CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter is designed to conclude and suggest other practitioners based on the previous chapter findings and discussion. This chapter is divided into two parts. The first part is a conclusion, and the second part is a suggestion.

5.1. Conclusions

Flipped classroom has emerged as a transformative instructional model that influences students' progress in improving their speaking skills by integrating dual-phase learning through out-of-class and in-class activities. This blended learning model promotes self-paced learning, interactive classroom, and collaborative activities, leading to deeper comprehension and application of language skills.

The self-paced nature of flipped classroom empowers students to take control of their learning journey, accommodating diverse learning preferences and schedules. This individualized approach encourages students to engage more deeply with the lesson, fostering a sense of independence and ownership over their learning process. By allowing students to progress at their own pace, the model ensures that they can focus on areas requiring improvement, providing targeted practice that enhances their language proficiency.

The in-class phase of flipped classroom is designed to be interactive and collaborative, offering a supportive environment for students to refine and practice their speaking skills. The active engagement in class activities not only reinforces the material learned independently but also helps students build confidence in their speaking skills. The collaborative nature of these activities promotes peer learning and feedback, which are crucial for developing effective communication skills.

The dual-phase learning model of flipped classroom leads to improved language proficiency by offering continuous opportunities for practice and application. Out-of-class activities allow students to prepare thoroughly, making them more confident and prepared when participating in in-class discussions and activities. This continuous cycle of preparation and practice results in noticeable improvements in students' speaking performances.

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As a result, flipped classroom stands out as a powerful pedagogical model that not only improves speaking skills but also modifies the learning process. By integrating self-paced, personalized learning with interactive and collaborative in-class activities, this model offers a comprehensive framework for language acquisition, meeting students' varied needs and preparing them for effective communication in real-world scenarios.

5.2. Recommendations

This current study was conducted with some limitations, which are explained below along with recommendations for future research, teachers, and students.

Due to the limited duration of this research, which spanned only seven meetings, it is highly recommended to conduct longer studies to examine the long-term impacts of flipped classroom on students' speaking skills and overall language proficiency. Understanding the lasting effects of flipped classroom could provide invaluable insights into its potential for improving language education over extended periods.

Additionally, this study did not extensively evaluate the role of technological tools. Future research could assess the effectiveness of different technological resources used within flipped classroom. Evaluating these tools will help determine which are most beneficial for enhancing speaking skills and the overall flipped classroom experience.

Moreover, as this study focused on senior high school students, future research could consider diverse student populations. Investigating how flipped classroom can be adapted to meet the needs of learners with varying backgrounds, proficiency levels, and learning preferences can provide a more comprehensive understanding of its applicability and effectiveness across different educational contexts.

Furthermore, a notable limitation of the current study is the inability to provide equal feedback to every student and conduct intensive monitoring. Teachers could effectively manage their teaching time to deliver feedback both during out-of-class and in-class activities to ensure that students remain on track

and continue to make progress without wasting valuable time. Additionally, due to the dual-phase learning model, teachers could also monitor student activities more closely, both directly in the classroom and through online communication outside of class. This intensive monitoring is essential to prevent students from becoming overwhelmed by the learning process and to ensure they can follow the learning sequence according to the prescribed stages and timeframes.

Considering that the findings of the current study have shown improvement but have not yet optimally reached the target, it is recommended that students take greater responsibility for completing every instruction given on time, even in the more flexible flipped classroom setting. Being diligent in their responsibilities will enhance the effectiveness of their learning experience.

In summary, while this study provides valuable insights into flipped classroom, addressing these limitations and recommendations in future research and implementation can further optimize its effectiveness and broaden its applicability across different educational contexts.