THE IMPLEMENTATION OF FLIPPED CLASSROOM
IN TEACHING ENGLISH AT 10th GRADE
OF SMA NEGERI 2 PURBALINGGA

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of

State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto

as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S. Pd.)

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STATEMENT OF ORGINALITY

STATEMENT ORIGINALITY

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IN TEACHING ENGLISH
AT 10th GRADE OF SMA NEGERI 2 PURBALINGGA

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Assalamu'alaikum Wr.Wb

Setelah melakukan bimbingan, telaah, arahan, dan koreksi, maka melalui surat ini saya sampaikan bahwa:

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Sudah dapat diajukan kepada Dekan Fakultas Tarbiyah dan Ilmu Keguruan. UIN Profesor Kyai Haji Saifuddin Zuhri Purwokerto untuk dimunaqosyahkan dalam rangka memperoleh gelar Sarjana Pendidikan(S.Pd.)

Demikian, atas perhatiannya saya mengucapkan terimakasih

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MOTTO

"It does not matter how slowly you go, as long as you don't stop"

(Confucius)

"It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change."

(Charles Darwin)

DEDICATION

I dedicate this work to my beloved persons, my father (Amir Khusnidin) and my mother (Tumiyah), for their support, prayer, spirit in my life. It is for my beloved sister (Dewi Nur Yassirriftah), for your motivate. And all of the people who helped and encourage me to finish this thesis

Thank you all

I love you so much

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First of all, I would to say thanks to Allah SWT, the almighty who has been giving the mercy and blessings until I can complete the thesis well by title *The Implementation of Flipped Classroom in Teaching English at Tenth Grade of SMA Negeri 2 Purbalingga*.

This script is the thesis that has been proposed to Faculty of Education and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto as a partial fulfillment of the requirement for obtaining the scholar degree of educarion (S, Pd).

During the arrengment of this thesis and as long as the writer lern in State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto, the writer has gotten many directions, motivation, aid and guidance from many sides. Thus, in this chance the writer will convey the gratefulness and award as high as possible to honourable:

1. Prof. Dr. H. Suwito, M. Ag., as the Dean of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
2. Dr. Suparjo, M.A., as the 1st Vice Dean, of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
3. Prof. Dr. Subur, M. Ag., as the 2nd Vice Dean, of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
4. Dr. Maria Ulpah, M. Si., as head of *Tadris* Departement of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
5. Muflihah, S. S., M. A., as the Secretary of *Tadris* Departement of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.

Finally, the writer hopes that this thesis could give advantages to the reader. The writer realized that this thesis is far from being perfect. Therefore the writer openly accepts criticism and suggestion for better result.

Purwokerto, March 10, 2023

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THE IMPLEMENTATION OF FLIPPED CLASSROOM IN TEACHING ENGLISH AT 10th GRADE OF SMA NEGERI 2 PURBALINGGA

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ABSTRACT

In teaching English there are so many obstacles that faced by teacher such as limited class time, student are unwilling to participate in the discussion, shy to give opinions and timid to try new things. Therefore, English teacher are expected to provide an effective and enjoyable process of English Learning. The English teacher at SMA Negeri 2 Purbalingga has implemented flipped classroom in teaching English for grade 10th since 2018. The aim of this research are to describe the implementation of flipped classroom in teaching English, as well as to explore the advantages of the flipped classroom in teaching English to 10th grade students at SMA Negeri 2 Purbalingga. This research used a qualitative descriptive. The data were collected through observation, interviews, and documentation. The object of this research were the implementation of flipped classroom in teaching English, and the advantages of flipped classroom in teaching English. The subjects of this research were English teacher of XA grade and XA grade students of SMA Negeri 2 Purbalingga. The results of this research indicate several findings in process of the implementation of flipped classroom in teaching English, namely pre-implementation stages, while-implementation stages of flipped classroom in teaching English, and the advantages of implementing flipped classroom in teaching English, they are encouraging students to be independent learners, preparing students' readiness, it gives teachers better insight into students' abilities, improving students' language skills, encouraging students to be active in the class, and improving students collaborations.

Keywords: *Teaching English, Flipped Classroom, Blended Learning*

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CHAPTER I
INTRODUCTION

This chapter consists of the background of the study, previous research that also investigated the flipped classroom, formulation of the problem, objectives of the problem, and the significance of the research.

A. BACKGROUND OF STUDY

In today's society, English is the language most widely used by people in the world. English is used in various fields of life such as business, politics, education and others. In other words, English is an international language. English in Indonesia is as foreign language. In foreign language classrooms the language to be learned is as the target and as the instruction, even though, in addition to the target language usually there is another language present in the language classroom as well, it is usually the native language of the teachers and the students. For Indonesian students, is not easy to master English because it is not used to communicate in their daily activities.

Nation (2007), in Han (2015) claims an ideal language course would consist of four equally balanced strands: meaning-focused listening and reading, language-focused instruction, meaning-focused speaking and writing, and fluency development activities. Most English teacher face obstacles such as limited class time, therefore, they end up focusing on one or two strands.

In teaching English as a foreign language, it is often a challenge to applying potentially useful technology, promote the students' autonomy, and create stimulating lessons (Watkins & Wilkins, 2011). The traditional teaching and learning method do not allow the learners to have time in discussing their lesson. The teachers act as information providers by providing a lot of input and the learners gradually became passive learners.

There is insufficient time for any discussion to take place in the traditional classroom. One of the concerns that educators have in todays' classroom is the attitudes of the learners. They are unwilling to participate in the discussion, shy to give opinions and timid to try new things. These passive learners have low ability in problem-solving and they are very dependent towards the teachers, or their peers with advanced proficiency levels.

Technology is an integral part of life in the 21st century with its continued proliferation of digital technologies and gadgets available to people in recent times. With the ease of technology, it has become easier for people to connect with each other in the realm of knowledge sharing. With regard to ICT in the education field, the teacher is demanded to utilize technological (ICT) media in the teaching and learning process such as slide presentations, videos from youtube, social media, etc (As Sabiq & Suparjo, 2019). A digital learning which engages the 21st century learning that supports students' learning intention should be applied. The insertion of ICTs provides students the availability to study anywhere and everywhere (Evseeva & Solozhenko, 2015). It provides students the opportunities to involve actively in the classroom. However, the classroom situation does not exactly align to the 21st learning expectation. Most of the class time is used by the teacher to explain the learning material (Afrilyasanti, Cahyono, & Astuti, 2016) which is considered as teacher-centered learning (Bjork, 2005). This situation cannot support students to think critically since they are totally helped by the teacher.

Hence, the push for more technology integration in schools continues since those technologies and gadgets undoubtedly provide new opportunities and spaces for those who are looking for new ways of presenting knowledge through the use of technology integrated with learning approaches such as flipped learning (Katz & Kim, 2017; Lee, 2017; Salifu, 2016; Shaffer, 2017; Snyder, 2017; Wells & Holland, 2017).

Flipped classroom is a learning model which utilize technology in it, thus, it is compatible to be applied in learning English. Flipped classroom is branch of blended learning. According to D. Mulyadi *et al*. (2019) blended learning is the learning process that combines online learning with face to face learning is a well-known teaching and learning mode that stem from the digital era. As we already know that using blended learning makes class more active and engage both inside and outside. Flipped classroom model reverses the activities which are usually done at school is done at home (Herreid & Schiller, 2013). It reverses the traditional classroom activity where teacher delivers the materials in the classroom. The activities which are usually done at school like lecturing and taking notes are conducted at home and students are provided video and sources by the teacher with the help of technology. Flipped classroom offers students opportunity in personalizing their learning as students have different capabilities in acquiring knowledge, student-centered learning, and constructivism (Basal, 2015). It could help students to Increasing students' participation, and they have more time to have a discussion, practice what they learn in the classroom. Students' have well preparation before entering the class because they have learned the material at home, so they are more confident to participate in the classroom activity (Zainuddin, 2017). Flipped classroom gives a positive impact on foreign language learning students in a flipped classroom seem to enjoy learning English and their learning outcome learning English and their learning outcome.

In flipped classroom model, there are many advantages such as helps student who get difficulties to understand the lectures by re-play, re-wind, or re-read the material, anywhere and anytime on their leisure time, which was shared by the teacher through a media. Teacher has more time to engage in one-on-one conversation with students and challenge them since content delivering has been done at home (Hall & DuFrene, 2016;

Hamdan *et al*. 2013). In additional, the students can learn on their own pace by access the lectures through a video or other learning materials and complete the assignment in the classroom and get assisted by the teacher (Xu *et al*. 2019). In terms of media, the implementation of LMS (Learning Management System) in the flipped- class has some advantages such as providing interactive learning and students get better at self-directed learning skill and familiarize with the use of technology (Zainuddin, 2018).

Besides, flipped classroom also have any disadvantages, such as teacher needs to spend more time in planning her lessons as each individual student has viability to watch various videos and tools, then access to internet is a must if students want do their projects and homework. Lack of technical knowledge or technology means no work or progress. There is another threat that students may spend more time in front of the screens and there is possibility of getting distracted (Srilatha, 2018).

In this case, this research needs to be done in SMA N 2 Purbalingga because one of English teacher has been implementing the flipped classroom model in learning. According to previous interview, the teacher used the flipped classroom in teaching English since 2018 until now. In another hand, by implementing flipped classroom, students seem more enthusiastic and active during learning because students already know what material will explain by teacher. Therefore, this learning model needs to be observed more in how the flipped classroom is implemented in this school.

According to the explanation above, it is could be beneficial to explore approximately the implementation of a flipped classroom in teaching writing at the tenth grade of SMA Negeri 2 Purbalingga.

B. CLARIFICATION OF KEY TERMS

The following definitions are provided to make readers have same understanding or perception for some terms used in this research. There are the key terms, as follow:

1. Flipped Classroom

    According to Bishop and Verleger (2013) flipped classroom is a student-centered learning method consisting of two parts with interactive learning activities during lesson and individual teaching bases directly on computer out of lesson. Then Milman (2012) stated it is an approach aims the efficiency of lessons by transferring knowledge to students via videos and podcasts as well as by discussion, group works and applications during course. Flipped learning model is one of alternative strategies to teach writing.

2. Teaching English as Foreign Language

    A foreign language is a language acquired and spoken by a person after the first and second languages. The language is not used in daily life of the society where the person lives. For the Javanese child whose first language is Javanese and who lives in Java, English is a foreign language. In Java and Indonesia, in general, English is not spoken in daily life. Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language is not English (Rohmah, 2013). TEFL usually occurs in the student's own country, either within the state school system, or in private institutions.

C. RESEARCH QUESTIONS

Based on problem limitation above, thus the researcher intends to discuss the question bellow:

1. How does the teacher implement the flipped classroom in teaching English at the tenth grade of SMA Negeri 2 Purbalingga?

2. What are the advantages in implementing the flipped classroom in teaching English at the tenth grade of SMA Negeri 2 Purbalingga?

D. AIMS AND SIGNIFICANCES OF THE STUDY

1. Aims of The Study

    The researcher focuses to analyze the implementation of flipped classroom in teaching English at tenth grade in SMA Negeri 2 Purbalingga. These are objectives of the research:

    a. To describe how the implementation of flipped classroom in teaching English at tenth grade in SMA Negeri 2 Purbalingga.

    b. To find out the advantages in implementing the flipped classroom in teaching English at the tenth grade of SMA Negeri 2 Purbalingga

2. Significances of The Study

    The study is expected to give both theoretical and practical contributions.

    a. Theoretical Significances

        1) The results of this study are expected increase knowledge about flipped classroom and several ways of implement it in teaching English.

        2) The study of the implementation of flipped classroom in teaching English can be used a reference for further research.

    b. Practical Significances

        The research of this study can be useful for:

        1) For English teacher

            Based on the research, the researcher expects the teacher can improve the techniques to teaching English. The teacher can implement flipped classroom

learning model, because students become more active, creative and innovative.

2) For students

The researcher expects the students will interest and more active in learning English by using flipped classroom learning model.

3) For researcher

This research will be one of her experiences in writing English while the researcher is studying in the English Department Student and it can be useful as a reference for her teaching in the future.

4) For the readers

The researcher expects the research will give information about flipped classroom learning model, especially in teaching writing.

E. PREVIOUS STUDY

Based on several sources related to this research, the researcher presents some previous studies which correlate to this research. Here are the results comparison between this research and the previous studies.

First, a research conducted by Prabawanti *et al*. (2016) discusses "Teaching Strategies in EFL Flipped Classroom: A Trend Towards Education 4.0 ". This study explores the teaching strategies in implementing EFL flipped classroom. The data were collected by observing five teaching sessions of Advanced Listening course, consisting of 23 students enrolled in the third semester of a private university in Blitar. The method of the listening course was extensive listening, which allowed freedom of selecting the preferred listening materials outside the classroom. In addition to the observation, relevant documents were also collected to enhance triangulation. The result revealed that there found four teaching strategies namely (1) making content

understandable; (2) eliciting students' responses; (3) checking students' understanding; and (4) encouraging interpersonal communication. The similarity of the research is both discussing the implementation of flipped classroom in teaching English. And the difference is the research implementing EFL flipped classroom at the university level, while the researcher observe at senior high school level.

Second, a research conducted by Andhi Dwi Nugroho, (2021) discuss about "Flipped Classroom Applied in Teaching English Language Teaching". This study aimed to explore the flipped classroom model applied in English Language Teaching. It was found that the flipped classroom model was in various teaching fields, and some technology tools were used as the online platforms for teaching practices. The analysis of flipped classroom model impacts covered students' learning achievement, engagement, and interaction. The similarity of the research is both discuss the implementation of flipped classroom in teaching English context. And the difference is the research collected data were national and international journal articles reporting flipped classroom model, while the researcher collected the data by empirical study.

Third, a thesis by Ali Mahrus Efendi (2020), entitled "The Effectiveness of Flipped Classroom in The Teaching of Writing Skill". The aim of the study is to investigate the significant difference score on writing descriptive of the students taught by using Flipped Classroom and those taught by using conventional strategy. The result is there was significant difference score of the descriptive writing skill between students' taught by using flipped classroom and conventional strategy. The similarity of the research is both discussing about teaching writing skills using flipped classroom. The difference is the research discuss on writing descriptive text, while the researcher discuss on how flipped classroom implement in teaching English.

Fourth, the thesis entitled "The Effect of Flipped Classroom Model on EFL Students' Ability in Writing Narrative Text" by Zeni Monika (2020). The

objective of this research was to get empirical evidence about the effectiveness of Flipped classroom model on students' writing ability. This research used quasi-Experimental method. The results of the research is students' who were taught writing ability by using flipped classroom model was more effective than using the conventional ways. So, it can be concluded that flipped classroom model has positive effect to the Seventh Grade Students at SMP Negeri 01 Pasemah Air in writing ability. The similarity of the research is both discussing about the flipped classroom in teaching English context. And the difference is the research discussed flipped classroom for Junior High School students, while the researcher will discuss flipped classroom for Senior High School.

F. ORGANIZATIONS OF THE PAPER

To make a systematic of this research, it is necessary to classify the structure of this research. The structure of this research as follows:

Chapter I explained introduction which are contain of background of the research, operational definition, problem statement, objectives of the research and significances of the research.

Chapter II explained literature review, which includes a review of related theories about online assessment in learning and teaching English.

Chapter III explained research methodology, which consisted of research design, subjects of study, object of study, instruments for obtaining data, data collection techniques, data analysis techniques, and triangulation.

Chapter IV shows the results of the research that has been carried out by researcher, which consists of the implementation of flipped classroom model in teaching English to 10th grade students at SMA Negeri 2 Purbalingga, the advantages in implementing the flipped classroom model in teaching English to 10th grade students at SMA Negeri 2 Purbalingga.

Chapter V includes conclusions, limitations, and suggestions for research. In this chapter, the researcher concludes the research and provides suggestions that related to the focus of the research

CHAPTER II
LITERATURE REVIEW

This part aimed to profoundly expound 2 major theoretical frameworks mutually associated with the proposed research topic namely: (1) Flipped Classroom Model and (2) Teaching English as Foreign Language

1. Flipped Classroom Model

a. Definition of Flipped Classroom

Basically, the flipped classroom concept was first used and practiced by Jonathan Bergmann and Aaron Sams working at University of Northern Colorado (Talbert, 2012). According to Bergman & Sams (2012), stated that the flipped classroom has a basic concept of that everything that is done in the classroom in conventional learning becomes done at home and everything that is done as homework in conventional learning becomes done in the classroom class. Yulietri, *et al.* (2015) describe Flipped classroom is a learning process that students learn the subject matter at home before class starts and teaching and learning activities in class are in the form of doing assignments, discussing material, or problems that students have not understood. Asiksoy and Ozdamli (2016) shared the similar findings, showing that flipped classroom approach is a type of student-centered approach. Specifically, with the support of technological devices namely smart phones, Ipads or computers, students could actively learn new lessons at any time at any time. Students, moreover, are able to find it easier to take note as well as play back the difficult parts or to skip the parts that they are mastered in.

