

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter consists of four main parts, namely conclusions, implication of the study, limitation of the study, and recommendation from this research. Conclusions come from the findings and discussion in this research. Suggestions are given related to implementation and future studies.

#### **5.1 Conclusion**

The researcher conducted classroom action research to get the evidence whether flipped classroom model can help students to improve their performance in writing skill or not. This research was implemented to eleventh grade students for five weeks. The empirical evidence of applying flipped classroom model has been presented in previous chapter. This model made the students were more motivated, enthusiast, more enjoyable, and unafraid to discuss their work or draft to the teacher and other students. This model also contributed well in improving writing elements of composing cause and effect text, such ideas, organization, and conventions. Further, the result of students' gained score in cycle II improves from cycle I. It is almost all of students (93%) passed the minimum grade in cycle II.

It was also supported by the questionnaire result that the students were more motivated and understand in learning the materials with video prior class in Edpuzzle. They also agreed that flipped classroom model has effective way to create engaging and enjoyable activities. Although some students stated that this model needed extra internet mobile data, but they also could find the way to watch the video, such as using Wifi and borrowing parents' mobile phone.

Finally, the result of this research supported the previous research the flipped classroom model could help improving students' performance in writing skill and got positive response from the students.

## 5.2 Implication of the Study

The conclusion have described the implementation of flipped classroom that was successful to improve students' performance in writing skills. It can be implied that the design of out-of-class and in-class learning activities in flipped classroom can helped them in composing their writing. The activities that students have done were performing quizzes in Kahoot, watching the video lectures in EdPuzzle, and getting peer and teacher feedback. In addition, using the video lecture in out-of-class activity create interesting and enjoyable learning activity. The students can understand and comprehend the material better with the help of video and quizzes in it, in addition, the students can learn in their learning pace by pausing and re-watching the videos if they want to understand the material better.

Performing quizzes in Kahoot creates fun and exciting atmosphere during the lesson. The students can compete with the other students because Kahoot platform can show their score immediately after they finish answering the questions. Furthermore, peer and teacher feedback help them revising and aware of their mistakes in writing. After that, the students were more careful not to repeat the same mistakes.

## 5.3 Limitation of the Study

The focus of this study is to see how the implementation flipped classroom can help improve students' performance in writing skills as well as presenting the evidence of positive attitude toward the flipped classroom. The reason why the researcher chose flipped classroom as the model of the teaching and learning because flipped classroom can create student-centered learning and devote the class time for learning activities with a variety of activities, group work, and interactive discussion. In this study, the subjects were the eleventh grade students. The researcher found that some students still had difficulties dealing with writing.

#### **5.4 Recommendation**

For the teacher who wants to do flipped classroom model, they have to give their time and effort to make interesting video lecture for out-of-class learning activity. The researcher also recommend that there is a need to find a way to face the challenges of flipped classroom which is internet connection. Moreover, it is recommended for future research to use any kind platform which student could watch the videos offline, but it also could check whether students has watched the videos or not. Therefore, it is highly recommended to be applied in teaching and learning writing because the students are enthusiast and had many opportunities to interact with each other in English. In addition, further research may investigate deeper in speaking with the better arrangements while applying flipped classroom model.