TEACHERS' PERSPECTIVE ON THE IMPLEMENTATION OF FLIPPED CLASSROOM MODEL IN LEARNING ENGLISH GRAMMAR IN SENIOR HIGH SCHOOL STUDENTS

THESIS

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Teacher's Perspective On The Implementation of Flipped Classroom Model in Learning English Grammar in Senior High School Students

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, makaakan sepenuhnya menjadi tanggung jawab saya. Demkan surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 25 Juni 2024

Saya yang membuat surat pernyataan,

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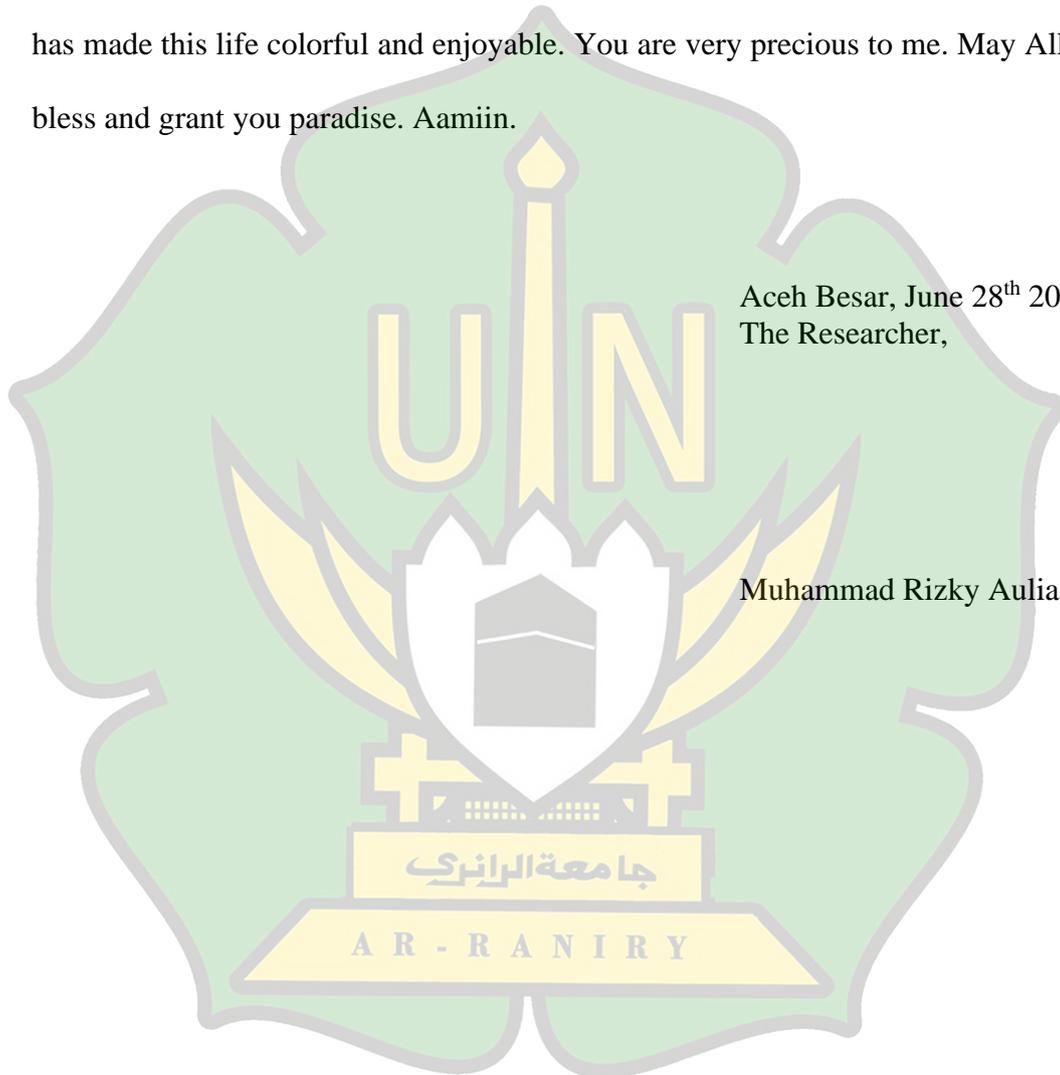
ABSTRACT

Name	: Muhammad Rizky Aulia
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Flipped class refers to an approach that in reverse from traditional teaching method. This study aims to explore teachers' perspective on the implementation of the flipped classroom model, identify challenges that are perceived by teachers and find out how they assess student achievement in teaching English grammar to senior high school students. Through a qualitative approach, semi-structured interviews were conducted with three English courses teachers at SMKN 1 Al-Mubarkeya Ingin Jaya who have been using and teaching the students through flipped learning strategies. The results found that teachers used trigger question, pre-test and post-test as the tools of assessment and also include used both of formative and summative assessments. The results reveal that flipped learning was hold significant potential for enhancing English grammar for students. However, challenges such as lack of enthusiasm from students, lack of facilities, teacher have to master the use of technology has been highlighted to support the study. Overall, the study concludes that flipped learning has a good impact compare to traditional learning.

