

**THE IMPLEMENTATION OF FLIP LEARNING METHOD
IN THE ENGLISH SUBJECT
AT THE 1ST GRADE OF SMA N 16 PADANG**

THESIS

*Submitted as a Partial Fulfillment of the Requirement to Obtain
Bachelor of Education in English Language Education Program*



By:

ZULDILLA SEPTI RAHAYU

18018169

Advisor:

Dr. Havid Ardi, S.Pd., M.Hum.

NIP. 197901032003121002

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG**

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HALAMAN PERSETUJUAN SKRIPSI

Judul : The Implementation of Flip Learning Method in
the English Subject at the 1st Grade of SMA N 16
Padang

Nama : Zuldilla Septi Rahayu

NIM : 18018169/2018

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, 31 Agustus 2022

Disetujui oleh,

Pembimbing



Dr. Havid Ardi S.Pd., M.Hum

NIP. 19790103.200312.1.002

Mengetahui

Ketua Departemen Bahasa dan Sastra Inggris



Desvalini Adwar, S., M.Hum., PhD.

NIP. 19710525.199802.2.002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni Universitas Negeri Padang
dengan judul

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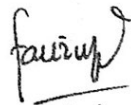
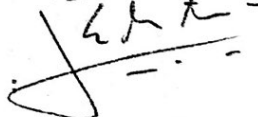
Nama : Zuldilla Septi Rahayu
NIM : 18018169
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 31 Agustus 2022

Tim Penguji

Tanda Tangan

1. Ketua : Dra. An Fauzia Rozani S., M.A

: 
: 

2. Sekretaris : Dr. Edi Trisno, M.A

3. Anggota : Dr. Havid Ardi, S.Pd., M.Hum

: 



KEMENTERIAN PENDIDIKAN KEBUDAYAAN
RISET DAN TEKNOLOGI
UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
DEPARTEMEN BAHASA DAN SASTRA INGGRIS
Jl. Prof. Dr. Hamka Air Tawar, Padang 25131 Tlp. (0751) 447347
Web: <http://english.unp.ac.id>



SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Zuldilla Septi Rahayu
NIM / TM : 18018169 / 2018
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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Diketahui oleh,

Ketua Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum., Ph.D.

NIP. 19710525 199802 2 002

Saya yang menyatakan,

Zuldilla Septi Rahayu

NIM. 18018169

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18018169

Advisor:

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NIP. 197901032003121002

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG**

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Abstract

Rahayu, Zuldilla Septi. (2022). The Implementation of Flip Learning Method in the English Subject at the 1st Grade of SMA N 16 Padang. *Thesis*. Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang.

Flip learning is a form of blended learning (through face-to-face and virtual/online interactions) that combines synchronous and asynchronous independent learning. Synchronous learning usually occurs in real time in the classroom. Asynchronous learning is learning that is more independent outside the classroom. This study investigated the implementation of Flip Learning Method in teaching English. This study aims to find out does the teacher have implemented all the steps of flip learning method in learning English subject at SMA N 16 Padang. The data in this study were the results of observation checklist and interview guide. The sources of data are video recorded of learning activity, WhatsApp, and Google Classroom. The data in this study were obtained using an observation checklist and interview guide. In this study there are four steps of implementing Flip Learning Method, namely before class begins, beginning of class, during class, and after class. In this study found that in before class begin, from a total 4 steps that contained in the observation checklist, only 2 steps have been implemented and 2 steps have not been implemented. For beginning of class, there are 2 steps and both are not implemented. For during class, there are 6 steps and all the steps have been done. And in the after-class, there is 1 step and this step has also been carried out. Based on this research, the researcher found that the implementation of flip learning method in the English subject at SMA N 16 Padang is not perfect.

Key words: flip learning, implementation, learning English.

