruction compared to traditional teaching approaches, leading to better improvement in reading comprehension for the eleventh-grade students at SMAN 1 Dawarblandong who took part in this study.

5.2 Suggestion

The results of this study are anticipated to offer useful insights and function as a guide for future scholars who are interested in exploring reading comprehension and the application of gamification-based learning tools, particularly Educaplay. In light of the acknowledged limitations of this study, future researchers are advised To better understand the effect of Educaplay on reading comprehension, the treatment should continue for more than four sessions to observe its impact over a longer period. For the pre-test and post-test, different but similar test formats should be used to reduce the chance of improvement due to repeated practice. A larger group of students should be included, and if possible, students should be randomly assigned to groups to ensure the comparison between the experimental and control groups is fair and reliable. Additionally, the improvement in reading comprehension should be analyzed separately for each specific area: main idea, specific information, vocabulary in context, and inference, to determine which aspects of reading comprehension are most improved by gamification-based learning. In addition to these methodological improvements, future studies might also consider examining various types of texts, different teaching approaches, or new educational tools to create English learning tasks that are both more effective and more interesting for students.

5.2.1 Teachers

The researcher anticipated that the results of this study might inspire English teachers to incorporate Educaplay as a gamified tool in their lessons on reading comprehension, particularly for analytical exposition texts, in order to foster a more engaging, pleasant, and motivating environment for students. Through its gamification features, such as instant feedback, scoring systems, and interactive activities, Educaplay can help teachers enhance engagement and participation of the students. Furthermore, teachers may adapt various Educaplay activity types to suit different reading objectives and students' learning needs, making reading instruction more effective and student-centered.

5.2.2 Students

According to this research, the researcher recommended that students work on enhancing their reading comprehension abilities, especially when it comes to understanding analytical exposition texts. Through the use of Educaplay, students could experience a more engaging and enjoyable learning process because the gamified activities could increase their motivation, participation, and enthusiasm in learning English. Students are also encouraged to utilize digital learning platforms independently outside the classroom to strengthen their reading skills through regular practice. By actively participating in gamified learning activities, students may develop greater confidence, improve their vocabulary knowledge, Enhance their ability to identify main ideas and locate specific information, and make inferences from texts.

5.2.3 Researcher

The researcher acknowledged that the study was not yet complete and welcomed any helpful feedback and recommendations to enhance its quality moving forward. The researcher also intended for this research to offer valuable insights and act as a resource for both readers and teachers. In addition, the experience gained during this research process is anticipated to support the researcher's professional growth and deepen their understanding of gamified learning in English language teaching. The researcher wishes that this study will encourage more conversation and investigation into new digital learning tools aimed at enhancing students' reading comprehension abilities within an English as a Foreign Language setting.

5.2.4 Further Researchers

The results of this study should be helpful for future researchers who are interested in reading comprehension and using gamified learning tools, especially Educaplay. For further research, it is suggested that

studies should last longer to better understand how gamified learning affects students' reading comprehension over time. More research should include a bigger group of people from various schools to make the results apply to more situations. Also, researchers might look at Educaplay compared to other gamification tools like Quizizz, Kahoot!, or Quizlet, to find out which one is best at helping students improve their reading comprehension in English as a Foreign Language setting.