

**STUDENTS' PERCEPTION ON THE APPLICATION OF FLIPPED
CLASSROOM LEARNING MODEL**

THESIS

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A R - R A N I R Y

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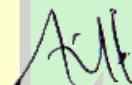
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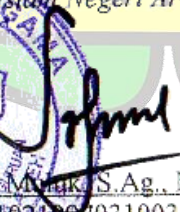

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Students' Perception on The Application of Flipped Classroom Learning Model

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan,

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A R - R A N I R



Ulfa Sri Utami

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ABSTRACT

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Technology has brought many benefits to help humans in doing their work, as well as in the world of education. Technology used in education helps the teaching and learning process. One example of technology used in education is the flipped classroom method. The flipped classroom learning model is increasingly popular in education these days. In this learning model, students learn the material (for example, by watching a video lecture) at home, and then they learn more actively in the school classroom. This study describes the perceptions, experiences, and feelings of students who experience flipped classroom activities at UIN Ar-Raniry in the English Language Education study program class of 2020. This study is a qualitative research and to collect data, the researcher used direct interview questions. The results showed that the students found that the activities implemented in the flipped classroom model helped them in improving their English skills.

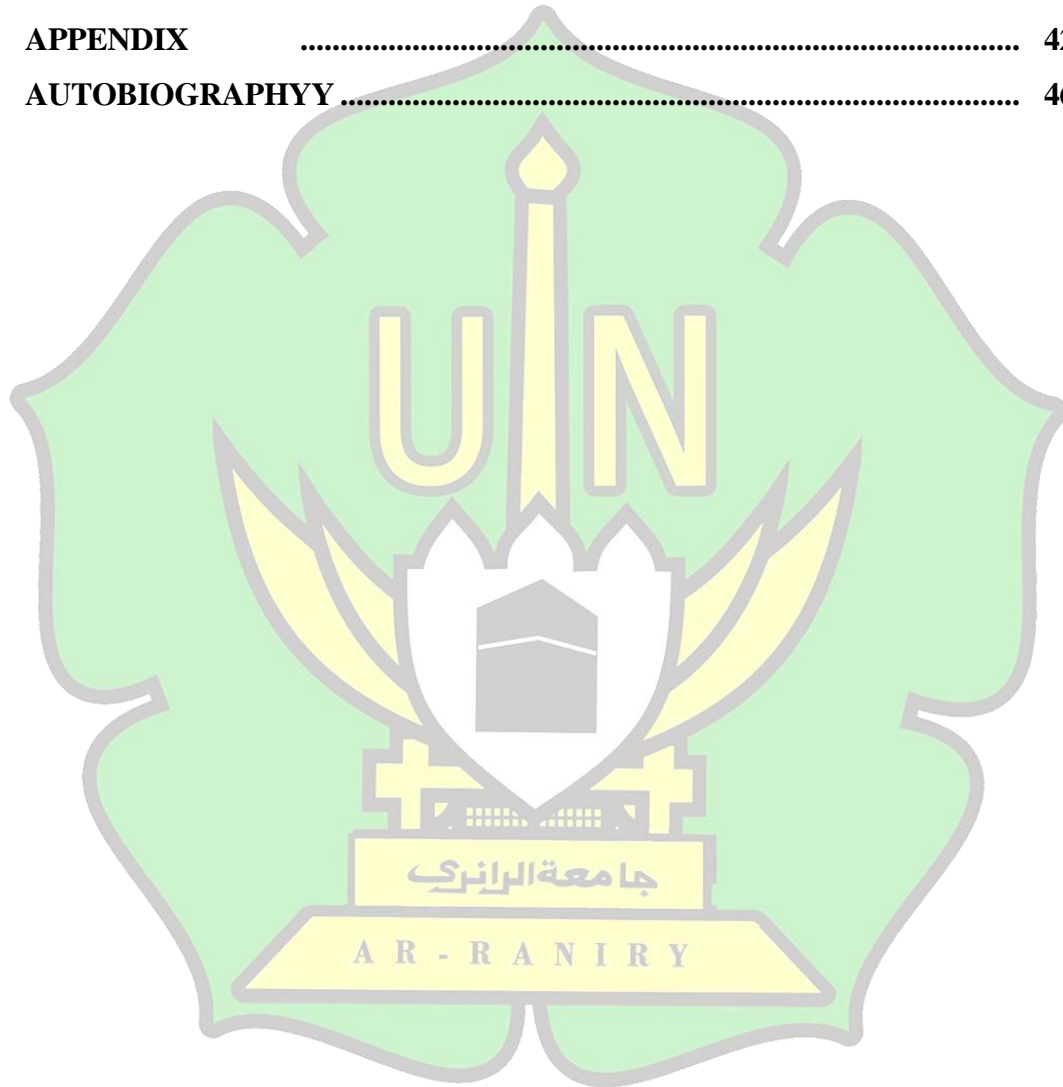
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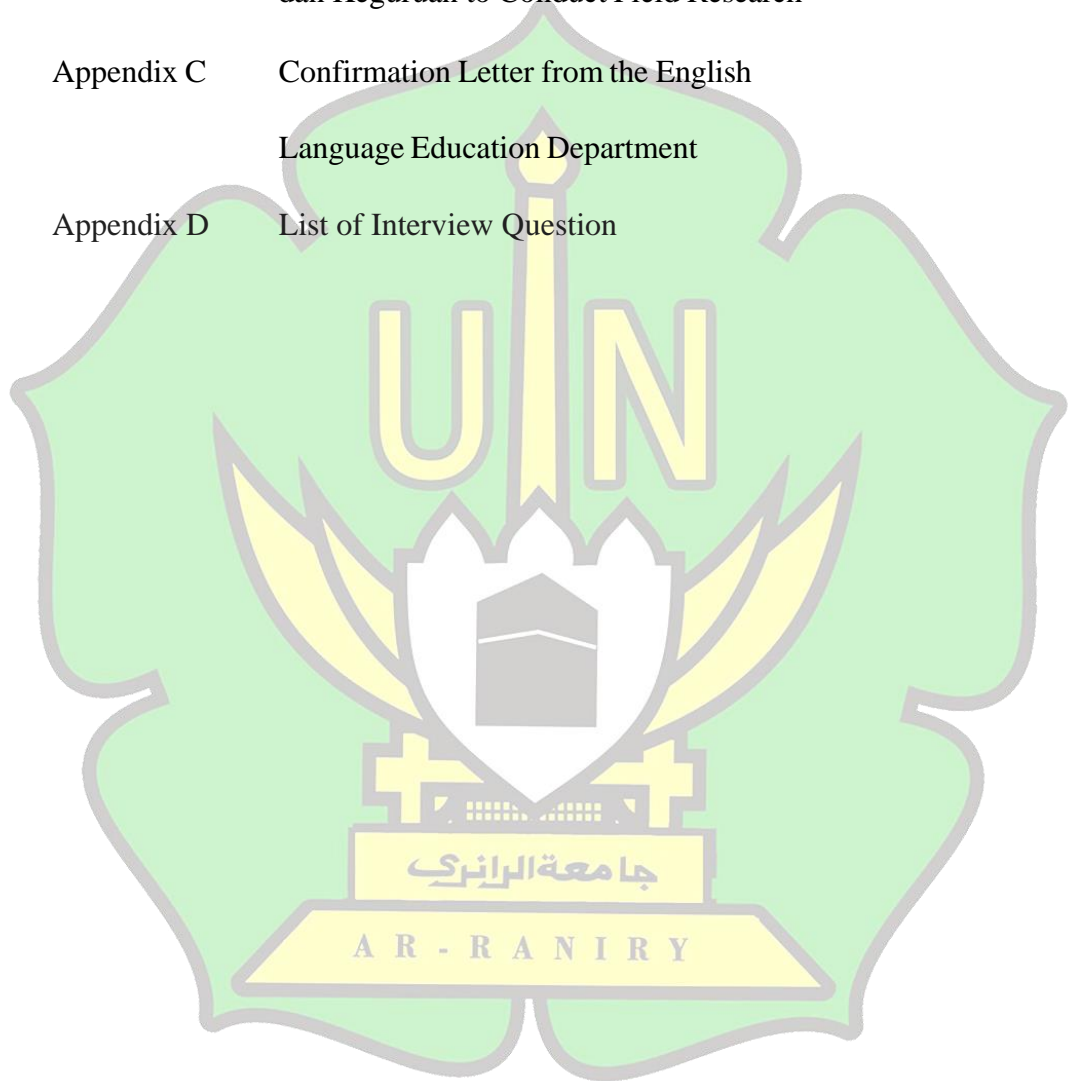
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CHAPTER I

INTRODUCTION

The first chapter presents several points to introduce the proposal. This chapter includes the background, problem formulation, research objectives, research significance, explanation of terms, and systematic writing.