Based on the definition above, flipped classrooms can define as learning that utilizes time in the classroom and outside the classroom, with the help of technology. The presentation of the material is done outside the classroom, while in the classroom more emphasis is placed on students' understanding of the material.

b. Principles of Flipped Classroom

A successful flipped classroom follows the following principles:

1) Provide opportunity for students to gain first exposure prior to class.
2) Provide an incentive for students to prepare for class.
3) Provide a mechanism to assess student understanding.
4) Provide clear connection between in-class and out-of-class activities.
5) Provide clearly defined and well-structured flipped classroom activities.
6) Provide adequate time for students to carry out their assignments.
7) Provide facilitation and guidance that supports a learning community.
8) Provide prompt and adaptive feedback on group and project work.
9) Provide technologies familiar and easy to access.

c. The Type of Flipped Classroom

According to Utami (2017), flipped classroom learning model have several types as follows:

1) Traditional Flipped

Traditional Flipped is the simplest flipped classroom learning model. The learning step is for students to watch learning videos at home, then when in class they do activities and do

the assignments given in groups. The last at the end of the quiz conducted individually or in pairs.

2) Mastery Flipped

Mastery Flipped is a development of traditional flipped. The stage of learning is nearly the same as traditional flipped it is just that at the beginning of learning material is given at the previous meeting.

3) Peer Instruction Flipped

Peer Instruction Flipped is one of learning model that students learn the previous basic material before beginning a class via video. When in class students answer conceptual questions individually and students are given the opportunity to argue with each other on the questions given to ensure answers to their friends. At the end of the lesson students are given an individual understanding test.

4) Problem Based Learning Flipped

Problem Based Learning Flipped is a learning model which students are given videos that provide instructions for solving problems that would arise in class. In this model, students learn by the teachers' guidance. During the class, students do experiments and evaluations.

d. Stages of Flipped Classroom

The Flipped Classroom is one of blended learning. As part of blended learning that utilizes collaboration between many learning strategies. The following is a division of learning stages that can be included as out-of-class and in-class in flipped classroom learning.

Table 2.1 The Stage of Flipped Classroom

Out Class	In Class
Focus on M-Learning	Face to face Learning
Focus on Individualized Learning	Project Base Learning
	Problem Base Learning
	Group learning
	Peer Learning

Based on the table, the flipped classroom as out class means that students can carry out two learning strategies outside the classroom, namely Focus on M-learning and Focus on Individualized learning as the subject of work that students can do, for example: watching learning videos or do the summaries individually. Basically, students are provided with out-of-class instructional materials electronically and they are expected to read, study, and review them independently (Han, 2019).In out-of-class activities, it is absolutely ensured that students watched and access learning videos and make summaries without any homework problems from the teacher concerned.

Meanwhile, in-class activities really aim to be actively involved in class, for example: at the beginning of class, students are divided into several groups (Group Learning). Then, a discussion is made related to the learning videos that have been watched at home. From the discussion, the students were given several questions. The results of the discussion are used to identify students who understand the material they have watched at home and those students who do not understand the material for students who have quick grasping power and do not need to ask questions related to learning videos that have been watched at home so they can carry out other activities or create a new discussion group.

Other activities that can be carried out are working on case studies (problem base) or working on a project related to learning material (project base). There are also some students from those who have fast-learner abilities to help students who slow learners or lack learning comprehension. Activities that can be carried out are peer lesson learning or working with peers who have faster learning abilities.

According to Basal (2015), a flipped classroom can be divided into two learning environtment, they are outside and inside the classroom. Both sides must be perfectly integrated for this model to be effective. The steps for teacher as follow:

a. Teacher is planning in detail what will happen in each environment.

b. Selecting a variety of appropriate activities that address the needs of all learners. Such an approach may provide rich learning opportunities for students with different learning styles.

c. Determine how to integrate tasks and activities that occur in both environments.

d. Use a learning management system (LMS), presenting all activities in an organized way. An LMS like a bridge of flipped classroom, because it connects the outside and inside parts

In addition, according to Dwiyogo (2018), the stages of flipped classroom are devided as follows:

1) The teacher prepares and provides material in the form of videos, books, and modules as well as what students watch and learn.

2) Students listen to the material provided by the teacher in the form of videos and understand the material conveyed in class.

3) Students practice and discuss lessons that have been learned at home at school.

e. The Advantages of Flipped Classroom

According to Adhitiya *et al.* (2015), flipped classroom learning model has several advantages, the explanation is as follows:

1) Students can repeat the video so that they really understand the material.

2) Students can access the video from anywhere as long as they have sufficient facilities and can even be copied via flash disk and downloaded.

3) Efficient, because students are asked to study the material at home and in class, students can be more focused on their difficulties in understanding the material and their ability to solve problems related to the material.

4) Students are required to study independently by utilizing the learning videos provided, so that students are motivated in learning.

Lowell and Verleger (2013), stated the advantages of flipped classroom for student include:

1) Learning at one's pace

2) Engaging concept with peers

3) Low frustration levels

4) Beneficial to students whose personality and know their learning syle.

Meanwhile the advantages of flipped classroom for teacher include:

a) Working closly with students during class time

b) Improved student participation

c) Effective group outcomes

d) Improved student's ability to solve problems

2. The Implementation of Flipped Classroom

   a. Definition of Implementation

There are two definitions of implementation. First, implementation leads to activities, actions, or the existence of a systematic mechanism; implementation is more than just an activity; it is an activity that is planned and designed to achieve the activity's goals (Usman, 2021). Second, implementation is the execution or application of any plan, method or design, idea, model, specification, standard, or policy for accomplishing something. Thus, implementation is an action that must occur after the initial thought in order for something to occur (Ehrens, 2015).

Related two definitions above, the researcher can conclude that implementation is the planned and intentional execution of activities aimed at transforming evidence and ideas into policies and practices that work for people in the real world. It seeks to realize the plan; both the 'how' and also 'what'. In the context of learning, this implementation is an action that begins with the preparation of a lesson plan, and continues through the adaptation of the plan into the learning and teaching process in the classroom until the final stage of providing an assessment.

   b. The Stages of Implementation

In general stages of implementing the flipped classroom can be devided into 3 (three) including preparation or planning, implementation, and evaluation (Rohman, 2021). The explanation as follow:

1) Preparation Stages

Flipped Classroom can be implemented optimally if the facilities are available both at school and at home. Parents also play a role in implementing the flipped classroom learning

model. Parents need to provide facilities such as laptops or smartphones that students can use to access and study material at home. Apart from parents, of course schools also have an important role in providing facilities and infrastructure. Material analysis, competency achievement indicators, and appropriate media needs to be presented in the flipped classroom learning model are the first steps that must be taken by educators as learning designers.

Before face-to-face, teacher prepare learning materials including learning guides that will be a reference for students in carrying out activities. Students are asked to study independently at home or outside of learning hours regarding the material for the next meeting. Content or material studied can be downloaded or accessed online via the Whatsapp or E-Learning group. To guide students, educators must prepare instructions, both oral and written about activities that must be carried out.

2) Implementation Stages

The learning process using flipped classroom is to condition the active involvement of students in carrying out each learning activity. Learner-centered learning facilitates activities that lead to collaboration, project-based learning, technology integration, and discussion between students and educators about learning. In the flipped classroom learning model, the basic idea is to make students connected and engaged with learning processes/activities is the main key, one of which is by providing continuous assignments/projects. Integrating technology in learning is also relevant, because the flipped classroom model that will be developed is focused on utilizing Whatsapp and ELearning groups. The reverse class concept in a flipped classroom, where there is an exchange of

activities from traditional classes in general, is also quite appropriate. This means that the flipped classroom learning model that will be developed must continue to ensure student-centered learning occurs. That various learning activities are integrated with ICT as a means to facilitate active, meaningful, and learner-centered learning.

3) Evaluation Stages

Forms of evaluation that can be applied according to the characteristics of students involve students and parents. Evaluation can be carried out mid-semester or at the end of the semester to see learning outcomes, but it is also necessary to design a process evaluation during the implementation of the flipped classroom. The evaluation that will be carried out later is not only to see the learning outcomes or student grades, but to see the learning conditions after the model implementation process is carried out. Educators can also carry out evaluations through assessing knowledge, attitudes, and skills in accordance with authentic assessments in the previously implemented.

3. **Teaching English as Foreign Language**

English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life. English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English (Setiyadi, 2020). However, it is used in some necessary conditions so that it cannot get from the ability in the first language. Students learn the target language in the school that is suitable with the curriculum, syllabus, and lesson plan to do the learning activity.

The teaching of modern languages in schools has an educational function, and the older learner who deliberately sets out to learn English has a clear instrumental intention: he wants to visit England, to be able to communicate with English-speaking tourists or friends, to be able to read English in books and newspapers.

When we learn a language, there are four skills that we need to complete communication. We usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills". The English language has four talents to learn, divided into two groups:

1. Receptive skill is the ability to the mastering of the language skill from understanding. It includes listening and reading.
   a. Listening

      It is an essential skill to master a foreign language. Understanding the information from listening skills can start with fun audio such as listening to English songs and watching the film. Making students familiar with the English language starts with using the English language when giving the instruction and greetings in the class activities; a teacher can play music and film to engage students in a foreign language. In this section, a teacher can combine to explain the value of the culture around them and the culture in the audio.

   b. Reading

      The key to knowledge is from reading. Reading English text can find many vocabularies that make it easy to understand the meaning in a foreign language. Make sure that students use the dictionary to understand the meaning of reading quickly. A teacher should know the student's

ability and give the text based on the level of the students. In this case, the teacher can give a text about folklore.

2. Productive skill is the ability to produce the language. Those are speaking and writing.

   a. Speaking

   Commonly, communication takes place in the oral form. Speaking skill is getting because there is the interaction of two people or more. Language learning principles developed by a linguist at Michigan University used Oral Approach, Aural-Oral Approach, and Structural Approach. The approach ranges from aural and oral training (speaking, reading, and writing). Language is introduced by oral, and oral is approached by structure. In the class, a teacher should give the guidance well so that the students can imitate truly.

   b. Writing

   Writing skills are taught by simple text like personal experience, descriptive text, and announcements in school. A teacher should guide the students before they start to write. It should pay attention to how to write well with good structure and good content. This skill is obtained by reading and writing habitual routines. Learning a foreign language is from Receptive skills to Productive skills. A good speaker is a good listener, and a good writer is a good reader. Language acquisition is achieved by habituation. Teaching foreign languages in the school should use methods and media that students accept.

In some case, teachers separate language skills and highlight just one skill at a time. It called intregated language skills. It means combining reading, writing

listening and speaking in foreign language teaching in the classroom. Here are the reasons for intregating language skills (Ramadan, 2019):

- By integrating the four skills, the students experiment and take risks with learning the foreign language which makes learning more lovely and productive.

- By integrating the four skills, we are providing a certain input that becomes a basis for further intake, which in turn will become a new output.

- Production and reception are two sides of the same coin.

- Interaction means sending and receiving messages.

- Written and spoken languages have a relationship with each other.

- This Integration will reflect the interrelationship between language, culture, and society
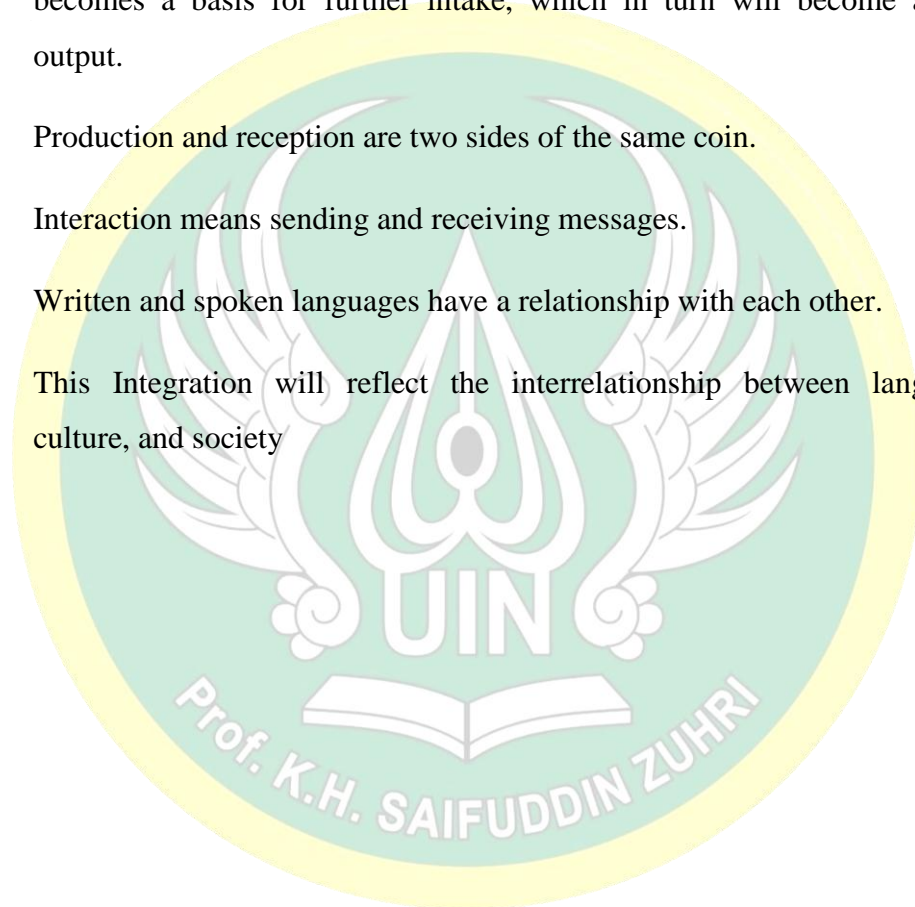
CHAPTER III
METHODOLOGY

1. Types of The Research

This research used a qualitative method to process problems that occur in the field. According to Sidiq and Choiri (2009) qualitative research is research that creates findings that cannot be obtained using statistical procedures because qualitative method can obtain data about people's lives history, behavior, organizational functionalism, social movements, and kinship relationships. Then, according to Yusuf (2014), qualitative research is one of the inquiry strategies that focus on the search for meaning, understanding, concepts, characteristics, symptoms, descriptions of a phenomenon that prioritizes quality and is presented in several ways.

The type of research used by researcher is field research. This means that researchers collect and process data based on information and data obtained in the field directly by visiting the research site. In this research, researcher look for data on how to implementation of flipped classroom in teaching English for 10th grade students at SMA Negeri 2 Purbalingga, and what are the advantages in implementing the flipped classroom in teaching English for 10th grade students at SMA Negeri 2 Purbalingga.

2. Setting of The Research

The research conducted at SMA Negeri 2 Purbalingga which is located in Pucung Rumbak Street, Bancar District, Purbalingga Regency, Central Java Province. The institution was chosen because after the researcher did interview with English teacher, actually she has been implementing flipped classroom in teaching and learning English. The data were taken from those that reflecting the implementation of flipped classroom in teaching English for 10th grade at SMA Negeri 2

Purbalingga and the advantages in implementing the flipped classroom in teaching English to 10th grade students at SMA Negeri 2 Purbalingga.

3. **Object of The Research**

   The object of this research is the process of teaching and learning writing in which flipped classroom is implemented at the tenth grade student of SMA N 2 Purbalingga and the advantages of implementing flipped classroom in teaching English at the tenth grade student of SMA N 2 Purbalingga.

4. **Subject of The Research**

   The subjects in this research are people who are in the research location who have relationships with educational institutions and the focus of the research discussion. The main subjects in this research as follows:

   1. An English teacher in the tenth grade of SMA Negeri 2 Purbalingga.
   2. Tenth grade students of SMA Negeri 2 Purbalingga, X A. There are 36 students, where 14 male and 22 female students.

5. **Techniques of Data Collection**

   This research uses three types techniques of data collection including observation, interview, and documentation. The explanation of the three types techniques of data collection as follows:

   a. Observation

      According to Sidiq and Choiri (2019), observation is an activity that consists of the process of seeing, observing, and recording events or behaviors that are carried out systematically to achieve a certain goal. Observation is also a process of looking for data from a problem, phenomenon, or behavior that occurs. Therefore the researcher chose to use observation to find out how the teacher

implemented the flipped classroom in teaching writing at tenth grade students of SMA N 2 Purbalinggga.

An observation which used in this research is non-participants observation. The researcher was not directly involved in the teaching and learning process, but only as an observer. In addition, the observation also took structured observation. A structured observation or observation sheet is a prepared observation that is designed systematically. This observation can be done without participant of the researcher and did not need interaction with the group that is observed.

The observation was carried out in class XA on September 5, 2022. The observation instrument used is an observation guide sheet using the checklist technique. The data needed from observation are the way teachers implement flipped classroom in teaching English. By observing directly using the non-participants model, data will be obtained on how teachers implement flipped classroom in teaching English in grade X at SMA Negeri 2 Purbalingga.

