

Chapter 5: Conclusion and Recommendations

This chapter aims to summarize the research findings while the recommendations are delivered in order to improve the teachers' and students' teaching and learning process by using the flipped classroom.

Conclusion

This study concludes that the implementation of the Flipped Classroom is successful to improve the students' achievement of writing skills. This study employed pre and post-test at the first and the last meeting respectively to investigate the improvement of students' writing skills. This study also used descriptive text as writing instruction. Therefore, the assessment rubric of the writing in the pre and post-test was based on the descriptive writing assessment adopted from Brown (2007).

The result of the pre-test showed that most of the students were still in a low to middle score range (2.5 – 7.5), with average score accounted to 6.58. This condition is due to the inability of most students to understand the five indicators of a rewarding descriptive text, which are the content, organization, grammar, vocabulary, and mechanics. The flipped classroom treatment runs for six meetings. In each meeting, the researcher gave some treatments to students based on the results of the pre-test assessment. This assessment aims to find out the weaknesses of each student. Consequently, they were categorized based on their ability and inability in the writing descriptive text.

As a result, there has been a significant improvement of the students' scores in the post-test session as 25 of them receive a higher score (7.51 – 10) with the average score accounted to 8.09. This improvement in score has been proved statistically significant using the Paired T-Test Analysis. This analysis showed that the statistic value of the pre and post-test mean score was 0.00000068. This value is significantly lower than the level of significant

0.05. Therefore, the hypothesis that the flipped classroom can improve the students' writing achievement is accepted.

Recommendation for Further Research

Based on the research findings, there are several recommendations that the researcher suggests to the future researchers in order to take part in the same topic, as this research only limited to the writing skill, the researcher hopes that there will be other researchers that discussing other skills such as speaking, reading and listening.

Recommendation for the Teachers

Based on the previous studies the Flipped Classroom has significantly increased the students' writing descriptive text rather than using the conventional teaching method which is the most used in the classroom at this time.

Recommendation for the School

Based on the findings of this research, the implementation of the Flipped Classroom requires the integration of supporting curriculum and technology in school. The researcher discovered that Flipped Learning has not been effectively implemented in the teaching process due to the unfamiliarity of teachers using both the method and technology. In SMA Negeri 3, the common teaching method is the conventional teaching approach where the teachers use the whole teaching hours for lecturing. In this case, the researcher recommends the school to review the current curriculum and to adjust it into prioritizing group and personalized learning during teaching and learning hours.

Furthermore, the researcher argues that the expansion of technology usage in the classroom is vital for the implementation of the flipped classroom. For example, within the flipped classroom, a teacher needs to conduct a quiz using an online website such as Kahoot. In this case, the use of Kahoot would not be possible if the school does not have adequate internet access and supporting devices such as screen projector. Therefore, investing in

technology development to be used in the classroom will correlate to the best implementation of the flipped classroom.

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