

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study aimed to examine the effectiveness of the Quizlet application in improving students' ability to write descriptive texts at the eighth grade of SMPN 1 Cinangka. Based on the findings and discussion presented in the previous chapter, this study revealed that in the experimental class, the total pre-test score was 1,990, and the total post-test score reached 2,485, showing an overall gain of 495 points. The average score increased from 58.52 in the pre-test to 73.08 in the post-test. Meanwhile, in the control class, the total pre-test score was 1,992 and the total post-test score was 2,278, with a total gain of 286 points, and the mean score only increased from 58.58 to 67.00.

The results of the statistical analysis showed that the significance value ( $\text{Sig.} = 0.018 < 0.05$ ) and the effect size (Cohen's  $d = 1.43$ ) indicated a strong and positive effect of Quizlet on students' writing performance. This means that the students who were taught using Quizlet achieved better improvement compared to those who were taught through conventional methods.

The improvement covered all five writing components content, organization, vocabulary, language use, and mechanics. Students in the experimental class demonstrated greater ability to develop ideas, use relevant vocabulary, construct grammatically correct sentences, and organize their paragraphs coherently. Quizlet's interactive features, such as Flashcards, Learn, Match, Block, Blast, and Test, helped students recall vocabulary, practice sentence structures, and strengthen their understanding of descriptive text elements.

Pedagogically, Quizlet transformed the writing class into a more student centered, engaging, and technology integrated learning environment. It motivated students to participate actively and allowed them to access materials anytime and anywhere. The gamified and multimodal nature of Quizlet also

reduced writing anxiety, increased motivation, and promoted independent learning.

Therefore, it can be concluded that the Quizlet application is an effective digital learning tool to enhance students' descriptive writing skills. It not only assists in vocabulary mastery but also improves students' overall writing competence through digital engagement, interactivity, and continuous practice. Consequently, the null hypothesis ( $H_0$ ) stating that Quizlet has no effect is rejected, and the alternative hypothesis ( $H_a$ ) is accepted.

In short, Quizlet proves to be an educational innovation that supports English writing instruction by encouraging students' independence, creativity, and technological literacy. Hence, the use of Quizlet can be recommended as an innovative pedagogical tool for improving students' descriptive writing performance in EFL contexts.

## **B. Suggestion**

Based on the conclusions and findings of this study, several suggestions are proposed for teachers, students, and future researchers as follows:

1. For students
  - a. Students are advised to use Quizlet as a digital medium not only for learning vocabulary but also for improving their understanding of descriptive texts as a whole.
  - b. Students are advised to explore materials on Quizlet such as the definition, purpose, generic structure, and language features of descriptive texts to strengthen their conceptual understanding.
  - c. Students should review Quizlet materials before or during writing activities to enhance their organization, coherence, and language accuracy when composing descriptive texts.

2. For teacher
  - a. Teachers are recommended to integrate Quizlet as a part of classroom instruction for teaching descriptive text, not merely as a vocabulary support tool.
  - b. Teachers can encourage students' active participation and maintain motivation throughout the writing process by presenting content in interactive forms such as Flashcards, Learn, Match, Block, Blast, and Test.
  - c. Teachers can use Quizlet to monitor student progress, fostering a more engaging and student-centered learning environment.
3. For future researcher
  - a. This research was limited in three aspects: it involved a small sample size, utilized only the Quizlet application as the treatment medium, and focused solely on students' ability to write descriptive texts.
  - b. Therefore, future researchers are encouraged to include a larger and more diverse population, explore other digital learning platforms besides Quizlet, and investigate different writing genres such as narrative, recount, or report texts to gain a more comprehensive understanding of the effectiveness of technology assisted learning.