

## **CHAPTER V**

### **CONCLUSION & SUGGESTION**

This chapter is divided into two parts. They are the conclusions and the suggestions. In the conclusions, the researcher explains how the implementation of teaching speaking using flipped classroom approach to students batch of 2022A at STKIP PGRI Sidoarjo and how the student's perceptions using this approach in the learning process. In the suggestions, the researcher proposes suggestions to the English teacher/lecturer, the students, and the other researchers.

#### **5.1. CONCLUSION**

In conclusion, this research aimed to investigate the effectiveness of implementing the flipped classroom approach in teaching speaking to the 2022 A students at STKIP PGRI Sidoarjo, as well as to understand the students' perceptions of this innovative method. The study followed a structured process, where the initial introduction to the flipped classroom approach by the lecturer was supplemented by supplementary material shared via a WhatsApp group. Subsequently, students were evaluated through a speaking test conducted in the following week, where they showcased their speaking skills before the class.

In the implementation of teaching speaking using the flipped classroom approach, the lecturer successfully increased students' speaking proficiency by 76%.

The culmination of this process involved the students completing a questionnaire thoughtfully prepared by the researcher. The findings derived from the questionnaire analysis are significant, revealing that a substantial 83% of the students concurred that the incorporation of the flipped classroom approach greatly facilitated their ability to engage in spoken English. This result underscores the positive impact of this pedagogical strategy on

enhancing students' speaking skills and aligns with the broader objective of enhancing language acquisition through innovative teaching methods. As such, the study not only contributes to the understanding of effective language instruction but also highlights the potential benefits of leveraging technology-enhanced learning experiences, such as the flipped classroom approach, to foster more engaging and impactful language learning outcomes.

## 5.2 SUGGESTIONS

### *Suggested Recommendations:*

**For Writers and Readers should:** a) Focus on improving speaking skills to enhance overall communication abilities. b) Engage in extensive research to discover various effective methods for developing speaking skills.

**For Teachers/Lecturers should :** a) Prioritize and encourage students to actively work on improving their speaking abilities. b) Explore and employ the most effective teaching methods to facilitate students' understanding and development of speaking skills. c) Implement the identified best practices for teaching speaking skills within the classroom environment.

**For Students should:** a) Dedicate time and effort to study and practice speaking to achieve fluency and proficiency. b) Seek out additional resources and opportunities that can contribute to the enhancement of speaking ability.

By incorporating these suggestions, writers and readers can better understand the significance of improving speaking skills and pursue effective strategies to achieve this goal. Teachers and lecturers can place a greater emphasis on guiding students to develop their speaking abilities and utilize optimal teaching techniques to support their learning. As for students, they should actively engage in studying and practicing speaking while seeking out additional resources to further enhance their speaking proficiency. These recommendations aim to create a conducive environment for improving speaking skills, benefiting all stakeholders involved in the process of language learning and communication