Abstrak

Rahayu, Zuldilla Septi. (2022). Penerapan Metode Flip Learning Pada Mata Pelajaran Bahasa Inggris di Kelas 1 SMA N 16 Padang. *Thesis*. Padang: Departemen Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Flip learning adalah bentuk blended learning (melalui interaksi tatap muka dan virtual/online) yang menggabungkan pembelajaran mandiri sinkron dan asinkron. Pembelajaran sinkron biasanya terjadi secara langsung di dalam kelas. Pembelajaran asinkron adalah pembelajaran yang lebih mandiri di luar kelas. Penelitian ini menyelidiki penerapan metode flip learning dalam pengajaran Bahasa Inggris. Penelitian ini bertujuan untuk mengetahui apakah guru telah menerapkan semua langkah metode flip learning dalam pembelajaran mata bahasa Inggris di SMA N 16 Padang. Data dalam penelitian ini adalah hasil dari daftar periksa observasi dan pedoman wawancara. Sumber data adalah rekaman video kegiatan pembelajaran, WhatsApp, dan Google Classroom. Data dalam penelitian ini diperoleh dengan menggunakan daftar periksa observasi dan pedoman wawancara. Dalam penelitian ini ada empat langkah penerapan metode flip learning, yaitu sebelum kelas dimulai, awal kelas, saat kelas, dan setelah kelas. Dalam penelitian ini ditemukan bahwa pada sebelum kelas dimulai, dari total 4 langkah yang terdapat dalam daftar periksa observasi, hanya 2 langkah yang telah dilaksanakan dan 2 langkah yang belum dilaksanakan. Untuk awal kelas, ada 2 langkah dan keduanya tidak dilaksanakan. Untuk saat kelas, ada 6 langkah dan semua langkah telah dilaksanakan. Dan di setelah kelas ada 1 langkah dan langkah ini juga sudah dilakukan. Berdasarkan penelitian ini, peneliti menemukan bahwa penerapan metode flip learning pada pembelajaran bahasa Inggris di SMA N 16 Padang belum sempurna.

Kata kunci: flip learning, penerapan, belajar bahasa Inggris.

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Language is very important in life because it is used in people's daily conversations. Language can be used to express human thoughts, feelings and even desires. English has been legalized as an international language, with over 1.5 billion speakers worldwide, and is fast becoming the world's most widely spoken lingua franca (Melitz, 2016). People from different countries can use their languages to speak across nations. Moreover, Harmer (2015) predicts that English will remain the world's dominant language and an important means of communication for many businessmen, academics, tourists, and civic groups of all nationalities worldwide. It leads to other languages in all aspects of life.

The similar situation occurs in Indonesia where the importance of English as used as the business and educational instructions. Learning English as a foreign language has been implemented in Indonesia. The government of Indonesia began to introduce English as early as possible for students in elementary school through the curriculum basic education 1994. The changes of implementation curriculum of education in Indonesia from 1947 curriculum to 2013 curriculum brings some point of view in learning English.

The previous Indonesian's curriculum named KTSP (Kurikulum Tingkat Satuan Pendidikan) has been changed to the new curriculum named 2013 curriculum. For the first time, it was implemented in the first two grades of elementary and high school level. The curriculum of 2013 as stated in Permendikbud (Regulation of Indonesia Ministry of Education and Culture) No. 68/1/2013 has purpose to make Indonesian people as the individuals who loyalty, productive, creative and socialize, where they can contribute to the nation and living as good mankind. As stated in Pemendikbud No. 68/2/2013, theoretically, the 2013 curriculum is learner-centered curriculum which is standardized by the government to aim life skill competences.

There are some aspects of the learning process in this curriculum such as attitudes (affective), skills (psychomotor), and knowledge (cognitive) (Mulyasa, 2014). In Kemendikbud (2013b), the primary concerns of curriculum of 2013 are constructive,

contextual learning, which means that the learners are accustomed to construct their knowledges depending meaningful context.

