

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on this research, two types of student perceptions were identified regarding the use of Quizizz in learning to write descriptive texts: positive and negative perceptions. These perceptions were influenced by three factors: the perceiver, target, and situation. The researcher concluded that the perceiver factor has fifty-four positive perceptions and eighty negative perceptions. Then the second factor is the target has seventy-two positive perceptions and seventy-six negative perceptions and the last factor is the situation has thirty positive perceptions and seventy-eight negative perceptions.

Data analysis revealed that many students provided negative answers to the perceiver factor due to a mismatch between students' expectations and their actual experience with Quizizz. Several aspects, such as task complexity, resource availability, and ease of tool use, did not meet students' expectations. On the target factor, especially in questions number five and number six, the majority of students showed a less positive perception of Quizizz. Dissatisfaction may be caused by a lack of teacher support or a gap between learning materials and student needs. Barriers to accessing or using Quizizz, such as technical problems or unclear instructions, are also problematic.

The results of the situational factors questionnaire showed that negative perceptions were dominant, influenced by poor internet network problems and a

mismatch between learning conditions and student preferences. Interviews revealed that before using Quizizz, some students preferred learning from books or videos because they were considered more practical. However, after using Quizizz, students experienced increased motivation and activity, in line with positive expectations on the target factor. However, obstacles and disruptions to internet access remain a problem.

Therefore, to enhance students' learning experience with Quizizz, teachers can provide clearer guidance and more intensive support regarding the use of this tool. Additionally, offering varied materials, increasing interactivity, and adapting learning materials to student needs can be solutions. Overall, a profound understanding of student perceptions and the implementation of effective solutions can increase the effectiveness of Quizizz as a learning tool for writing descriptive texts. This involves technical development and pedagogical support to ensure Quizizz can be integrated effectively in learning, meeting student hopes and needs.

5.2. Suggestion

On this occasion, the researcher would like to give some suggestions that might be useful for the teachers, the next researchers, and the readers:

1. Teacher

For teachers, it is recommended to better understand students' individual preferences regarding learning methods and ensure that the use of Quizizz can be adapted to the learning style of each student. Teachers can also provide

additional training related to the technical use of Quizizz and minimize distractions that can reduce student concentration.

2. Next Researchers

For future researchers who want to examine student perception, they can use different objects and also different expert theories (Eggen & Kauchak, 2001) and (Qiong, 2017).

3. Readers

Readers hope to get references or views on student perception, including understanding, types, and factors.

