

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestion based on the research findings and discussion in chapter four.

5.1 Conclusion

This research entitled *Students' Perception on the Use of Freerice Online Vocabulary Game in Learning New Vocabularies for Undergraduate English Education Students* had been carried out smoothly from Saturday, January 13th to Monday, January 22nd 2024. This research is expected to provide further insight regarding *Freerice* as a website that can be useful in EFL students' vocabulary learning. It seeks to find out students' perception after trying vocabulary learning using *Freerice*. It also seeks to know the way vocabulary learning happens during the use of *Freerice*. The researcher uses questionnaire and interview and documentation to generate the data. Based on the analysis of the result, it can be concluded that:

First, students' perception regarding the use of *Freerice* online vocabulary game in their vocabulary learning is positive. Students' perception of *Freerice* includes three aspects (Robbins & Judge, 2013). The first aspect is the perceiver. From the perspective of perceiver who is the students themselves, *Freerice* is considered as simple, helpful, useful, fun, interesting, challenging, and innovative website for learning new vocabularies. *Freerice* is really recommended for students who want to learn various new vocabularies. Students who are competitive will really enjoy the game because their score show up in the group ranking. From the target aspect which is *Freerice* itself, there are some aspects of *Freerice* that receive positive perceiving. Those are *Freerice* game's simplicity, showing the right answer directly, *Freerice* ranking system, never ending questions, donation system, and reappearing wrong answered question. Last but not least, the situation aspect of *Freerice*. Students tended to spend 16 minutes

and answer 29 questions correctly in one day. It serves positive response as students see using *Freerice* as a beneficial spare time activity to increase their vocabularies.

Second, the way vocabulary learning using *Freerice* happens includes the use strategies in Oxford (1990) theory. However, in this study the strategies used were five out of six. Students used memory, cognitive, and compensation strategies of direct strategies. Students tried to memorize the newly encountered vocabularies, seek the meaning, practice the usage, as well as try guessing based on some intelligent clues. From indirect strategies, they used metacognitive and affective strategies. They tried to personalize their learning according to their style and always try to stay motivated playing *Freerice*. They played *Freerice* individually. They did not use social strategies of indirect strategies because this research was conducted outside the class. There was a possibility of participants playing *Freerice* while interacting with each other which means implementing social strategies if the research was conducted inside a class.

5.2 Suggestion

After conducting this research, the researcher can provide suggestions for the following parties:

1. For Teachers/ Lecturers

Teachers who are interested in using *Freerice* for students' vocabulary learning activity should consider students' characteristics. As a self-directed activity it may be hard to keep all students play regularly. Not every student is competitive enough to keep increasing their points. Therefore, it is recommended for teachers to use it in class. They can spare for like five minutes before the lesson starts to play *Freerice* altogether. This way, as long as every student has smartphone and internet access which can be obtained by school Wi-Fi, there is no reason for them to forget. It is also necessary to make sure that every student can access *Freerice* before assigning them to use it in their vocabulary learning.

2. For Students

Students or anyone who want to use *Freerice* in their vocabulary learning routinely can try using specified reminder. It can be at times they usually free. They can use their phone alarm to remind them personally customized to meet their need. As a tool for self-directed vocabulary learning, *Freerice* is suitable for students who are eager to compete in term of achievements. Regardless of it, *Freerice* is really recommended and worth to try.

3. For Other Researchers

Other researchers can do further investigation towards the effectiveness of *Freerice* to be applied in students' vocabulary learning activities. They also can do research that creatively combine *Freerice* with other educational activities or tasks. Doing similar research with different object like Senior High School students is also recommended. Moreover, there are a lot more *Freerice* game categories that can be explored and utilized. Future researchers can also include the new feature of *Freerice* which shows the correctness percentage of students' answers. It can investigate another factor that may influence students' perception.