In this research, observations were made three times. The first, on January 5, 2022 for preliminary observation. The second on September 5, 2022, September 26, 2022, and on October 7, 2022 for the observation of learning activities. Class XA consists of 14 male and 22 female students.

b. Interview

Interviews contain unstructured and commonly open-ended questions which can be few in variety and are meant to elicit views and opinions from the participants (Creswell, 2014). Interview is a structured conversation where one participant asks questions, and the other provides answers.

In this research, researcher used interview sheet to ask who had useful information and specific information. The researcher

interviewed an English teacher and students. The researcher carries out face to face interview with the English teacher which has implemented flipped classroom. The support instrument to record the teacher's interview is by using mobile phone recording.

Interviews with English teachers and grade X students were conducted directly at the library of SMA Negeri 2 Purbalingga. Then, for interviews with grade X students, a random sampling technique is applied, so that the sources taken are free from the subjectivity of the researcher. Therefore, by using interviews, the information obtained can be more in-depth from English teachers and grade X students of SMA Negeri 2 Purbalingga.

c. Documentation

Wahidmurni in Sidiq (2019) explains that documentation is one of the data collection techniques in research or activity whose technique is not directed directly to the research subject. Documentation can be in the form of photos of observation activities, official and important documents, letters, and other things needed in the research process. In this study, researcher used documentation techniques to help show the results or processes of observation and interviews, as well as to document documents or data related to research. In addition, The data documented in this research are Lesson Plan (RPP), learning books, teacher data at SMA Negeri 2 Purbalingga, data on grade X students at SMA Negeri 2 Purbalingga, photos of interview activities with teachers, screenshots of learning activities out of the class, photos of observation activities in teaching English, photos of school facilities and infrastructure, and data on school profiles.

6. **Techniques of Data Analysis**

In this research, the researcher used techniques of data analysis based on Miles and Huberman that consist of three stages, namely:

a. Data Reduction

Data reduction is the method of mixing and uniformity all the information that has gotten becomes a script that will be analyzed. After the researcher did a semi-based interview with the teacher, direct observation, and documentation then the researcher determined the results that are the information that the researcher is needed to assist the studies.

b. Data Display

Display data include about a half of information in writing and have a clear topic line into a matrix of class-particular as incorporated themes and classified and could split those subject matters into more concretions and simplified form known as a subtheme ending through co-terminating code of that subtheme accordance with the verbatim of an interview before that has been completed.

In this research, the researcher displayed the data by making narration of interview results, observation, and documents that the researcher got.

c. Conclusion and Verification

The last step in analyzing the research data is to draw conclusions and confirm data. The initial conclusions determined are still temporary and could change if there is no strong evidence to assist the next level of data collection. However, what if the conclusions found in the early levels are supported through valid and consistent evidence when the researcher returns to the field to summarize the data, then the conclusions recommend are creative.

CHAPTER IV
FINDINGS AND DISCUSSION

After obtaining data from observation techniques, documentation, and interviews, the data obtained from the implementation of the flipped classroom in teaching English at tenth grade students are divided into 2 parts, namely implementation of flipped classroom in teaching English and the advantages of implementing of flipped classroom in teaching English. The explanation of the two parts is as follows:

A. Implementation of Flipped Classroom in Teaching English Tenth Grade of SMA Negeri 2 Purbalingga.

The implementation of flipped classroom in teaching is discussed in this section. This is how teaching practice is explained:

1. Pre-Implementation of Flipped Classroom in Teaching English.

Before implementing the flipped classroom there are several preparation that teacher should done. A successful flipped classroom needs to be prepared effectively and it bears on the amount of time and effort the teacher needs to fulfill (Nugroho, 2021). In this study, the teacher did several preparations such made lesson plan, learning material, the media learning, etc.

Teachers create a lesson plan before engaging in learning activities. Generally speaking, a lesson plan can be considered to be the teacher´s road map of what students are supposed to learn and how that will be done effectively (Cronin, 2018). It enables the teaching activities to achieve their objectives. It was organized according to the syllabus. In this study, the education practice was used. In figure bellow point of 10. E6 – 10. E11, are the basic competencies.

10.E.6 Diperdengarkan beberapa **teks recount**, peserta didik mampu **membandingkan** struktur teks dan unsur kebahasaan **secara mandiri**.

10.E.7 Peserta didik mampu menceritakan pengalaman pribadi **(recount text) secara lisan** di hadapan kelas **secara mandiri dan komunikatif**

10.E.8 Disediakan **teks recount** tertulis, peserta didik mampu **menganalisis** struktur teks dan unsur kebahasaan dan **menemukan** informasi tetentu secara mandiri

10.E.9 Disediakan **teks recount** tertulis, peserta didik mampu **mengidentifikasi** tujuan penulis dan dengan **bernalar kritis mengembangkan** keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

10.E.10 Peserta didik mampu **menyusun teks recount dengan bernalar kritis dan mandiri**

10.E.11 Peserta didik mampu **menyajikan teks recount** dalam bentuk cetak dan digital **secara kolaboratif**.

Figure 4.1 Basic Competences of Recount Text

The first observation was conducted on the 5th of September 2022, at X A class, and the lesson plan was prepared. The second observation was conducted on the 26th of September 2022, at X A class, and the lesson plan was prepared.

After created a lesson plan, the teacher also made a learning material. Cronin & Coakley, (2018) stated the selection of learning materials is a fundamental challenge for teachers to ensure that the most suitable topics are presented to students. This is in line with the transcript of Interview 1, English teacher said:

> *"In the beginning of teaching and learning process using Flipped Classroom, firstly, I will imagine and arrange material that is understandable for students, then because Flipped Classroom must be focused on student-centered, so I have to instruct students clearly to do anything during learning activities."*

Based on the statement above, planning the learning material and providing clear instructions are crucial things because they highly affect, as long as the learning process that will be carried out in class. It same line with Johnson (2013) findings, he states flipped

classroom learning is a learning model that is centered on students so that they can increase its effectiveness.

Based on the explanation above, it can be concluded that learning in the classroom with the flipped classroom model will lead to learning that is truly more student centered, because in class students will have more time to complete case studies, carry out problem-based learning, practice and discuss and finalize the material that has been studied at home.

Besides, according to Van Olphen *et al.* (2012), claims making content (material) understandable helps teachers foster students' understanding of the material being learned. Based of transcript of Interview 2 is as follow:

> *"The material that I made is absolutely easy to be understood by the students and they can meet around them so that they can imagine the material. The material is sorted to match the learning chapter. In this context, the content should be creative and meaningful which increases the awareness feeling of students, and also can be used in real life."*

Based on the statement above, it is highly important for students to be understood why they were taught the lesson and what they can expect to get out of it. The result of observation in the classroom is shown in the introductory phase of the Flipped Classroom teacher delivered of the learning material integrated into the videos.

For the flipped classroom model the technology used is also important. Teacher should have analyzed well which technology will be more effective during the learning process and which ones will prevent this (Kiray & Yildirim 2016). After conducted the observation in classroom, it was shown there were various LMS or platforms to support the process of learning such as Canva

application, WhatsApp, video, and power point. It goes like this the transcript of Interview 3, English teacher, stated:

> *"The media that I used is varied such as the Canva application, PowerPoint, and video. Most of them are my own videos. Then I uploaded on my own YouTube channel. Then the link I share to my students via WhatsApp group."*

From the interview, it was found that the media that is used in the flipped classrooms is various, it depends on teacher creativity. Usually, in media preparation, the teacher prepares an application that will be used when the teacher implements a flipped classroom, it can be an online class live streaming and have an online discussion or just a video (Yulianti, 2019).

In this study, teacher used various kinds of media to support online learning such as Canva, WhatsApp, and video learning from YouTube. The teacher also made her own video learning, than uploaded on YouTube channel. The teacher chose and arranged the explanation were going to be recorded in the form of video.

From the result of analysis of the pre-implementation of flipped classroom in teaching English, the researcher found several preparation that used by teacher, they are making a lesson plan, providing learning material, making media to convey the material, and providing clear instructions. In this process, both students and teacher focused on preparation for online activity, such as laptops and internet connection. This is also the time to start building online interaction between teacher and students. In this case, the process of interaction began when the teacher announced an online activity plan in a face-to-face class and WhatsApp Platform.

2. While-Implementation of Flipped Classroom in Teaching English

Dealing with the flipped classroom approach, educators should comprehend it first to effectively flip the classroom. The flipped

classroom is a learning approach created to amplify the classroom period (Ozdamli & Asiksoy, 2016).

In implementing Flipped Classroom there were several steps which were done by the teacher namely, out of class and in the class activity. The explanation is as follow:

a. Out of Class

According to Nugroho (2021), he states Flipped classroom model, the material presented before class through audio or video recordings. Reading materials, simulations, and presentations as foundational support for learning are provided during out-class time. In this study, the students were given some times to learned independently the material which delivered through video, power point, or articles at home. Based on observation on 5 September 2022 (first meeting), in out of class stage, the teacher gave material about recount text via WhatsApp group. It could be seen from the figure 4.2 below:

Figure 4.2 Screenshot of out of class activity 1 on WhatsApp Group

Based on the figure, English teachers shared the material a few days before class via WhatsApp group.

In the second meeting on 26 September 2022, it was discussed the Exposition text and the teacher also gave the material before the class. It could be seen in figure 4.3 below:

Figure 4.3 Screenshot of out of class activity 2 on WhatsApp Group

The other learning events will occur on 7 October 2022. Unfortunately, it was discovered that even when the teacher was not there, the independence class was performed according to the teacher's instructions. At the time, the task planned the preparation as instruction in-class activities.
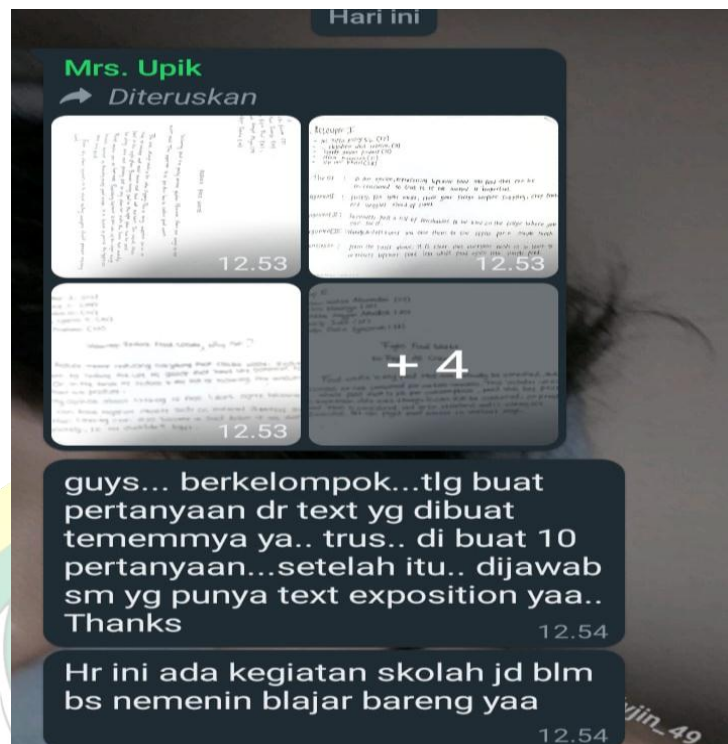
Figure 4.4 Screenshot of Student's Task as the form of directions of class activity

In this case, these should be done by the students in each online home learning to deepen their knowledge about the material learned. The teacher must be engaged in communication with students when online to monitor student inquiries, and student activity, provide feedback, etc. Students should be able to use this content (material) to engage in self-directed learning in order to adequately prepare for in-class activities related to applying, discussing this information (Cronin & Coakley, 2018).

Furthermore, the students were also told to note the important things they found during watching the video or the difficult concept that did not understood. In addition, by learnt the material before the class, it is beneficial for students to get well preparation before class, improve their reading and

listening skills, and got a new vocabulary. This statement is closely linked to transcript of Interview 3. The student stated:

"By learning material before the class, I already known what will discuss in the class, therefore it makes easy for me to catch on the material and get well preparation and improve my English skills."

Thus, it could be concluded that when out of class stages, teacher generally engaged in communication with the students, provided the material, and gave video or powerpoint on WhatsApp groups.

b. In the Class

Nugroho (2021) claims, in class time, students spend their efforts working on higher levels of learning from implementation to evaluation. In this research the steps of teaching which was done by the teacher during in-class activity was divided into three, opening, main activity, and closing. The explanation is as follow:

1) Opening

In this stage, students came to class to carry out teaching and learning activities and do related tasks. Based on the result of observation on 5 September 2022, the lesson was started by praying and greetings. The teacher invited the students to do the brainstorming to refresh their mind. Teacher also reminded about the learning objective and discussed the students' learning difficulties at home and provided feedback for the task which has been given during the out-class activity which was done at home.

In this activity the students were expected to participate actively and respond to the teacher. Furthermore, during this activity, the learning was done by discussion and assignment. Students were invited to share every problem that faced. Students were also allowed to ask questions to the teacher. They were also allowed to shared their thoughts with their peers. The students

were given sufficient time to did the discussion. Moreover, the teacher claimed that she had given satisfying solutions to each student's problem. When the students found any obstacles in doing the assignment, the teacher was ready to help them. Figure 4.5 shows the discussion activity:

Figure 4.5 Discussion activity

Based on the figure, the discussion covered the difficulties which were found during learning through the video at home. Additionally, checking students' understanding is vital in performing ongoing assessments and keeping the students engaged in the learning process (Van Olphen *et al*. 2012). Teachers needed to knew whether their students had really learned something.

It could be concluded that flipped classroom activity gave more time for students to practiced, to solved the problem, to explored, and the teacher there is to guided them. The teacher already gave material outside classroom activity, so in the classroom after did the outside class activity the teacher no needed to explained the whole material. Thus, the teacher just checked or makes sure all students already understood the learning subject.

2) Main Activity

In this stage is covered the assessment and the application of the material learned. It means that in this learning step, the students applied the learning material through projects and the teacher assessed students' projects. Then, teachers also applied students' skills in projects and other simulations in the classroom. With regard with the project, students can get more knowledge regarding the current the issue surrounding them (Ma'rufah *et al*. 2015).

At the first meeting, the material was carried out is recount text. The teacher asked students to made mind mapping told a stories that related to recount about people. Furthermore, when the students did the assignment, they were asked to worked in group, students were separated into 7 groups. The activity could be seen in figure 4.6 below:

Figure 4.6 Students are discusses for the group works

Based on the figure, each group discussed to make sure in a good decision for the group works.

Figure 4.7 Making product activity

Based on the figure, students were made group product. The role of teacher is as facilitator and gave guidance for the students who faced a problem. After the project was done the teacher asked students did an oral presentation in front of the class. Each groups presented their project according a job description that consists of moderator, presenter, feedback giver, answerer, and note taker. The figure 4.8 shows the presentation activity:

Figure 4.8 Presentation Activity

In this activity, the teacher encouraged the students to ask questions to the presenters. It is expected to encourage students' interpersonal communication therefore the students had much interaction in the learning process. Additionally, through this activity the students learned the technique of delivering a good presentation in front of the classroom, and it could be improved theirs' speaking skill.

Meanwhile in the second meeting on 26 September 2022, the material was carried out is exposition text. In main activity, the students also made a project about food waste. The figure shows:

Figure 4.9 The process of students' activity during making a group project

In addition, the result of project could be seen in figure below:
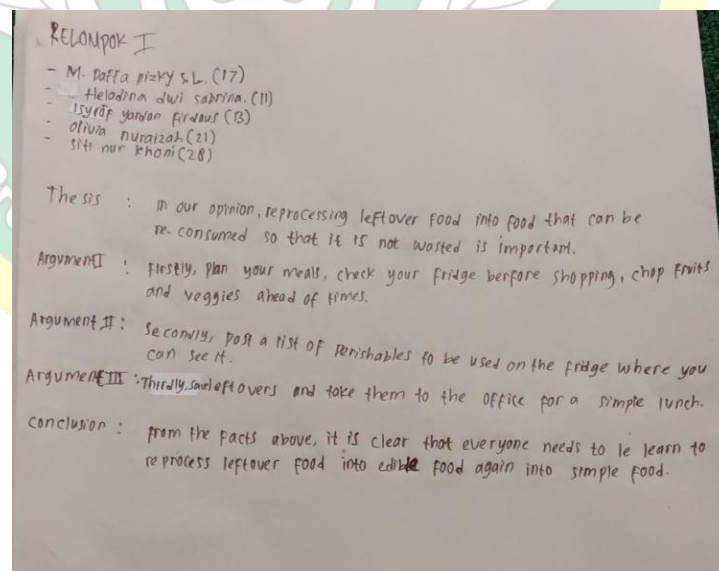
Figure 4.10 Students' worksheet about exposition text.

Based on the picture above, students were asked to do group assignments related to the material that day, namely exposition text. At the first meeting students were asked to outline an exposition text, consisting of thesis statements, arguments, and conclusions.