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CHAPTER I

INTRODUCTION

A. Background of Study

English plays an important role in efforts to communicate and serves as a bridge to the outside world. English plays a strategic role in the context of education. To determine the success of education, the quality of learning and teaching must be improved. Technology plays an important role in education. The use of technology in the form of blended learning and online education will be utilized to illustrate how technology plays a central role in education today (Cloete, 2017). It is certain that when discussing English language learning, it is related to grammar, which is one of the fundamentals of learning English. According to Rossiter (2021), for the majority of learners, whether learning English as a native language or a second language, the essential rules of grammar constitute a vital framework without which language acquisition will be harder and slower than it needs to be.

Grammar is a tool for embroidery in language education and has become important component of effective communication. Grammar is an underlying structure in the human mind that allows us to generate an infinite number of sentences (Chomsky, 1928). According to William Labov (1973), who was an expert in sociolinguistic variation, He believes that grammar encompasses not only correct grammatical rules but also variations in

language use related to social and cultural factors. He studied how grammatical variations are linked to social strata in society. Student's language education prepares them for academics and their real world of work in the future. Therefore, exploring innovative teaching methods to increase the effectiveness of English grammar instruction at this level is quite important.

In English language learning, various strategies are implemented to engage and motivate students. English learning strategies refer to the methods and techniques that learners use to improve their proficiency in the English language. Lately, has been found that many teachers have been innovative, and they are very interested in engaging teaching methodologies. One of the most current approaches highlighted is the flipped classroom. A flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions (Bergmann and Sams, 2012).

The flipped classroom is a change in the traditional model of teaching where students are given information with new learning material outside their classrooms before the lesson starts, often via online resources, as well as before they are dedicated to active involvement, discussion, and problem solving in the classroom. In order to increase the participation of students and improve outcomes in all subjects, this model has demonstrated promise.

The previous studies found that the participants who were trained through flipped learning significantly outperformed the non-flipped group in terms of their success in using and understanding English grammar. The study also found that the participants had positive attitudes towards the flipped grammar classroom and reported that the flipped learning model helped them to improve their grammar skills and become more independent learners. Another study found that flipped learning can enhance students' listening and speaking skills, as well as their confidence in using the language. The use of a flipped classroom style seems to have helped them approach the material and the speaking assignments within it with more confidence. However, the results of this study could be debated because of two main flaws: Because there is no control group and the sample size is limited, it could be challenging to assess whether there are statistical gains in listening (Leis, 2016).

While several studies have researched its impact on other subjects, the participants respond to the effectiveness of flipped learning as a teaching strategy for teaching English grammar in general (Dincer, 2022; Lee, 2018). Also, the study provides clear evidence of improved grammatical competency among students as compared to a traditional lecture-based classroom. It's been confirmed the impact based on the investigation of the student itself, but we don't know how the perspective of the teacher.

The specific insights and perspectives of teachers in the context of teaching English grammar to senior high school students were underexplored.

Besides that, there are definitely advantages and disadvantages to using the flipped classroom. But some teachers are not yet good at tech savvy and development over time; that must be one of the challenges that teacher will face in the future; therefore, there must be more challenges. In the case of a flipped classroom the outcomes must be different compared to traditional learning. By examining the experiences and perceptions of teachers who have implemented the flipped classroom model for teaching English grammar in their classrooms, this study is intended to bridge such a gap in existing literature. It is important to understand the teacher's perspective in order to gain a better understanding of the challenges and opportunities associated with the implementation of this innovative teaching approach. Teachers are experienced in teaching, and their insight can provide valuable information on the model's suitability, practicality, or possible impact on student language learning. This research aims to answer the debate on effective teaching and gaining strategies for English grammar at the senior high school level by examining the teachers' perspective.

B. Research Questions

a. What are the teachers' perceptions of the flipped classroom model in teaching English grammar to senior high school students?

b. What are the challenges and opportunities that teachers faced when implementing the Flipped Classroom Model in teaching English grammar to senior high school students?

c. How do teachers assess the achievement of the Flipped Classroom Model on students' comprehension of English grammar concepts in senior high school?

C. Research Aims

a. To know the teachers' perceptions of the flipped classroom model in teaching English grammar to senior high school students

b. To know the challenges and opportunities that teachers faced when implementing the Flipped Classroom Model in teaching English grammar to senior high school students

c. To know how teachers assess the achievement of the Flipped Classroom Model on students' comprehension of English grammar concepts in senior high school

D. Significance of The Study

The study may investigate the benefits and challenges of using the flipped classroom model in teaching English grammar, the effectiveness of the model to increase students' grammar, and the teachers' perceptions of the model. If the study finds positive outcomes, it can contribute to enriching teaching strategies and enhancing student learning outcomes in the context of English grammar instruction. By investigating the impact of the Flipped Classroom Model on students' learning outcomes in English grammar, this study also discusses the goal of improving educational quality in the long run.

