

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

The results of the research show that the Alternative Hypothesis (H_1) is accepted, which means that there is a significant difference in students' reading comprehension in greeting card material in eighth-grade students at SMPN 10 Padang who are taught using Nearpod media and those who are taught using conventional teaching methods. This finding is supported by the statistical results showing that the mean posttest score of the experimental group (69.19) was higher than that of the control group (58.55). Furthermore, the Mann–Whitney U Test revealed that the Asymp. Sig. (2-tailed) The value was 0.001, which was lower than the significance level of 0.05. Based on these findings, it can be concluded that there is a significant difference in students' reading comprehension in greeting card material in students taught using Nearpod media and those taught using conventional teaching methods at SMPN 10 Padang.

B. Suggestion

Based on the research findings, several suggestions are proposed. First, English teachers are encouraged to use Nearpod as a technology-based learning medium in teaching reading, as it can improve students' reading comprehension and create a more interactive learning environment. Second, schools are expected to support the implementation of digital learning by providing stable internet access and adequate technological facilities to facilitate innovative teaching practices.

Finally, future researchers are recommended to optimize the use of Nearpod by allowing students to interact directly with its features and to conduct further studies with broader variables, different English skills, and varied research designs to gain deeper insights into the effectiveness of Nearpod in language learning.



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