A. Background of The Study

Technology has brought many benefits to help humans in doing their work, as well as in the world of education. Technology used in education helps the teaching and learning process. An example of technology used in education is the flipped classroom method.

The Flipped Classroom version of blended learning is the most widely recognized. The Flipped Classroom method starts with students learning online outside of class or at home with pre-provided content. After conducting the online learning process off campus, students then deepen and practice solving problems on campus with lecturers and or classmates. Thus it can be said that the role of traditional learning in the classroom is "flipped" (Sani, 2013).

The flipped classroom learning model highlighted the mobility and elasticity of the education system when students access videos anytime and anywhere (Nouri, 2016). In addition, students believed that flipped teaching is being more practical than

traditional teaching. The flipped classroom provides more opportunities for student to participate and be actively involved in classroom activities (Zainuddin, 2017). Moreover, flipped class is one of the branches of blended learning, and we know that using blended learning can make the class more active inside and outside. The implementation of the flipped classroom allows students to spend more time learning, not only in the classroom (Basal, 2015). In addition to requiring students to learn independently, the flipped classroom provides students with more opportunities to engage, learn, and prepare for class. In Indonesia, the implementation of flipped classrooms in learning is growing but only a few institutions have implemented the results of flipped classroom research. Of all the positive impacts of flipped classroom implementation.

There is a significant difference in learning English as a foreign language between students in flipped class and non-flipped class, students in flipped class seem to like learning English more and have better learning outcomes than students in non-flipped class. From all the positive impacts of flipped classroom implementation, most of the research participants focused on students, where flipped classroom implementation is also important for teachers to know how to implement a good flipped classroom. The context of this study is in the environment of pre-service teachers, their experience not only helps them to understand the material while participating in a flipped classroom but also provides them with different types of teaching methods before they become in-service teachers, most of the research participants focused on students, whereas flipped classroom implementation is also

important for teachers or prospective teachers to know how to implement a good flipped classroom. In addition, the context of this study is in the environment of English education students, their experience not only helps them to understand the material while participating in a flipped classroom but also provides them with different types of teaching methods before they become teachers.

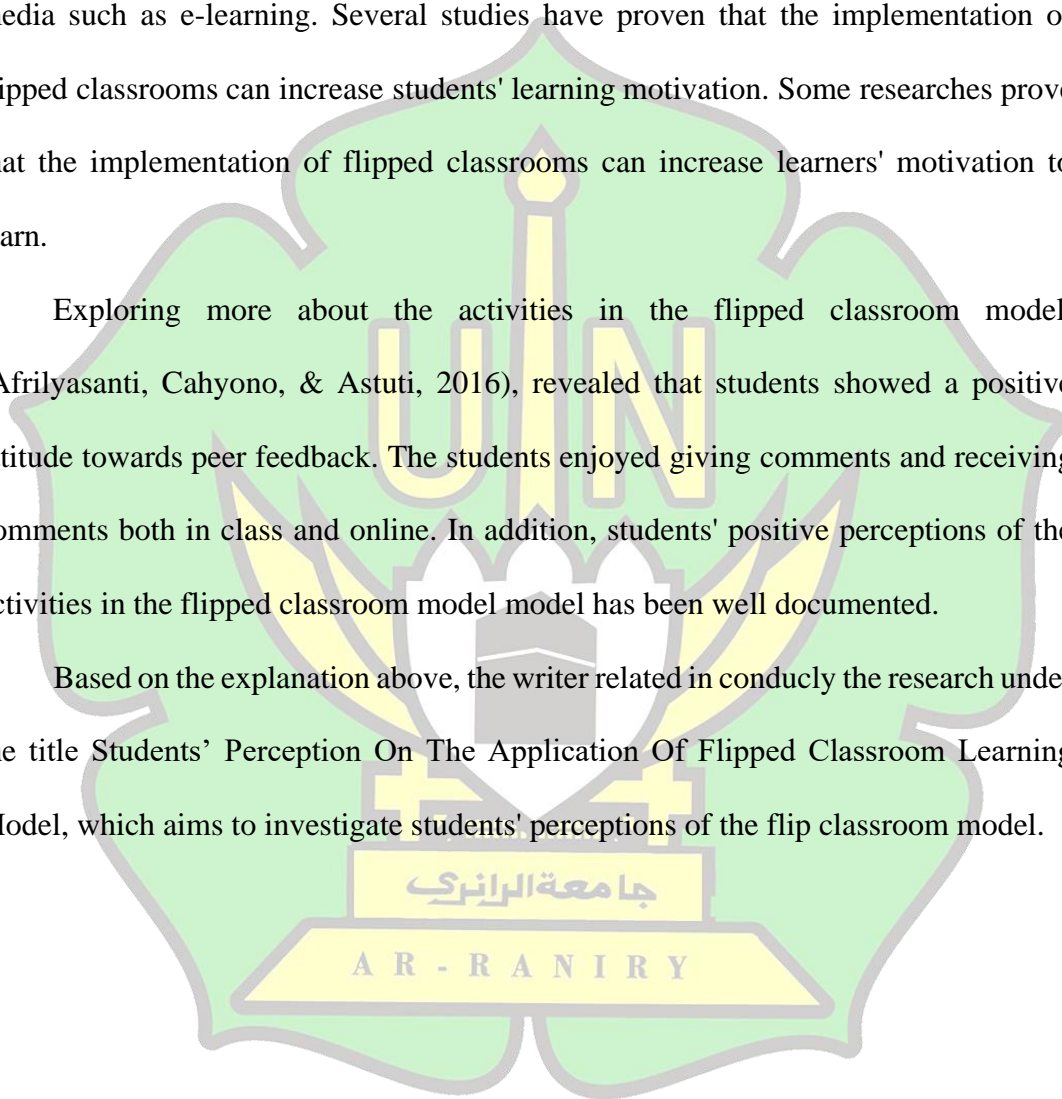
There are previous studies conducted by Zainuddin in his journal explains that the use of a flipped classroom in EFL (English as a foreign student) has several advantages, such as providing interactive learning, students can better master independent learning skills, and get used to using technology, the application of a flipped classroom also shows that students have greater improvements in academic performance, grade results, abilities, and acquisition of new skills compared to traditional classes. Research shows that flipped and non-flipped classrooms differ in classroom performance in terms of grades, competencies, and independent learning skills, the result is that the application of a flipped classroom does have a positive impact on student learning behavior (Zainuddin, 2019).

Another previous research is conducted by Susanti and Hamama Pitra (2019) shows that the digital revolution has an important influence in education as in other fields. These influences have also led to fundamental changes in the field of education, for example in teaching methods. Flipped classroom is a relatively new learning strategy. This learning strategy is increasingly developing along with technological advances such as internet access and other supporting software. In traditional learning, educators provide material, and then to improve their understanding of the material,

students complete assignments and are given homework at school. In a flipped classroom, students engage in learning preparation by watching videos, understanding PowerPoint, and accessing learning resources provided by educators through online media such as e-learning. Several studies have proven that the implementation of flipped classrooms can increase students' learning motivation. Some researches prove that the implementation of flipped classrooms can increase learners' motivation to learn.

Exploring more about the activities in the flipped classroom model, (Afrilyasanti, Cahyono, & Astuti, 2016), revealed that students showed a positive attitude towards peer feedback. The students enjoyed giving comments and receiving comments both in class and online. In addition, students' positive perceptions of the activities in the flipped classroom model has been well documented.

Based on the explanation above, the writer related in conducting the research under the title Students' Perception On The Application Of Flipped Classroom Learning Model, which aims to investigate students' perceptions of the flip classroom model.



B. Research Question

The research question will be formulated in this sentence “What are students' perceptions on the application of the Flipped Classroom?”

C. Aims of the Research

This study is to examine student's perceptions of Flipped Classroom to support their English Skills.

D. Significance of the Research

This research is expected to provide references for teachers who want to implement flipped classroom English teaching and use e-learning as a learning medium in higher education. In terms of empirical contribution, this research is expected to be a suggestion for further research on the flipped classroom method. By investigating this research, students as the object of this study are expected to understand the problems in English learning and how to overcome them. Thus, they can get a better learning process in the future. This study is also beneficial for those who read it. It can inform readers about students' perceptions of flipped classroom activities. By reading this study, readers will know the perceptions of English major students about the impact of flipped classroom learning and find out how students perceive the flip classroom application in improving their English language skills.