E. Research Terminology

Flipped class refers to an approach that is reverse from traditional teaching method. Students are introduced to studying outside of the classroom before the class instead of learning new subjects in the class, generally through online resources, and in-class time is dedicated to active learning and the application of knowledge. Flipped learning, also known as inverted learning, is an innovative and effective instructional approach that involves reversing the traditional classroom model (Dincer, 2022). In this study, EFL refers to the teaching of English as a foreign language, which is the context for teaching English grammar in many senior high schools. This research was conducted at SMKN 1 Al-Mubarkeya with data collection through a semi-structure interview.

Perspective in a research context refers to the way in which an individual or group views, interprets, and understands a particular subject or phenomenon. When examining the teacher's perspective on a topic like the implementation of the flipped classroom model in learning English grammar, it involves exploring and analyzing teachers' experiences, opinions, beliefs, attitudes, and insights regarding this educational approach.

A teaching strategy refers to a planned method or approach that educators use to facilitate learning and enhance students' understanding of the material. It encompasses various techniques and practices designed to engage students, promote critical thinking, and improve learning outcomes (Hartman, 2001).

CHAPTER II

LITERATURE REVIEW

A. Perspective

In general, perspective can refer to a person's point of view towards something; it can be an understand, an idea, or something else. For example, someone might have a positive outlook on a situation, meaning they see it in a favorable light. While another person might have a negative perspective, viewing the same situation in a less favorable way, According to Leuan Hughes in his journal, a perspective on perspective in an interpretative sense include "a view or prospect," "a particular way of regarding something," or "an understanding of the relative importance of certain features" (Hughes, 2005).

Experts in various fields such as history, science, or art may have different explanations and uses for the term perspective due to their specific areas of study. A teacher's perspective can cover a wide range of topics, including their views on education, teaching methodologies, professional development, and the impact of their various factors on their role.

A perspective is essentially a point of view or a particular way of considering something; it's the lens through which an individual or group perceives and interprets the world. Perspective is shaped by various factors, including personal experiences, cultural background, education, and societal

influences. Recognizing the subjectivity of perspectives can lead to greater understanding, and effective collaboration various aspects of life.

B. Flipped Classroom

1. Definition of flipped learning

The flipped classroom model, initially conceptualized by Bergmann and Sams (2014), represents a reverse from traditional lecture-based teaching to a pedagogical approach that emphasizes active learning and student-centered instruction. This approach typically involves pre-class supplies of learning materials such as video lectures and readings, allowing in-class time to be dedicated to discussions, collaborative activities, and the application of knowledge. Research on the flipped classroom model has highlighted its potential to improve student participation, engagement, and academic performance (Bishop & Verleger, 2013). Based on other EFL grammar research, flipped grammar classes performed better than ordinary classrooms that just relied on lectures. According to the study, students who completed their final assignments in a flipped classroom received higher average grades (Lee, 2018). The results showed that flipped learning engaged participants in the activities, improved learners' growth of grammar competency, and motivated students.

2. Implementation of flipped learning strategy

Flipped classroom could be implemented into 3 phases in senior high school as highlighted by Soliman (2016):

a. Before-class phases

This phase includes all the activities that occur before the class, such as preparing students for the flipped classroom model, creating pre-class content, and ensuring students have access to the necessary materials. Or the teacher could provide some video material via YouTube. The provided video is about 10-15 minutes long for the standard.

In this phase, the teacher typically prepares the pre-class content, such as video, readings, or interactive activities, and shares it with the students. The teacher may also use technology to support the teaching and learning process, such as WhatsApp groups or Quizziz for pre-tests. In this phase, students are also encouraged to self-direct their learning. The flipped classroom model is closely related to self-directed learning (SDL), as both approaches emphasize student autonomy and active participation in the learning process. Studies have consistently shown that the flipped classroom approach enhances learners' self-directed learning skills, including self-management, self-regulation, and self-directed learning readiness (Syaiputra & Baraka, 2021).

b. During-class phase

This phase involves the actual class time where students engage in active learning activities, such as discussions, group work, and problem-solving exercises. The teacher acts as a facilitator, guiding students through the activities and ensuring they stay on track.

According to Milo (2024), in-class discussions are the heart of active learning, so facilitated meaningful discussions for students. A teacher could give some Socratic questions to encourage critical thinking, or a teacher could give class debates to sharpen students, analytical skills and also make the learning process more memorable and fun. The main thing is offering a platform for students to voice their thoughts, challenge each other, and develop critical thinking skills.

