CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This reserch investigates the effect of using Quizizz on the grammar competence of seventh graders at SMPN 17 Muaro Jambi. Data were obtained by comparing the post-test scores of the experimental class and the control class and analyzed using SPSS 22 with an independent sample t-test. Based on the study's results, the use of Quizizz as a medium for grammar learning did not show a statistically significant difference.

The experimental class utilized Quizizz as a form of positive reinforcement, which features real-time scoring, automatic feedback, and a leaderboard. These features align with Skinner's principles of positive reinforcement and create an active learning experience, as explained by James Paul Gee's (2003) Game-Based Learning theory. The lack of significant effects on the post-test results of the control and experimental classes may be due to several factors, including the duration of the treatment, basic grammar material, and students' excessive focus on the game aspect without paying attention to the question they were working on. Previous studies, such as Pham (2023), Rokhaniyah et al. (2025), and Murtiningsih et al. (2024), support this finding. They emphasize the importance of material depth and in-depth learning design in making gamification effective. Teacher's role is to manage time effectively, to select a variety of challenging question types, and to complement the use of

Quizizz with reflection or discussion sessions to ensure that students are not only emotionally engaged but also gain a strong conceptual understanding

Thus, Quizizz remains a promising learning medium for enhancing students' affective engagement. For optimal academic outcomes, thorough planning varied challenging questions, and integration with reflection or discussion sessions are required.

The findings of this research are anticipated to provide a foundational reference for educators in designing and implementing grammar learning strategies that incorporate technological tools. These strategies should not only emphasize engaging and visually stimulating interfaces but also align with sound pedagogical principles to ensure meaningful and effective learning outcomes for students.

5.2 Suggestion

Referring to the findings and conclusions, several recommendations are offered to enhance the effectiveness of grammar learning using Quizizz. Teachers are advised to use Quizizz as an alternative interactive and enjoyable learning medium. Features such as leaderboards, immediate feedback, and attractive visuals in Quizizz can help increase student motivation and participation in understanding grammar material, which is often considered difficult and tedious.

In addition, schools are expected to provide support for the use of game-based educational technology such as Quizizz. This support can take the form of digital

devices, stable internet access, and training in the use of application-based learning media so that the process of integrating technology into learning can run optimally.

For future researchers, it is recommended that this study be used as a reference in conducting similar studies but with different approaches or focuses. Future researchers can explore other language skills, such as reading, listening, or writing while using Quizizz as an auxiliary tool. Researchers can also try other features available in Quizizz, such as paper mode, lesson presentation, or time-based learning. Time management and activity organization during learning are also important factors, mainly if Quizizz is used in offline or hybrid formats.