3) Closing

In ending of the lesson, the teacher sums up the learning material and learning reflection on that day. It was done to helped the students remember the learning material even the learning process had been done. It covered the conclusion of learning. The teacher also directed the students to the next learning material. In this activity the teacher also did feedback on each student's project.

This is in line with transcript of Interview 4, the student stated:

> *"The teacher always gives a positive feedback, even though in my opinion the task that my task is not optimal, but my teacher really appreciates it."*

In conclusion, the core concept of the flipped model, according to Hamdan et al. (2013) is the meaning behind the word 'flip' which involves four elements, they are: in terms of *Flexible environment*, the current study provided both an online learning community and physical classroom instruction for students to learn specific content knowledge and demonstrate mastery. With regard to *Learning culture*, the flipped instructional design used in the current study was a learner-centered approach where students actively participated outside the classroom in meaningful and collaborative written and verbal activities via an online learning community. The 3 teacher-made videos about English idioms contained *Intentional content* specifically designed for students to learn and to explore. Finally, the researchers of the current study were *Professional educators* who continually

observed student progress, provided online and in-person feedback, and assessed the students' performance.

B. The Advantages of Implementing Flipped Classroom in Teaching English

Here are the advantages of implementing Flipped Classroom in teaching English. In this case, there are several advantages of Flipped Classroom especially in motivation and achievement in learning environment. The explanation as follow:

1. **Motivation**

Motivation provided a boost to actions aimed in the desired direction both physically and mentally, so activity becomes a very important part (Basal, 2015). Flipped classroom is also expected by students' to have the motivation. Here are the advantages the flipped classroom to increasing students' motivation as follow:

a. Encouraging Students to be Independent Learners

Flipped Classrooms assisted teachers to construct students to become independent learners by means of the teacher made the instructions clearer to inform students regarding the learning timeline. It could be seen from the transcript of interview 4, the teacher noted:

"By giving clear instructions to students, it can help me in constructing students to become independent learners."

In addition, Roehl, Reddy, and Shannon (2013) noted the students are "free to interact with the material according to their own learning-style." Students also have the ability to rewind, pause, and speed up lectures in addition to watching them with subtitles, giving students more control in the way they navigate course content.

b. Preparing Students' Readiness

Flipped classroom assisted students and teachers connected earlier to build trust easily, and students knew what they have to do so that learning goals are achieved and the results are as expected. Based on the transcript of interview 5, the students stated:

> "*Having good preparation before face-to-face learning and studying the material before the meeting, this makes it easier for me to understand the points of the material, besides that I can imagine the material that will be discussed later.*"

It can be concluded, if students had good preparation in the form of studying material at home, it could created an active and conducive classroom environment.

c. It gives teachers better insight into students' abilities.

Teachers easily knew the abilities of each student during learning activities. In addition, the teacher can also easily to identify which students are fast in learning and students who are slow in learning so that the teacher will focused more on slow learners so they are not left behind and provide direct guidance to students who need it. According to English teacher, she stated that

> "*Using flipped classroom, I can easily to know students' abilities by observing and taking notes on students who need direct guidance, for example in reading, speaking, or writing skills, slowly I could know their difficulties.*"

From statement above, using flipped classroom teacher could easly to knew students' abilities from their performance in learning process. Especially for students who slow in learning, the teacher will give individual guideince.

2. Achievement

Achievement refers to the extent to which a learner has attained their short or long-term educational goals. A student is said to be successful if they have benefited from our education system. For example, they have achieved something positive when acquiring knowledge, skills, and attitudes in schools (James, *et.al* 2022). In this part, there are the advantages of flipped classroom in achievement form, as follow:

a. Improving Students' Language Skills

With flipped classroom, integrated materials are easy to package. It could be improved students' language skills. This statement was corroborated with the students' statement. In transcripts of interview 5, the student claims:

> *"Learning English uses Flipped Classroom, in my view it could be improve my language skills, for example by watching videos, it could improve my listening skills, during presentation sessions it could improve my speaking skills, and during project assignments it could improve my writing and reading skills."*

From the statement above, it could be concluded students could improved their language skills naturally from phase learning. For example in out of class stages students were gave video learning, while students watched the videos they were could improved their listening skill. Then, in of class stages students asked to presented their task or project in front of class, therefore while presentation session, it could be improved their speaking skills.

b. Encouraging Students to be Active in the Class

Flipped learning has changed the responsibility of content learning from the teacher to students in the form of active learning which places much of the responsibility of learning on students (Nouri, 2016). This finding is along the same vein with teacher's statement. In transcripts of interview 6, the teacher noted:

> " I think the students are very active and enthusiastic because when I invite them to discuss, they want to ask questions and actively consult both inside and outside the classroom"

By implemented the flipped classroom, the learning atmosphere is very pleasant. It encouraged more active involvement in class. This result was corroborated with the previous researches (Afrilyasanti *et al*. 2017; Ahmed, 2016; Norazmi *et al*. 2017; Sun, 2017) which claimed that Flipped Classroom could motivate and engage students in learning English. The implementation of Flipped Classroom could improve students' engagement during the teaching and learning processes.

c. Improving Students Collaborations

The introduction of collaborative learning activities are encouraged students who meet in learning groups at least once a week show significant improvements in learning (Marzano, *et al*. 2001). Based on the result of observation in the class, there are a number of benefits when grouping your students, some of which include:

a. Positive interdependence: group members share mutual goals, joint rewards, grading incentives, etc.

b. Resource interdependence: each group member has different skills or resources that must be used to complete the assignment.

c. Role interdependence: each group member is assigned a specific role; each group member understands how this role fits into the group overall process.

d. Group dynamics: students are encouraged to be positive and encouraging.

e. Interpersonal skills: students are encouraged to use effective interpersonal and small-group communication skills, helping them effectively communicate with one another, share ideas, disagree, etc.

In conclusion, the project-based work that now takes place in the classroom need not be on an individual basis. A flipped classroom enables students to spend more time collaborating with one another: not only a great way to learn, but also good for their team working skills.
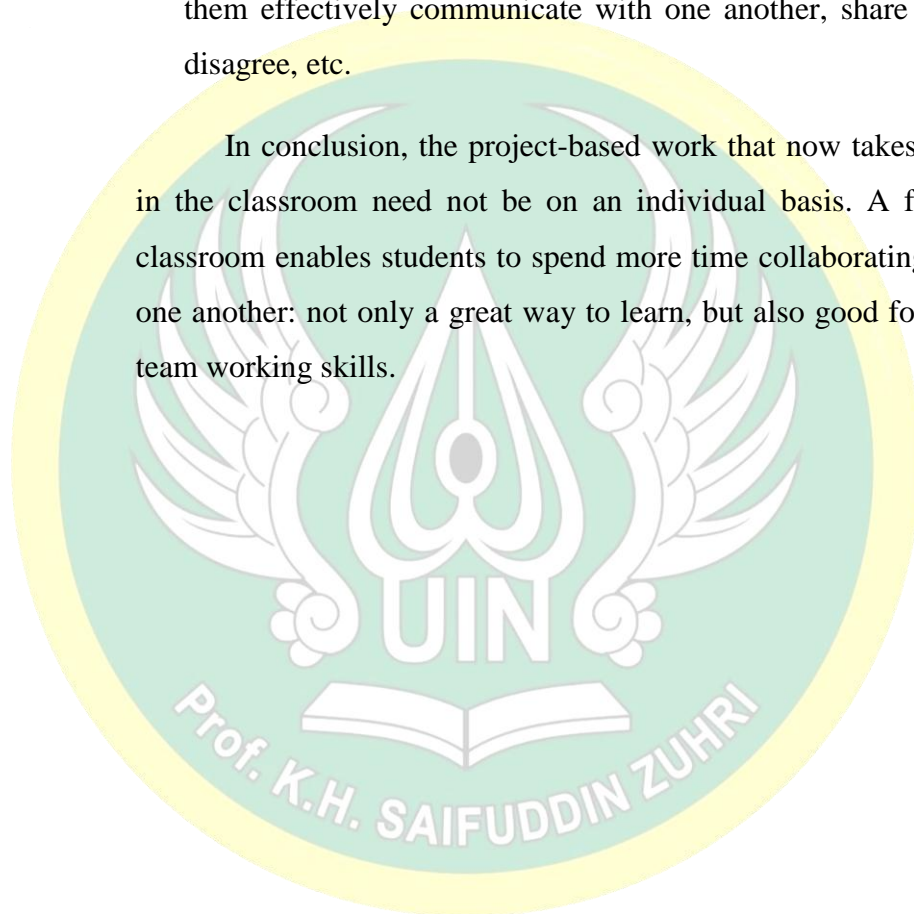
CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

This research used qualitative method with descriptive technique. It aims to describe the implementation of the flipped classroom in teaching English, the advantages of flipped classroom in teaching English to 10th graders at SMA Negeri 2 Purbalingga. Based on the results of data analysis using observation, interview, and documentation techniques, there are several findings that the researcher found. The findings from the data analysis covers the implementation of flipped classroom in teaching English, and the advantages of flipped classroom in teaching English. They are explained as follow:

1. The implementation of flipped classroom in teaching English
   a. Pre-implementation of flipped classroom
      The researcher found several preparation that used by teacher, they were made a lesson plan, provided learning material, made media to convey the material, and provided clear instructions.
   b. While-implementation of flipped classroom
      The researcher found there were several steps which were done by the teacher namely, out of class and in the class activity. In out of class, the teacher generally engaged in communication with the students, provided the material and video or Powerpoint on WhatsApp groups. In the class, it was divided into three, opening, main activity, and closing.

2. Advantages of flipped classroom in teaching English
   The researcher found several advantages of implemented flipped classroom in teaching English, for student's motivation they are encouraging students to be independent learners, preparing students' readiness, gives teachers better insight into students' abilities. Besides,

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for student's achievement such as improving students' language skills, encouraging students to be active in the class, providing interactive learning, and improving students' collaborations.

B. LIMITATION OF STUDY

In this research, there are some limitations. This research was limited only to discussing the implementation of flipped classrooms in teaching English. Therefore, there was no explanation for the student's evaluation. Besides, this research is only qualitative research. So, it cannot explore further the use of flipped classrooms in teaching English.

C. SUGGESTION

According to the conclusion above, the implementation of flipped classroom in teaching English at 10th grade students of SMA Negeri 2 Purbalingga was good, however, based on the analysis the writer would like to give some suggestion as follow:

1. The students are expected to be more prepared and learn the material, the researcher hopes the students do not be shy to give opinion or ask the teacher if there was something they did not understand. Therefore, they would be active during learning process.

2. Every English teacher is expected to utilizing technology in current era, they also should to be more creative and innovative. Therefore, it could be enjoyable learning for students.

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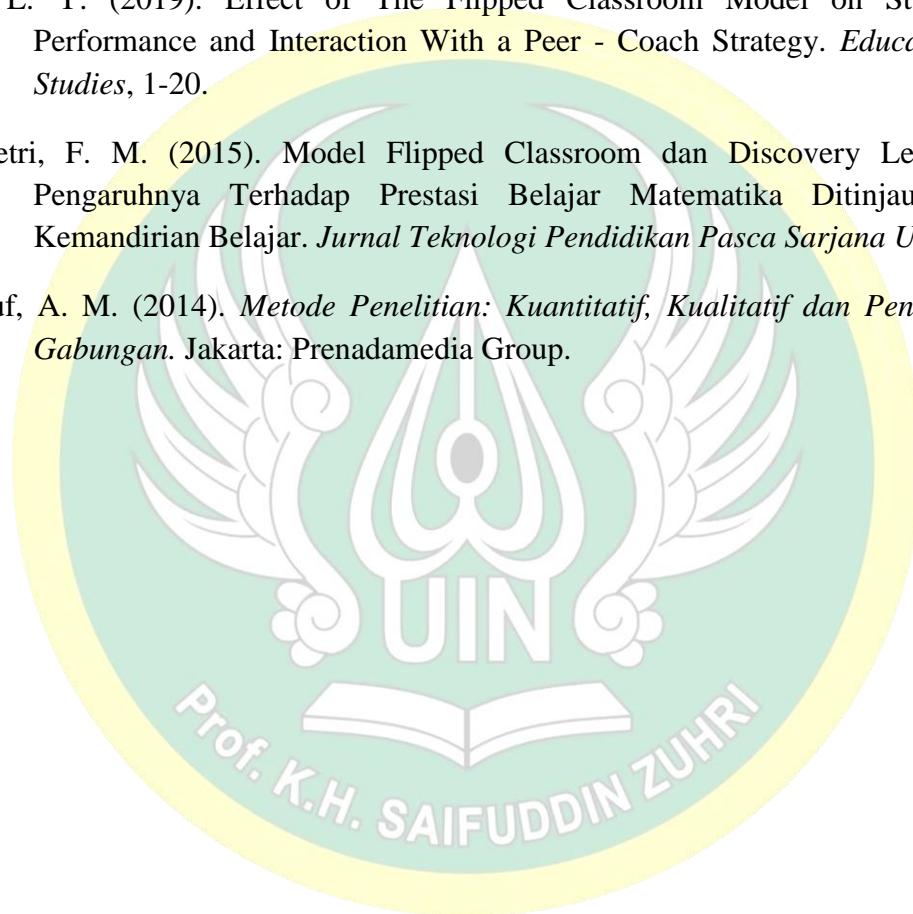
APPENDICES

Appendix 1 (Data Collection Guidelines)

A. Teacher Interview

a. Interview Guidelines

1. Sudah berapa lama Anda mengajar bahasa Inggris di SMA N 2 Purbalingga dan berapa jumlah kelas yang Anda ampu?

2. Apa saja kesulitan yang dialami peserta didik dalam belajar Bahasa Inggris?

3. Apa penyebab peserta didik mengalami kesulitan dalam belajar Bahasa Inggris?

4. Sejak kapan Anda menggunakan flipped classroom dalam mengajar Bahasa Inggris?

5. Mengapa Anda memilih flipped sebagai model pembelajaran Bahasa Inggris?

6. Faktor dan motivasi apa yang mendukung diterapkannya model pembelajaran flipped classroom di SMA N 2 Purbalingga?

7. Apa yang Anda ketahui tentang flipped classroom?

8. Apakah Anda menggunakan semua teori atau Anda melakukan improvisasi terhadap teori tersebut?

9. Bagaimanakah merancang kondisi pembelajaran yang kondusif melalui model pembelajaran flipped classroom?

10. Apa saja yang perlu dipersiapkan sebelum mengimplementasikan flipped classroom dalam mengajar?

11. Apa saja media pembelajaran yang Anda gunakan dalam mengajar exposition text menggunakan flipped classroom?

12. Strategi dan metode pembelajaran apa saja yang digunakan guru dalam menerapkan pembelajaran flipped classroom?

13. Bagaimana antusiasme peserta didik terhadap proses pembelajaran dengan menggunakan flipped classroom?

14. Bagaimana cara mengkondisikan keterlibatan peserta didik secara aktif dalam melaksanakan setiap aktivitas pembelajaran?

15. Apa saja kelebihan yang Anda dapatkan dan rasakan dalam mengajar Bahasa Inggris menggunakan flipped classroom?

16. Mengapa Anda menggunakan collaborative learning dalam proses pembelajaran menggunakan flipped classroom?

17. Skills apa saja yang siswa dapatkan saat guru mengajar menggunakan flipped classroom?

18. Menurut pendapat Anda apakah flipped classroom efektif diterapkan dalam pembelajaran Bahasa Inggris?

19. Bagaimana evaluasi atau penilaian guru dalam pelaksanaan pembelajaran flipped classroom?

b. Interview Result

Peneliti : "Sudah berapa lama Anda mengajar bahasa Inggris di SMA N 2 Purbalingga dan berapa jumlah kelas yang Anda ampu?"

Narasumber : "Di SMA 2 saya sudah mengajar selama 8 tahun. Tahun ini saya mengajar 6 kelas."

Peneliti : "Apa saja kesulitan yang dialami peserta didik dalam belajar Bahasa Inggris?"

Narasumber : Biasanya mereka cenderung malu untuk mengungkapkan ekspresinya, jadi guru harus memberikan effort yang lebih, selain itu kesulitan dalam produktif skill jadi disini kami harus mencari cara bagaimana membangun produktif sklill ke siswa dan memberi tahu siswa bahwa produktif skill sama seperti reseptive hanya effortnya harus di biasakan terus."

Peneliti : "Apa penyebab peserta didik mengalami kesulitan dalam belajar Bahasa Inggris?"

Narasumber : "Belum terbiasa, jadi mereka cenderung belajarnya sesuai dengan perintah guru kalau tidak mereka tidak belajar, mereka masih mempunyai mindset belajar ya ketika disuruh gurunya saja, mereka belum bisa menggali diri untuk

mengembangkan diri mereka sendiri."

Peneliti : "Setelah mengetahui kesulitan yang dialami siswa dalam belajar Bahasa Inggris, apakah Anda memiliki solusi untuk mengatasi permasalahan ini?"