In this phase, the teacher focuses on creating an engaging and interactive learning environment, using various instructional techniques such as debates, simulations, and multimedia presentations to keep students engaged.

c. *After-class phase*

This phase includes all the activities that occur after the class, such as evaluating student progress, providing feedback, and adjusting the teaching strategy as needed. The teacher assesses student understanding and adjusts the instruction accordingly.

In this phase, the teacher evaluates the student's performance through various methods, such as quizzes, tests, or assignments, and uses the data to refine the teaching strategy and improve the student's outcomes.

C. English Grammar Instruction

The teaching of English grammar is a fundamental component of language learning. While traditional approaches have often relied on rote memorization and rule-based instruction, contemporary research emphasizes

the importance of communicative and context-based grammar teaching (Ellis, 2006).

Teacher-perspective research plays a crucial role in shaping the field of education. It helps identify challenges, effective teaching strategies, and areas for professional development. In English, adverbs have specific positions (front, middle, and end of sentences), while in Indonesian, adverbs can be placed more freely. This difference in grammatical structure is identified as a potential source of difficulty for Indonesian students learning English, as they may apply Indonesian grammatical rules to English, leading to errors (Aunie, 2023), therefore, language learning, especially grammar, plays a crucial role. Understanding how teachers perceive their roles, students, and the teaching-learning process can inform educational decision-making and contribute to more effective teaching practices. Teacher perspectives can also provide insights into the implementation of innovative teaching methods, such as the flipped classroom.

English grammar instruction is a dynamic field influenced by evolving pedagogical methods, technology, and language teaching approaches. According to Petraki (2010), pedagogical grammars are those used to teach grammar to language learners and are based on more complete and detailed theories of grammar. A balanced and integrated approach to grammar instruction, combining both explicit teaching and communicative practice, remains a key consideration. The ongoing discourse on form-focused and meaning-focused instruction, technology integration, and

effective feedback mechanisms contributes to the ongoing development of English grammar instruction. A deep understanding of these research themes informs educators, curriculum designers, and language learners, facilitating effective grammar instruction and language acquisition.

D. Correlation between Flipped Classroom and English Grammar

Flipped classrooms emphasize active learning and interest. When applied to grammar instruction, this approach can encourage students to actively practice and apply grammar rules through exercises, discussions, and collaborative activities during in-class time. This hands-on engagement can enhance grammar learning. The pre-class content delivery in the flipped classroom model allows students to learn grammar rules at their own pace, revisiting materials as needed. This individualized approach can be particularly beneficial for students who may struggle with specific grammar concepts.

In the flipped model, students have the opportunity to bring questions and seek clarification on grammar concepts during in-class sessions. Teachers can address individual concerns, provide targeted feedback, and offer immediate support, which can be valuable in grammar instruction.

E. Self-directed Learning

Self-directed learning is a learning method in which individuals take the initiative in planning, implementing, and evaluating their learning. This involves a systematic process that starts with the individual taking the

initiative, analyzing learning needs, forming learning targets, and evaluating learning outcomes.

Self-directed learning is the effort made by a student to enhance knowledge, skills, and related achievements through self-development orientation, where individuals use various methods in multiple situations and times, conducted relatively independently (Gibbons, 2002). Self-directed learning is all about taking the driver's seat in the educational journey. Instead of waiting for someone else to tell what to learn and how to learn it, you take charge. You set your own goals, find the resources you need, and decide how to tackle them. It's like being the captain of your own learning ship.

Self-directed learning and the flipped classroom model have a close relationship in teaching and learning. The flipped classroom model is a learning method that relies on learning at home before the class starts, so that class time can be used to discussing, reflecting, or doing some collaborative tasks. Then direct-self learning could be an independent learning model that gives students the freedom to take the initiative in their own learning process.

Of course, self-directed learning has a relationship to the flipped classroom; before the student starts their class, they could be implementing self-directed learning at home. Self-directed learning is the condition where learners have full control over the decision-making process related to their own learning and take complete responsibility for it, although they may later require assistance and advice from a teacher (Huda & Sulistyaningrum\ 2022). According to Huda, in general, the students still needed facilitator,

also known as teacher. Both the flipped classroom model and self-directed learning empower students to take an active role in their education. In the flipped classroom, students are responsible for engaging with instructional content outside of class, which requires self-motivation and initiative. Similarly, self-directed learning encourages individuals to take responsibility for seeking out learning opportunities and resources.

Both approaches promote deeper understanding and mastery of concepts. In the flipped classroom, students have the opportunity to engage with material at their own pace, allowing for more thorough comprehension. Self-directed learning encourages learners to delve into topics of personal interest or need, which can lead to deeper understanding. Both models encourage critical thinking and problem-solving skills. In the flipped classroom, class time is often devoted to activities that require students to apply knowledge, analyze information, and collaborate with classmates. Self-directed learners must similarly engage in activities that challenge them to think critically and solve problems independently. The self-directed learning flipped classroom model can work together to build learning abilities independently and effectively among students.

