

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Referring to the research results and discussion in the previous chapter, the researcher summarized the research results and put forward the following conclusions and suggestions:

A. Conclusions

1. The conclusion revealed that in teaching reading comprehension of Analytical Exposition text using the Flipped Classroom Model, the teacher used Traditional Flipped Type. In the data analysis there were found the majority of Traditional steps.
2. After completing the data analysis the researcher concluded that the teacher used two main stages on teaching reading comprehension especially analytical exposition text, which are outside the classroom session and inside the classroom session. Outside the classroom the teacher prepared the online materials in the form of Power Point Slides and Video and shared the materials to the students by utilizing Whatsapp Group as the media. Inside the classroom, the teacher reviewed the online materials that were already shared in prior to the classroom session followed by guiding and monitoring the collaborative work. Although the students are not given a quiz at the end of the lesson, it can be said that the reading comprehension process is already at the stage of remember and discussion level.

B. Sugestions

This chapter includes several suggestion based on the findings of this study.

The following are some suggestions:

1. For teachers: the Flipped Classroom Model can be used as a teaching reference to help students understand reading. Therefore, it should be considered in the process of teaching reading to teachers. In the implementation process, teachers need to continuously reflect and modify the application procedures and activities. The teacher is suggested to choose types of Flipped Classroom appropriately to teaching reading comprehension
2. For students: Students must first understand how Flipped Classrooms are applied, so that students can properly keep up with learning activities, and students must establish learning motivation. I think it can be better than now.
3. For other researchers: It is recommended that other researchers explore in more depth the use of Flipped Classroom Model types on other topics, skills, and levels suggested by other experts.