Narasumber : "Tentu saja, dalam kelas saya biasanya saya meminimalisir traditional learning agar siswa tidak mudah bosan dalam belajar, sehingga saya menggunakan flipped classroom saat mengajar."

Peneliti : "Sejak kapan Anda menggunakan flipped classroom dalam mengajar Bahasa Inggris?"

Narasumber : "Sejak 2018."

Peniliti : "Apa yang Anda ketahui tentang flipped classroom?"

Narasumber : "Flipped Classroom menurut saya adalah pembelajaran yang diberlakukan oleh guru untuk membantu guru dalam mengatur fase pembelajaran, selain itu untuk membiasakan siswa untuk menjadi ownership of learning jadi mereka paham betul tentang proses pembelajaran dan flipped classroom itu menjadi siswa untuk mengetahui phase learningnya."

Peneliti : "Mengapa Anda memilih flipped sebagai model pembelajaran Bahasa Inggris?"

Narasumber : "Flipped Classroom sangat membantu saya untuk mengkonstruksi siswa menjadi independent learner, karena saya membuat instruksi lebih jelas di situ saya juga memberi tahu siswa terkait timeline pembelajaran. Kemudian saat online learning dan PTMT sangat memudahkan kami. Jadi ketika menggunakan Flipped Classroom saat pertemuan tatap muka mereka tahu apa yang akan dibahas nantinya. Selain itu memudahkan saya dalam administrasi scaffolding nya siswa dalam berfikir, sehingga tujuan pembelajarannya mudah dicapai. Selain itu dengan menggunakan Flipped Classroom

siswa dan guru ada komunikasi sebelum pertemuan dikelas dan setidaknya siswa mempunyai modal untuk belajar materi yang akan dibahas."

Peneliti : "Faktor dan motivasi apa yang mendukung diterapkannya model pembelajaran flipped classroom di SMA N 2 Purbalingga?"

Narasumber : "Penguasaan bahasa inggris yang tidak mudah dan perlu waktu dan bertahap prosesnya, maka dengan menggunakan Flipped Classroom baik guru maupun siswa sangat dimudahkan dalam proses belajar mengajar. Untuk pelajaran yang terintegrasi mudah dikemas dengan menggunakan Flipped Classroom."

Peneliti : "Teori siapa yang anda gunakan dalam menerapkan flipped classroom, lalu apakah Anda melakukan improvisasi atau tidak?

Narasumber : "Sebenarnya dalam flipped classroom ini saya lebih fokus kepada phase learning atau step pembelajarannya. Jadi untuk materi yang menurut saya hard untuk siswa, saya menginstruksikan lebih detail lagi."

Peneliti : "Bagaimanakah Anda merancang kondisi pembelajaran yang kondusif melalui model pembelajaran flipped classroom?"

Narasumber : "Pertama saya akan membayangkan dan menyusun materi yang mudah dipahami siswa, kedua karena pembelajaran saya fokus ke student-centered jadi saya harus bisa menginstruksikan siswa untuk melakukan apa saja selama kegiatan pembelajaran."

Peneliti : "Apa saja yang perlu dipersiapkan sebelum mengimplementasikan flipped classroom dalam mengajar?"

Narasumber : "Pertama, saya menyiapkan materi yang mudah bagi mereka, yang bisa mereka temui di sekeliling mereka sehingga mereka dapat mengimajinasikan materi tersebut, hal ini akan

memudahkan siswa mengangkap dan memahami materi. Selain itu siswa akan mempunyai ide-ide yang menurut mereka bisa dilakukan. Kedua, saya akan menyiapkan kegiatan yang mereka senangi, dan tentunya bisa melatih challenges mereka sehingga mereka bisa berpikir kritis. Ketiga, semua kegiatan tersebut akan saya sesuaikan dengan tujuan pembelajaran."

Peneliti	:	"Apa saja media pembelajaran yang Anda gunakan dalam mengajar Bahasa Inggris menggunakan flipped classroom?"
Narasumber	:	"Media yang saya gunakan variatif seperti aplikasi canva, powerpoint, video pembelajaran yang saya buat sendiri kemudian saya upload ke chanel youtube saya dan mereka mengaksesnya melalui link yang saya bagikan."
Peneliti	:	"Metode pembelajaran apa saja yang digunakan guru dalam menerapkan pembelajaran flipped classroom?"
Narasumber	:	"Saya sering menggunakan metode project based learning."
Peneliti	:	"Bagaimana antusiasme peserta didik terhadap proses pembelajaran dengan menggunakan flipped classroom?"
Narasumber	:	"Menurut saya siswa sangat antusias karena ketika saya ajak berdiskusi mereka mau bertanya dan konsultasi secara aktif baik didalam kelas maupun setelah diluar kelas."
Peneliti	:	"Bagaimana cara mengkondisikan keterlibatan peserta didik secara aktif dalam melaksanakan setiap aktivitas pembelajaran?"
Narasumber	:	"Saya menggunakan gabungan antara project based learning dan collaborative learning agar semua siswa ikut terlibat aktif."
Peneliti	:	"Mengapa Anda menggunakan collaborative learning dalam proses pembelajaran menggunakan flipped classroom?"

Narasumber : "Pertama karena mereka mahluk social apalagi ketika kita belajar bahasa tentunya kita sangat membutuhkan partner. Kedua dengan menerapkan collaborative learning mereka jadi paham tugas-tugas mereka dalam job diskripsi sehingga pembelajaran lebih efektif."

Peneliti : "Apa saja kelebihan yang Anda dapatkan dan rasakan dalam mengajar Bahasa Inggris menggunakan flipped classroom?"

Narasumber : "Siswa sudah siap dan mempunyai modal belajar dari rumah, sehingga saat dikelas mereka mudah menangkap materi. Kelas mudah dikendalikan, saya mudah memahami kemampuan siswa dengan cara mencatat siswa-siswa yang perlu bimbingan langsung misalnya di skill reading, speaking atau writing nanti pelan-pelan akan saya ketahui kesulitannya. Karena dari awal ada diagnostic test maka saya akan tahu seberapa jauh mereka beradaptasi."

Peneliti : "Skills apa saja yang siswa dapatkan saat guru mengajar menggunakan flipped classroom?"

Narasumber : "Integrative skill."

Peneliti : "Bagaimana evaluasi atau penilaian guru dalam pelaksanaan pembelajaran flipped classroom?"

Narasumber : "Untuk penilaian ada nilai sikap, karakter, formative dan summative. Biasanya saya juga menggunakan essay untuk menumbuhkan critical thinking siswa, selain itu saya menggunakan multiple choice mereka cukup mengerjakan 10 soal saja dari 20 soal, dari situlah saya bisa mengetahui tingkat pemahaman tiap siswa."

Peneliti : "Menurut pendapat Anda apakah flipped classroom efektif diterapkan dalam pembelajaran Bahasa Inggris? "

Narasumber : "Ya efektif sekali, karena flipped classroom membantu siswa dan guru terhubung lebih awal, sehingga membangun

kepercayaan lebih mudah, siswa tahu apa yang harus mereka lakukan sehingga tujuan pembelajaran tercapai dan capainnya sesuai yang diharapkan."

B. Students Interview

a. Interview Guidelines

1. Bagaimana pendapat Anda ketika mempelajari materi sebelum pertemuan langsung di kelas?
2. Bagaimana respon Anda saat belajar Bahasa Inggris menggunakan model pembelajaran flipped classroom?
3. Menurut Anda, apakah model pembelajaran flipped classroom efektif dalam belajar Bahasa Inggris?
4. Dengan menggunakan flipped classroom apakah tujuan dan materi pembelajaran lebih mudah dipahami?
5. Apakah penerapan flipped classroom dapat meningkatkan English skills anda?
6. Bagaiamana suasana pembelajaran dengan menggunakan flipped classroom?
7. Apa saja media pembelajaran yang guru gunakan dalam menerapkan model pembelajaran flipped classroom?
8. Apakah guru menggunakan video pembelajaran? seberapa sering anda menyimak materi dalam video sampai anda memahaminya?
9. Bagaimana pendapat Anda terkait video online yang diberikan oleh guru?
10. Bagaimana peran guru selama proses pembelajaran menggunakan flipped classroom?
11. Apakah Anda memiliki antusias yang tinggi saat belajar Bahasa Inggris menggunakan flipped classroom?
12. Jelaskan kelebihan dan kelemahan model pembelajaran flipped classroom dalam belajar Bahasa Inggris?

13. Kendala apakah yang dihadapi dalam pembelajaran menggunakan metode flipped classroom dalam belajar Bahasa Inggris?

14. Setelah menyimak materi di video pembelajaran apakah guru memberikan tugas atau assessment kepada siswa?

15. Apakah guru meberikan feedback terhadap proyek yang sudah Anda kerjakan?

b. **Interview Results**

Students 1

Peneliti : "Bagaimana pendapat Anda ketika mempelajari materi sebelum pertemuan langsung di kelas?"

Narasumber : "Saya memiliki persiapan yang maksimal sebelum pembelajaran karena ketika saya belajar materi sebelum pertemuan, memudahkan saya untuk mendapatkan poin materi yang akan dibahas besok, karena saya sudah bisa membayangkan materinya."

Peneliti : "Menurut Anda, apakah model pembelajaran flipped classroom efektif dalam belajar Bahasa Inggris?"

Narasumber : "Efektif, karena dengan proses pembelajaran menggunakan flipped classroom memudahkan saya belajar bahasa inggris, sebab saya masih butuh belajar banyak tentang materi bahasa Inggris."

Peneliti : "Bagaimana respon Anda saat belajar Bahasa Inggris menggunakan model pembelajaran flipped classroom?"

Narasumber : "Senang, karena saya mendapat pengetahuan baru tentang bhs. Inggris."

Peneliti : "Dengan menggunakan flipped classroom apakah tujuan dan materi pembelajaran lebih mudah dipahami?"

Narasumber : "Ada mudahnya dan ada susahnya. Untuk materi yang disampaikan melalui video dan gambar yang diberikan guru sangat memudahkan saya untuk belajar karena dikemas

semenarik mungkin. Untuk kesulitannya, karena disampaikan dengan full bahasa inggris, saya kurang memahami maksud dari materi yang dibahas."

Peneliti : "Apakah penerapan flipped classroom dapat meningkatkan English skills anda?"

Narasumber : "Bisa, karena dengan menyimak video saya bisa meningkatkan skill listening, ketika sesi presentasi saya bisa meningkatan skill speaking, dan ketika penugasan project saya bisa meningkatkan writing dan reading."

Peneliti : "Bagaiamana suasana pembelajaran dengan menggunakan flipped classroom?"

Narasumber : "Menyenangkan sekali, dan saya merasa lebih semangat."

Peneliti : "Apa saja media pembelajaran yang guru gunakan dalam menerapkan model pembelajaran flipped classroom?"

Narasumber : "Video dan powerpoint"

Peneliti : "Bagaimana pendapat Anda terkait video online yang diberikan oleh guru?"

Narasumber : "Videonya bagus, menarik dan juga unik."

Peneliti : "Bagaimana peran guru selama proses pembelajaran menggunakan flipped classroom?"

Narasumber : "Membimbing, mengajar, namun seringnya siswa diarahkan untuk belajar mandiri dan berdiskusi."

Peneliti : "Apakah Anda memiliki antusias yang tinggi saat belajar Bahasa Inggris menggunakan flipped classroom?"

Narasumber : "Iya, karena saya jadi semangat untuk belajar bahasa inggris."

Peneliti : "Jelaskan kelebihan dan kelemahan model pembelajaran flipped classroom dalam belajar Bahasa Inggris?"

Narasumber : "Kelebihan: malamnya bisa dipelajari terlebih dahulu, sehingga besoknya ketika dibahas lebih paham.

Kelemahan: terkendala dalam penyampaian materi yang full bahasa inggris."

Peneliti	:	"Kendala apakah yang dihadapi dalam pembelajaran menggunakan metode flipped classroom dalam belajar Bahasa Inggris?"
Narasumber	:	"Kuota, jaringan sinyal yang kurang stabil."
Peneliti	:	"Setelah menyimak materi di video pembelajaran apakah guru memberikan tugas atau assessment kepada siswa?"
Narasumber	:	"Iya."
Peneliti	:	"Apakah guru meberikan feedback terhadap proyek yang sudah Anda kerjakan?"
Narasumber	:	"Iya, guru selalu memberikan feedback yang positif sehingga saya merasa lebih semangat dan tidak minder."

Students 2

Peneliti	:	"Bagaimana pendapat Anda ketika mempelajari materi sebelum pertemuan langsung di kelas?"
Narasumber	:	"Saya jadi tahu materi yang akan disampaikan besoknya sehingga saya bisa belajar dan berlatih meteri tersebut."
Peneliti	:	"Menurut Anda, apakah model pembelajaran flipped classroom efektif dalam belajar Bahasa Inggris?"
Narasumber	:	"Efektif, saya bisa lebih cepat memahami materinya."
Peneliti	:	"Bagaimana respon Anda saat belajar Bahasa Inggris menggunakan model pembelajaran flipped classroom?"
Narasumber	:	"Tentu senang, karena basicnya saya menyukai pelajaran bahasa inggris, jadi saya merasa lebih enjoy selama belajar."
Peneliti	:	"Dengan menggunakan flipped classroom apakah tujuan dan materi pembelajaran lebih mudah dipahami?"
Narasumber	:	"Iya, walaupun ada sedikit kendala materi yang belum saya paham, namun kami diberi kesempatan untuk bertanya."
Peneliti	:	"Apakah penerapan flipped classroom dapat meningkatkan English skills anda?"
Narasumber	:	"Tentu saja bisa. Semenjak saya diajar bhs inggris dengan

model ini, saya rasa skill saya lebih meningkat di banding waktu SMP."

Peneliti   :   "Bagaiamana suasana pembelajaran dengan menggunakan flipped classroom?"

Narasumber :   "Seru, karena ini pengalaman pertama kali, selain itu pembawaan gurunya yang ceria dan semangat, jadi saya termotivasi."

Peneliti   :   "Apa saja media pembelajaran yang guru gunakan dalam menerapkan model pembelajaran flipped classroom?"

Narasumber :   "Video dan powerpoint"

Peneliti   :   "Bagaimana pendapat Anda terkait video online yang diberikan oleh guru?"

Narasumber :   "Videonya menarik dan guru sangat kreatif."

Peneliti   :   "Bagaimana peran guru selama proses pembelajaran menggunakan flipped classroom?"

Narasumber :   "Guru mentreatment kami untuk bisa belajar mandiri, sehingga siswa tidak tergantung dengan guru. Selain itu guru juga membantu dan membimbing ketika sesi diskusi."

Peneliti   :   "Apakah Anda memiliki antusias yang tinggi saat belajar Bahasa Inggris menggunakan flipped classroom?"

Narasumber :   "Iya, walaupun ada materi yang sudah pernah saya pelajari sewaktu smp, tapi ada hal yang berbeda dan menarik sehingga saya sangat antusias."

Peneliti   :   "Jelaskan kelebihan dan kelemahan model pembelajaran flipped classroom dalam belajar Bahasa Inggris?"

Narasumber :   "Kelebihan: saya bisa belajar materinya terlebih dahulu, sehingga saat dikelas saya lebih paham. Kelemahan: karena dalam penyampaian materinya full bahasa inggris jadi saya kesulitan dalam mencerna materinya."

Peneliti   :   "Kendala apakah yang dihadapi dalam pembelajaran menggunakan metode flipped classroom dalam belajar

Bahasa Inggris?"

Narasumber : "Terkadang dalam mengakses video sinyalnya kurang stabil. Vocabulary saya masih sedikit jadi saat menyimak materi lumayan kesulitan menerjemahkannya. Selain itu saya bergantung pada google translet untuk menerjemahkan materi."

Peneliti : "Setelah menyimak materi di video pembelajaran apakah guru memberikan tugas atau assessment kepada siswa?"

Narasumber : "Iya. Kami selalu diberi tugas."

Peneliti : "Apakah guru meberikan feedback terhadap proyek yang sudah Anda kerjakan?"

Narasumber : "Feedback guru sangat baik dan positif, walaupun menurut saya tugas yang saya kerjakan kurang maksimal, tetapi guru sangat mengapresiasinya."

Students 3

Peneliti : "Bagaimana pendapat Anda ketika mempelajari materi sebelum pertemuan langsung di kelas?"

Narasumber : "Kami sebagai murid diberi kesempatan untuk mempelajari materi terlebih dahulu, dan itu memudahkan kami dalam memahami materi."

Peneliti : "Menurut Anda, apakah model pembelajaran flipped classroom efektif dalam belajar Bahasa Inggris?"

Narasumber : "Efektif, saya senang saat mempelajari materi dirumah karena saat di kelas saya lebih mudah memahami materi ketika dibahas."

Peneliti : "Bagaimana respon Anda saat belajar Bahasa Inggris menggunakan model pembelajaran flipped classroom?"