E. Terminology

To avoid misunderstandings about this study, the researcher defines some definitions of this study as follows:

1. Blended Learning

According to Dwiyoogo (2018) blended learning is learning that is combined or mixed. This method comes with a mix. It mixes face-to-face learning with technology-based learning. So it is very suitable to be applied in the current era where technology is increasingly advanced and accessed by the wider community. From the definition given by the experts, it can be concluded that blended learning is a mixed learning method between online and offline where the implementation is done alternately.

For example, in a week there are 6 days to enter the campus to attend lectures. Then blended learning can be applied 3 days of online learning and the rest offline. Blended learning has various types so that the campus can choose one of them.

Based on the explanation above, Blended Learning is a combination of two separate learning models, traditional learning with computer technology- based learning with the emphasis used in the above definition that leads to current computer technology, and the computer technology referred to here is internet technology.

2. Flipped classroom

According to Uwes Chaeruman, the flipped classroom is a form of learning where students before starting lectures in class study the material first at home

according to the assignments given by the lecturer. Uwes Chaeruman in a video uploaded on YouTube with the title "Tips for implementing flipped learning" also explained that the application of flipped learning must be seen from the perspective of space and time, which is divided into two learning situations; synchronous and asynchronous learning so that learning is divided into two, namely, time-bound and not time-bound. To summarize, Flipped Classroom is a part of blended learning model (through face-to-face and virtual/online interaction) that combines synchronous learning with asynchronous self-learning.

We can understand from the explanation above that flipped classroom is this learning method is done by reversing the habits commonly used in traditional learning. Usually in traditional learning, students will get material in class and deepen the material in the form of individual or group assignments at home. Flip Classroom does the opposite. Flipped classroom learning model where students learn in class the teacher sends the material to learn the material in advance, before the class starts.

This learning method aims to give the teacher the effectiveness of time to explore the material more deeply. Teachers no longer need to explain the material in class which usually takes quite a long time during learning activities.

CHAPTER II

LITERATURE REVIEW

A. Flipped Design

Flipped classroom is a part of blended learning design that involves delivering learning materials outside the classroom, mainly online, as well as flipping the usual classroom setting. Face-to-face classes involve discussing assignments, or what is commonly called homework, and sometimes teachers even ask the class to discuss exam topics. Some educators also conduct streaming video lectures or collaborate in online discussions as class activities with careful supervision by the facilitator.

This strategy has two major steps:

- a. Homework assignments: relevant reading materials (online or hardcopy) related to the lecture topic are given to learners as homework; alternatively, learners are asked to review a video for subsequent discussion in class.
- b. In-class activities: during lecture activities, question and answer sessions are conducted based on homework assignments; these sessions are facilitated by the educator. However, sometimes in-class activities can be problem-solving sessions based on the lecture topic.

In this new approach, learners watch videos related to the material being studied and prepare questions or problems that they do not understand. In the classroom, the learners are involved in active learning activities, such as problem- solving (individual

or group), discussions or group activities. The value of flipped classrooms is derived from some cases when students miss classes due to emergent cases such as illness or family problems. In addition, the flipped classroom is a good solution for other cases of student misunderstanding, misconception, and content ambiguity in the classroom (Halili & Zainuddin, 2015). The idea of the flipped classroom was first put into practice by Jonathan Bergmann and Aaron Sams, who developed and created many educational videos to assist their students in understanding the main concepts of new lessons and to clarify the ambiguity of topics, developing students' learning mimicking their real-life situations (Tucker, 2012). As reviewed, flipped learning consists of three main types:

- a. Traditional flip; students receive a video that helps them understand the basic knowledge of their new lesson only. However, class time will be intensively devoted to critical and creative thinking and problem-solving skills (Johnson, Adams-Becker, Estrada & Freeman, 2015).
- b. In-class flip, which has the same features as the traditional flip. Basically, students complete watching a video in class and work together, sharing knowledge and completing assigned tasks (Brown, 2016).
- c. Mastery flip: defined as "Students work either in small groups or individually at an appropriate pace. Teachers formatively assess students and gauge student understanding. Students demonstrate mastery of objectives on summative assessments. For students who do not master specific objectives, remediation is provided" (Bergmann & Sams, 2012).

The use of flipped classrooms as a learning strategy will make students responsible for their learning. Students' information and communication skills (ICT) will improve if they are provided with videos related to the lesson topic (Overmyer, 2012). In addition, the flipped classroom enhances students' problem-solving skills and improves the relationship between students and their instructors, thus reinforcing most students' learning styles (Arnold-Garza, 2014).

The flipped classroom approach does not change the pedagogical concept. It only changes the role of learners from passive listeners in class to active participants in learning activities. According to Tucker, the important advantages of the flipped classroom are that it supports teamwork and classroom discussions, learners can watch videos wherever and whenever they want, they can set the pace of learning according to their needs, it encourages learners to think, both inside and outside the classroom. And they have the opportunity to use a variety of learning strategies. This learning system allows teachers to have more time to interact with learners and to understand learners' emotional needs.

The flipped classroom has a positive effect on students' academic achievement (Aşıksoy & Özdamlı, 2016). Students find the flipped classroom an engaging learning experience, female students perform better than male students. The flipped classroom has a greater influence on females in terms of self-efficacy and motivation than on males (Kenna, 2014). Lee and Liu (2016) conducted a study to assess the impact of flipped learning on student performance, the results showed that there was no statistically

significant difference in student learning achievement based on gender variables. Another study conducted by Gross, Pietri, Anderson, Moyano- Camihort, and Graham (2015) stated that students' grades increased (12%) through the flipped learning strategy, and it was beneficial for students with low educational performance and for females.

B. The Definition of Perception

Each person organizes, identifies and interprets information in their own unique way determined by what they observe, focus on and think about. In fact, everyone has a different view of things. Perception is a survival process Living things perceive and organize their senses to create a directed perspective (Pickens, 2005). Consistent with this, Perception is the cognitive process by which a person captures information about their environment through sight, hearing, enjoyment, feeling, and smell. Recognizing that perception is a unique interpretation of a situation rather than a literal recording of reality is key to understanding perception (Simbolon, 2008).

In short, perception is a person's perspective on every event that occurs in their environment which is received with their five senses. Since each individual is capable of receiving diverse information, this point of view may not necessarily be shared by others.

Some perceptual ideas come from within, while others come from outside. Furthermore, most perceptions are shaped by one's vision where one forms a point of view based on what they have seen.

C. Characteristics of Flipped Learning

According to Ziling and Yeli (2018), flipped learning is based on constructivist learning theory. Constructivism learning theory was proposed by Jean Piaget (1896-1980). Piaget in Chigakham states that this learning theory describes practical, direct, and accurate situations and knowledge that is constructed through the application of the learner's experience. Through the application of the learner's experience. Unlike traditional teaching methods, Flipped learning starts learning new knowledge from home before it reaches the classroom, known as preclass learning.

Pre-class learning promotes self-directed learning or autonomous learning using digital technology (Abdelshaheem, 2012), using digital technology (Abdelshaheed 2017) through the internet, and assignments that are supposed to be homework. Therefore, Flipped learning is characterized by both out-of-class and in-class learning methods. Thus, Flipped learning is associated with blended learning, which is online out-of-class learning and face-to-face in-class learning (Jenkins 2017).

D. Flipped Learning Procedure

According to Lockwood (2014) in Safiyeh & Farrah (2020), the reverse learning approach means presenting material through pre-class input such as video recording lessons. Flipped Learning also gives students more time to practice their language class because they have to go to class for some practice and activities. Using Flipped Learning involves facilitating student-student and teacher-student interactions in addition to increasing student engagement in the classroom, and enables motivation toward a deep

understanding of the learning material (Basal 2015). This approach helps students retain information longer and develop a positive attitude toward learning. Hwang & Lai (2017) state that flipped learning is divided into two steps. Namely learning in the classroom and outside the classroom. Apart from that, learning outside the classroom can also be divided into two. It is a pre-class activity and a post- class activity.

In addition, learning must include four main components to be called a Flipped Classroom First, teachers must restructure the learning environment and time in a flexible way, taking into account individual and group expectations and needs. Second, the instructor must teach the content in detail, adopt a learner- centered approach and provide rich learning opportunities and activities that reflect.

the specific learning culture for the particular group of students. Thirdly, instructors should regularly track the level of difficulty of the content and the notes made by students as well as their progress, and they should also implement active learning strategies that will maximize students' conceptual understanding. Finally, the instructor should be a professional educator who continuously monitors students in their learning process, provides immediate feedback, and assesses student learning outcomes. Studies in related literature show that videos are often used as an out-of-class teaching tool, while interactive tasks that actively engage students are used as in-class activities (Basal, 2015). Active participation and student-centered learning can be ensured through the use of videos that keep students' attention and allow them to concentrate on the content (Herreid & Schiller, 2013).

