

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is intended to outline conclusions and suggestions for research. The main topic of this chapter is to provide Wordwall as an interactive media for teaching English to Gen Z Students, the challenges and strategies by English teacher use when teaching Gen Z students with wordwall media. In addition, suggestions for various stakeholders are also provided in this chapter.

#### 5.1 Conclusion

There are three questions asked in this research. First, ask about Wordwall as an interactive media for teaching English to Gen Z Students. The second asks about the challenges faced by English teacher when teaching Gen Z students with Wordwall media, and the last asks about the strategies by English teacher use when teaching Gen Z students with Wordwall media. The purpose of this research is to find out Wordwall as an interactive media for teaching English to Gen Z Students, the challenges faced by English teacher when teaching Gen Z students with Wordwall media, and the strategies by English teacher faced and use when teaching Gen Z students with Wordwall media. Based on the data of research findings and discussions, it can be concluded that.

Based on the results of document analysis, as well as the results of interviews with teacher and student, researcher confirmed that wordwall was used in class in hortatory exposition text material. Teacher use it at the beginning and while of learning. At the beginning of learning wordwall used by the teacher as a tool to introduce new vocabulary that students will learn in hortatory exposition text material. Students learn new vocabulary, before entering the core of learning. The teacher gives a vocabulary game on the wall that students have to work on. After that they discussed games that has been played. Students remember the vocabulary, then write it on the blackboard then the teacher and students discuss it together., it was found that as interactive media for teaching English to Gen Z students, Wordwall has three following

characteristics. The first is wordwall have more than one media convergence namely audio and visual. The second, wordwall is interactive in the sense of having ability to accommodate the response user. Wordwall creates communication between the teacher and students in class very well. This is supported by the method that teacher use to build communication with Gen Z students in class when using wordwall, namely guiding students to use the wordwall media correctly, going around the class to ensure each student's understanding, and facilitating students to ask questions. The last, wordwall make students independent in the sense of giving convenience and completeness of such already adept at playing wordwall, the teacher only give instructions at the beginning and the completeness of the content in the wordwall is very quite good. Gen Z students basically like games, wordwall can be as a solution as a medium that can help attract they attention to learn English.

Regarding the second questions, it was found four of the challenges by English teacher faced when teaching Gen Z students with wordwall media. The first is related to internet connection and data plan. Wordwall media can be used with an adequate signal because this media can only be played by online if the internet connection is bad then the game will stop so the students who faced this will lose. In addition, a few students in class are lacked data plans, this slowed down learning and became a challenge for the teacher to faced. The next challenge is difference in students learning style which creates a lack of several students enthusiasm for learning using wordwall media. Learning using wordwall supports students with visual and audio learning styles. 80% of the students in class like and are enthusiastic about learning using wordwall and 20% of them are less enthusiastic because they have a learning styles other than visual and audio. This difference is a challenge for English teacher. The next challenge is Gen Z students have limited attention due to the variety of content on their smartphone make their attention is easily distracted. The last challenge is related to time management. during the learning process the teacher found students who were hampered by technical problems such as inadequate signals and data plans, which is a deficiency of digital media that must be used online.

The signals and data plans must be adequate. Therefore, this problem results in students taking longer to complete the game on the word wall so the time management that was previously made by the teacher takes longer or does not suit their time.

Based on the finding of the research, the researcher found the challenges students face when using Wordwall as a learning media in class. The first is related to limited internet access and connectivity. According to the interview results, the students faced challenges related to limited access and connectivity. Insufficient internet access and connection often occur in class, which suddenly stops and they have to start over from the beginning. The next challenge is the limited use of language. Social media platforms that encourage short, quick content like TikTok and Twitter may reduce their ability to focus on long, complex text. Lack of reading is also a habit of Gen Z. This results in limited understanding and appreciation of the richer and more varied English language. Apart from that, Gen Z also experiences a lack of training and practical experience. Many Gen Z students lack opportunities to practice speaking and listening to English in real situations. This limits their ability to use English effectively in everyday communication. In line with the interview results, students said the teacher made them think extra because apart from playing on the word wall they also had to interpret every word there. The next challenge, Gen Z is often distracted by social media. Gen Z students' high multitasking abilities make them easily distracted by notifications or other applications. When using Wordwall on the same device they choose to switch to another more interesting application, this reduces their focus and concentration during the learning process. In line with the interview results, There are some of the students in class don't open the Wordwall link that the teacher has given. They prefer to open Instagram, WhatsApp, and others. According to them, the application they use every day is interesting. Therefore, it is very easy for them to get distracted by these notifications and applications. The last challenge is Gen Z students have variations in learning styles. In interview result the student said that she feel bored with using wordwall as a learning medium in class

because she has kinesthetic learning style. However, she still do what the teacher tells to do and try to receive the lesson well.

Furthermore, regarding the third questions, it was found five of the strategies by English teacher use when teaching Gen Z students with Wordwall media. This strategies is divided into two namely, teacher strategies for overcoming challenges and learning strategies that teacher use when teaching English using word wall. The first is the teacher commands hotspots between students. The teacher uses this strategy because hotspots can be viable solution when facing slow internet connection and to overcome challenges during learning namely students who face difficulties related to internet connection and data plan. The teacher instruct them to share hotspots so that they can complete learning using the word wall at the same time. The next strategy is the teacher uses collaborative learning methods. To overcome the less enthusiastic students and to support learning more attractive, teacher use collaborative methods in learning. The collaborative method can attract students' attention and enthusiasm because in this case students do not learn individually but learn collaboratively. By using collaborative learning, teachers can create a learning environment that allows all students to collaborate, share ideas, and solve problems together. This allows students to learn from each other and helps teachers identify and respond to their individual needs. The next strategy is the teacher uses student-centered learning. Teacher uses student-centered learning as a strategy when teaching English in Gen Z students' classes in several ways, namely, by creating interactive activities, fostering collaboration between students, and using game-based features. First, the teacher creates interactive activities. Teacher use wordwalls with vocabulary games. This makes lessons more interesting and interactive for students. Second, teachers use collaboration between students. This helps build students' collaboration and communication skills. Lastly, use game-based features. Wordwall provides various types of features and games. Using these features can increase student engagement in learning. Student-centered learning not only supports Gen Z students' creativity, but also this is the way for teacher to follows the rules of the independent curriculum, where students must be more active in



class than the teacher. The next strategy is the teacher gives motivation to all students in class. Teacher motivate students by linking learning to their interests, namely by showing the relevance of the material to everyday life or students' future goals. The last strategy is the teacher facilitates student needs. Teacher have strategies to accommodate and facilitate students' needs by adapting learning materials to the wall and providing constructive feedback. Wordwall allows teachers to customize learning materials according to student needs and interests. The teacher includes relevant images and audio to strengthen students' understanding. Teachers also provide constructive feedback by providing constructive evaluations, solutions, and guidance to improve student performance. Such as praise, suggestions for improvement, and positive encouragement. Apart from being a facility for students, feedback from teachers also provides positive points, clear suggestions, and encouragement to improve student performance.

## **5.2 Suggestion**

Considering the results of the research, the researcher would like to provide some suggestions for the following stakeholders.

### **1) For the further researcher**

Because this research was conducted in a very limited time, not all of the research series were carried out. The researcher hopes that this research can be used as an additional reference by other researchers or teachers and lecturers who teach English.

### **2) For the teacher**

Gen Z students are a generation born with technological developments. Therefore, learning media related to technology can help them to interested in learning. Teachers can use wordwall as a learning medium, because with wordwall, besides being able to learn, they can also play. But, teachers need to remember that they must adapt the material with the wordwall feature according to student.