

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion based on the research finding and discussion presented in the previous chapter.

A. Conclusion

Based on the result of Independent Sample T-Test it was found that there was significant difference mean score of reading recount text achievement between the students taught by using Flipped Classroom and those taught by using a conventional strategy. The finding was supported by the statistical computation as follows:

1. Students' reading achievement in recount text taught by using Flipped Classroom (experimental group) was good. Their mean score in pre-test was lower than in post-test. It can be seen from their mean score of pre-test was 68.91 and their mean score of post-test was 81.60. The gained of the mean score in experimental group between pre-test and post-test was 12.69.
2. Students' reading achievement in recount text taught by using a conventional strategy (control group) was average. Their mean score in pre-test was lower than in post-test. It can be seen from their mean score of pre-test was 65.18 and the mean score of post-test was 73.06. The gained of the mean score in control group between pre-test and post-test was 7.88.

3. Based on the statistical analysis using Independent Sample T-test, it can be seen at the significant value was 0.000. It was lower than the 0.05 ($0.000 < 0.05$). It means that null hypothesis (H_0) that stated there is no significant difference mean score of reading recount text achievement between the students taught by using Flipped Classroom and those taught by using a conventional strategy was rejected and alternative hypothesis (H_a) that stated there is significant difference mean score of reading recount text achievement between the students taught by using Flipped Classroom and those taught by using a conventional strategy was accepted. From the computation, it can be concluded that Flipped Classroom was an effective strategy on students' mean score in reading recount text achievement of the eighth grade students at MTsN 4 Tulungagung.

B. Suggestion

Based on the result of the study, some suggestions are addressed to the teachers and future researchers.

1. For the teachers

The teachers can use Flipped Classroom as one of alternative strategy in teaching reading, especially recount text. Practically, the teacher needs to support student to study a lot at home before discuss the learnt material in the classroom.

2. For the future researchers

The future researcher is suggested to conduct another study using Flipped Classroom not only in the domain of reading but also in other English skills and language components. Besides, this study can be used as reference to improve the quality of the study methodologically.