



an Analysis of Flipped Classroom Model Application in Learning English at Eighth Grade of SMP Negeri 4 Gunungsitoli in 2022/2023

Lestari Putri Zebua¹, Nursayani Maru'ao², Trisman Harefa³, Kristof Martin Efori Telaumbanua⁴

^{1,2,3,4} Universitas Nias, Indonesia

Corresponding Author : ✉ lastariniputrizebua@gmail.com

ABSTRACT

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The purpose of research to determine and analyze the application of the flipped classroom model in English learning conducted in class VIII-F SMP Negeri 4 Gunungsitoli in 2022/2023. This researcher uses a qualitative descriptive research approach. The focus of research are first how the application of flipped classroom model in the learning English and second is what the results of students' learning English in the application of the flipped classroom model to learning English. Data sources in this study are observation, documentation, and interview. Based on the findings of the study, it can be seen that the application of the flipped classroom model in learning English and the results of students' learning English satisfactory, this is based on the results of observation and interview made by researcher on English teacher in class VIII-F who apply the flipped classroom model has been done well and supported from the results of interviews and from student test results that have been given by English teacher.

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INTRODUCTION

Learning is an assistance provided by teachers so that there can be a process of acquiring knowledge and knowledge, mastering skills and character, as well as forming attitudes and beliefs in students. One of the characteristics of learning is the interaction between students and teachers and the learning resources used. In other words, learning is the process of helping students to learn well (Rahyubi 2014:7).

In the learning process, changes do not occur all at once, but gradually depend on the supporting factors of learning that affect students. These factors can be divided into two types: internal factors and external factors. Internal factors relate to everything that exists in students that supports learning, such as intelligence, talent, sensory motor abilities, and thinking schemes. While

external factors are everything that comes from outside the student that conditions him in learning, such as experience, social environment, learning methods, learning strategies, learning models, learning facilities and teacher dedication.

One of the factors that influence the success of the learning process is the learning model. A learning model is a plan or pattern used as a guide for planning learning in the classroom. A learning model refers to the learning approach used, including teaching objectives, levels of learning activity, learning environment and classroom management (Trianto, 2013).

Learning models can assist teachers in mastering abilities and skills related to efforts to change student behavior in line with a predetermined plan. This means that the learning model is expected to play a role in improving the quality of learning, both in the classroom and outside the classroom. Generally, the learning model developed has various types of resources and development, which in general will distinguish the approach used whose final target is changes in student behavior. Therefore, one of the learning models that can improve the quality of student learning, both in the classroom and outside the classroom is the flipped classroom model of model usability

Flipped Classroom is a learning model that uses technology, so it can also be applied to learning English. The flipped classroom model reverses the activities normally performed at school at home (Herreid & Schiller, 2013). Flipped learning modifies the concept of homework and classroom activities by engaging students in pre-class knowledge acquisition tasks, including viewing instructional videos or other related requirement which is often participating in exercising learned knowledge or skills in classroom discussions or project work in-class activities (Chen Hsieh, Huang, & Wu, 2017).

In school of SMP Negeri 4 Gunungsitoli applies a flipped classroom learning model because the flipped classroom is one of the most effective learning models in learning and by using this learning model English learning activities become more fun and students can play an active role in learning activities.

Based on the real phenomenon that occurred, when researcher make observations with English teachers and class VIII-F students at SMP Negeri 4 Gunungsitoli that learning English is unsatisfactory, this happens because Lack of motivation, the lack of prior knowledge of students, in addition the lack of students' level of reasoning for the material to be studied. Therefore, researcher are interested in describing the flipped classroom model as one of the learning models.

According to Johnson 2013 in Fauzan 2021, the flipped classroom-based learning model is one of the learner-centered learning models to increase learning effectiveness. Flipped classrooms utilize technology that supports learning materials that can be accessed anytime and anywhere, while classroom learning time is used by students to collaborate with project peers, practice skills, and receive feedback on their progress.

Some similar studies state that flipped classroom is a model where in the teaching and learning process is not like in general, namely in the learning process students learn subject matter at home before class starts and teaching and learning activities in class in the form of doing assignments, discussing material or problems that students have not understood Yulietri 2015 in Fauzan 2021. Another opinion expressed in Zainuddin 2019, flipped classroom or flipped classroom is a learning activity or teaching art (pedagogy) where students learn learning material through a video at home or before coming to class; while activities in class will be more widely used for group discussions and mutual questions and answers. From these two opinions, it can be concluded that the flipped classroom learning model or flipped classroom is a learning model where students learn learning material at home by utilizing technology that supports learning while classroom learning time is used to collaborate and create.

Based on research conducted by Rogers (2013) concluded that the Flipped Classroom learning model can improve learning outcomes, communication skills and student learning activities actively and independently. Likewise, Widyastuti and Sujadi's (2018) research revealed that the application of the Flipped Classroom learning model can improve student learning outcomes. From the two results of the study, it is stated that the application of the Flipped Classroom learning model can be used as a learning model that can improve student learning outcomes.

