CHAPTER V

CONCLUSION AND SUGGESTION

The objective of this study was to know the effectiveness of flipped classroom to improve students' reading comprehension. This chapter presents the conclusion of the findings and the suggestion related to the use of flipped classroom to improve students' reading comprehension and the possible future research. In the conclusion, the researcher concludes the result found in the study as has been explain in the previous chapter. In the suggestion, the researcher gives to the future researcher.

A. Conclusion

The conclusion of this research study is supported by two findings. The pre-test result of the experimental class revealed that the mean score was 61.7. Meanwhile, the post-test result showed that the mean score of experimental was 84.2. It was improved 22.7 points. It can be concluded that the students' reading comprehension of the experimental class was significantly improve.

The pre-test result of the control class showed that the mean score was 65.2. It was even higher 3.4 points from the experimental class. Meanwhile the mean score result for the post-test was 77.5. It was improved 12.9 points. It can be concluded that the students' reading comprehension of the control class was slightly improved.

The post-test result showed that the mean score of the experimental class was higher than the control class. The mean score of experimental class for the post-test was 84.7 while the mean score for the control class was 77.5. The post-test score from the experimental class was higher 6.7 points than the score from the control class. It means that in teaching reading comprehension using flipped classroom strategy were higher than using conventional strategy.

Based on the findings of the analysis, it can be conclude that there was a significant difference in the speaking ability between the third grade students' of MTs Unggulan Al-Jadid Waru Sidoarjo who were taught by using flipped classroom strategy and those who were not. The analysis showed that the Significance (2-tailed) calculated (0.000) is lower than 0.05 then H₀ is rejected and H_a accepted. Therefore, the hypothesis that "teaching reading comprehension using flipped classroom strategy is effective to improve students' reading comprehension to the third grade students in MTs Unggulan Al-Jadid Waru Sidoarjo" is accepted.

B. Suggestion

Based on the research that has been conducted with a variety of the results that have been obtained, the researcher may give suggestions as follows:

1. For teacher

Flipped classroom strategy is allowed to students spend more their class time to get a deeper understanding about the lesson and practicing

what they learned. Through this strategy, teacher can make a various model of classroom activities such as group discussion, debates, etc. that allow the students to practicing what they have learned. Teacher has more time for individual tutoring, answer the problem that faced by the students and the students have more time to practice and applying what they have learned during the class time.

2. For other researcher

For other research can use this teaching strategy in different subjects and location in order to strengthen the previous study. It is also suggested to conduct studies on the implementation of flipped classroom in other subject lesson.