

## **Chapter V**

### **Conclusion and Suggestion**

In this final chapter, the researcher draws conclusions regarding what was discussed in the previous chapter and provides several suggestions for teachers who want to apply the Flipped classroom model in teaching English, especially to improve students' speaking skills and for other researchers who want to conduct related research.

#### **5.1 Conclusion**

The purpose of this study is to determine whether there is a significant difference in students' speaking abilities after being taught using the flipped classroom model method, and the differing effects that occur in each aspect of speaking taught using the flipped classroom model. Based on the results and discussion, it can be concluded as follows. There is a statistically significant difference in students' speaking abilities between the previous tests, with the level of significance increasing between the pre-test and post-test. It can be concluded that the use of the flipped classroom learning method can improve students' speaking skills. Additionally, the scores obtained in each aspect after implementing treatment using the flipped classroom also increased, especially in the vocabulary aspect. This means that the use of the Flipped Classroom learning model is effective in enhancing students' speaking abilities, particularly in expanding vocabulary for communication. However, in the aspects of pronunciation and fluency, the increase in scores was not as high as the increase in scores in vocabulary. This study has limitations in further investigating the reasons for the low scores in the pronunciation and fluency aspects.

#### **5.2 Suggestion**

In connection with research regarding the use of the blended learning method Flipped classroom model in students' speaking skills, the researcher would like to make several suggestions as follows:

1. For English Teachers

- a) Teachers are advised to maintain a calm and relaxed learning atmosphere because students need to discuss calmly in class.
- b) In this method, teachers should provide video material to students, both online and offline, so that students can learn to hear and see directly how native speakers speak. Teachers can also add games so that students don't feel bored during the teaching and learning process.
- c) Teachers are advised to choose a video theme that makes students interested and enthusiastic in teaching and learning activities.

For Future Researchers:

- a) It is recommended for future researchers to ensure that during data collection the classroom atmosphere is calm so that students' speaking can be heard clearly in the recording and is easier to analyze.
- b) It is better for future researchers to find students' problems or difficulties in pronouncing English such as anxiety, motivation, mother tongue disorders, etc. Besides that, the future researcher can conduct research on each aspect to provide more detailed insights into the use of the Flipped Classroom Model in influencing each aspect of speaking.

That is the conclusion of the research regarding the use of the Flipped classroom model in students' speaking abilities. Apart from that, the suggestions given can be taken into consideration for further research related to this research.