Narasumber : "Jujur saya sangat enjoy dan mengikuti alur proses pembelajaran, apalagi prosesnya yang sangat asik dan meyenangkan, saya merasa nyaman sehingga materi mudah

dipahami."

Peneliti	:	"Dengan menggunakan flipped classroom apakah tujuan dan materi pembelajaran lebih mudah dipahami?"
Narasumber	:	"Menurut saya mudah dipahami, karena guru selalu mengirimkan materi sebelum pertemuan di kelas dan mengingatkan kami untuk mempelajari materi yang akan dibahas nanti."
Peneliti	:	"Apakah penerapan flipped classroom dapat meningkatkan English skills anda?"
Narasumber	:	"Bisa, contohnya saya kurang dalam skill speaking, karena dalam sesi presentasi kami dituntut untuk speaking in English secara natural kemampuan saya jadi berkembang."
Peneliti	:	"Bagaiamana suasana pembelajaran dengan menggunakan flipped classroom?"
Narasumber	:	"Suasannya seru, sehingga kami jadi aktif untuk bertanya. Tapi untuk siswa laki-laki saya lihat mereka kurang aktif saat belajar."
Peneliti	:	"Apa saja media pembelajaran yang guru gunakan dalam menerapkan model pembelajaran flipped classroom?"
Narasumber	:	"Video dan powerpoint"
Peneliti	:	"Bagaimana pendapat Anda terkait video online yang diberikan oleh guru?"
Narasumber	:	"Menurut saya videonya sangat unik."
Peneliti	:	"Bagaimana peran guru selama proses pembelajaran menggunakan flipped classroom?"
Narasumber	:	"Peran guru sebagai fasilitator san membimbing saat diskusi."
Peneliti	:	"Apakah Anda memiliki antusias yang tinggi saat belajar Bahasa Inggris menggunakan flipped classroom?"
Narasumber	:	"Iya, biasanya saya semanagat saat mendapat materi baru."
Peneliti	:	"Jelaskan kelebihan dan kelemahan model pembelajaran flipped classroom dalam belajar Bahasa Inggris?"

Narasumber :		"Kelebihan: materi mudah dipahami dan dikemas dengan cara yang menarik sehingga menumbuhkan motivasi untuk belajar bahasa inggris
		Kelemahan: Karena materi yang di video menggunakan full English jadi kami masih sulit unuk menerjemahkan dan bergantung dengan google translet."
Peneliti	:	"Kendala apakah yang dihadapi dalam pembelajaran menggunakan metode flipped classroom dalam belajar Bahasa Inggris?"
Narasumber :		"Kuota, jaringan sinyal yang kurang stabil."
Peneliti	:	"Setelah menyimak materi di video pembelajaran apakah guru memberikan tugas atau assessment kepada siswa?"
Narasumber :		"Iya, guru selalu memberikan tugas untuk didiskusikan pada saat dikelas."
Peneliti	:	"Apakah guru meberikan feedback terhadap proyek yang sudah Anda kerjakan?"
Narasumber :		"Iya, guru selalu memberikan feedback yang positif."
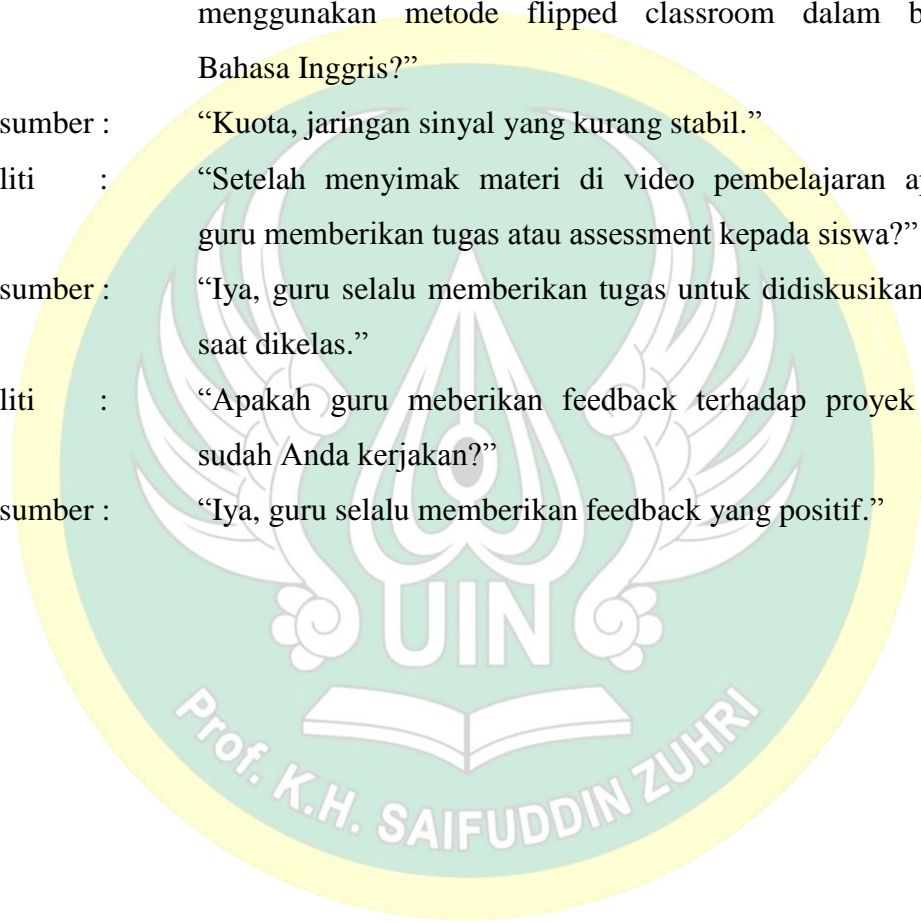
Appendix 2

LEMBAR OBSERVASI
IMPLEMENTASI FLIPPED CLASSROOM DALAM
MENGAJAR BAHASA INGGRIS PADA SISWA KELAS 10 DI
SMA NEGERI 2 PURBALINGGA

Nama Mahasiswa : Khusniyah

NIM : 1817404067

Tempat Penelitian : SMA Negeri 2 Purbalingga

Subyek Penelitian : Guru Bahasa Inggris dan siswa kelas 10

Hari/Tanggal Penelitian :

No	Aspek yang di observasi	Kemunculan		Catatan
		Ada	Tidak Ada	
Point Penting Flipped Classroom				
1	Siswa berpartisipasi aktif di dalam dalam kelas	✓		
2	Siswa bertanggungjawab terhadap pembelajaran yang berasal dari video yang sudah diberikan oleh guru	✓		
3	Siswa mengkolaborasikan pengetahuan yang ia dapat saat berdiskusi dengan teman-teman	✓		
Strategi Flipped Classroom				
1	*Planning in detail what will happen in each environment.* Pengajar harus merencanakan secara detail kegiatan yang dilakukan mahasiswa di dalam dan di luar kelas.	✓		

No				
2	*Selecting a variety of appropriate activities that address the needs of all learners.* Pengajar harus dapat menentukan bermacam-macam aktivitas atau kegiatan belajar sehingga dapat memfasilitasi kebutuhan mahasiswa yang berbeda-beda	✓		
3	*Determining how to integrate tasks and activities that occur in both environments.* Pengajar harus menentukan cara bagaimana menggabungkan tugas dan aktifitas yang tepat di dalam maupun di luar kelas.	✓		
4	*Using a Learning Management System (LMS), presenting all activities in an organized way.* Pengajar disarankan untuk menggunakan LSM (Learning Management System) sebagai sarana untuk penyampaian informasi kegiatan yang terorganisir dengan baik	✓		
Metode Pembelajaran dalam Flipped Classroom				
1	Metode Pembelajaran Proyek	✓		
2	Metode Pembelajaran Studi mandiri	✓		
3	Metode Pembelajaran studi kasus		✓	
4	Metode Pembelajaran latihan dengan teman	✓		
5	Metode Pembelajaran Diskusi	✓		
Prosedur dalam Flipped Classroom				

1	Fase 0. (Siswa belajar mandiri). sebelum dilaksanakan pembelajaran, siswa belajar mandiri di rumah mengenai materi untuk pertemuan berikutnya dengan mempelajari bahan ajar yang sudah diberikan oleh guru saat akhir pembelajaran	✓		- Pemanfaatan grup WA untuk orientasi materi atau bahan ajar siswa sebelum pembelajaran di sekolah. - Guru membagikan sumber-sumber materi kepada siswa yang berasal dari video youtube yang dibuat oleh guru.
2	Fase 1 (Datang ke kelas untuk melakukan kegiatan belajar mengajar dan mengerjakan tugas yang berkaitan) pada pembelajaran di kelas, siswa dibagi menjadi beberapa kelompok secara acak untuk mengerjakan tugas yang berkaitan dengan materi yang sudah dipelajari di rumah dan juga diberi kuis di awal pembelajaran untuk mengukur pemahaman awal siswa saat belajar di rumah.	✓		- Guru membagi siswa menjadi 7 kelompok yang terdiri dari 5 siswa. - Siswa diberi tugas untuk membuat teks recount dalam bentuk mind mapping.
3.	Fase 2 (Menerapkan kemampuan siswa dalam proyek dan simulasi lain di dalam kelas) Siswa melakukan diskusi bersama kelompoknya. Peran guru adalah memfasilitasi berjalannya diskusi. Di samping itu, guru juga menyiapkan beberapa pertanyaan dari materi tersebut. Sedangkan yang dimaksud proyek pada strategi pembelajaran ini adalah lembar kegiatan yang dikerjakan oleh siswa untuk menerapkan kemampuan pemahamannya.	✓		- Siswa mempresentasikan hasil diskusi kelompok

No.				
4.	Fase 3 (Mengukur pemahaman siswa yang dilakukan di kelas pada akhir materi pelajaran) Sebelumnya, guru telah menyampaikan jikaa kan dilakukan kuis pada setiap akhir pertemuan sehingga siswa benar- benar memahami setiap proses belajar yang telah di lalui saat di kelas. Peran guru disini adalah sebagai fasilitator.	✓		- Guru memberi feedback terhadap project siswa.

LEMBAR OBSERVASI
IMPLEMENTASI FLIPPED CLASSROOM DALAM
MENGAJAR BAHASA INGGRIS PADA SISWA KELAS 10 DI
SMA NEGERI 2 PURBALINGGA

Nama Mahasiswa   : Khusniyah

NIM   : 1817404067

Tempat Penelitian   : SMA Negeri 2 Purbalingga

Subyek Penelitian   : Guru Bahasa Inggris dan siswa kelas 10

Hari/Tanggal Penelitian   :

No	Aspek yang di observasi	Kemunculan		Catatan
		Ada	Tidak Ada	
*Point Penting Flipped Classroom*			
1	Siswa berpartisipasi aktif di dalam dalam kelas	✓		
2	Siswa bertanggungjawab terhadap pembelajaran yang berasal dari video yang sudah diberikan oleh guru	✓		
3	Siswa mengkolaborasikan pengetahuan yang ia dapat saat berdiskusi dengan teman-teman	✓		
*Strategi Flipped Classroom*			
1	*Planning in detail what will happen in each environment.* Pengajar harus merencanakan secara detail kegiatan yang dilakukan mahasiswa di dalam dan di luar kelas.	✓		
2	*Selecting a variety of appropriate activities that address the needs of all learners.* Pengajar harus dapat	✓		

	menentukan bermacam-macam aktivitas atau kegiatan belajar sehingga dapat memfasilitasi kebutuhan mahasiswa yang berbeda-beda			
3	*Determining how to integrate tasks and activities that occur in both environments.* Pengajar harus menentukan cara bagaimana menggabungkan tugas dan aktifitas yang tepat di dalam maupun di luar kelas.	✓		
4	*Using a Learning Management System (LMS), presenting all activities in an organized way.* Pengajar disarankan untuk menggunakan LSM (Learning Management System) sebagai sarana untuk penyampaian informasi kegiatan yang terorganisir dengan baik	✓		
Metode Pembelajaran dalam Flipped Classroom				
1	Metode Pembelajaran Proyek	✓		
2	Metode Pembelajaran Studi mandiri	✓		
3	Metode Pembelajaran studi kasus		✓	
4	Metode Pembelajaran latihan dengan teman	✓		
5	Metode Pembelajaran Diskusi	✓		
Prosedur dalam Flipped Classroom				
1	Fase 0. (Siswa belajar mandiri). sebelum dilaksanakan pembelajaran, siswa belajar mandiri di rumah mengenai materi	✓		- Pemanfaatan grup WA untuk orientasi materi atau bahan ajar siswa sebelum pembelajaran di sekolah. - Guru membagikan sumber-

	untuk pertemuan berikutnya dengan mempelajari bahan ajar yang sudah diberikan oleh guru saat akhir pembelajaran			sumber materi kepada siswa yang berasal dari video youtube yang dibuat oleh guru.
2	Fase 1 (Datang ke kelas untuk melakukan kegiatan belajar mengajar dan mengerjakan tugas yang berkaitan) pada pembelajaran di kelas, siswa dibagi menjadi beberapa kelompok secara acak untuk mengerjakan tugas yang berkaitan dengan materi yang sudah dipelajari di rumah dan juga diberi kuis di awal pembelajaran untuk mengukur pemahaman awal siswa saat belajar di rumah.	✓		- Guru membagi siswa menjadi 7 kelompok yang terdiri dari 5 siswa. - Siswa diberi tugas untuk membuat teks eksposisi.
3.	Fase 2 (Menerapkan kemampuan siswa dalam proyek dan simulasi lain di dalam kelas) Siswa melakukan diskusi bersama kelompoknya. Peran guru adalah memfasilitasi berjalannya diskusi. Di samping itu, guru juga menyiapkan beberapa pertanyaan dari materi tersebut. Sedangkan yang dimaksud proyek pada strategi pembelajaran ini adalah lembar kegiatan yang dikerjakan oleh siswa untuk menerapkan kemampuan pemahamannya.	✓		- Siswa mempresentasikan hasil diskusi kelompok
4.	Fase 3 (Mengukur pemahaman siswa yang dilakukan di kelas pada akhir materi pelajaran) Sebelumnya, guru telah	✓		- Guru memberi feedback terhadap project siswa.

menyampaikan jikaa kan dilakukan kuis pada setiap akhir pertemuan sehingga siswa benar- benar memahami setiap proses belajar yang telah di lalui saat di kelas. Peran guru disini adalah sebagai fasilitator.			

Appendix 3 (Lesson Plan)

INFORMASI UMUM MODUL AJAR

IDENTITAS

MATA PELAJARAN	: BAHASA INGGRIS
PENYUSUN	: UPIK HASTUTI, S.Pd., M.Pd.
SEKOLAH	: SMA N 2 PURBALINGGA
TAHUN PENYUSUNAN	: 2021
JENJANG / KELAS	: SMA / X
ALOKASI WAKTU	: 45 MENIT X 2 JP
FASE CP	: E.
ELEMEN CP	: 1. Menyimak-berbicara (listening-speaking)

A. Informasi Umum

a. Kompetensi Awal

1. Peserta didik mengetahui informasi tentang informasi my hero my inspiration tentang recount text untuk berbagi informasi tersebut pada rekan sejawatnya.
2. Peserta didik mampu memahami , dan mengungkapkan dalam praktik interview sesuai konteks yang terkait dengan recount text yang dipilihnya dengan tema My Hero My Inspiration

b. Profil Pelajar Pancasila

Dengan mengimplementasikan strategi pembelajaran Disco Palet peserta didik dapat bekerja sama dengan baik dalam kelompok Think-Pair Share (gotong royong), bernalar kritis (Memperoleh dan memproses informasi dan gagasan dalam berdiskusi) dan secara Kreatif (Menghasilkan gagasan yang orisinal dalam mempresentasikan hasil Think Pair Share) dan bertanggungjawab menyelesaikan penugasan terkait dengan recount text,

B. Tujuan Pembelajaran

Setelah melalui proses pembelajaran dengan strategi DISCO PALET (*Discovery Learning* berbantuan Praktik *Think Pair share* berbantuan Padlet), peserta didik mampu:

a. Menggunakan hasil infografis/Poster/Mindmapping tentang *My Hero, My Inspiration* individual project baik secara digital maupun bentuk cetak sebagai bahan interview/ diskusi teks recount dengan tepat.

b. Mengungkapkan tentang *recount* biografi dari kegiatan *Think Pair Share* dalam kelompok untuk mendapatkan nilai karakter positif selaras dengan Profil Pelajar Pancasila dari "Hero as Inspiration" topik dengan benar dan dapat diaplikasikan sesuai dengan konteks kesehariannya.

