

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides conclusions and suggestions based on the findings and discussions which had been presented in chapter four. In this chapter, the teacher presents the conclusion which is drawn from the answers to the research questions below: (1) how is the implementation of teaching reading using flipped classroom (2) what are the teacher and students' responses toward teaching reading using flipped classroom (3) what are the students' difficulties in reading using flipped classroom. The answers to the research questions above are as follow:

A. Conclusions

This research concluded three conclusions related to the implementation of teaching reading narrative text using flipped classroom to the tenth grade students of vocational high school in Bandung. The first meeting, the teacher used traditional method. The teacher found the problems faced in teaching reading narrative text. She had difficulty in managing the students in the classroom, when they felt bored because the teacher's explanations were less interesting. In the second and the third meetings, the teacher used the flipped classroom method in which the students must study at home such as by watch learning videos before entering the classroom. Many changes were seen from students after using the flipped classroom teaching method. Students looked more active when the teacher gave questions to students about the material. The teacher spent a lot time in discussing about the material with students in the classroom.

In terms of response from the teacher and the students' toward the implementation of teaching reading using flipped classroom was positive. Students were interested in the narrative text using flipped classroom which made them more active and confident. While the negative response, they got difficulty in understanding the content of narrative text because they a little vocabulary. But generally, the students' responses were positive. The real English teacher also gave

positive response to the flipped classroom which applied during in the teaching and learning in the class.

In terms of students' difficulties in learning reading using flipped classroom, they had difficulties in reading English text in understanding a new vocabulary. This made students bored and less motivated to learn. Students were also mispronounced English words in the reading process.

Based on the answers to the research questions, this research came to the conclusion that teaching reading using flipped classroom has a good impact on students and teacher. The teacher got positive responses from the English teacher and the students. The students showed the learning motivation, enthusiastic and interest. The real English teacher had positive response to the flipped classroom was applied during teaching learning process in the class.

B. Suggestions

Based on research findings, the teacher intends to give some suggestions for the following people:

1. For the Teacher of Reading Class

- a) The teacher should make the students' attention in order to make them get the material deeply.
- b) The teacher must be more creative in making material in learning process for students in the classroom to make conditions in the classroom are more enjoyable and fun.
- c) The teacher must pay more attention to students who less capabilities in learning, and the teacher must motivate students to learn English.

2. For the Students

- a) The students must prepare the material first before entering the class.
- b) Students must practice reading a lot, especially how to pronounce a word, and more learn English
- c) Students must pay attention to all explanations that delivered by the teacher in front of the class.

3. For other Researchers

This research can be used as an additional reference for further research with another design.