

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The implementation of Flipbook media in learning is divided into several stages. It begins with introducing Flipbook media to students before learning begins, conducting warm-up activities, explaining the material using Flipbook media, opening videos from Flipbook, accessing the Quizizz link in Flipbook, and finally, students summarizing/concluding the material and activities that have been learned.

Student responses when implementing Flipbook in classroom learning were divided into three categories. The first was the understanding response. In this response, students found it easy to understand and remember the material delivered by the teacher using Flipbook media. The second category was the motivation response. One question item in this aspect asked whether learning using Flipbook media motivated students to learn more. In response to this question, 10 out of 17 students strongly agreed. They felt motivated to learn by using Flipbook media, indicating that Flipbook was highly motivating for students in their learning. The last category was the comfort response. In this aspect, students liked the displays on Flipbook and felt happy, enthusiastic, and comfortable learning using Flipbook media. They also found it easy to operate Flipbook during their learning sessions.

The researcher concluded that most students showed a positive response to the use of Flipbook in learning. They considered Flipbook an exciting tool that helped them understand the material better. The use of Flipbook stimulated active student involvement in the learning process. With Flipbook, students can learn without getting bored. Students were more active in discussing with their friends by exchanging ideas or asking each other questions related to the material presented using Flipbook. This showed that Flipbook was not only a passive learning tool but could also be a social and cognitive interaction tool for students.

Overall, the implementation of Flipbook was effective in improving English learning and other subjects at the elementary school level. Flipbook supported the learning process and helped build English language skills through an attractive visual approach. It was also an interesting and helpful strategy for students and teachers in the context of learning.

5.2 Suggestion

5.2.1 For teacher

Researchers had good suggestions for teachers' future, namely to integrate Flipbook more creatively. For example, teachers use Flipbook not only as an additional tool but also as an integral part of English teaching. Teachers could further develop activities that utilize Flipbook to enrich students' learning experiences.

5.2.2 For Students

For students, researchers had good suggestions for the future, so students were always actively involved in learning by using Flipbook. They used Flipbook well in their learning process by asking questions or discussing with friends.

5.2.3 For Other Researchers

Other researchers had good suggestions for the future, namely to conduct further study development research focusing on deeper aspects such as the long-term influence of Flipbook use on students' English language skills or a comparison of effectiveness with other learning methods. They also researched related to the development of materials and guides, such as creating practical guides or teaching materials to help teachers apply Flipbooks in teaching English.

With these suggestions, researchers hoped that using Flipbooks in English learning at the elementary school level would be more effective and have a positive impact on all parties involved.