C. MODEL PEMBELAJAR

Menggunakan pendekatan berbasis
Disco Palet (Discovery Learning Berbantuan Padlet dan Think Pair Share)

Model Pembelajaran:
- Tatap Muka

D. SARANA DAN PRASARANA

Pembelajaran menggunakan media/Alat:Laptop/komputer, LCD, Video, Audio, HP, Jaringan Internet, Speaker

E. ASESMEN

Individu & Kelompok

Jenis: Unjuk Kerja & Tertulis

1. Sikap : Observasi saat proses pembelajaran
2. Pengetahuan : Tes Tulis dan Penugasan
3. Ketrampilan : Produk Peserta didik (infografis/mindmapping/poster baik digital maupun manual), jurnal kegiatan dan praktik *speaking*

F. PENGAYAAN & REMEDIAL

Pengayaan

Pengayaan diberikan kepada siswa yang telah melampaui Kriteria Ketercapaian TujuanPembelajaran (KKTP) berupa penambahan bacaan ataupun video dari jenis teks serupa untuk memperkaya pengetahuan.

Remedial

Remedial diberikan kepada siswa yang belum melampaui Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) berupa pembelajaran ulang dan/atau asesmen ulang.

G. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal/umum

H. PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini, peserta didik mengetahui:

1. Penggunaan jenis teks recount dalam kehidupan sehari-hari, terutama yang berhubungan dengan biografi dan cerita recount yang runtut.
2. Dalam pekerjaan, teks recount bermanfaat untuk membuat Essay untk mendaftar Scholarship dan pekerjaan.

I. PERTANYAAN PEMANTIK

a. *Who is your hero in your life?*
b. *Why do you choose him/her to be your hero and inspiration?*
c. *What can you learnt from him/ her?*

J. LEARNING ACTIVITY : SPOKEN CYCLE

No.	Kegiatan	Deskripsi Pembelajaran Luring
	Kegiatan Pendahuluan (5 Menit)	
1	a. Guru memberi salam dan mendoa bersama. Meminta salah satu peserta didik untuk memimpin doa. Memotivasi dan membangun empati secara kontekstual. b. Guru menggali minat peserta didik dengan mengajukan pertanyaan- pertanyaan yang mengaitkan dengan pengetahuan sebelumnya dengan materi *flipped learning* yang sudah dibagikan di WA Grup 2 hari yang lalu tentang *My Hero, My Inspiration project*. Untuk peserta didik yang tidak memiliki akses internet di rumah dapat mendownload materi dan mencetaknya di perpustakaan sekolah. *Who is your hero in your life?*	

	Why do you choose him/her to be your hero and inspiration? *What can you learnt from him/her?* c. Peserta didik mengomunikasikan tentang *flipped learning* yang berupa Video dari *flipped learning material* baik dalam bentuk video di link youtube saya https://www.youtube.com/watch?v=mCXkYD3r_D4&t=129s *Atau* https://www.youtube.com/watch?v=cQ2n7V5BMw4&t=144fs atau membaca File PDF bentuk PPT dan juga Rangkuman materi di LKPD yang sudah dipelajari dengan melakukan pertanyaan yang belum dipahami mereka untuk proses pembelajaran pada pertemuan ini d. Guru menjelaskan tujuan, kompetensi dan langkah pembelajaran **(Scaffolding pembelajaran)** yang akan dilakukan dari hal sederhana berupa pemahaman materi Recount Text sampai dengan bagaimana mempraktikan Ketrampilan speaking terkait media yang dibuat oleh siswa untuk mencapai capaian pembelajaran serta tujuan pembelajaran secara kolaborasi pembelajaran yang bermakna dan berdiferensiasi. e. Kemudian membagi peserta didik berkelompok yang terdiri dari 4 dan memiliki job deskripsi masing masing.		
	Kegiatan Inti	
2	**Stimulation** (stimulasi/ pemberian rangsangan) *(10 menit)*	a. Peserta didik mengamati kembali **(recall avetivities)** tayangan video singkat mengenai cara mengungkapkan *recount biography* ditayangkan oleh guru dengan model *Think Pair Share*. b. Peserta didik membaca dan memahami materi recount biography dari hasil Infografis/poster/ teman sejawatnya baik dalam bentuk digital/ dan memahami instruksi dalam kegiatan berkelompok *Think Pair Share* di LKPD yang sudah dibagikan ke peserta didik. c. Peserta didik memberikan tanggapan dan tanya jawab berkaitan isi video/sumber tertulis tersebut.

3	**Problem Statement**
	(pernyataan/identifikasi
	masalah)
	
	(10 menit)
		a. Peserta didik memilih salah satu hasil karya infografis/poster/mindmapping rekan sejawatnya dalam bentuk digital ataupun cetak yang disediakan di **link padlet** atau yang sudah dishare oleh kelompok lain melalui WA, untuk lebih menggali informasi sesuai dengan pilihannya.
		b. Peserta didik mulai merancang apa saja yang perlu digali dalam kegiatan *Think Pair Share* dengan kelompok lain terkait infografis *My Hero, My Inspiration*. Misal dengan pertanyaan sbb:
		   • How's the hard life of.....?
		   • Why he/ she could struggle for the hard life?
		   • What makes you interested on this hero for your inspiration?
		   • Mention the values after you did the project of My Hero, My Inspiration!
		   • And what is the values of your hero?
		c. Anggota kelompok bisa membantu memastikan pilihan teman sejawat yang mengalami kendala.
		d. Peserta didik diberitahu ranah dan indikator dalam penilaian produknya dan juga dalam presentasinya

		dalam bentuk ketrampilan *speaking*. Sekaligus praktik ketrampilan *listening*.
4	**Data collection** (Pengumpulan Data) (10 menit)	a. Dengan bantuan kelompok, peserta didik mencari dan mengumpulkan informasi berkaitan dengan *My Hero, My Inspiration* rekan sejawatnya dengan melakukan diskusi dengan masing b. Siswa mengerjakan dalam bentuk Lembar Kerja Peserta Didik (LKPD) dari hasil *Think Pair Share*. c. Peserta didik bisa melakukan diskusi dan konsultasi dengan guru atau kelompok lainnya untuk kegiatan berikutnya.
5	**Data Processing** (Pengolahan Data) *(15 menit)*	a. Berdasarkan data yang dikumpulkan melalui kegiatan *Think Pair Share*, peserta didik mulai mengomunikasikan dengan anggota kelompoknya dan mengisi jurnal yang sudah disiapkan dalam LKPD sebagai bahan peserta didik untuk melakukan presentasi. b. Siswa berdiskusi jurnal hasil processing data dari kelompok lain dan menyimpulkan sebagai bahan presentasi kelompoknya
6	Verification (Pembuktian) (25 menit)	a. Kelompok mempresentasikan hasil dari kegiatan *Think Pair Share* dan diskusi dengan kelompoknya b. Kelompok lainnya atau guru bisa memberikan tanggapan, pertanyaan, apresiasi dan *positive feedback*
7	**Generalization** (menarik kesimpulan/generalisasi) *(5 menit)*	a. Peserta didik dan Guru menyimpulkan hasil diskusi dari kegiatan yang dilakukan dalam proses pembelajaran dan memperbaiki hasil kerja peserta didik dalam merevisi laporan jurnalnya.
**Kegiatan Penutup (5 menit)**	
8		a. Peserta didik melakukan refleksi terhadap materi dan proses pembelajaran melalui link padlet https://padlet.com/upikhastuti94/r64n4rvvos6do90d yang dibagikan ke peserta didik melalui Grup WA dan atau *ceklisr* tentang *Self reflective*. b. Guru mengapresiasi proses pembelajaran yang dilakukan peserta didik dan memberikan umpan balik positive terhadap proses dan hasil pembelajaran c. Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun kelompok. d. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan Berikutnya. Kemudian, memberikan *closing statement* dan *quotes* yang memotivasi *positive behaviours* dan *positive vibes* terkait Profil Pelajar pancasila. e. Bersyukur dan berdoa bersama

K. Alat Bahan dan Media

a. Padlet Apps. Canva Apps, Picsart, Mindmapping Master Apps
b. Karya infografis /mindmapping/ poster peserta didik dalam bentuk digital/cetak
c. Modul/bahan ajar/ LKPD
d. Internet, Video, dan sumber lain yang relevan dengan materi untuk capaian pembelajaran dan LCD

L.. Referensi

Buku Teks Kurikulum Merdeka kelas X
Buku Pegangan Siswa Bahasa Inggris SMA kelas X
Buku Pegangan Guru Bahasa Inggris Kelas X

url link padlet : https://padlet.com/upikhastuti94/r64n4rvvco6do90d
https://padlet.com/upikhastuti94/tqcailze6fq85qur/wish/2354169674
https://frankfurtrights.com/Books/Details/great-person-18961420
https://si-bina.blogspot.com/2013/10/biography-oh-buya-hamka.html

M. Lampiran

1. Materi Pembelajaran *Flipped Learning Recount Biography* dengan Multi Moda yaitu dalam bentuk Link Video Youtube dari channel Upik's Note (Channel Guru YBS), Bentuk   PDF ataupun PPT (Lampiran 1)
2. Alat Penilaian Spiritual, Sikap, Pengetahuan dan Ketrampilan (Lampiran 2)
3. Lembar Kegiatan Peserta Didik/LKPD untuk memudahlan langkah di setiap instruksi kegiatan belajar siswa sehingga dapat mengarahkan siswa menjadi lebih mandiri dalam belajar (Lampiran 3)

Purbalingga, 8 November 2022

Kepala Sekolah,   Guru Mapel

Nur Samsudin, S.Pd, Fis   Upik Hastuti, S.Pd., M.Pd.
NIP. 19691221 199301 1 002   NIP. 19770409 200501 2 009

INFORMASI UMUM MODUL AJAR

IDENTITAS
MATA PELAJARAN   : BAHASA INGGRIS
PENYUSUN   : UPIK HASTUTI, S.Pd., M.Pd.
SEKOLAH   : SMA N 2 PURBALINGGA
TAHUN PENYUSUNAN: 2021
JENJANG / KELAS   : SMA / X
ALOKASI WAKTU   : 45 MENIT X 2 JP
FASE CP   : E
ELEMEN CP   : 1. Menyimak-berbicara (listening-speaking)

A. Informasi Umum
a. **Kompetensi Awal**
1. Peserta didik mengetahui informasi tentang informasi Waste Food tentang exposition text untuk berbagi informasi tersebut pada rekan sejawatnya.
2. Peserta didik mampu memahami , dan mengungkapkan dalam praktik interview sesuai konteks yang terkait dengan exposition text yang dipilihnya dengan tema Waste Food

b. **Profil Pelajar Pancasila**
Dengan mengimplementasikan strategi pembelajaran Disco Palet peserta didik dapat bekerja sama dengan baik dalam kelompok Think-Pair Share (gotong royong), bernalar kritis (Memperoleh dan memproses informasi dan gagasan dalam berdiskusi) dan secara Kreatif (Menghasilkan gagasan yang orisinal dalam mempresentasikan hasil Think Pair Share) dan bertanggungjawab menyelesaikan penugasan terkait dengan exposition text,

B. Tujuan Pembelajaran
Setelah melalui proses pembelajaran dengan strategi DISCO PALET (*Discovery Learning* berbantuan Praktik *Think Pair share* berbantuan Padlet), peserta didik mampu:
a. Menggunakan hasil infografis/Poster/Mindmapping tentang *Waste Food* individual project baik secara digital maupun bentuk cetak sebagai bahan interview/ diskusi teks exposition dengan tepat.
b. Mengungkapkan tentang *exposition text* dari kegiatan *Think Pair Share* dalam kelompok untuk mendapatkan nilai karakter positif selaras dengan Profil Pelajar Pancasila dari "Waste Food" topik dengan benar dan dapat diaplikasikan sesuai dengan konteks kesehariannya.

C. MODEL PEMBELAJAR
Menggunakan pendekatan berbasis
Disco Palet (Discovery Learning Berbantuan Padlet dan Think Pair Share)

Model Pembelajaran:
- Tatap Muka

D. SARANA DAN PRASARANA

Pembelajaran menggunakan media/Alat:Laptop/komputer, LCD, Video, Audio, HP, Jaringan Internet, Speaker

E. ASESMEN

Individu & Kelompok
Jenis: Unjuk Kerja & Tertulis
1. Sikap : Observasi saat proses pembelajaran
2. Pengetahuan : Tes Tulis dan Penugasan
3. Ketrampilan : Produk Peserta didik (infografis/mindmapping/poster baik digital maupun manual), jurnal kegiatan dan praktik *speaking*

F. PENGAYAAN & REMEDIAL

Pengayaan

Pengayaan diberikan kepada siswa yang telah melampaui Kriteria Ketercapaian TujuanPembelajaran (KKTP) berupa penambahan bacaan ataupun video dari jenis teks serupa untuk memperkaya pengetahuan.

Remedial

Remedial diberikan kepada siswa yang belum melampaui Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) berupa pembelajaran ulang dan/atau asesmen ulang.

G. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal/umum

H. PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini, peserta didik mengetahui:
1. Penggunaan jenis teks exposition dalam kehidupan sehari-hari.
2. Teks exposition bermanfaat untuk siswa dapat memaparkan informasi yang dimilikinya untuk diketahui orang banyak dalam sebuah teks.

I. PERTANYAAN PEMANTIK
a. *Can you tell us what the recent information?*

J. LEARNING ACTIVITY : SPOKEN CYCLE

No.	Kegiatan	Deskripsi Pembelajaran Luring
	Kegiatan Pendahuluan (5 Menit)	
1	a. Guru memberi salam dan mendoa bersama. Meminta salah satu peserta didik untuk memimpin doa. Memotivasi dan membangun empati secara kontekstual. b. Guru menggali minat peserta didik dengan mengajukan pertanyaan-pertanyaan yang mengaitkan dengan pengetahuan sebelumnya dengan materi *flipped learning* yang sudah dibagikan di WA Grup 2 hari yang lalu tentang *Food Waste project*. Untuk peserta didik yang tidak memiliki akses internet di rumah dapat mendownload materi dan mencetaknya di perpustakaan sekolah.	

	c. Peserta didik mengomunikasikan tentang *flipped learning* yang berupa Video dari *flipped learning material* baik dalam bentuk video di link youtube saya https://www.youtube.com/watch?v=mCXkYIXr_D4&t=129s Atau https://www.youtube.com/watch?v=cQ2n7V5BMw4&t=1446s atau membaca File PDF bentuk PPT dan juga Rangkuman materi di LKPD yang sudah dipelajari dengan melakukan pertanyaan yang belum dipahami mereka untuk proses pembelajaran pada pertemuan ini d. Guru menjelaskan tujuan, kompetensi dan langkah pembelajaran *(Scaffolding pembelajaran)* yang akan dilakukan dari hal sederhana berupa pemahaman materi Recount Text sampai dengan bagaimana mempraktikan Ketrampilan speaking terkait media yang dibuat oleh siswa untuk mencapai capaian pembelajaran serta tujuan pembelajaran secara kolaborasi pembelajaran yang bermakna dan berdiferensiasi. e. Kemudian membagi peserta didik berkelompok yang terdiri dari 4 dan memiliki job deskripsi masing masing.	
	Kegiatan Inti	
2	**Stimulation** (stimulasi/ pemberian rangsangan) *(10 menit)*	a. Peserta didik mengamati kembali **(recall avctivities)** tayangan video singkat mengenai cara mengungkapkan *Waste Food* ditayangkan oleh guru dengan model *Think Pair Share*. b. Peserta didik membaca dan memahami materi exposition dari hasil Infografis/poster/ teman sejawatnya baik dalam bentuk digital/ dan memahami instruksi dalam kegiatan berkelompok *Think Pair Share* di LKPD yang sudah dibagikan ke peserta didik. c. Peserta didik memberikan tanggapan dan tanya jawab berkaitan isi video/sumber tertulis tersebut.
3	**Problem Statement** (pernyataan/identifikasi masalah) *(10 menit)*	a. Peserta didik memilih salah satu hasil karya infografis/poster/mindmapping rekan sejawatnya dalam bentuk digital ataupun cetak yang disediakan di *link padlet* atau yang sudah dishare oleh kelompok lain melalui WA, untuk lebih menggali informasi sesuai dengan pilihannya. b. Peserta didik mulai merancang apa saja yang perlu digali dalam kegiatan *Think Pair Share* dengan kelompok lain terkait Waste Food c. Anggota kelompok bisa membantu memastikan pilihan teman sejawat yang mengalami kendala. d. Peserta didik diberitahu ranah dan indikator dalam penilaian produknya dan juga dalam presentasinya

		dalam bentuk ketrampilan *speaking*. Sekaligus praktik ketrampilan *listening*.
4	**Data collection** (Pengumpulan Data) *(10 menit)*	a. Dengan bantuan kelompok, peserta didik mencari dan mengumpulkan informasi berkaitan dengan *Waste Food* rekan sejawatnya dengan melakukan diskusi dengan masing b. Siswa mengerjakan dalam bentuk Lembar Kerja Peserta Didik (LKPD) dari hasil *Think Pair Share*, c. Peserta didik bisa melakukan diskusi dan konsultasi dengan guru atau kelompok lainnya untuk kegiatan berikutnya.
5	**Data Processing** (Pengolahan Data) *(15 menit)*	a. Berdasarkan data yang dikumpulkan melalui kegiatan *Think Pair Share*, peserta didik mulai mengomunikasikan dengan anggota kelompoknya dan mengisi jurnal yang sudah disiapkan dalam LKPD sebagai bahan peserta didik untuk melakukan presentasi. b. Siswa berdiskusi jurnal hasil processing data dari kelompok lain dan menyimpulkan sebagai bahan presentasi kelompoknya
6	Verification (Pembuktian) *(25 menit)*	a. Kelompok mempresentasikan hasil dari kegiatan *Think Pair Share* dan diskusi dengan kelompoknya b. Kelompok lainnya atau guru bisa memberikan tanggapan, pertanyaan, apresiasi dan *positive feedback*
7	**Generalization** (menarik kesimpulan/generalisasi) *(5 menit)*	a. Peserta didik dan Guru menyimpulkan hasil diskusi dari kegiatan yang dilakukan dalam proses pembelajaran dan memperbaiki hasil kerja peserta didik dalam merevisi laporan jurnalnya.
Kegiatan Penutup (5 menit)		
8	a. Peserta didik melakukan refleksi terhadap materi dan proses pembelajaran melalui link padlet https://padlet.com/upikhastuti94/r64n4rvvos6do90d yang dibagikan ke peserta didik melalui Grup WA dan atau *ceklist* tentang *Self reflective*. b. Guru mengapresiasi proses pembelajaran yang dilakukan peserta didik dan memberikan umpan balik positive terhadap proses dan hasil pembelajaran c. Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas, baik tugas individual maupun kelompok. d. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan Berikutnya. Kemudian, memberikan *closing statement* dan *quotes* yang memotivasi *positive behaviours* dan *positive vibes* terkait Profil Pelajar pancasila. e. Bersyukur dan berdoa bersama		