F. Previous study

Dinçer, N. and Polat, M. (2021), in title "The use of flipped learning in EFL grammar instruction" in their study the use of flipped learning in EFL grammar instruction found that learners trained through Flipped Learning considerably surpassed the non-flipped group in terms of their success in

English grammar. The results of the study indicate that Flipped Learning is confirmed as an effective instructional approach by the participants in specifically teaching Learning is confirmed as an effective instructional approach by the participants in specifically teaching English grammar. The study shows clear evidence from better development of learners' grammar competency compared to a traditional lecture-based classroom. The findings of the study are consistent with other empirical studies in similar contexts. The article is about the effectiveness of Flipped Learning in teaching English grammar to EFL learners. The study aimed to investigate the impact of Flipped Learning on learners' grammar competency, their attitudes towards the flipped grammar classroom, and their overall experiences in a flipped classroom. The article used a quasi-experimental mixed-methods research design using a variety of data collection instruments including pre-and post-tests on grammar proficiency, a questionnaire and semi-structured interviews.

In the study by Lee and Wallace (2018), study entitled "Flipped learning in the English as a foreign language classroom: outcomes and perception" found that the flipped learning approach had a positive impact on the academic language skills of EFL students in a full semester. The study showed that the flipped learning approach improved students' academic language skills, as evidenced by their performance on exams, writing assignments, and presentations. The study also found that students in the flipped classroom had a more positive perception of the course and their learning experience than those in the non-flipped classroom. The study

subject was the efficacy of the flipped learning model approach in an EFL. The study aimed to explore the effects of the flipped learning approach on South Korean college students' achievements and perceptions. The study used a qualitative method research design and collecting data through survey, interview, and observation.

Another study conducted by Pudin C. (2017), entitled "Exploring a Flipped Learning Approach in Teaching Grammar for ESL Students" found that most of the ESL students were keen to learn grammar through a flipped classroom as opposed to traditional grammar classroom. The results of the quantitative data were presented under three themes, which include general perceptions of flipped learning, videos and media, and time. The findings showed that students had positive perceptions of flipped learning, with a significant majority expressing a preference for this approach to learning grammar. The study also found that students perceived flipped learning to be effective and feasible in enhancing their engagement and learning outcomes. The study investigates the perceptions of ESL students regarding the use of a flipped learning approach in the context of teaching grammar. The focus is on understanding the students' attitudes, preferences, and experiences with flipped learning as compared to traditional teacher-led instruction in the grammar classroom.

The last previous study conducted by Septiani, Safrul and Habiburrahim (2024), entitled "The implementation of the flipped classroom approach to improve the EFL students' reading" found that the flipped

classroom model significantly enhanced students' reading skills. Students who participated in the flipped classroom intervention showed improvements in their reading comprehension abilities compared to those in the control group. The experimental group, which experienced the flipped classroom paradigm, demonstrated superior performance in reading comprehension compared to the control group. The findings supported the notion that incorporating the flipped classroom approach is advantageous for enhancing students' reading abilities, especially in language acquisition settings. The research focused on junior high school students in Banda Aceh, specifically eighth-grade pupils. The study included two groups of eighth-grade students selected through purposive sampling: the experimental group that experienced the flipped classroom approach and the control group that followed traditional classroom procedures. The participants in the study were categorized into these two distinct groups to examine the impact of the flipped classroom model on students' reading skills. This study employed a quantitative research approach using a quasi-experimental research design. The study aimed to investigate the cause-and-effect relationship between the implementation of the flipped classroom paradigm and the enhancement of students' reading skills.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher outlines the methodology used in the study, which encompasses the research design, research location, research participants, data collection techniques, and data analysis techniques. The researcher provides clear explanations to demonstrate how the research is conducted.

A. Research Design

Qualitative research is commonly utilized to investigate and comprehend the experiences, perceptions, and viewpoints of individuals. According to John W. Creswell (2016) in the book Research Design: qualitative research method is a type of method describing, exploring, and understanding the meaning that a number of individuals or groups of people ascribe to social or humanitarian problems. Additionally, Creswell also explained that qualitative research is a method of naturalistic inquiry aimed at gaining a deep understanding of social phenomena in their natural environments. I employed qualitative research for this study to understand the teaching-learning activities and identify the challenges teachers faced in implementing flipped class learning in senior high school. Qualitative research is a research procedure that use descriptive data in the form of written or spoken words from the behavior of people who can be observed (Moleong, 2014).

According to the expert's opinion above, it can be said that qualitative research especially, in case study, is the right way to answer the research questions in this study. These research methods, which focus on a case study, are the right choice for getting insights and addressing the research questions in this study. This research used a method to find the answer to the problem. By processing these research methods, it's suitable to use a case study.

