# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

 In this chapter, the researcher presents the conclusions and suggestions. The first is conclusions of the research finding and the second is suggestion.

## 5.1 Conclusions

 The aim of the study is to investigate teachers' perception of multi modality in the EFL, teaching context. Specifically, there are five categories of perception in this study likely remembering, understanding, applying, analyzing, and evaluating. The result of this investigation shows that the participant understands fully about teaching in the terms of knowledge. Using the flipped classroom learning model gets a positive response from students, because flipped classrooms can be judged to have provided variations in learning and helped the teacher's role in the learning process. One of the challenges in conducting the flipped classroom is the availability of Internet access and computers. As portrayed in this study, some of the students did not have access to the Internet and computers at their homes. They relied on the cellular network that could only be accessed via cell phones. Attending the online lesson via mobile phones limited their learning experiences as the multimedia features embedded in the website could only be viewed when accessed using computers. Combining traditional instructional methods with online learning will no undoubtedly play a major role in providing high quality education to learners, so that students have a corresponding change from passive participants to positive participation.

## 5.2 Suggestions

###  **5.2.1 For the teacher**

 There are many strategies maximazing communication skills. Especially in developing colaboration team work, facilitating active learning, stimulating autonomous learning, increasing classroom interaction.

###  **5.2.2 For the other researchers**

 The next researcher can develop the information dealing with the teacher’s challanges in implementing flipped classroom in EFL Class. Therefore the next researcher will be rich knowledge about teacher’s challenges.

###  **5.2.3 For students**

 Students’ behavior in classroom should be more active learning. Colaborate in teamwork and interaction each other.

###  **5.2.4 For school**

 For the active learning and stimulating autonomous should be available facilitate learning more active.

 The result of this study may help the education system in Indonesia especially in Garut into a modern education. So, the reader, especially a teacher can be aware of flipped classroom in EFL class so they can realize that flipped classroom has many benefits to the students and then the teachers will apply flipped classroom as a model in teaching and learning in the classroom. In addition, this study suggest previous studied involve observations to see how EFL teachers implement flipped classroom in ther classroom.

 The participants’ stories reported in the previous chapter briefly described some key results, such as the flipped classroom being an active learning environment where participants needed to collaborate in order to further their learning. Additionally, technology was used to enhance learning as participants interacted and discussed course-related activities. Technology led to more opportunities to use English as participants discussed ideas through the forums enabling participants to improve their language abilities and have deeper discussions than would have been possible had time been restricted, such as during class. Finally, English was no longer a subject they memorized in order to pass a test instead, they were expected to use English to communicate and interact with classmates. The flipped classroom created a more communicative learning environment, one where participants could not rely upon memorized dialogues when interacting with classmates, but instead needed to respond to participants’ interjections and improvise during the conversation.