

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

Based on the findings and discussion in the previous chapter, this study concluded two points as follows:

The Wordwall application provided a number of learning problems and had both positive and negative emotional effects on teachers when used to teach vocabulary. When students were actively participating in class, teachers felt a variety of feelings, from excitement and drive to worry and irritation over technical difficulties and scarce resources. Negative feelings surfaced as a result of problems including equipment malfunctions, a lack of game alternatives, and challenges customising the tool to meet the needs of the students, whereas positive emotions surfaced when teachers witnessed the students' excitement. One of the challenges teachers encountered was the absence of dependable technology, including projectors and internet connections, which made it difficult to use Wordwall effectively.

Furthermore, there were challenges in teaching language due to the small selection of games and the challenge of personalising visual components. In spite of these obstacles, educators looked for ways to improve student engagement and vocabulary retention by utilising Wordwall's features, like timers, ranking systems, and flashcards. According to these results, Wordwall provides a creative and interesting method for teaching vocabulary, but its full potential can only be realised

if educators have the necessary tools and know how to get over its drawbacks. To get the most out of educational technologies like Wordwall and make learning more engaging and fun for both teachers and students, it is essential to continuously upgrade infrastructure and engage in professional development.

## **B. Suggestions**

It is crucial to offer recommendations to instructors and upcoming researchers after taking the results into account.

### **1. Suggestions for teacher**

The researcher advises educators to use Wordwall to teach vocabulary in innovative ways while maintaining a positive attitude. Those without a projector can use graphic cards or a whiteboard to assist students grasp the language. Students and teachers may interact more as a result. If there aren't enough vocabulary options in the Wordwall game, teachers might incorporate other exercises like group discussions, charades games, or utilizing new words to tell stories. This approach improves students' language comprehension and retention. If the letters on the Wordwall have varied designs and colors, the teacher can strive to make a more colorful design or encourage the students to make their own word displays. The Wordwall's letters' unappealing color and style may encourage pupils to become more involved and excited about their studies.

Additionally, the researchers recommended that educators view technology as a tool to support students' learning. Teachers are open to exploring

new ideas and are constantly willing to adapt. Students may find language instruction more engaging and enjoyable if it is delivered with passion and creativity.

## 2. Suggestions for next researchers

Future studies should concentrate on the effects of technology, including multimedia projectors and digital apps, on vocabulary instruction as well as the ways that design components, like letterforms and colors, might improve student interest and comprehension. Additionally, since it can aid in the development of more effective teaching strategies and enhance the wellbeing of aspiring educators, study on how innovative educators overcome the constraints of learning media and how technology use affects teachers' emotional states is also crucial.

In addition to effectively using technology, it is hoped that more research will greatly aid in the development of more creative teaching strategies that take into account teachers' emotional well-being. By learning how technology use affects teachers' emotional experiences, teachers will be more motivated and satisfied with their work, which will improve the quality of their instruction, which can benefit the teaching-learning process as a whole, as well as make the learning environment more pleasurable and productive