

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestion on the basis of the research finding to support the teaching and learning process in the future.

5.1 Conclusion

Based on the result of data analysis from gained scores of experimental and control class, there is significant difference between experimental at 33,9355 and control at 13,0968. Based on the statistical analysis using manual calculation and using SPSS 16.0 Program. Meanwhile, by manual calculation, it was found that the value of t was 5,772 and the value of degree of freedom was 60 at the degree of significant 5% was 2. In SPSS 16.0 Program, it was found that the sig. (2-tailed) was 0,000 with $df = 60$, of df 60 at significant 5% was 2, and t was 5,772. Clearly, it can be seen that the value of t experiment and control class was greater than the value of t at 5% significant level or $5,772 > 2$ and the sig. (2-tailed) was lower than 2,0 or $0,000 < 2,0$ It means that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. It could be interpreted that there was significant differences between students who was taught by using of Flipped Classroom in reading comprehension of narrative text than the students who was not taught by using Flipped Classroom. So the uses Flipped Classroom

method is effective in teaching reading comprehension of narrative text at eleventh grade of MA Negeri 01 Bawu Jepara in the academic year 2019/2020.

5.2 Suggestion

In this study, the researcher would like to give some suggestions related to the improvement of the students of reading comprehension of narrative text as follows:

a. For the Students

The students especially for the eleventh grade of MA Negeri 01 Bawu Jepara should learn more interested and attractive in reading not only narrative reading, but also other texts since team Flipped Classroom method can be implemented in various texts.

b. For the Teacher

The teacher of English especially teacher of English at MA Negeri 01 Bawu Jepara can use Flipped Classroom method as an alternative method in teaching students' narrative reading comprehension.

c. For the next Researchers

Hopefully, this research can be useful as theoretical references for next researchers who want to conduct similar studies with different variables and conditions and focus on the aspects of reading comprehension. The next researchers can also consider the weaknesses of the finding in this study, so that they can conduct better research.