E. Class Learning Activities

First, Learning Activities Outside the Classroom Learning activities outside the classroom Flipped Learning focuses on independent learning (Zainuddin, 2017) that occurs outside of the classroom. This activity is divided into pre-class and post- class activity.

Second, pre-class Activities, In the pre-class activities step, the students can watch pre-recorded video lessons, read the resources, or take a pre-class quiz (Overmyer & Yestness, 2016). Watching video lessons is a principal learning activity in this step. It increases students' knowledge and provides a much higher learning proficiency and satisfaction (Zhonggen, 2019). These activities help gain better knowledge and warm up for classroom learning. In short, pre-class activities prepare students for in-class activities.

Third, post-class Activities: These activities are activities carried out after the class is finished learning. This step involves giving and collecting feedback, taking quizzes, writing reflections, diaries, etc. Although they may not contain all the activities mentioned above is a reinforcement of learning (Shih & Tsai 2017). It improves the results of learning objectives.

Fourth, classroom Learning Activities Classroom learning is face-to-face learning in the classroom. Various learning activities can be organized for products and add time to create an active learning environment. Learning activities in class combine

individual work, pair work, collaborative teamwork, and presentations (Afrilyasanti, Cahyono, & Astuti, 2017).

F. The Advantages of the Flipped Classroom

There are many advantages to the flipped classroom approach. The most important one is increasing interaction time in the classroom (Fulton, 2012). Through video lectures, teachers use time for interaction between teachers and students rather than for teaching. Thus, teachers can spend more time meeting students' learning and emotional needs (Goodwin & Miller, 2013). In the flipped classroom approach, students can find opportunities to discuss with their teachers which is not possible in the traditional approach (Bergmann & Wadell, 2012). According to Milman (2012), the most important benefit of the flipped classroom approach is to support teamwork in the classroom.

The advantages expressed by Fulton (2012) are students can access video lectures whenever and wherever they want and it allows students to learn at their own pace. Students educated with this approach are encouraged to think both inside and outside the classroom (Kellinger, 2012). Since it can be used with a variety of teaching strategies, this is another positive side of this approach (Love, Hodge, Grandgenett & Swift, 2013). Parents being able to follow the student's course and provide assistance to their children is another advantage of this approach (Goodwin & Miller, 2013). In addition to all these advantages, Herreid and Schiller (2013) reported that the flipped classroom approach provides more time for students to conduct innovative research.

In recent studies, the impacts of the Flipped Classroom Model on student performance, engagement, learning outcomes, and motivation have been investigated. Studies have shown that the Flipped Classroom approach enhances student's learning performance (Zhonggen & Wang, 2016), produces enhanced learning outcomes (Chen Hsieh, Wu, & Marek, 2017) and increases student motivation (Graziano, 2017).

G. The Disadvantages of the Flipped Classroom

In learning the flipped classroom model there are also some disadvantages. One of the characteristics of the flipped classroom is that everyone learns knowledge and skills at a different pace. However, this way of working relies heavily on students' self-motivation. Some students are not as motivated as others, and this teaching method allows less motivated students to complete less work (J. Krueger 2012). Tests are usually given to each student simultaneously to assess how much they can cope with tests at different times. This can also lead students to delay their learning when they fear the next test.

Students in poor areas may not have the ability to afford the computers and internet that a flipped classroom requires. Students who do not have personal computers or networks will be forced to use public computers or networks in libraries. There are some limitations if it is busy and this becomes a problem. Another drawback is that students spend all their "homework time" in front of a computer screen, which adds to the students' time sitting still, which does not help students get up and away from their computers, televisions, and iPads. which they have learned over a while.

H. Four Skills in English

As a medium of communication, language offers various skills to be mastered by the user. so that it can be utilized to produce effective communication with other parties. Although not realized, in communicating humans can receive and give information through language. information through language. The ability to receive information is called receptive ability, while the ability to give information is called productive ability. productive ability. Each of these abilities is still divided into two parts. Receptive skills are divided into listening and reading skills and productive skills are also divided into two parts, speaking and writing skills. productive skills are also divided into two parts, speaking and writing skills. These four skills determine a person's proficiency in mastering one or more languages:

Written symbols or language words to represent sounds and syllables, is one of the necessary skills in learning English. It is also known as a productive skill, a skill needed by EFL students. Productive skills make students become active and produce language both written and spoken. It is considered a difficult skill "writing because it has complicated activities to do and it has to be done at the same time (Eliwarti Maarof, 2014). "In the interaction provided by the flipped classroom assists students in gaining valuable and productive learning experiences, although it does not guarantee that students' writing ability will improve" (Muluk & Dahliana, 2024).

EFL students need to learn these skills for communication and academic writing (Toba, 2019). In addition, Rao and Durga (2018) also stated that students need good

writing skills to achieve their educational and employment goals. Speaking is one of the skills that must be mastered by students learning English. It involves a discussion between two or more people on a topic. It helps us to convey our idea and opinions to others orally. Speaking plays an important role in our lives, and teaching speaking skills has the aim to improve student's communication ability. Through speaking we can share our ideas, communicate with each other, greet someone, and others. By using the right techniques, students will be able to speak and have good communication with others.

Many students are afraid of public speaking, including Indonesian students. Most of them are caused by shyness, lack of confidence, lack of vocabulary, and so on fear of making mistakes, and so on. Students can speak well. Practice makes perfect, as stated by Mridha and Muniruzzaman (2020) that you can improve oral speaking by practicing as much as possible. In learning English, listening is a necessary skill in our daily activities (Sumalinog, 2018). We cannot be separated from listening skills. However, listening skills are also noticed as one of the difficult skills in learning English by some students (Hidayati, Dewi, Nurhaedin, & Rosmala, 2020). There are various problems faced by students in learning listening skills, especially EFL students who use English as a foreign language, such as Indonesian.

Reading skills is known as receptive skills, students will get information by reading books, magazines, and so on. Reading skills also help students to improve their writing skills. By reading more sources, students will gain more knowledge that can help them in improving their vocabulary, information, and writing skills.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research uses a qualitative approach. Qualitative research aims to learn about people's perspectives. This study helps researchers to explore and understand the analysis of how mastery learning is supported in a flipped classroom environment. In addition, Cropley (2020) states that this research investigates people's thoughts about their experiences. That data is called 'narrative', which requires speaking or writing. This study provides educators who are considering implementing the Flipped Classroom in their own practice with information about its effectiveness. Qualitative studies are to investigate phenomena such as motivations, experiences, and preferences of individualS, to defines qualitative research as the ability of scientists to investigate a problem by working with others to develop a theory (Creswell, 2013). this research begins with the question word how, which must be explained in descriptive form. According to Stake (2010), qualitative research topics often begin with the questions of how or what to do. The question of how or what to get about the topic.

Therefore, qualitative was used in this study as it was adequate. This research focuses on findings, understanding, methods and techniques, procedures, and outcomes. As explained by Astalin (2013), qualitative research strategies present factual explanations of social or cultural phenomena and use the perspectives of people

or groups to influence the researcher's thinking. Seliger and Shohamy define descriptive qualitative research as research that aims to describe, explain in detail, specify, and explore problems that occur in real life without manipulation. This research aims to investigate the various perspectives of learning using the flipped classroom model on batch 2020 English education students which impacts their English language skills mastery.

B. Research Participants

In conducting this research, research participants must be determined by the field or related to the problem to be studied. Rangkuty (2014) states that the population is all objects and subjects in a particular field and has the ability related to the problem to be studied. The population of this research is batch 2020 English education students. In addition, the research sample needs to be kept small and focused. The sample is a small part of the population that is used as an object or subject of research (Creswel, 2013). According to Suharsimi Arikunto, if the population in the research conducted is large, the sample taken is 10-15% or more. Meanwhile, if the population is less than 100 then more than the entire population is sampled. This study will use a purposive sampling technique to select samples from the population because the researcher sets certain criteria for the participants.

Purposive sampling, also known as judgment sampling, is the deliberate selection of a sample according to the participant's qualifications. This method allowed me to determine whether or not participants were qualified to answer questions regarding the research subject (Etikan & Musa, 2016). I chose students majoring in

English at UIN Ar-Raniry, class of 2020 totaling 106 people. So, I choose ten students consisting of:

- a. The participant has participated in the implementation of the flipped classrooms using e-learning.
- b. The participants are active students from PBI who can be contacted and are willing to participate in this study. There are 35 male and 71 female.

