

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter consists of conclusion of the research and the suggestions for the future studies.

#### **5.1. Conclusion**

In this qualitative and quantitative study, the researcher found 2 things. First, the students' learning attitudes. Using Nearpod and Blooket as the digital learning tools could increase the students' learning attitudes in learning, students showed positive learning attitudes which was proved by the data collected from the questionnaires and the interviews. It showed that most of the students agreed that using Nearpod and Blooket could increase their engagement, participation, and comprehension in learning. They love the interactive features on the platforms which stimulated them to keep paying attention to the materials discussed. The enjoyable activities through Nearpod and Blooket motivated them to learn. From the behavioral, cognitive, and affective aspects, all were showed positive learning attitudes of the students.

Second, the positive students' learning attitudes affected the students' reading achievement – the score between pre-test and post-test were increasing. The students, helped by the activities through Nearpod and Blooket, could comprehend the reading texts well. The digital flipped book, sorts of reading comprehension questions, videos, and other tools included on Nearpod and Blooket helped them to understand the materials the learning process. As a result, they could improve their reading achievement through the post-test given by the researcher. 15 students got the improved score from the pre-test and post-test. To conclude the results of the research, H<sub>0</sub> is rejected, while H<sub>1</sub> is accepted. There is a significant effect on the use of Nearpod and Blooket on the students' reading achievement before and after the treatment.

## **5.1. Suggestion**

To maximize the implementation of Nearpod and Blooket or other digital learning tools, the researcher would give some suggestions for the primary teachers and the other researchers with the related topic in the future.

### **5.2.1. For the primary teachers**

Based on the researcher's observation, many primary teachers in the school use basic digital learning tools continuously, so the students are boring. Many of them only use PowerPoint slides with basic pictures taken from the internet. It does not increase the students' engagement in learning. They love something moving, the teacher should give animation to the pictures or to the other medias that the teacher use. The teacher should also allow the students to move, such as, raising their hands, standing up, standing in front of the class, answering the questions through the teacher's computer, etc. For reading, the teacher can use different medias to introduce the reading texts instead of reading from the book. By implementing the more digital learning tools, it will help them to be more engaged in learning. As a result, it will affect their learning outcomes.

### **5.2.2. For the other researchers with the related topic in the future**

From this research, the researcher found that the implementation of Nearpod and Blooket was successful in giving impacts on students' learning attitudes and students' learning outcomes. However, to maximize the implementation, it would be better if in the future, the other researchers think about how to reduce the class's noises, and find out the previous study about activating the game's music while learning. It becomes the problem in this research because some students felt distracted to the noises.

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