Based on the description of the problem above, researcher interested in conducting research aimed at firstly how the application of Flipped Classroom Model in the learning English and secondly is what the results of students' English learning in the application of the Flipped Classroom Model to learning English in grade VIII SMP Negeri 4 Gunungsitoli.

RESEARCH METHODE

The research approach used in this study is a descriptive qualitative approach. Descriptive qualitative approach is research describing a symptom, event or occurrence that occurs in the present. Based on Sugiyono (2010) who states that qualitative research is descriptive, it means that collected data was in

the form of words rather than number. According to Bogdan and Taylor (in M Khoiri 2018), qualitative methods are research procedures that produce descriptive data in the form of written or spoken words of observed people.

The subjects of this research are English teacher and students in the class VIII-F who pursue learning English by using flipped classroom model. Source of data and data collection are observation, interview, and documentation. Data analysis in this research is data reduction, data display, and drawing conclusions/verification, according to Miles & Huberman (2020).

RESULT AND DISSCUSSION

Research Findings

The research findings are an overview of the results obtained by researchers when doing research. In this qualitative descriptive research, the research findings consist of:

The Result of Lesson Plan

The findings of research that have been carried out in class VIII-F SMP Negeri 4 Gunungsitoli, where before English learning activities are carried out in class VIII-F, the first thing provided by English teacher is learning tools such as lesson plans. Based on the observations that researcher have encountered in the application of the flipped classroom model, where the learning plan is divided into two activities, namely initial activities and classroom activities. The initial activity is student preparation, meaning that students first study at home with material that has been given by the English teacher through online in the form of videos from Youtube using whatsapp group media. Meanwhile, learning activities in the classroom are divided into three activities, namely introduction, core activities and closing activities.

The Result of Observation Sheet

According to Narbuko & Achmadi (2010:70), observation is the tool to collect data which is done by observing and noting down systematically the phenomenon that is inquired. It meant that observation was used to collect the data in systematic way to understand and interpret actions, interaction or the meaning of event. Regarding the research focus, this observation sheet is one of the data sources that researchers have used to analyze the application of the flipped classroom model in learning English in class VIII-F. This observation sheet was carried out by the researcher when the English teacher teaches class VIII-F.

The Result of Field Note

Based on the results of observations on English teacher, research findings on field notes, namely in the process of teaching and learning activities in

English using the flipped classroom model have been carried out in accordance with the method or learning model applied and the delivery of learning materials in accordance with the learning plan used has been carried out as in learning activities at home and activities in the classroom. However, in classroom teaching activities in English language learning in the application of the flipped classroom model there are still some learning plan steps that have not fully implemented these steps, such as teacher not providing motivation to students and teacher not conveying learning objectives.

The Result of Interview

The following are the results of interviews with English teacher in knowing the application of the Flipped Classroom Model and student learning outcomes on English learning in Class VIII-F at SMP Negeri 4 Gunungsitoli.

The following are questions that the researcher asked English teacher including: 1). Bagaimana persiapan bapak dalam menerapkan teknik dalam penerapan model pembelajaran flipped classroom? (*How do prepare sir in applying techniques in application flipped classroom learning model?*); 2). Apa saja langkah-langkah pelaksanaan pembelajaran bahasa Inggris di kelas VIII-F dengan menggunakan model pembelajaran flipped classroom? (*What the steps for implementing English learning in class VIII-F using the flipped classroom learning model?*); 3). Bagaimana cara mengunggah atau menyampaikan materi pembelajaran dengan penerapan model pembelajaran flipped classroom? (*How do you upload or deliver learning materials with the application of the flipped classroom learning model?*); 4). Bagaimana ketersediaan sarana dan prasarana yang ada di sekolah dalam mendukung penerapan model pembelajaran flipped classroom? (*How is the availability of existing facilities and infrastructure in schools in support the application of the flipped classroom learning model?*); 5). Apa saja keuntungan dan keterbatasan yang dirasakan selama proses penerapan model flipped classroom? (*How the advantages and limitation are felt during the process applied of the flipped classroom model?*); 6). Bagaimana cara mengatasi keterbatasan dalam penggunaan flipped classroom model? (*How to overcome the limitations in using the flipped classroom model?*); 7). Bagaimana cara menentukan evaluasi dan penilaian hasil belajar dalam pembelajaran bahasa Inggris dengan penerapan model pembelajaran flipped? (*How to determine the evaluation and assessment of learning outcomes in learning English with the application of the flipped learning model?*); 8). Bagaimana hasil belajar siswa dalam penerapan model flipped classroom? (*What the results of student's in the application of the flipped classroom model?*); 9). Bagaimana pendapat bapak setelah menggunakan model flipped learning classroom, apakah efektif bila digunakan dalam proses belajar mengajar di kelas? (*What do you think after using the flipped learning model*

classroom, is it effective when used in the teaching and learning process in the classroom?)

The results of the interview with the English teacher Mr. Niscayaman Bawamenewi, S.Pd was carried out on May 26, 2023, with the aim of finding out how the Flipped Classroom Model and student learning outcomes apply to English language learning in Class VIII SMP Negeri 4 Gunungsitoli in 2022/2023.

