

## CHAPTER V CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter provides the conclusion of this study derived from the results and discussion in chapter IV. It also provides implications and recommendations for further research in the same field and issues.

### 5.1 Conclusions

This study aims to elaborate on the utilization of flipped learning to facilitate EFL students' listening comprehension. In addition, it also aims to explain the challenges teachers face in utilizing flipped learning in a non-formal education institution.

Regarding the first research question, it can be concluded that flipped learning can indeed facilitate EFL students' listening comprehension. The utilization of flipped learning, particularly the use of out-of-class activities or flipped materials, has proven effective in facilitating students' listening comprehension. It helps to provide adequate language input for listening activities, supply repeated exposure and media support, and it accommodates self-paced learning and preferred study time for NFE students. By having adequate language input, repeated exposure and also flexible access to the flipped material, the NFE students can address their listening difficulties and be more prepared for in-class listening activity. The figure of facilitating students' listening comprehension through flipped material can be concluded in the following figure

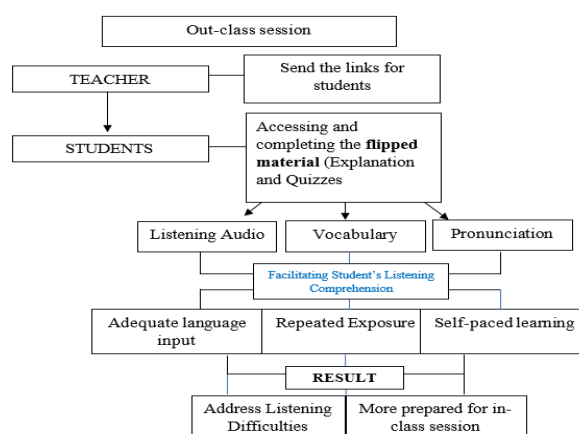


Figure 5. 1 Listening material for out-of-class sessions

However, this study also revealed that the interaction during out-of-class sessions did not show improvement. The WhatsApp group solely serves the purpose of sending the flipped material links to students. Moreover, the learning management system (LMS) was intentionally designed without the capability to accept comments from students, which inhibits the occurrence of interactions among students. It is primarily intended for individual work.

Furthermore, the study found that the in-class activities, which were carefully designed to align with the flipped material, played a crucial role in facilitating students' listening comprehension. These activities served as a means of reinforcing the concepts learned during the individual study phase. The in-class activities went beyond mere review, as they aimed to promote active learning experiences for the students. Teacher's strategies such as gamified learning, group discussions, integrating speaking and listening skills, as well as answer sharing or presentations were employed. These activities fostered engagement and collaboration among students. By actively participating in these activities, students were able to deepen their understanding of the material and enhance their overall listening comprehension. The pattern of in-class sessions to facilitate student's listening comprehension can be concluded in the following figure.

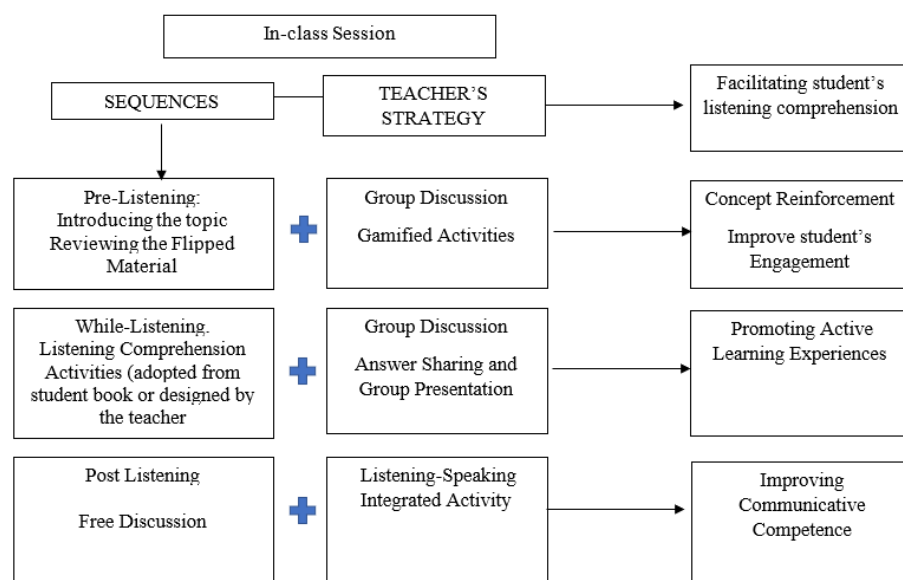


Figure 5. 2 Listening material for in-class sessions

However, the utilization of the flipped learning model in non-formal education is not without challenges. This study categorizes these challenges into three main areas. They are student-related challenges, operational-related challenges and the last is teacher-related challenges that can be concluded in the following figure.