In practice, this learning process leads learners to engage in "research" activities such as observation, experimentation, and association. These learning activities are integrated into science-based processes (Abidin, 2014; Hosnan, 2014). Therefore, the learning method recommended in this curriculum is a learning process that uses scientific principles in the course of it, or a method that involves a scientific approach. Unfortunately, this scientific approach may not be procedurally implemented in some particular subjects, materials, or situations.

Scientific approach can be defined as main learning approach in all materials or subjects, including in English subject (Abidin, 2014). In the curriculum of 2013, it is claimed as a more effective learning approach in aim to reinforce the learning outcomes of the students (Permendikbud No.68, 2013).

Scientific approach of the curriculum of 2013 emphasizes on process of searching knowledge and the students need to be active in the learning process. It is also known as learning by doing, as the student becomes the object of learning as that has been promoted by an American educator and philosopher John Dewey (1859-1952).

In addition, a scientific approach to learning is one in which learners actively explore laws, principles, or concepts through observing, formulating hypotheses, collecting data, analyzing, drawing conclusions, and communicating the concepts, laws, and principles found (Hosnan, 2014; Saddhono, 2013). Students are expected to be encouraged to seek knowledge from multiple sources through observation, not just from the teacher. The scientific approach also focuses on didactic skills and scientific principles. As described by McCollum (2009).

The Ministry of Education and Culture had explained about the consideration of learning approach related to the scientific approach if it fulfill some criteria, such as: (1) that teaching materials arise from the facts of phenomena that can be explained logically, (2) the teacher's explanation and the teacher-student interaction are based on objectivity. (3) the material encourages students to think critically and accurately when identifying, understanding, and solving problems (4) encourage and stimulate students to form hypotheses as they explore differences, similarities, and relationships with the research literature (5) encourage students to think rationally and objectively about the material, (6) it must be based on concepts, theories, and actual facts, and (7) learning objectives are presented in a simple, clear and engaging

manner (Kemendikbud, 2013a). The scientific approach of curriculum 2013 has five main stages that are observing, questioning, experimenting, associating, and communicating that each of them will be elaborated.

Morrow (2011), observes that learning English in school as benefits for students if the aims and methods are appropriate for the student's age. Students can easily understand English if the teacher's instructions are consistent. Learning is the system that shapes the educational process and aims to guide, train, organize and facilitate the different things that students learn to achieve their educational goals. Learning English in high school aims to help students reach a functional level and be able to communicate verbally and in writing to solve everyday problems.

The upgrading of new knowledge is definition of learning, where the process can be straight with the help from structures of cognitive that possessing by the students (Degeng, 2013). Learning as a process creates a relationship between knowledge that students already understand and knowledge they have just acquired. If the learning process is student-centred, the learning process is effective and students are actively involved in the learning process (Suhartono, Degeng, Suyitno, & Sulton, 2019; Unin & Bearing, 2016).

The spreading of Covid-19 started in 2020 and Indonesia was the one of countries that was infected by it and it made the changing of learning process, from face to face to the online learning. Online learning can be defined as learning activity held from distance. Stern (2018) stated that online learning is also known as distance learning because the learning process can be accessed everywhere, and there isn't must to be learned face to face as traditionally are supported (Gonzalez & Louis, 2018). Aparicio, Bacao, & Oliveira (2016), which offers the scope of Online learning divides online learning into two main areas: learning and technology. Learning is the cognitive mechanism for knowledge acquisition and technology is the tool that supports the knowledge acquisition process.

Transition from traditional pedagogical methods to more innovative and technology involved methods is required in the context of modern education such as through flipped learning method. A flip learning is an instructional inversion of the traditional classroom where the students are prepared by instructional materials through digital tools outside of the classroom. The classroom is used to discuss the material and do exercises (Nouri, 2016). The teachers have a lot of time to interact with the students in the classroom so that they can control the students' activity. In the application of flip learning, the delivery of material is transferred

from face-to-face meetings in class to virtual classes, therefore class time is used for the implementation of more critical and active learning activities (Stone, 2012).

