

CHAPTER V

CONCLUSIONS AND SUGGESTION

In this chapter, the researcher concludes the results of this study. The following is the conclusion of the application Blended learning and Kahoot in teaching reading of narrative text to the eighth-grade students of MTS Negeri 3 Magetan. The researcher also give suggestions to the next researcher or the teacher and students. The explanation are presented below.

A. Conclusions

The application Blended learning and Kahoot in teaching reading of narrative text provides a structured and engaging learning experiences. The teaching process was carried out through three main stages: pre-activity, whilst-activity, and post-activity. In pre activity the observations results showed that the teacher began with opens the lesson by greetings, attendance checks, and topic introduction. Next is the whilst activity. This includes reading narrative texts in groups, answering comprehension questions, and participating in Kahoot quizzes. The last is teaching post activity. In the post-activity, the teacher reviews the material, concludes the lesson, and allows students to reflect on their learning.

In applying Blended Learning and Kahoot, there are several advantages found during the teaching and learning process. First, the students looked more enthusiastic and motivated to participate in the class. The integration of Kahoot created an interactive, enjoyable, and competitive

atmosphere that made the students more active in following the lesson. Students were able to focus better, understand the structure and content of the narrative text, and develop their vocabulary through assignment provided in Kahoot. Moreover, Kahoot helped build a positive learning environment where students felt more confident and engaged in the learning activities.

However, this study also found several disadvantages in the implementation of Blended Learning and Kahoot. The most common obstacle was limited time during the lesson, which made it difficult to complete all learning activities optimally. In addition, the use of Kahoot required a stable internet connection, and several students experienced difficulty due to connection problems. The use of Kahoot also caused a lively and sometimes noisy atmosphere, which had the potential to disturb other classes. Even so, overall, the application of Blended Learning and Kahoot in teaching reading narrative texts could help improve students' understanding and make the learning process more enjoyable and meaningful.

B. Suggestions

Based on the research results and conclusions above, the researcher provides several suggestions as follows:

1. For Teachers

Teachers are advised to continue developing technology-based learning methods such as Kahoot because they have been proven to increase student motivation and understanding, especially in narrative texts. However, it is also necessary to consider classroom management so

that the atmosphere remains conducive and does not interfere with other classes. In addition, teachers also need to prepare alternatives if there are technical problems such as internet network disruptions.

2. For Students

Students should be more active in participating in technology-based learning and not only focus on conventional methods. They are expected to use media such as Kahoot not only as games, but also as a learning tool to deepen their understanding of the material being taught.

3. For Further Researchers

This research still has limitations in scope and approach. Therefore, further researchers can expand the research object to other aspects of language skills such as writing or speaking, or develop deeper studies related to the combination of Blended learning models with other digital-based media.