

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion drawn by the researcher pertaining to findings and in line with the discussion from the previous chapter is that EdBot as a digital assessment platform are effective for evaluating seventh-grade students' literal reading comprehension of descriptive texts at MTsN 4 Padang. The findings revealed that there was a distinct difference between the two groups as students neared completion of test performance when assessed by EdBot vs paper-based tests.

Students in the experimental class using Edbot scored higher than students in the control class. This means that utilizing EdBot's interactivity allows the students to participate more actively in the assessment process as well as help them comprehend the reading passage better. This is reflected as students are able to literal reading comprehension by identifying specific information, main ideas, vocabulary, references and simple conclusions. EdBot provides users with low-anxiety and motivating assessment environment for students. These findings are supported by hypothesis testing using the independent Sample T- Test, which confirmed that the null hypothesis was rejected. Therefore, it can be concluded that Edbot is as an effective digital learning platform that significantly improves student's performance in literal

reading comprehension compared to conventional assessment methods. However, unfortunately, as an update to the digital learning platform, Edbot still has a shortcoming it is not yet able to classify the weaknesses identified based on tests conducted to assess specific indicators.

B. Suggestion

The success of assessment in the classroom does not rely only on the test content, but also on how the teacher utilizes appropriate media and technology to create a more engaging and meaningful evaluation process. The use of EdBot in English learning provides opportunities for students to experience interactive and motivating digital assessment.

Regarding the improvement of reading comprehension assessment, the researcher provides the following suggestions for teachers, students, institutions, and future researchers:

1. For English Teachers

Teachers are encouraged to use EdBot as an alternative assessment tool to evaluate students' reading comprehension. Teachers should understand the scoring system and organize questions based on reading comprehension indicators such as main idea, specific information, vocabulary, reference, and inference to obtain more accurate diagnostic results.

2. For Students

Students are encouraged to actively engage with digital assessment platforms such as EdBot and use the immediate feedback as a learning reflection to improve their reading comprehension skills.

3. For Future Researchers

Future researchers are suggested to conduct similar studies using different text types, larger samples, or different research designs such as pre-test and post-test design to obtain more comprehensive findings related to the effectiveness of EdBot.

Finally, the researcher realizes that this study still has limitations. Therefore, constructive suggestions and improvements are highly appreciated for the development of future research. The researcher hopes that the findings of this study will be useful for readers and contribute to the development of technology-enhanced assessment in English language learning.

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