C. Method and Data Collection

To collect data, I looked at several aspects such as identifying how respondents felt about using flipped classrooms, which can be obtained from several data collection techniques. To obtain the data, I used interviews. An interview is a conversation between an interviewer and an interviewee to obtain information by way of question and answer. The researcher will use semi-structured interviews. Semi-structured interviews are informal and unstructured, allowing the researcher to understand the topic of interest and develop relevant and meaningful semi-structured questions (Sugiyono 2013).

The questions asked were open-ended to students as respondents in this study. Five questions were asked related to the topics needed. The topics asked were related to the research questions and research objectives. The results of the interviews were analyzed qualitatively to explore their responses. After hearing the statements from the subjects, the researcher re-listened to the recordings during the interview sessions with the subjects to be reviewed individually and the data analyzed. The researcher manually coded the interview data for review. The results of the interview were to

answer several research questions, namely student perceptions of the implementation of the flipped classroom learning model. The analysis was organized based on the information about the perception of the flipped classroom learning model, efforts to improve their English language skills, and identifying the weaknesses and advantages of the flipped classroom based on their English language learning experience.

D. Data Analysis

After collecting data from interviews, the data must be analyzed. Data analysis according to Sugiyono (2018) is the process of systematically searching and compiling data obtained from interviews, field notes and documentation, by organizing data into categories, breaking it down into units, synthesizing, compiling into patterns, choosing which ones are important and which ones will be studied, and making conclusions so that they are easily understood by oneself and others, to assess the data collected through interviews and observations, this research will use various methods suggested by Miles and Huberman in (Sugiyono, 2016). This model has several components to analyze, such as data reduction, data presentation, and data conclusion.

a. Data Reduction

According to Sugiyono (2018) Data reduction is summarizing, selecting the main things, focusing on important things that are in accordance with the research topic, looking for themes and patterns, ultimately providing a clearer picture and making it easier to do further data collection. In reducing the data will be guided by the objectives to be achieved and predetermined. Data

reduction is also a critical thinking process that requires high intelligence and depth of insight.

The data collected by the researcher was used to select points related to the perceptions of English education students of UIN Ar-Raniry about the application of the flipped classroom learning model to improve their English skills. Data that were not relevant to the problem were discarded and not used. However, prior to data reduction, the researcher provided transcription codes for each informant, such as the informant's initials.

b. Data Presentation

After the data has been reduced, the next step is to present the data. Researchers must focus on choosing which parts to include in the interview transcripts. Due to the way the data is collected, the data is organized and placed in a network, making it easier to understand. Furthermore, the data from the interviews is presented in narrative form. The most common method used to collect data in qualitative research is narrative writing. When displaying data, in addition to meaningful text, graphs, tables, networks, and charts are also used.

c. Data Conclusion

The final step in analyzing qualitative research is concluding. According to Sugiyono (2018), conclusions in qualitative research can answer the formulation of problems formulated from the start, but maybe not, because as has been stated problems in qualitative research are still temporary and will

develop after the research is in the field. Data conclusions in qualitative research are new findings that have not previously existed. Findings can be in the form of a description or description of an object that was previously unclear so that after research it becomes clear.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter shows the results and discussions that have been carried out about the problem statement. The data has been analyzed by dividing it into two parts. The first part is the findings. The second part is the discussion of the findings. This study is to examine student's perceptions of Flipped Classroom to support their English Skills. There were 10 participants in this study. The participants explained their experience in learning English with the flipped classroom learning model through semi-structured interviews. The semi-structured interviews consisted of several key questions that helped define the statements to be explored.

A. Research Findings

This section explains the results of interviews regarding the perceptions of Uin Ar-Raniry students class of 2020 about learning using the flipped classroom learning model. The findings show the aspects of English learning with the flipped classroom model used to improve English language skills. These aspects are also categorized based on the factors influencing them to learn English. There are several influences of the flipped classroom learning model namely the use of technology in learning English and preferences, as well as advantages and obstacles in learning English with the flipped classroom model. Respondents who were interviewed in this study used initials to conceal them, ten participants were labeled: R1, R2, R3, R4, R5, R6, R7, R8, R9, and R10 to identify respondents from the batch of 2020.

1. Advantages of the Flipped Classroom

Based on the interview results, the flipped classroom has a very influential impact on improving students' English skills, students mentioned that they liked how they were not rushed in class to move at the pace set by the teacher and were more relaxed. The writer classified the students' answers about the use of flipped classrooms into 3 aspects:

a. Improving English Skills

All participants answered that a Flipped Classroom helps them to improve their English skills because with the flipped classroom learning model they can utilize technology and applications to learn English such as Google Classroom, WhatsApp, Instagram, Grammarly, and YouTube. R1, R2, R3, R4, R5, R6, R7, R8, R9, and R10 use various applications to improve English.

As stated by R 2:

In reading courses for example which require a lot of time to read and understand the text, with this flipped classroom when the lecturer gives the text outside the class then we can take advantage of that time, so when in the class we can discuss together that text.

Some students confidently said that the flipped classroom made it easier for them to learn English.

R 5 said:

The flipped classroom is very time efficient, there are some courses such as listening and writing, that take a long time to understand then when in class I can ask the teacher what I don't understand.

The following are other comments made by students about using the Flipped

Classroom learning model:

As stated by R 1:

Yes, I think the use of videos in the flipped classroom is very useful for my listening and speaking skills because some students might understand the material better, understand the subject matter better, and also because videos can be more interesting than notes.

R 1 explained that the flipped classroom is very helpful in improving listening skills and speaking skills this is because the material presented through videos is more interesting than the notes given by the lecturer.

R 7 students said:

Yes because it allows us to set our own learning pace and we can spend more time on the subjects such as reading skills that we are not sure about.

As stated by R 4:

Of course, as with listening skills, the assignments given can be answered at home without rushing and if there is something you want to repeat, we can repeat it straight away.

Based on the quotes from R7 and R4, with the flipped classroom learning model students can set the pace of learning and do not need to be rushed so that they can improve English skills such as reading and listening.

R 8 stated:

I enjoy learning reading and writing more in the flipped classroom and I think that this is an effective way of learning.

Based on the answer above, the writer concluded that all students improve their English skills by using the Flipped Classroom learning model. They improve in listening, reading, writing, and speaking skills.

b. Media Application

The media used in the inverted classroom varies, depending on the creativity of the teacher. Students must follow the teacher's rules to participate in activities outside the classroom. Usually in media preparation, teachers prepare applications that will be used when teachers implement flipped classrooms, it can be live-streaming online classes and online discussions or just a video.

In this study, teachers used various media to support online learning. Before using the media, teachers already know that students already have enough digital literacy to operate the learning media because most of them very often use media in learning. Students' perception shows that learning using online media is an effective way, in this study the media used by teachers is Google Classroom. Google Classroom is a media that has several features to support online learning, such as meetings, and real-time comments, and they can have all the data when the class is over.

The interview excerpts show that they are happy with the implementation of the flipped classroom learning model in English learning because of some of the benefits described above.

In general, students like learning from video lessons. They benefited from being able to pause, rewind, and replay the lessons whenever they needed.

R 9 mentioned that she used the videos to review lessons before an upcoming test, and the fact that she knew she could access the videos whenever she needed to, which reduced her stress.

R 9 mentioned:

I used the videos to review before an upcoming test, and I knew that I could access the videos whenever I needed them, thus reducing stress.

The excerpt from the interview shows that the use of media in the flipped classroom made it very easy for them to learn, especially when they could not attend class due to illness or organizational activities.

R 3 excerpt:

One of the advantages of Flipped Classroom, in my opinion, is that it is easier to catch up when I am sick or something else forces me to miss class, such as spending time outside of class to understand the concepts that have been sent by the lecturer on google classroom, such as the video.

As stated by R 8:

I think the flipped classroom is great for students with very busy schedules with organizational activities so that if sometimes I have to miss a class, the link that has been sent by the lecturer on Google Classroom can be directly accessed to learn.

R 6 mentioned that the use of media in this flipped classroom learning model helped him, especially in translating vocabulary that he did not know

R 6 stated:

When the teacher sends materials such as videos if there are sentences that I don't know then I take advantage of other app technology, the time is more efficient and I can also improve my English skills by using Grammarly, deepl, and Udictionary.