According to Bergmann & Sams (2012), the flip learning method is an innovative pedagogical approach that focuses on teaching which learner-centered by reversing the traditional classroom learning system that has been carried out by the teacher. Flip learning combines synchronous and asynchronous independent learning. Synchronous learning usually occurs in real time in the classroom. Learners interact with a teacher and classmates and receive feedback at the same time. Meanwhile, asynchronous learning is learning that is more independent. Learning content is usually accessed through some form of media on digital platform. Students can choose the time when they study and they also can ask questions in the comment column, and share their ideas or understanding of a material with teacher or their friends. Meanwhile, the feedback will be received by them not at the same time. Video is one of the most often used media as input for independent study because it is allowed students to stop and rewatch the material as needed. Text and audio can also be used as content to deliver material and ensure students are fully prepared for synchronous class.

By using flip learning, the teachers are helped to determine their needed materials for teaching online or offline. Depending on the level of education and subject matter, teacher-centeredness may be avoided as it allows teachers to maximize teaching time for a variety of student-centered activities. Teachers can modify based on student needs and interests and classroom dynamics (Basal, 2015).

There have been an overwhelming number of studies revealing the implementation of flip learning method. Bell (2015) investigated student and teacher attitudes and beliefs about learning German using a flipped learning approach. Bell conducted the survey during the semester. Teaching activities should not be grammatical materials, but based on the American Council on Foreign Language Teaching (ACTFL) competency guidelines developed for her four languages proficiency and foreign language learning standards in the 21st century (SFL) (NSFLP, 2006) through the use of various activities, tasks, and projects (Witten, 2013). As a result, students found that they were more comfortable and confident in their classroom activities because they were able to coordinate their study time outside of the classroom.

Afrilyasanti et al. (2016) conducted a study addressing the impact of implementing a flipped classroom model on students' writing ability and individual learning differences. The results of the study showed a significant difference in students' writing ability compared to the

flipped classroom. Students with different learning styles will perform differently depending on their learning style. In addition, Sun's 2017 action research study of flipped classroom implementation also addresses student attitudes. The study found that implementing a flipped classroom had positive results in encouraging students to think critically.

There are only few studies have been conducted on the implementation of the flipped classroom model in Indonesia (e.g., Agustina, 2015; Murtiyasa, Esti, & Ulfa, 2015; Syafitri, 2014a, 2014b). Murtiyasa et al.'s (2015) study is concerned with the teaching of Math. Meanwhile, Agustina's (2015) study has investigated the effectiveness of teaching reading using flip learning model. These studies have examined the effectiveness of implementing the flipped classroom model. However, no research has been done on the extent to which flip learning has been implemented in a school. Among the literature related to flip learning, it is rare to find documents on the extent to which flip learning has been implemented in the context of EFL, especially in Indonesia. Therefore, this study tries to fill the gap.

From observation on August, 2021, at SMAN 16 Padang, there are some problems found. First, technological limitations. There are still many students who do not have a smartphone or laptop while the task given via smartphone and the severe missing signals and also the inability to purchase data packages for internet. The second is the lack of communication between teachers and students. There are still teachers who repeatedly explain to students up to two until four times. The third, after having online learning and using the flip learning method, the results of mid semester exam of grade X SMAN 16 Padang were relatively low. There were many students who were below the minimum criteria score (KKM), which is 76. Only a small portion of the students who passed the minimum criteria score. The students who passed have not reached 50% of the total number of students. And then, the teacher claimed that she had been implemented flip learning method in learning process and the researcher wants to know whether the steps of flip learning method had been carried out well by the teacher accordance to the theory or not. Therefore, the researcher will investigate what is going on in the learning process as well as investigating does the teacher have implemented all steps of flip learning method in learning English subject.