K. Alat Bahan dan Media

a. Padlet Apps. Canva Apps, Picsart, Mindmapping Master Apps
b. Karya infografis /mindmapping/ poster peserta didik dalam bentuk digital/cetak
c. Modul/bahan ajar/ LKPD
d. Internet, Video, dan sumber lain yang relevan dengan materi untuk capaian pembelajaran dan LCD

L. Referensi

Buku Teks Kurikulum Merdeka kelas X
Buku Pegangan Siswa Bahasa Inggris SMA kelas X
Buku Pegangan Guru Bahasa Inggris Kelas X
url link padlet : https://padlet.com/upikhastuti94/r64n4rvyos6do90d
https://padlet.com/upikhastuti94/tqcailze6fq85qur/wish/2354169674
https://frankfurtrights.com/Books/Details/great-person-18961420
https://si-bina.blogspot.com/2013/10/biography-oh-buya-hamka.html

M. Lampiran

1. Materi Pembelajaran *Flipped Learning Recount Biography* dengan Multi Moda yaitu dalam bentuk Link Video Youtube dari channel Upik's Note (Channel Guru YBS), Bentuk PDF ataupun PPT (Lampiran 1)
2. Alat Penilaian Spiritual, Sikap, Pengetahuan dan Ketrampilan (Lampiran 2)
3. Lembar Kegiatan Peserta Didik/LKPD untuk memudahkan langkah di setiap instruksi kegiatan belajar siswa sehingga dapat mengarahkan siswa menjadi lebih mandiri dalam belajar (Lampiran 3)

Purbalingga, 8 November 2022

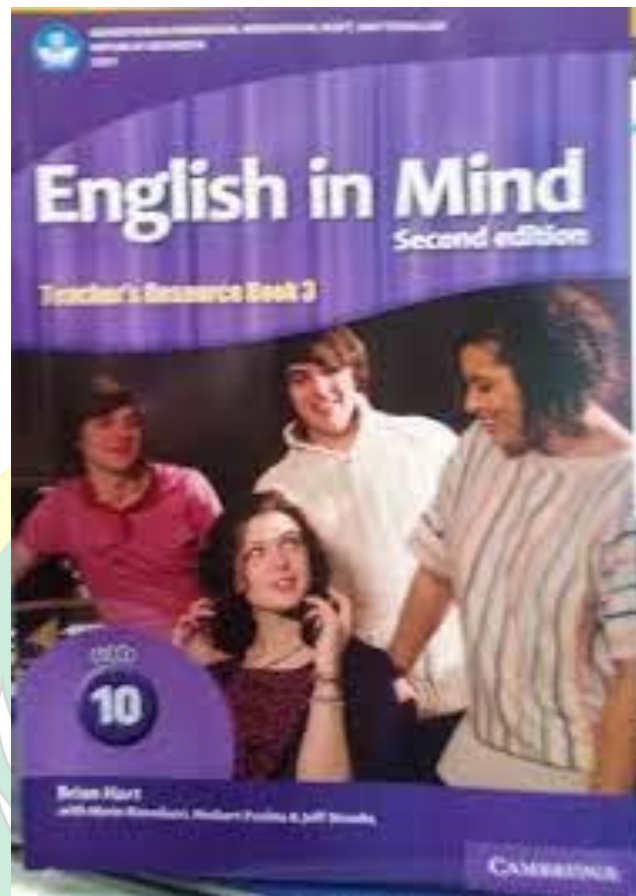Kepala Sekolah,   Guru Mapel

Nur Safrudin, S.Pd., Fis   Upik Hastuti, S.Pd., M.Pd.
NIP 19681221 199301 1 002   NIP. 19770409 200501 2 009

Appendix 4 (Text Book)

The textbook that used by student
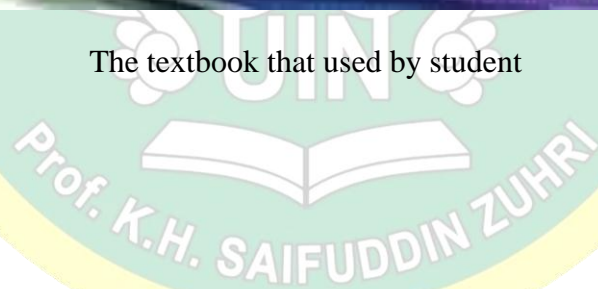
Appendix 5 (Documentation)

Interview with Mrs.Upik Hastuti, M. Pd (English Teacher)

Interview with 10th Grade Students

The teacher was given instruction to students

Making project activity

Presentation Activity

The role of teacher as fasilitator during learning activity

Students are discusses for the group work

The process of stundent's activity during making project.

CURRICULUM VITAE

A. Personal Detail

    1. Name   : Khusniyah

    2. Student Number   : 1817404067

    3. Place, Date of Birth   : Purbalingga, 20th of June 1998

    4. Address   : Karangsari, RT 01/RW 09, Distric of Karangmoncol, Purbalingga Regency.

    5. Name of Father   : Amir Khusnidin

    6. Name of Mother   : Tumiyah

B. Educarion Banckground

    1. Formal Education

        a. SD N 02 Karangsari   (2010)

        b. SMP N 02 Karangmoncol   (2013)

        c. SMK Ma'arif Nu Bobotsari (2016)

        d. UIN Saizu Purwokerto   (2018)

    2. Non Formal Education

        a. Ponpes Ulul Albab Bobotsari Purbalingga

        b. Ponpes Ath-Thohiriyah Purwokerto

C. Organization Experience

    1. PK IPNU IPPNU SMK Ma'arif Nu Bobotsari

    2. LASPAN Purwokerto

Purwokerto, 31st of March , 2023

Khusniyah

S.N. 1817404067

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor   : B.m.1294/Un.19/D.FTIK/PP.05.3/06/2022   28 Juni 2022
Lamp.   : -
Hal   : **Permohonan Ijin Observasi Pendahuluan**

Kepada
Yth. Kepala SMA Negeri 2 Purbalingga
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama   : Khusniyah
2. NIM   : 1817404067
3. Semester   : 8 (Delapan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2021/2022

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Objek   : The implementation of Flipped Classroom on Teaching Writing at the Tenth Grade of SMA Negeri 2 Purbalingga
2. Tempat / Lokasi : SMA Negeri 2 Purbalingga
3. Tanggal Observasi : 16-09-2021 s.d 23-09-2021

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 2 PURBALINGGA
Jalan Pucung Rumbak Purbalingga Kode Pos 53316 Telp (0281) 892180 Fax : (0281)893135
website : @yahoo.com

SURAT-KETERANGAN
Nomor: 800/333/2022

Yang bertanda tangan di bawah ini:

Nama	: Nur Samsudin,S.Pd. Fis
NIP	:19681221 199301 1 002
Pangkat/Gol.Ruang	:Pembina.IV/a
Jabatan	: Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa:

Nama	:Khusniyah
NIM.	: 1817404067
Jurusan/Prodi	:Tadris Bahasa Inggris
Universitas	:Universitas Islam Negeri Prof.KH.Saifuddin Zuhri Purwokerto

Telah melakukan kegiatan observasi tesis di SMA Negeri 2 Purbalingga dengan judul"
The Implemantation Of Flipped Classroom On Teaching Writing At The Tenth Grade Of
SMA Negeri 2Purbalingga "yang dilaksanakan pada 16-23 September 2021.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagimana mestinya,
terima kasih.

Purbalingga, 13 Juli 2022
Kepala Sekolah

Nur Samsudin,S.Pd.Fis
NIP.19681221 1993011002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
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SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI
No. No. B.3524.Un.17/FTIK.JTBI/PP.00.9/7/2022

Yang bertanda tangan di bawah ini, Kordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

"The Implementation Of Flipped Classroom In Teaching Writing At The Tenth Grade Of Sma Negeri 2 Purbalingga"

Sebagaimana disusun oleh :

Nama	:	Khusniyah
NIM	:	1817404067
Semester	:	8
Jurusan/Prodi	:	Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 27 Juli 2022

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 28 Juni 2022

Mengetahui,
Kordinator Prodi Tadris Bahasa Inggris

Penguji

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Muflihah, S.S., M.Pd.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PURWOKERTO
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SURAT KETERANGAN
No. B-813/Un.19/WD1.FTIK/PP.05.3/02/4023

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a	: KHUSNIYAH
NIM	: 1817404067
Prodi	: TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan *LULUS* pada :

Hari/Tanggal	: Kamis, 13 April 2023
Nilai	: B+

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 17 April 2023
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH
Alamat : Jl. Jend. A. Yani No. 40 A Purwokerto 53126
Telp : 0281-635624, 628250, Fax : 0281-636553, www.iainpurwokerto.ac.id

IAIN PURWOKERTO

SERTIFIKAT

Nomor: B-009/In.17/UPT.MAJ/Sti.001/I/2019

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

KHUSNIYAH
1817404067

MATERI UJIAN	NILAI
1. Tes Tulis	82
2. Tartil	80
3. Tahfidz	80
4. Imla'	80
5. Praktek	80

NO. SERI: MAJ-G1-2019-070

Sebagai tanda yang bersangkutan telah **LULUS** dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI).

Purwokerto, 24 Januari 2019
Mudir Ma'had Al-Jami'ah,

Drs. H. M. Mukti, M.Pd.I
NIP. 19570521 198503 1 002

MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA
STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
LANGUAGE DEVELOPMENT UNIT
Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.bahasa.uinsaizu.ac.id | +62 (281) 635624

وزارة الشؤون الدينية لجمهورية إندونيسيا
جامعة الأستاذ كيا هي الحاج سيف الدين زهري الاسلامية الحكومية بورووكرتو
الوحدة لتنمية اللغة

CERTIFICATE
الشهادة

No.B-0071/Un.19/K.Bhs/PP.009/I/2023

This is to certify that
Name **KHUSNIYAH**
Place and Date of Birth **Purbalingga, 20 Juni 1998**
Has taken **IQLA**
with Computer Based Test,
organized by Language Development Unit on **26 Januari 2023**
with obtained result as follows

منحت إلى
الاسم
محل وتاريخ الميلاد
وقد شارك/ت الاختبار
على أساس الكمبيوتر
التي قامت بها الوحدة لتنمية اللغة في التاريخ
مع النتيجة التي تم الحصول عليها على النحو التالي

Listening Comprehension: 45   Structure and Written Expression: 43   Reading Comprehension: 47
فهم المسموع   فهم العبارات والتراكيب   فهم المقروء

Obtained Score :   450   المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
تم إجراء الاختبار بجمعة الأستاذ كيا هي الحاج سيف الدين زهري الاسلامية الحكومية بورووكرتو

Purwokerto, 26 Januari 2023
The Head of Language Development Unit,
رئيسة الوحدة لتنمية اللغة

Dr. Ade Ruswatie, M. Pd.
NIP. 19860704 201503 2 004

EPTUS
English Proficiency Test of UIN PROF. K.H. SAIFUDDIN ZUHRI

IQLA
Ikhtibar al-Qudrah 'ala al-Lughah al-Arabiyyah

Dipindai dengan CamScanner

MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA
STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
LANGUAGE DEVELOPMENT UNIT
Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.bahasa.uinsaizu.ac.id | +62 (281) 635624

وزارة الشؤون الدينية بجمهورية اندونيسيا
جامعة الأستاذ كياهي الحاج سيف الدين زهري الاسلامية الحكومية بورووكرتو
الوحدة لتنمية اللغة

CERTIFICATE
الشهادة

No.B-0070/Un.19/K.Bhs/PP.009/I/2023

This is to certify that

Name   **KHUSNIYAH**

Place and Date of Birth   **Purbalingga, 20 Juni 1998**

Has taken   **EPTUS**

with Computer Based Test,

organized by Language Development Unit on   **26 Januari 2023**

with obtained result as follows

منحت إلى
الاسم
محل وتاريخ الميلاد
وقد شارك/ت الاختبار
على أساس الكمبيوتر
التي قامت بها الوحدة لتنمية اللغة في التاريخ
مع النتيجة التي تم الحصول عليها على النحو التالي

Listening Comprehension: 53   Structure and Written Expression: 53   Reading Comprehension: 56

فهم المسموع   فهم العبارات والتراكيب   فهم المقروء

Obtained Score :   540   المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.   تم إجراء الاختبار بجامعة الأستاذ كياهي الحاج سيف الدين زهري الاسلامية الحكومية بورووكرتو

Purwokerto, 26 Januari 2023
The Head of Language Development Unit,
رئيسة الوحدة لتنمية اللغة

Dr. Ade Ruswatie, M. Pd.
NIP. 19860704 201503 2 004

EPTUS
English Proficiency Test of UIN PROF. K.H. SAIFUDDIN ZUHRI

IG.A
ikhtibarat al-Qudrah 'ala al-Lughah al-Arabiyyah

Dipindai dengan CamScanner

K.H. SAIFUDDIN ZU

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
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Nomor   : B.m.1294/Un.19/D.FTIK/PP.05.3/06/2022   28 Juni 2022
Lamp.   : -
Hal   : Permohonan Ijin Observasi Pendahuluan

Kepada
Yth. Kepala SMA Negeri 2 Purbalingga
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama   : Khusniyah
2. NIM   : 1817404067
3. Semester   : 8 (Delapan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2021/2022

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Objek   : The implementation of Flipped Classroom on Teaching Writing at the Tenth Grade of SMA Negeri 2 Purbalingga
2. Tempat / Lokasi : SMA Negeri 2 Purbalingga
3. Tanggal Observasi : 16-09-2021 s.d 23-09-2021

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

SERTIFIKAT
APLIKASI KOMPUTER

IAIN PURWOKERTO

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
Alamat: Jl. Jend. Ahmad Yani No. 40A Telp. 0281-635624 Website: www.iainpurwokerto.ac.id Purwokerto 53126

No. IN.17/UPT-TIPD/7421/V/2023

SKALA PENILAIAN

SKOR	HURUF
96-100	A
91-95	A-
86-90	B+
81-85	B-
75-80	C

MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	100 / A
Microsoft Excel	97 / A
Microsoft Power Point	91 / A-

Diberikan Kepada:

KHUSNIYAH
NIM: 1817404067

Tempat / Tgl. Lahir: Purbalingga, 20 Juni 1998

Sebagai tanda yang bersangkutan telah menempuh dan **LULUS** Ujian Akhir Komputer
pada Institut Agama Islam Negeri Purwokerto **Program Microsoft Office®** yang telah diselenggarakan
oleh UPT TIPD IAIN Purwokerto.

Purwokerto, 10 Mei 2023
Kepala UPT TIPD

Dr. H. Fajar Hardoyono, S.Si, M.Sc
NIP. 19801215 200501 1 003

KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
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Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP.009/ III/ 2023

Diberikan Kepada :

KHUSNIYAH
1817404067

Sebagai bukti yang bersangkutan telah melaksanakan
kegiatan Praktik Pengalaman Lapangan (PPL) II Tahun Akademik 2022/2023
pada tanggal 23 Januari sampai dengan 4 Maret 2023
dengan Nilai

A

Mengetahui,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Prof. Dr. H. Suwito, M.Ag.
19710424 199903 1 002

Purwokerto, 28 Maret 2023
Laboratorium FTIK
Kepala,

Dr. Nurfuadi, M.Pd.I.
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