B. Research Location

This research conducted at SMK 1 Al-Mubarkeya, Aceh Besar. SMK Negeri 1 Al-Mubarkeya Ingin Jaya is a vocational high school in Aceh Besar built by the Government of Kuwait. The initial construction of SMK Negeri 1 Al-Mubarkeya Ingin Jaya began in 2010. The research location involves interview the teachers and observation to the scope of student learning, but specifically focused on teachers' perspective at SMKN 1 Al-Mubarkeya Ingin Jaya.

C. Research Participants

The researcher employed purposive sampling techniques in this research to select participants whose experience would provide the most valuable insights. As explained by Jupp (2006), purposive sampling is a non-probability sampling technique used in qualitative research to select a specific group of individuals or units for analysis. The researcher clearly defines the purpose of the study and selects the sample based on the characteristics or attributes being studied. This method is particularly useful when researchers focus on specific areas of interest and gather in-depth data on those topics.

The sources of data for this research are three English teachers in SMKN 1 Al-Mubarkeya who have implemented the flipped classroom model. The reason I chose to interview 3 teachers is because these 3 teachers are actively involved in teaching English, and having 3 participants is sufficient for this research. The teachers will be interviewed, and the focus of the interview is the teacher's perception of the subject research. As well, when I conducted the research, I was doing an internship for field experience (PPL) organized by the Faculty of Tarbiyah at UIN Ar-Raniry, so I directly observed the participants while they were teaching and the condition of the students in the classroom.

D. Data Collection

Data were collected through interviews. Cohen (2007) said that interviewing is a valuable method for exploring the construction and negotiation of meanings in a natural setting. The researcher conducted interviews with several English language teachers to get solid information about their perceptions of the implementation of the flipped classroom model in teaching English grammar in senior high school. Interviews may cover topics such as clarity of content delivery.

The researcher used a semi-structured interview for collecting data. According to Adeoye (2021), semi-structured interviews are the preferred data collection method when the researcher's goal is to better understand the participant's unique perspective rather than a generalized understanding of a phenomenon. So, a semi-structured interview is a qualitative research method

that combines a predefined set of open-ended questions with the flexibility to explore topics that arise during the conversation. This approach allows the interviewer to delve deeper into specific areas of interest based on the participant's responses, providing a balance between consistency across interviews and the ability to adapt to the individual experiences of each participant.

Field notes are written or recorded observations, descriptions, and data collected by researchers or individuals during fieldwork or while engaged in various activities, such as scientific research, ethnographic studies, or outdoor expeditions. These notes serve as a detailed and organized record of events, interactions, findings, and other relevant information encountered in the field. In this context, field notes will be used to record the interview teacher's perception of the implementation of the flipped classroom model in teaching English grammar in senior high school.

E. Data Analysis

Data analysis is the process of inspecting, cleaning, transforming, and modeling data to discover useful information, draw conclusions, and support decision-making. This research is conducted at SMKN 1 Al-Mubarkeya. To this end, following techniques was employed to analyze the collected data from English teachers regarding their perceptions about flipped classroom.

1. Thematic Analysis

Thematic analysis is a qualitative research method used to identify, analyze, and report patterns or themes within a dataset, often consisting of

textual, visual, or audio data. According to Maguire and Delahunt (2017), here's step to conducting this analysis: collect data through interviews with teachers regarding their perspectives in the flipped classroom model, transcribe audio recordings of interviews to get a written record, read through the data multiple times to become thoroughly familiar with the content. Thematic analysis helps researchers gain a deeper understanding of the content and its underlying meaning by systematically organizing and interpreting the data based on recurring themes or patterns.

2. **Data Condensation**

Data condensation means making big and complicated sets of data smaller and simpler while keeping the important stuff. Here are some step in using data condensation: chose specific interviews from teachers that provide rich and relevant information about their perspective on the flipped classroom model, and identify initial chunks of data that seem significant or interesting this could involve highlighting particular quotes or segments of text that relate directly to the research question. The point of data condensation is to find the most important ideas or patterns in the data, so it's easier to figure out, explain, and share.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings from the research interviews and includes discussions of these results. The data were collected from the field using the interview method, and the study's conclusions were drawn through discussion. The findings and discussion are explained as follows:

A. Findings

The findings in this study are displayed based on three research questions. The research questions are: What are the teachers' perceptions of the flipped classroom model in teaching English grammar to senior high school students? What are the challenges and opportunities that teachers faced when implementing the Flipped Classroom Model in teaching English grammar to senior high school students? How do teachers assess the impact of the Flipped Classroom Model on students' comprehension and retention of English grammar concepts in senior high school?" To answer the research questions, the researcher interviewed three teachers. The interview was conducted at SMKN 1 Al-Mubarkeya Ingin Jaya, Aceh Besar. I conducted research at SMKN 1 Al-Mubarkeya because of the practical field internship held by the campus for all students studying at the teaching faculty. So, the researcher immediately saw what was happening at school.

