CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Current research investigates the effects of flipped learning model on material English article and compares whether students taught by flipping method are more successful in learning English article compared to traditional methods. Overall, the findings show that the students ' English article learning results are significantly improved after the class implementation is flipped. The results also showed that the effect between the flipped and traditional classrooms resulted in a significant difference.

As stated by Marek and Wu (2012), the LINE Smartphone app helps facilitate communicative interactions with individuals outside of class and allows instructors to engage students in interactive classroom activities. Chen Hsieh, Wu, and Marek (2016) also stated that little academic research has used LINE as a variable to help improve student learning about certain English language skills. Thus, in further experimental grade research, instructors who wish to flip classes are advised to use LINE as an online learning platform to improve students ' English articles.

5.2 Suggestion

Based on the research, the researcher would like to give some suggestions:

1. The English Teacher

   To teachers can use the flipped classroom strategy in teaching English learning to manage the time with student espesially to teach English articles because the material is dificult, even though it might also be other materials.

2. The students

   The researcher hopes that students after knowing the effects of flipped classroom was very important to be practiced so students can be more active and communicative in communicating through LINE.

3. Further Researcher

   The next researcher was expected to prepare better for the collection process and everything so that he research could be better carried out. This means that researcher was expected to be supported by interviews with qualified sources in the study and effectiveness of the learning process.