

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and discussion presented in the previous chapter, this study aimed to investigate the effectiveness of using the Kahoot website on students' English reading comprehension at Grade XI of MAM Saning Bakar Solok. The findings, obtained through pretest and posttest scores from both the experimental and control classes, provide clear evidence to answer the research question formulated in Chapter I.

The descriptive analysis revealed that the experimental class, which received treatment using the Kahoot website, experienced a considerable improvement in reading comprehension scores, with the mean increasing from 87.78 in the pretest to 93.28 in the posttest, a gain of 5.50 points. In comparison, the control class, which was taught using conventional methods, only showed a marginal improvement of 0.94 points, from a pretest mean of 87.53 to a posttest mean of 88.47. This disparity indicates that the interactive and gamified nature of Kahoot contributed more substantially to students' comprehension gains than traditional teaching techniques.

Furthermore, the prerequisite analyses confirmed that the data from both groups were normally distributed, although the variances between the two groups were not homogeneous, as indicated by Levene's Test ($p = 0.007$). Consequently, the hypothesis testing was carried out using the Welch t-test under the "Equal variances not assumed" assumption. The results showed a t-

value of 4.646 with a significance value of 0.000 ($p < 0.05$), leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a).

These results demonstrate that the use of the Kahoot website has a statistically significant effect on improving students' reading comprehension ability. The gamified features embedded in Kahoot, such as immediate feedback, competitive elements, and interactive quizzes, appear to have encouraged students to engage more actively with the reading texts, ultimately fostering a deeper level of comprehension. This finding is consistent with the Gamification Theory proposed by Deterding et al. (2019) and the constructivist principles introduced by Piaget (2013), both of which emphasize those active, motivating, and experience based learning environments lead to more meaningful understanding.

In conclusion, the Kahoot website proves to be an effective and beneficial learning medium for enhancing English reading comprehension among Grade XI students at MAM Saning Bakar Solok. Its implementation not only improved students' test scores but also created a more engaging, enjoyable, and interactive classroom atmosphere compared to conventional reading instruction.

B. Suggestion

Based on the conclusions drawn from this research, several suggestions are proposed for teachers, students, schools, and future researchers.

1. For English Teachers. Teachers are encouraged to integrate the Kahoot website as a supplementary learning medium in reading comprehension instruction. Teachers should design quiz questions that address various reading components, such as identifying main ideas, understanding vocabulary in context, making inferences, and drawing conclusions, so that students' comprehension skills can be developed comprehensively. Careful planning of quiz content and time allocation is also necessary to maximize the benefits of this platform.
2. For Students. Students are expected to take advantage of interactive learning platforms such as Kahoot to strengthen their reading comprehension skills independently, both inside and outside the classroom. Active participation in gamified quizzes can help students become more confident, motivated, and critical readers.
3. For Schools. Schools, particularly MAM Saning Bakar Solok, are recommended to support the integration of technology-based learning media, such as Kahoot, by providing adequate facilities, including internet access and digital devices, to ensure the smooth implementation of interactive learning activities in the classroom.
4. For Future Researchers. Future researchers are advised to conduct further studies on the use of Kahoot with a larger sample size, a longer treatment duration, or in different educational contexts to strengthen the generalizability of these findings. It is also suggested that future studies explore other variables, such as students' motivation, anxiety, or

vocabulary mastery, in relation to the use of gamified learning platforms, in order to provide a more comprehensive understanding of their pedagogical impact.



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