Student Tests Result

To answer the second research focus, namely how the results of student English learning in the application of the Flipped Classroom Model to English learning in Class VIII SMP Negeri 4 Gunungsitoli, for that the researchers used student test results that had been given by English teachers. Test questions are related to the learning material that has been studied, namely about short message material. In the implementation of this test, English teachers use objective tests, where the purpose of the test is questions that have true-false, matchmaking, and short fill-in models, so in the implementation of this test the teacher provides questions in the form of matchmaking tests. The test will be held on May 27, 2023 at 08.200 WIB after the teacher delivered and explained the short message material and researchers took the test results of 32 students.

Discussion

Application of the Flipped Classroom Model in Learning English in Class VIII-F of SMP Negeri 4 Gunugsitoli

Based on observations, interviews and documentation of the application of the flipped classroom learning model in Class VIII-F SMP Negeri 4 Gunungsitoli have been conducted by English teacher. The purpose of implementing this flipped classroom model is to make the English learning process more fun and students can play an active role in learning activities, in implementing this flipped classroom there are several preparations that must be done by English teachers where before learning is applied what must be provided are learning tools such as preparing learning materials, lesson plans, where in the RPP are listed learning strategies and models flipped classroom.

Learning using this model is a flipped classroom learning meaning that this learning model is divided into two activities where activities at home and activities at school, in home learning activities the teacher provides or uploads material that students will learn online through whatsapp media, then students will learn the material, then school activities are adjusted based on the steps of the learning plan. According to Dawson, & Pardo in research (Thanthawi 2019) using WhatsApp groups as a platform or learning medium outside the classroom. Various videos of learning materials are shared into whatsapp

groups and students are required to study them (review) before coming to class.

In addition, the application of this flipped classroom has advantages and limitations where the advantages of using this flipped classroom students are able to become independent, the material that has been delivered can be repeated at a later time, while the limitation in the use of this flipped classroom is the inequality of students having internet kouta to access the material that has been given, but to overcome these limitations the teacher maximizes setting strategies so that students can Understand the learning material.

In the application of flipped classroom in class VIII-F SMP N 4 Gunungsitoli there are several factors that can affect the application of the learning model where the application of the learning plan steps is not fully implemented by the English teacher so that English learning can be less satisfactory, due to lack of motivation, lack of initial knowledge of students and lack of student abilities, as well as the level of reasoning for the material to be learned, however, to overcome this, English teachers must pay attention and carry out these activities so that the application of the flipped classroom model runs well. So it can be concluded that the application of the Flipped Classroom learning model to student learning outcomes. With this learning model, classroom learning becomes more effective.

The Results of Students' Learning English in the Application of the Flipped Classroom Model to Learning English in Class VIII-F of SMP Negeri 4 Gunungsitoli

The results of students' learning are activities to determine achievement about competence in students after participating in learning activities. The results of students' learning aim to find out how far students have come mastering the basic competencies that have been set by the teacher in Learning. With the results of learning can be obtained information about Student learning success measured and reported on a basis achievement of certain competencies.

Based on the results of the study, the application of the flipped classroom model has a positive impact on improving the quality of English learning in class VIII-F SMP Negeri 4 Gunungsitoli is very clearly visible, namely students understand faster and are able to understand English learning, besides that English learning becomes active. It can be seen from the results of student tests given by English teachers to students where the test results are satisfying. This shows that the Flipped Classroom model has a positive influence on results of student learning.

In addition, the application of the flipped classroom model in English learning can find out students' initial knowledge and students quickly

understand more about the material provided, based on interviews with English teacher, saying that the application of this flipped classroom pleases students because this flipped classroom is able to make students more active in class and able to understand the material delivered.

Based on research conducted by Rogers (2013) concluded that the Flipped Classroom learning model can improve learning outcomes, communication skills and student learning activities actively and independently. Likewise, Widyastuti and Sujadi's (2018) research revealed that the application of the Flipped Classroom learning model can improve student learning outcomes. From the two results of the study, it is stated that the application of the Flipped Classroom learning model can be used as one of the learning models that can provide very satisfying results of student learning.

CONCLUSION

Based on the description and analysis of the research results that have been presented in the previous chapter, the application of the flipped classroom model in learning English at SMP Negeri 4 Gunungsitoli can be concluded as follows:

1. The application of the flipped classroom model in English in class VIII-F of SMP Negeri 4 Gunungsitoli has been implemented and implemented properly, including: by providing materials, lesson plans, providing material explanations and providing motivation for students to learn, as well as guiding students so they can understand about the lessons given.
2. Students' English Learning Outcomes in the Application of the Flipped Classroom Model to English Learning in Class VIII-F of SMP Negeri 4 Gunungsitoli has an impact on learning, this is based on the results of student tests given by the English teacher showing that results student learning outcomes using this flipped classroom are sufficient satisfying.

From the explanation above, the researcher concludes that the application of the flipped classroom model has been carried out properly. Even though this application is still not maximal and it is still very visible where teachers sometimes do not apply such as flipped classroom learning steps. However, based on the results of the research, it shows that the implementation of the flying classroom has a positive impact on students, where student learning outcomes are satisfactory.

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