Through the announcement via WhatsApp sent by the lecturers, R 6 stated that the preparations made for online classes, such as looking at the applications used in online classes, re-learning how to use these applications, and also preparing the internet and laptops, as well as a comfortable place to study during online classes.

MR 5 said, “ Sometimes the lecturer sends the announcement via WhatsApp so we can prepare the material for the online class”.

Based on the result of the interview about the use of the advantages of flipped classrooms related to the use of beneficial media some students mention that the lecture sometimes uses video, link, and WhatsApp to send the material or inform something that they should do for the next.

In addition, some students liked having the ability to explore more material. R 1, R 2, R 3, R 4, R 5, R 6, R 7, R 8, R 9, and R 10 have similar points about their perspective of the advantage of learning by using the flipped classroom model in using beneficial media to improve English.

c. Work Well

The other survey question, Please indicate any other comments you would like to make about the Flipped Classroom, was provided to allow students to provide additional feedback related to the previous open-ended response questions. R 1, R 2, R 3, R 4, R 5, R 6, R 7, R 8, R 9, and R 10, all students in this study used this question to provide positive feedback about their experience in the Flipped Classroom.

R 9 stated:

Flipped Classroom worked well for me. My grades improved a lot and I think it is the best learning model because the flipped classroom is much more fun, and helps me learn better and easier.

R 9 explained that the Flipped Classroom is a learning model that works very well so many subject grades have improved greatly, it was also the best learning model, much less boring than in a regular class, and very fun.

While R 3 stated:

the flipped classroom learning model is a good learning model for learning languages because you can learn by yourself at home and then we discuss it in class.

While the flipped classroom offers a distinctly online experience, students are encouraged to prepare before class and well in advance of exam deadlines. The interaction of these two elements of the flipped classroom provides the underlying mechanism for improved student learning outcomes in the flipped classroom compared to learning outcomes in the regular classroom. Students are exposed to a wider variety of learning tools that allow them to better exploit their learning styles.

Similarly, lower-ability students receive additional benefits from the flipped classroom compared to the standard classroom. This effect may also be related to the availability of more diverse learning tools in flipped courses.

2. The Obstacle of Flipped Classroom

In this study, the author also found several obstacles, although it has been described previously that the advantage of a flipped classroom is that students have more time to prepare for face-to-face classroom activities. After students do online learning, they have more time to work on assignments. Therefore, students can customize the learning process to suit their learning style. They can give their best in doing the assignment because they have learned the material. In addition, the flipped classroom activity provides more time for students to practice, solve problems, and explore, and the teacher is there to guide them.

The teacher has already given the material outside the classroom, so in the

classroom, after doing the activity outside the classroom the teacher does not need to explain the whole material. Thus, the teacher only needs to check or ensure that all students have understood the learning material. In other words, during the teacher's explanation time in a traditional classroom, in a flipped classroom is the time for students to practice what they have learned at home. However, the implementation of flipped classrooms sometimes also has some obstacles, there are two main problems faced by students in using the flipped learning model:

a. Internet Problem

From the results of the interview, the author found several obstacles related to the internet problem where the flipped classroom learning model relies on an internet connection and becomes useless when there is a lack or unavailability of data packages or internet networks.

R 1 said, “It’s hard for me to learn by using a flipped classroom learning model when the internet doesn’t work well”.

As stated by R 7:

In my opinion, the obstacles of the flipped classroom are if you don't have the internet at home, it will be more difficult to do, or if sometimes the internet is problematic.

Students were also sometimes concerned that the facilities and infrastructure used could not support them.

R 8 stated, “Sometimes the capacity of the cellphone does not support it because the memory is full”.

Based on the answer above, the writer concluded that some students felt the internet problem while using the flipped classroom learning model.

b. Students' Internal Problem

Besides Internet problems, I also found the students' internal problems in learning by using the flipped classroom learning model, such as motivation, scare, etc.

Although the students knew that they could take extra time in the course and fall behind, some students responded that they did not like to do so, as it was sometimes difficult for students to pace themselves and fall behind without motivation in addition to the fear of asking questions to the lecturer if they fell behind.

R 9 stated, "Sometimes it is hard to pace myself and I fall behind without motivation".

R 4 said, "I felt scared to ask questions to the lecture if I fell behind the lesson".

R 2 expressed concern about taking responsibility for his learning in motivating himself.

R 2 said:

It's hard to stay on pace and to stay motivated to work every day. As an example, in a regular classroom if I don't feel like working I have to suck it up and do the lesson but in a flipped class, I can just not do it.

R5 and R10 also explained that sometimes they feel bored with the flipped classroom learning model using video media because sometimes the videos shown

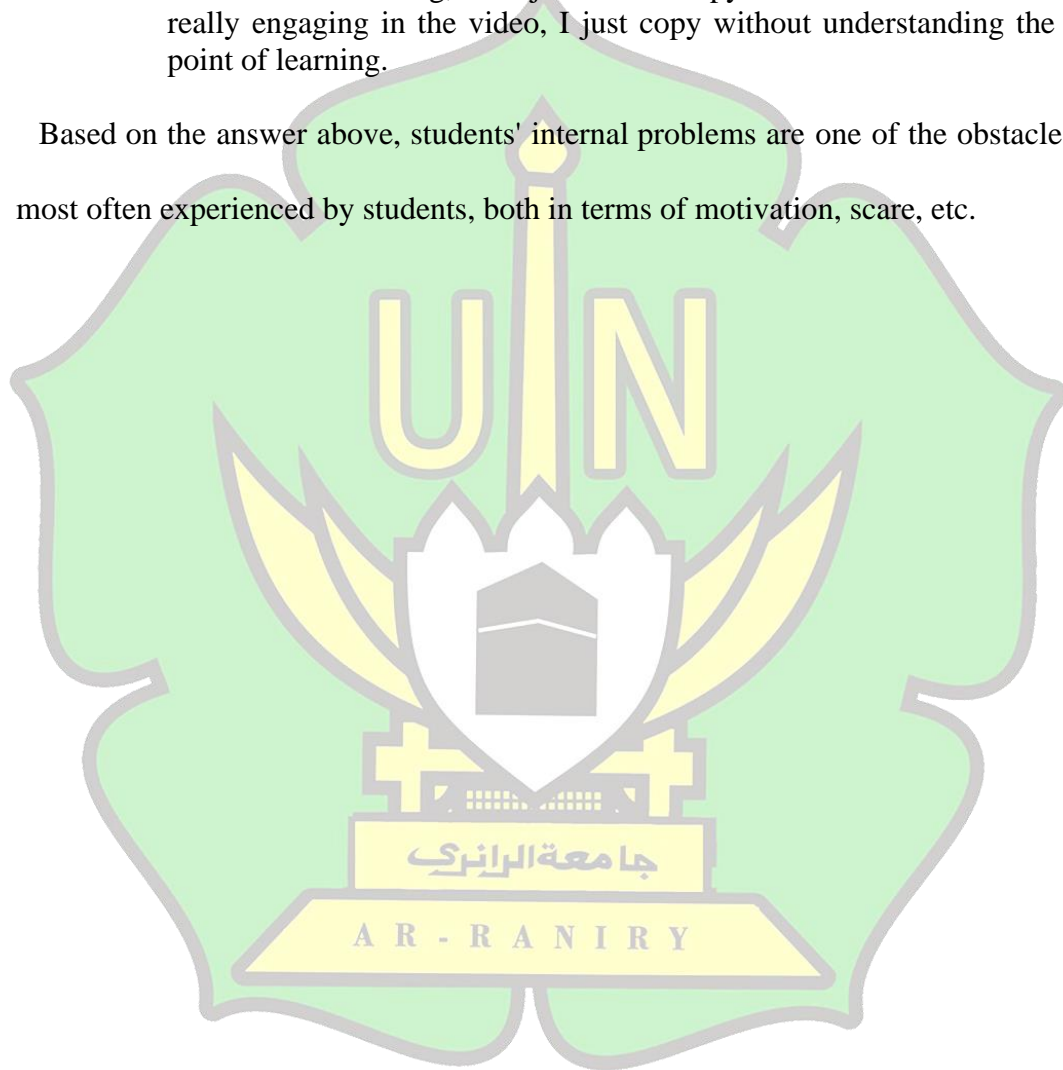
are very boring and less interesting.

R 5 said, “I feel that sometimes the videos are very boring and less interesting”.

R 10 also added:

The videos are boring, and I just tend to copy the lesson notes without really engaging in the video, I just copy without understanding the point of learning.

Based on the answer above, students' internal problems are one of the obstacles most often experienced by students, both in terms of motivation, scare, etc.



