

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. The conclusion parts are drawn from the research findings and conclusion, while suggestion parts provide some ideas addressed to English teachers and further research related to the use of Wordwall in teaching English.

5.1 Conclusion

This research investigates students' engagement in English learning with the use of gamification through Wordwall educational website. The aims of the research are to find out how the use of gamification through Wordwall educational website engages students in learning English and how students perceive the use of gamification through Wordwall educational website in learning English.

Observation and interview data findings revealed that student engagement in English learning is academically, behaviorally, cognitively, and affectively positive through the use of Wordwall educational website as the gamification tool utilized. Academically, the students indicated their attention toward English learning in gamification activities using Wordwall educational website. Besides, the students showed their positive academic engagement in doing tasks after applying gamification. Behaviorally, the students were more in control and avoid disruptive behaviors when doing gamification activities than before doing it. Cognitively, students showed hesitation in sharing their thoughts before applying gamification, in contrast, they were engaged cognitively after gamification activities which was indicated by answering and questioning related to the contents. However, they still need to be engaged cognitively because the number of engaged students was less than students who were not engaged in this dimension. Affectively, their engagement was indicated through positive mutual relationship between peers and with English teachers which led them to positive learning outcome as well.

Furthermore, students' perceptions toward the use of gamification through Wordwall educational website were revealed in interests, perceptions of utility, and perceptions of difficulty. The students' interest toward learning English through gamification was positively perceived due to fun, challenging, and motivating

activities conducted which avoid them from boredom. As well as the utilities perceived by students were related to motivating and fun environments shaped in gamification activities. In addition, they also perceived it beneficial in supporting their learning outcomes, especially in the vocabulary mastery. However, some difficulties perceived by students like difficult contents and lack of internet data affected their results of learning English through gamification using Wordwall educational website.

From the whole data, it can be concluded that students perceived the use of gamification through Wordwall educational website in learning English positively since it was useful to engage students academically, behaviourally, cognitively, and affectively which led them to positive learning outcomes.

5.2 Limitation of the Research

Even though this research was carefully prepared and organized, there are still unavoidable limitations that affect the results. This research is limited in the following aspects.

First, lack of literature on Wordwall educational website that supported the present research.

Second, the number of participants was small because the interventions used here several times cannot be applied to all participants. This was because the Wordwall educational website application did not support some student facilities (device or internet data).

Third, the data collection time during observation was quite short which reduced the findings.

5.3 Implication of the Research

Based on the findings of the research, the first implication of the research is to create awareness of how essential student engagement is as it can link students with learning outcomes. Thus, the teacher should conduct fun and enjoyable learning activities to engage students, one of which is through gamification. The second implication is to provide ideas of gamification tools that can be utilized by the teacher. Then, the teacher needs to choose gamification tools that are suitable for the material, students' interests, and capabilities. One of the digital gamification tools is the Wordwall educational website which provides various activities such as

quizzes, simple into complex activities, etc. that can be used according to the material. As presented in discussions, the use of gamification is necessary to engage students since student engagement links them to learning outcomes.

5.4 Suggestions for Further Research

Several suggestions are derived from the data findings and discussion for further research. The suggestions are as follows:

1. Further research may use mixed methods (qualitative and quantitative), thus the result of data provides a better understanding of the research problem.
2. Further research may examine further about gamification using Wordwall educational website related to other topics in order to enrich the literature on this rare type of gamification tool.
3. This research explored students' perceptions of their interests, perceptions of utility, and perceptions of difficulty. However, it is not yet profound, especially in the perception of difficulty. Further research can investigate one of the deeper perceptions of the use of Wordwall educational website English learning.