In the interview process, the researcher asks in Bahasa. The interview questions were proposed to get information about the data from this study. The question in this study is generated based on the research question of this study. The first following data would explain teachers' perceptions of implementing a flipped classroom, the second following data would explain the challenges and opportunities of implementing a flipped classroom, and the last data would explain how teacher asses when implementing flipped classroom.

1. Teachers' perspective in implementing flipped classroom

In this section, I describe the teacher's perceived impact after implementing flipped classroom teaching in their classes. This stage covers the teacher's perception of flipped classroom teaching. At the start of interview, I asked them to provide a brief description of this strategy based on their teaching and learning experience.

Based on their responses during the interview, each participant shared similar opinions. They conveyed the same ideas regarding a flipped classroom. They viewed flipped classroom teaching as a better strategy compared to traditional teaching methods, as explained by teacher-2 below:

> A flipped classroom is a good method to use in teaching and learning because, currently, students are asked to be the center of the class, not the teacher, and this strategy is one way to encourage students to be the center of the class.

Another statement was also explained by Teacher-1 below:

> Flipped classroom is better compared to traditional methods of teaching and learning, for the comparison is 70:30% better in terms of the effectiveness of learning English in the classroom.

The statement above showed that teachers agreed that flipped classrooms are good to use and have proven more effective compared to traditional teaching methods. Then the researcher explained that the flipped classroom is a reverse of the traditional method of teaching and learning where the students are given material often online outside the classroom before they have to face in the class to discuss the material. And the researcher asked how teachers ensure that they really learn the material before they attend class. According to Teacher-3 stated that:

> To know and distinguish between students who have studied and those who have not is by giving them trigger questions or sometimes I give them pre-test before starting the learning.

They usually give trigger questions to the students in order to test the material and as a reference to find out whether they are really learning. Or sometimes the teacher would give some pre-tests before discussing. And then the teacher would do collaborative learning, and the group would be selectively selected by the teacher where each group would be grouped with one or two members who already understood the material. Discussion among students will run if it's controlled by teacher. If not controlled by teacher, students will be engrossed in their own activities. That is where the role of the teacher as a facilitator runs and the students as the center in the classroom.

Teacher-1 claimed that to use the flipped classroom, students have to be more forced to study, as teacher-1 stated below:

> They have to be forced to study harder because it's time for them to be center in the class, not the teacher anymore, usually I will say will reduce their grades if they don't study or can't answer the trigger questions that I give at the beginning of the lesson so that in the future will really learn at home.

In the flipped classroom, the teacher's role s a facilitator who motivates, unites and triggers students' activity. Meanwhile, students are responsible for their own learning and choose their own time to study. Therefore, teachers usually asses their characteristic about responsibility for themselves by their awareness of the importance of learning both in discussions and individually.

Researcher ask ad more information "usually, when do you use this flipped method or do you immediately use it according to your own wishes?" teacher-1 stated that:

> Sometimes I will use this method when I was unable to attend the class and also, I have used it with my own wishes.

2. Challenge and opportunities in implementing flipped method

I also inquired about the challenges of implementing flipped learning in senior high school. From the session, several difficulties emerged that teachers encountered when using the flipped classroom:

a. Lack of enthusiasm for learning from students

The most common problem occurs among students where they lack motivation in studying, especially in English lessons; they think there is no

need to learn English, and also with the school area being on the outskirts of an urban area, which creates a mindset in their minds, "I really can't and am not talented in English," which makes them not want to and there is no motivation in learning English. As teacher-3 stated that:

> Of course, the challenge that occurs is the lack of enthusiasm among students for learning, especially in English, due to various factors, such as the school area being on the outskirts of the city and also the fact that in my class the students are all male. According to experts, male students are less willing to learn.

Teacher-3 also claimed that male students are less willing to learn, which means this learning method doesn't work optimally. And other factors were that students were so close to the technology and didn't use it improperly. As teacher-2 stated that:

> Most of them already have their own smartphone which makes them careless and more immersed in activities others are using for studying.

b. Lack of facilities

Facilities played a crucial role for teachers in the teaching and learning process with flipped learning. Teacher-2 noted that the lack of adequate learning facilities was a challenge when implementing flipped learning in senior high school.

> Lack of facilities is also one of the challenges in using flipped model classroom.

Based on the earlier statement, a good facility adjusts to new ways of teaching and provides a space that is comfortable, reliable, easy to access, well-lit, and nice to look at. Good facilities will also have an impact on good results.

c. Teacher's ability to use technology

Using technology has been proven to increase children's interest in learning because of its more engaging visuals, helping to prevent feelings of boredom during lessons. As stated, teacher-2:

Like it or not, teachers have to be technology literate.

