

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents a summary of the findings obtained from the data analysis presented in the previous chapter. In order to provide comprehensive information, this chapter also presents conclusions and several suggestions based on the research findings.

5.1 Conclusions

Based on the data analysis and research findings presented in the previous chapter, the researcher draws the following conclusions:

1. The implementation of the Jeopardy Game is statistically proven to be effective in improving the reading comprehension of 12-th Grade Students at SMA Negeri 1 Karangreja. This effectiveness is evidenced by a significant increase in students' mean scores, which rose from 52.71 in the pre-test to 69.71 in the post-test. Moreover, statistical validation using the Wilcoxon Signed-Rank Test showed a significant improvement between the pre-test and post-test scores with a value $Z = -3.989$ and $p < 0.001$. Since the p -value is lower than 0.05, the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is accepted. These results indicate a statistically significant difference between the pre-test and post-test scores, confirming that the use of the Jeopardy Game as an instructional medium successfully enhances students' reading performance. The direction of improvements is also

confirmed by the positive ranks in the Wilcoxon test, which revealed that the majority of students (27 out of 35) experienced a significant increase in their reading comprehension after the implementation of this media.

2. The Jeopardy Game intervention positively influenced all four measured aspects of reading comprehension. The most substantial improvements were observed in identifying the main idea and vocabulary mastery, which recorded the highest points. These were followed by notable progress in identifying specific information and developing inferential skills. This demonstrates that the game-based approach provides effective cognitive stimulation, helping students develop language competencies from basic literal understanding to more complex analytical thinking.
3. The majority of students demonstrated highly positive perceptions toward the use of the Jeopardy Game in English learning. Questionnaire results categorized 20 out of 23 items in the “High” category, particularly in the aspects of student’s motivation, interest, and social interaction. Students reported that the game reduced learning anxiety, fostered a collaborative classroom environment, and helped them master the content of Job Application Letters more enjoyably and effectively.

5.2 Suggestions and Recommendations

Based on the findings of the study, the researcher concludes that the implementation of the Jeopardy Game strategy was effective in improving

students' reading comprehension. Nevertheless, several limitations and technical shortcomings were identified during the research process. Therefore, the following suggestions and recommendations are proposed to provide practical implications and direction for future research.

1. For Teachers

Teachers should consider integrating interactive, game-based strategies like Jeopardy into their pedagogy to transform traditional reading activities into engaging, student-centered experiences. It is recommended that teachers carefully design game categories that align with curriculum indicators to ensure that “fun” is balanced with academic competencies. In addition, effective classroom management and time allocation are essential to ensure that all students are actively involved. By combining game-based activities with clear explanations and reflective discussions, teacher can further support students' comprehension and critical thinking skills.

2. For Students

Students are encouraged to actively participate in interactive learning activities and take advantage of game-based instruction to strengthen their reading comprehension skills. Through active engagement in collaborative tasks, it can help students develop better understanding of texts while also improving their confidence and communication skills in English learning process. Besides, students could also use feedback obtained during classroom

activities as an opportunity for reflection in order to identify their academic strengths or areas for improvement. By maintaining a positive attitude toward innovative learning strategies, students can optimize their learning outcomes and language acquisition.

3. For Future Researchers

Future studies could expand on these findings by conducting similar research with a larger sample size in order to obtain more generalizable results. Further research could also explore the effectiveness of game-based learning strategies in improving other language skills such as listening, speaking, or writing. Furthermore, it would be beneficial to implement the Jeopardy Game in different educational contexts or across various grade levels over longer treatment periods to examine its broader applicability. In the end, adopting a mixed-method approach, combining quantitative data with interviews or classroom observations, is highly recommended to gain deeper qualitative insights into students' learning experiences and perceptions.