B. Discussions

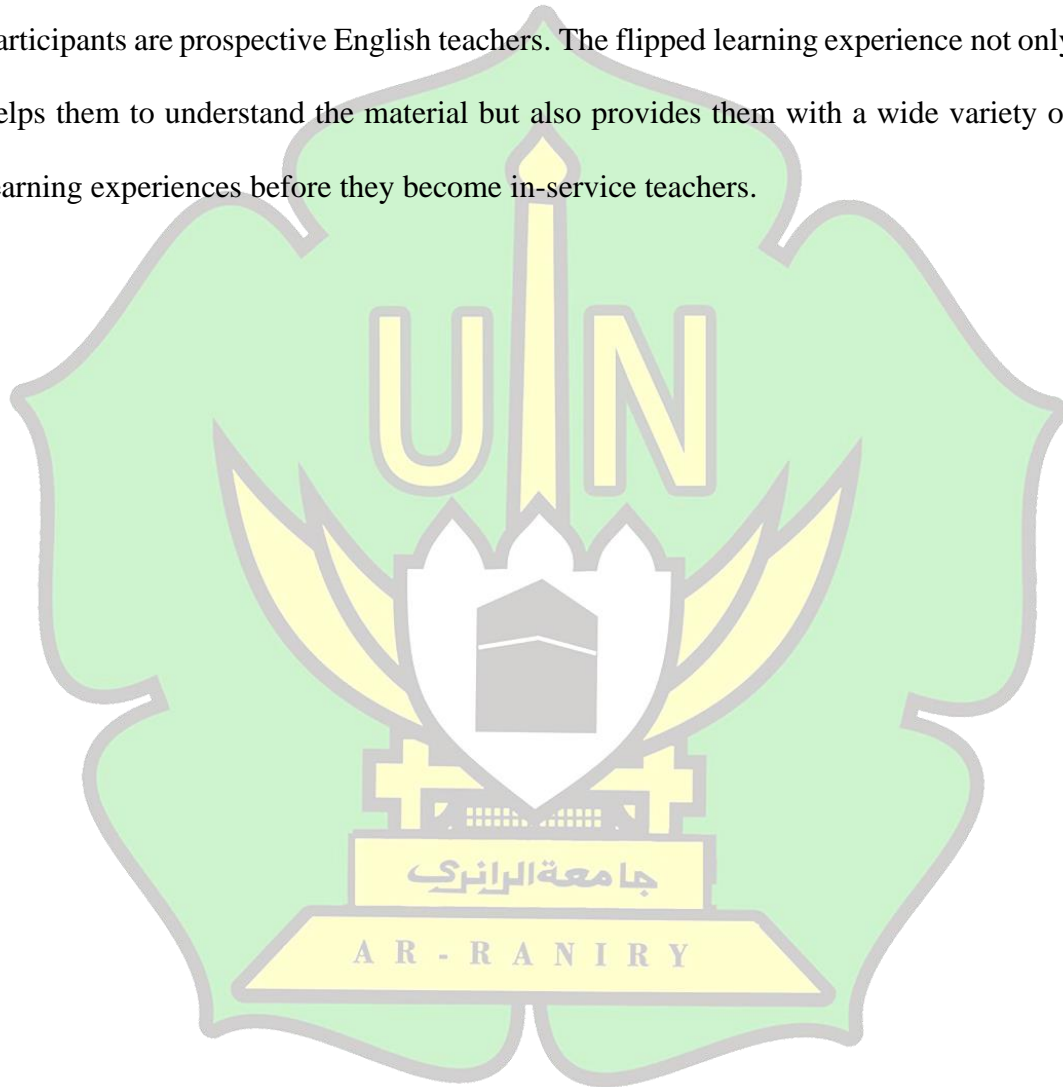
Based on the data, students have a positive view towards the flipped learning practice because in learning using the flipped classroom learning model there are several advantages such as improving English skills and using beneficial media so that they can prepare the technical preparation of media before doing activities outside the classroom and make careful preparation before entering the actual class. They also have good interaction with their classmates during collaboration and enough interaction with the teacher to get feedback on out-of-class activities.

The results of this study are related to (Abdelshaseed, 2017) who stated that flipped learning starts learning new knowledge from home before it reaches the classroom, known as preclass learning. Pre-class learning promotes self-directed learning or autonomous learning using digital technology, through the internet, and assignments that are supposed to be homework. This study also shows similar results to Zainuddin (2017) regarding students' interaction with their classmates, namely they can access activities outside the classroom with their classmates in real time and discuss them.

In addition, I also found the obstacle of the flipped classroom learning model which this finding is in line with (J. Krueger 2012), who stated that Students in poor areas may not have the ability to afford the computers and internet that a flipped classroom requires. Students who do not have personal computers or networks will be forced to use public computers or networks in libraries. There are some limitations if it

is busy and this becomes a problem.

However, the context of this study is different because this study highlights the implementation of flipped classes in the English Education Department so that the participants are prospective English teachers. The flipped learning experience not only helps them to understand the material but also provides them with a wide variety of learning experiences before they become in-service teachers.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented conclusions and suggestions based on the results and discussions of the study. This chapter includes findings drawn from the examined research data and some suggestions proposed by the researcher for more investigation into this study.

A. Conclusions

The purpose of this study was to investigate students' perceptions of the Flipped Classroom. Flipped Classroom is a significant change in the way students learn in a traditional classroom setting. In a Flipped Classroom, students receive direct instruction such as through videos or articles that can be watched in or read outside of class. Teachers no longer spend the majority of class time lecturing, instead, students engage in a variety of learning activities with increased face-to-face time in the classroom. The general focus of Flipped Classroom in this research is to make the learning environment more student-centered by changing learning from a passive format to an active format. This research investigates the main questions: How do students perceive the Flipped Classroom? This study does not only examine whether students like or dislike watching their lessons on video. It focused on additional aspects of the Flipped Classroom.

From the data that has been discussed in chapter four, it comes out that flipped classroom implementation helps both students and lecturers, especially students who

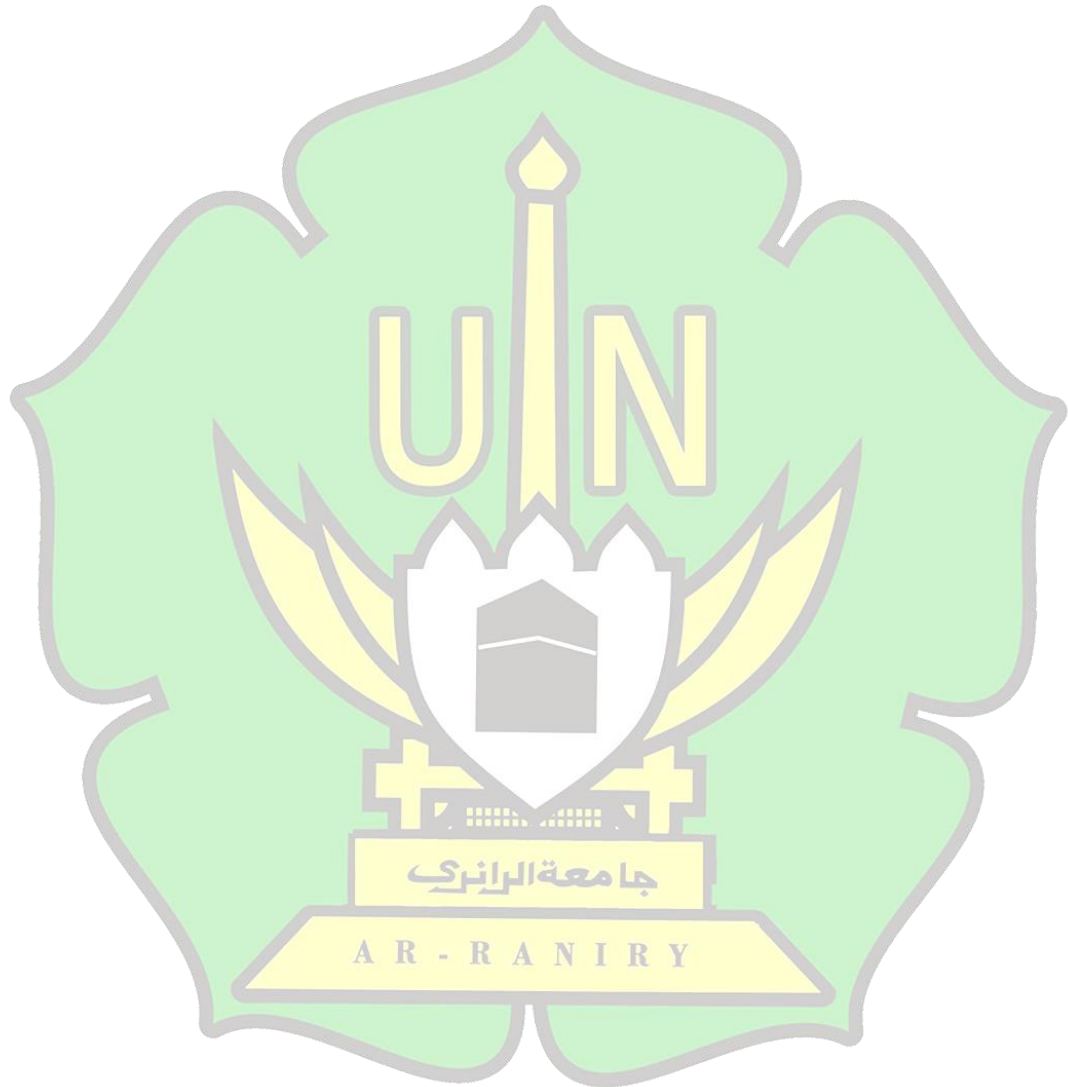
have to learn all the material, but their onsite meeting is limited. Increasing student interaction and collaboration, it shows how students access the online class with their classmates and also have a discussion online with their classmates and lectures. Learning in their own space in terms of their comfort time and place, students can choose based on their own learning style. And for this reason, they also maximize their effort to do the task and do their best work. This research has a limitation because it is only investigated in batch 2020 implementation of the flipped-class method. It will be better to investigate participants from different batches such as 2021, 2022, or 2023 that implement the flipped learning model.