When the researcher did the teaching practice in this school, the teacher claimed that the school have implemented flip learning during pandemic. However, this method was chosen since duration were reduced during pandemic. Before pandemic, the school implemented 1 hour of lesson totaling 45 minutes, but during pandemic it was reduced to 30 minutes. So, the

teacher applied flip learning method. Therefore, it attracts the researcher to know have the teacher implement all the steps in implementing flip learning method.

Many studies on flip learning but only focused on the effectiveness of the implementation of the flipped classroom model. This research investigates have the teacher implement all the steps of flip learning method in learning English subject in SMAN 16 Padang. The reason why researcher choose this school due to the English teacher at SMA N 16 Padang claimed have used flip learning method in learning English subject. Flip learning is new for both the teacher and the students in this school.

B. Identification of the Problems

Based on the background of the problems above, the researcher identified some problems of teaching and learning English such as weak use of technology, signal limitations, expensive of internet package, the low students test scores, and do teacher's understanding on the implementation of flip learning method. Then, flip learning method is still making the students have to consider how to adapt with this method in learning process.

C. Limitation of the Research

In the aimed to avoid misunderstanding and to clarify the problem, the researcher limits the study of do the teacher understand on the implementation flip learning method in learning English subject at the 1st grade of SMA N 16 Padang.

D. Formulation of the Problems

The problems of this research can be formulated as follow "Have the teacher implement flip learning method in the English subject?"

E. Research Question

The problem of this research is formulated in the following question:

1. Does the teacher have implemented all the steps of flip learning method?

F. Purpose of the Research

The purpose of this research is:

1. To know does the teacher have implemented all the steps of flip learning method

G. Significance of the Research

It is hope that the research findings will give a significant contribution. It is hoped that the findings will enrich the existed literature about the teaching and learning process. Particularly, for the English teachers of Senior High School who contribute to designing the teaching and learning process and the members of the English Teachers Association. Furthermore, in course improvement, the findings of the research will provide guidelines for the decision about teaching and learning process through flip learning method that is appropriate and can improve students' English skills. In addition, practically teachers may find the solutions and may seek for effective strategies in conducting teaching and learning.

H. Definition of the Key term

Some key terminologies used in this research can be defined as follow:

1. Flip learning method: an instructional strategy and a type of blended learning that combines synchronous and asynchronous independent learning.
2. Implementation: the practical activities applied by teacher and students in learning model through flipped learning.
3. Learning English subject: learning English in a non-English-speaking non-native speaker.

CHAPTER 5

CONCLUSION

A. Conclusion

This study provided the answer to the research question. The results of the analysis are summarized in this chapter. Before class begins, teacher prepared a few things, which are lesson plans and learning materials. The materials given by the teachers are mainly made by the teachers themselves, so when choosing the right materials, teacher should choose simple and clear words for students to understand. After the material has been made, the teacher uploaded the material to Google Classroom in the form of word document so that students can easily access it.

For the beginning of class, the teacher did not divided students into small groups, but teacher did warm-up and review the material at the previous meeting. For the during class, the teacher facilitated a discussion room to solve some questions from students and guided students by giving explanation. The teacher also provided a test for the students and helped the students in completing the test by doing discussion. The teacher allocates more time for discussion and test.

For after class, teacher gives students some assignments which should be done independently at home as self-reflection. Finally, when implementing the flip learning method, a number of obstacles were encountered, including; students share phones with families to access study materials, lack student-owned mobile data.

B. Suggestion

As shown in the conclusion, this study only focuses on the implementation of flip learning method which refers to the completeness of the steps contained in the observation checklist that has been implemented by the teacher. The researcher hopes to other researchers will be able to develop the implementation of flip learning method. The researcher suggested for the next researchers to observe the learning material or learning video in the implementation of flip learning method whether it is in accordance with what it should be. Furthermore, in the data analysis, it suggested to use the theory from other experts to find out the completeness of the implementation of flip learning method.

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