

CHAPTER V

CLOSURE

This chapter presents research conclusions, discussion, and suggestions for the parties involved and other researchers for further research in this field.

A. Conclusion

1. Student learning outcomes in class X RPL 1 which used the paper based test obtained an average score of 76,41 and was in the sufficient category
2. Student learning outcomes of class X RPL 2 students who used the Quizizz assessment tool obtained an average score of 78,32 and were in the sufficient category.
3. The results of hypothesis testing carried out using the independent sample t-test or t-test show there is no significant difference between the use of the Quizizz assessment tool and the paper based test on student learning outcomes in the degree of comparison material. This is proven by the calculated t value being smaller than the t table ($-0,468 < 1,993$) and the sig value. (2-tailed) value obtained is 0,641 greater than 0,05. The hypothesis was not accepted because students were already used to using the Quizizz assessment tool. Because they were already familiar with Quizizz, students did not experience significant difficulties in working on and adapting to the existing features. So the results of the Quizizz scores are not much different from the paper test.

B. Suggestion

Based on the conclusions from the research results above, it can be stated suggestions so that they can become input for related parties as follows:

1. For students, it is recommended that students maintain activeness when participating in learning activities and assessment activities so that their learning outcomes can be maximized. It is also recommended that students master grammar better, one of which is by mastering the degree of comparison material because grammar is one of the language sub-skills that is important to master.
2. For English teachers, this research can be a reference for assessment tools using both Quizizz and paper-based tests. The reasons for using Quizizz which teachers have widely used can be found in this research. And for English teachers, if want to make assessment questions for students, Teachers have to test first with the students. If some questions are not valid, then make improvements to the questions and try again with the students so that the validity of the questions can be trusted.
3. For future researchers, because this research contributes more to research in the educational sphere. Other researchers can create questionnaires or conduct interviews with students and teachers regarding their feelings when using and comparing the two assessment tools. It is recommended that further research use more diverse forms of tests to measure students' cognitive achievements more comprehensively.