B. Suggestions

Based on the results of the study, there are several suggestions made by the researcher to the readers including English language teachers and future researchers. This research is expected to be useful for readers who are interested in topics related to students' perception of the application of the flipped classroom learning model. Especially for English education students, it is hoped that this research can help them improve their English language skills even though technology can make it easier for them to learn English, sometimes technology can be their biggest obstacle.

In addition, the researcher also suggests for the lectures that will implement the flipped classroom, some things need to be considered in implementing a flipped classroom such as teacher creativity, internet connection, and technology. Flipped classroom implementation may not be optimal if teachers do not prepare those things

and the lecturers should also understand the character of their students. This study is also expected to be useful as a reference for future researchers who research students' perceptions of the application of the flipped classroom learning model.



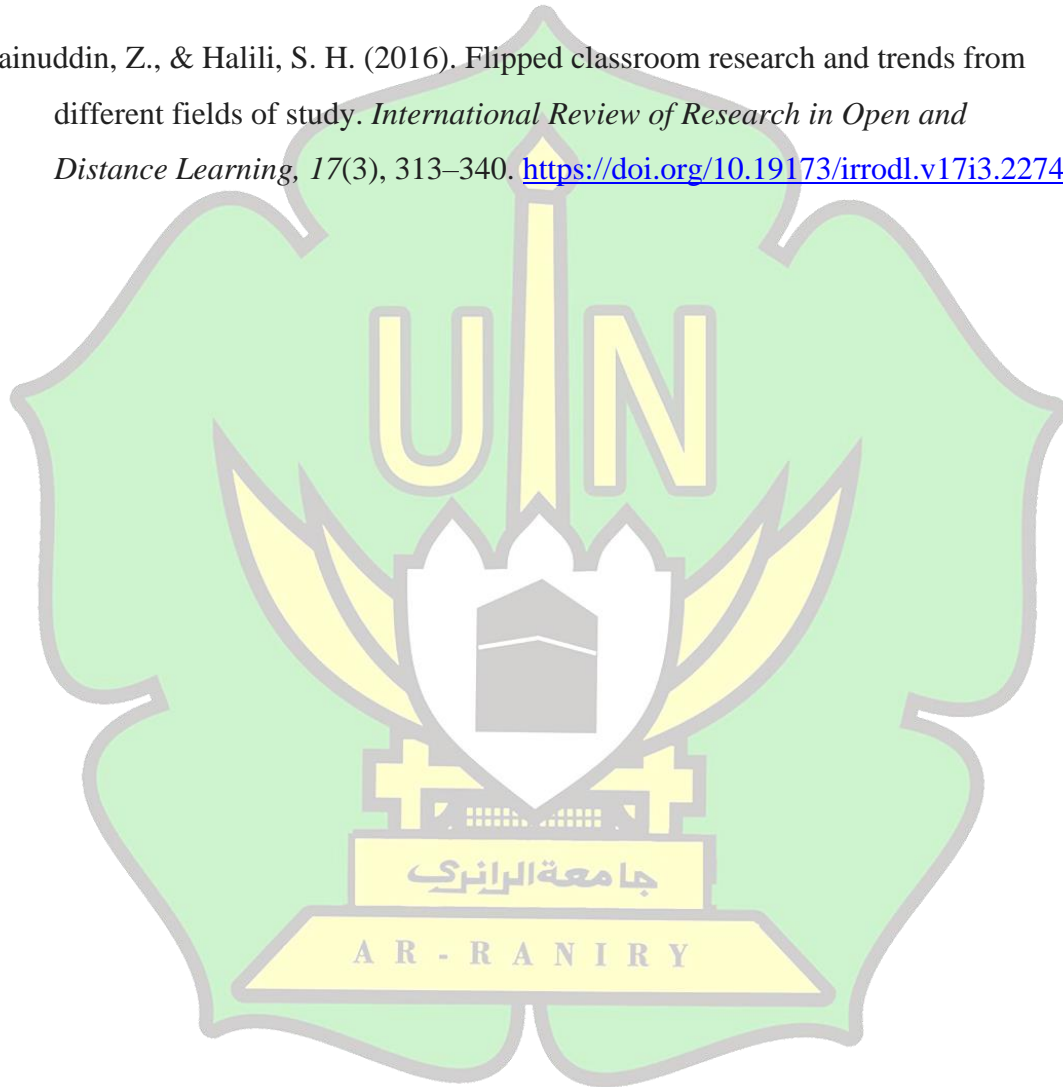
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APPENDIX

Appendix A

Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 1756/Un.08/FTK/Kp.07.6/01/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;

b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;

c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

12. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

13. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;

14. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

15. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;

16. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;

17. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;

18. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;

19. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;

20. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-Un.08/FTK/Kp.07.6/07/2023

KEDUA : Menunjuk Saudara :

3. **Prof. Dr. T. Zulfikar, M.Ed** Sebagai Pembimbing pertama

4. **Azizah, M.Pd** Sebagai Pembimbing kedua

Untuk membimbing Skripsi

Nama : **Uifa Sri Utami**

NIM : **190203011**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **Students' Perception on The Application of Flipped Classroom Learning**

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 31 Januari 2024
Dekan,

Tembusan

9. Salinan Kementerian Agama RI di Jakarta;

10. Ditjen Pendidikan Islam Kementerian Agama RI di Jakarta;

11. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;

12. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;

13. Rektor UIN Ar-Raniry di Banda Aceh;

14. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;

15. Yang bersangkutan;

16. Arsip.


Safrul Muluk



Appendix B Recommendation Letter from Fakultas Tarbiyah dan Keguruan to Conduct Field Research



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : 0651-2557321, Email : uin@ar-raniry.ac.id

Nomor : B-1776/Un.08/FTK.1/TL.00/2/2024

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth.

1. Ka. Prodi Pendidikan Bahasa Inggris
2. Mahasiswa (i) Angkatan 2020

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ULFA SRI UTAMI / 190203011**

Semester/Jurusan : X / Pendidikan Bahasa Inggris

Alamat sekarang : Bayu Regency B 10

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Student's Perception on The Application of Flipped Classroom Learning Model***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 01 Februari 2024

an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

A R - R A N I R Y



*Berlaku sampai : 08 Maret
2024*

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C

Confirmation Letter from the English Language Education Department



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.fik@ar-raniry.ac.id Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-123/Un.08/PBI/Kp.01.2/3/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Ulfa Sri Utami
NIM : 190203011
Fak/Prodi : Pendidikan Bahasa Inggris
Alamat : Bayu Regency B10

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"Students' Perception on The Application Of Flipped Classroom Learning Model"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 15 Maret 2024

Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

A R - R A N I R Y

Appendix D List of Interview Question

- What do you think about the flipped classroom learning model?
- What are the advantages of flipped classroom?
- Are there any obstacles in this flipped classroom learning model?
- Do you think flipped classroom can improve your skills? If yes why and if no why?
- What improvements can you recommend to improve flipped classroom learning?
- Please state any other comments that you wish to make about the flipped classroom?