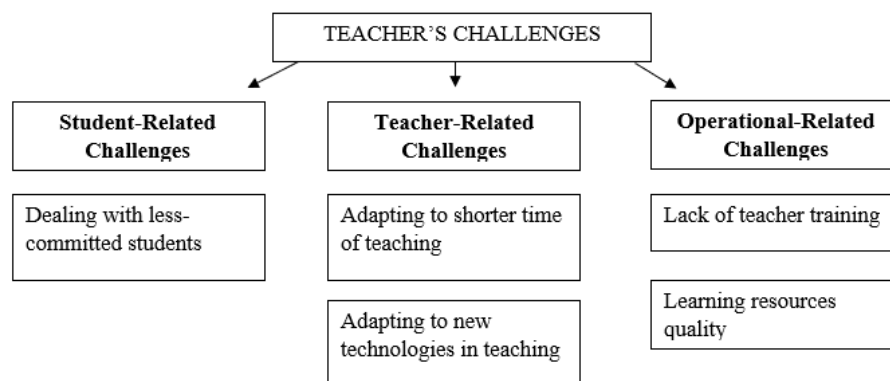


Figure 5. 3 Teacher's Challenges

This study emphasizes the importance of diversifying the designated activities, in the student book, especially for elementary-level students. By introducing more varied and challenging activities during in-class sessions, students' engagement and learning experiences can be further enriched.

## 5.2 Implications

The implications of this study are significant for both teachers and educational institutions. Firstly, the findings highlight the potential of flipped learning as an effective instructional model to facilitate EFL students' listening comprehension. The result showed the sample of flipped material, technology used, teacher's strategy and teaching listening stages in detail that can be used by teachers to design their own flipped learning, especially to facilitate student's listening comprehension.

Secondly, the challenges identified in this study shed light on areas that require attention and support in implementing flipped learning. Student-related challenges emphasize the importance of fostering students' accountability and addressing their unfamiliarity with this learning model. Educators should provide

clear guidelines and support systems to encourage students' active engagement with flipped materials. Operational-related challenges underscore the need for improved resources, such as textbooks with comprehensive activities and high-quality audio materials, as well as institutional investment in IT infrastructure. Educational institutions should prioritize these resources to ensure a seamless implementation of flipped learning. The teacher-related challenges highlight the importance of enhancing teachers' pedagogical knowledge and familiarity with flipped learning. Teacher colloquiums or similar professional development opportunities can play a vital role in equipping educators with the necessary skills and strategies to effectively integrate flipped learning into their teaching practices. Educational institutions should invest in ongoing professional development and support systems to empower teachers and facilitate successful implementation.

However, due to the small sample size, the findings of this study may not be generalizable to a larger population. The experiences and perspectives of the participants may not fully represent the diversity of EFL students and teachers in different contexts or educational settings. Therefore, caution should be exercised when applying the findings of this study to a broader population. With a small number of participants, the study may not capture the full range of experiences, opinions, and challenges related to implementing flipped learning. The findings may be influenced by the specific characteristics, backgrounds, and contexts of the participants, potentially limiting the breadth and depth of the insights gained.

Lastly, the method of selecting student participants based on their performance in out-of-class and in-class activities introduces the potential for social desirability bias. When participants are aware that their selection is based on their performance, they may feel pressure to present themselves in a positive light or provide responses that align with perceived expectations. This can impact the authenticity and accuracy of the data collected, as participants may not fully express their true experiences, challenges, or opinions. As a qualitative study relying on interviews, classroom observations, and documentation, the data collected and the resulting findings are subject to interpretation and potential bias. The researcher's

own perspectives and biases, as well as the participants' self-reporting, may influence the analysis and conclusions drawn from the data.

### **5.3 Recommendation**

Based on the findings and limitations of this qualitative study, several recommendations can be made to further enhance the implementation of flipped learning future research.

Firstly, for the institution adopting flipped learning, considering the challenges faced by teachers in implementing this learning model, it is recommended to address the issue promptly. As teacher-related challenges were identified, it is crucial to provide adequate and periodical training and ongoing professional development opportunities for teachers to effectively implement flipped learning. Workshops, seminars, and mentoring programs can enhance teachers' pedagogical knowledge and confidence in using this instructional model.

It is also recommended to address resource limitations. The study highlighted operational-related challenges, including dissatisfaction with available resources. An institution that implements flipped learning should invest in quality instructional materials and provide necessary technological support to ensure a smooth implementation. Additionally, the lack of interaction between teachers and students or among students during the out-of-class sessions, which was not facilitated by the site's Learning Management System (LMS), highlights the need for further improvements in technology to support collaborative learning experiences. The inclusion of features such as comment columns would enable meaningful interactions and enhance the overall use of flipped learning models.

To address the challenges faced by teachers in improving their practice of flipped learning, it is recommended to foster collaboration and knowledge sharing among teachers implementing this instructional model. Creating communities of practice or professional learning communities can be beneficial in this regard. By actively participating in these collaborative spaces, teachers can learn from one another, exchange ideas, and gain valuable insights into effective flipped learning practices.

Secondly, for further research, it is important to increase the sample size to improve the generalizability of the study's findings, it is recommended to include a larger and more diverse sample of students and teachers. This can provide a broader range of perspectives and experiences related to flipped learning implementation. Besides, including random participant recruitment instead of selecting participants based solely on their performance. This can help reduce potential biases and provide a more accurate reflection of the overall population.

By implementing these recommendations, future research can further explore the benefits and challenges of flipped learning, leading to a deeper understanding of its effectiveness in facilitating students' listening comprehension and informing best practices in instructional design and implementation.