Teacher-1 also stated:

Times have evolved, and technology itself is not something new. However, technology nowadays is different from our time in the past. Even though I somewhat understand it, I am still considered a technologically illiterate.

The learning process can be simplified with the use of technology in education. For example, teachers can provide materials or assignments via email, allowing students to complete and submit their tasks promptly. The use of technology in education does have several benefits for the continuity of learning. However, on the other hand, teachers must still supervise students when they use technology. Because information is easily accessible through technology, it includes not only positive information but also negative information.

The main goal of the flipped classroom is to increase student participation and improve the quality of learning. And there are some opportunities that occur in implementing the flipped model:

a. Flexible

Students can choose their own study hours and review the material if needed. With the availability of online learning, as stated teacher-3:

Usually, I use this method when I am unable to attend the class.

Additionally, students can learn at their own pace and review the material as needed, resulting in a better understanding and retention of the subject matter. Teachers can use class time to work with students in small groups or one-on-one, providing tailored instruction based on individual learning needs. Class time can be dedicated to applying knowledge through practical exercises, experiments, and projects.

b. Student as the center of the class

Current curriculum demands that students have to be center in the class so using a flipped model class is one way to realize these demands. As teacher-3 stated:

Students are asked to be the center of the class.

Teacher -2 also added:

The current curriculum demands that students be the center, so one of the most effective strategies to implement is by using this method.

The flipped classroom allows teachers to act as facilitators rather than lecturers, enabling them to focus on guiding and supporting students rather than simply delivering information. Flipped Classroom requires teachers to develop their skills in using technology and designing innovative

materials, which can lead to increased professional development and teaching practices.

3. Teachers' assessments on students' comprehension of English grammar

Assessing the impact of the Flipped Classroom Model on students' comprehension of English grammar concepts in senior high school involves a multi-faceted approach.

a. Trigger question

Trigger questions are open-ended, thought-provoking questions related to the material students have reviewed before class. They are intended to stimulate discussion, assess understanding, and encourage students to apply grammar concepts in new contexts. As stated, teacher-3 below:

Giving them some trigger question.

Teacher -2 also added:

> We also use trigger questions to encourage our students to discuss. Additionally, we can identify and assess students who have studied at home versus those who have not.

Trigger questions are an effective assessment tool in a flipped classroom model, designed to prompt deeper thinking and engagement among students. They serve as catalysts for discussion, reflection, and critical analysis. There are some steps for implementation trigger questions as assessing tools:

1. Create open-ended questions that require students to apply these concepts, analyze examples, or reflect on their understanding.

2. Provide trigger questions along with the pre-class materials. Students should consider these questions while studying to prepare for in-class discussions.

3. Organize students into small groups to discuss their responses to the trigger questions.

4. Use the trigger questions as prompts for interactive activities, such as peer teaching, role-playing, or grammar games.

5. Teacher listens to group and class discussions to assess the depth of understanding and identify any areas of confusion.

b. Pre- and post-assignment

Using pre- and post-assignments to assess the impact of the flipped classroom model involves comparing students' knowledge and skills before and after the instructional period. As stated by teacher-1 below:

> The assessment is carried out by discussion class, and I also give pre-tests and further assignments.

The pre-assignment establishes a baseline of students' existing knowledge and skills in English grammar before they are exposed to the flipped classroom model. Normally, the pre-test form is like multiple-choice questions to assess recognition and understanding of grammar rules or short-answer questions requiring students to correct sentences or explain grammar rules. And then conduct the pre-assignment at the beginning of the instructional

period, ideally on the first day or before introducing the flipped classroom materials.

The post-assignment measures students' knowledge and skills after completing the instructional period using the flipped classroom model, allowing for a comparison to the baseline data.

c. Formative and summative assessment

In the flipped classroom model, both formative and summative assessments play crucial roles in evaluating student learning and providing feedback. As stated, teacher-2:

In fact, the assessment is also as usual in general (formative and summative).

Formative assessments are ongoing evaluations used to monitor student learning and provide continuous feedback. Summative assessments evaluate student learning at the end of an instructional period, providing a comprehensive measure of their understanding and mastery of the content.

Of course, not all plans will run according to the teacher's wishes, there will definitely be unexpected things that happen therefore, teachers must be able to improvise more about things that will happen. Effective planning is a key solution to reducing the challenges of implementing flipped learning in the classroom. Teachers need to take the entire class into account when applying

flipped learning strategies. They must prepare lessons not only for the initial day but also for subsequent days.

B. Discussions

In this section, I discuss the findings of the research. The aim of the study was to understand teaching and learning activities and identify the challenges and opportunities that teachers face when using the flipped strategy in senior high school. The data were gathered through face-to-face, semi structured interviews. In this study, three participants were selected who have been utilizing the flipped strategy in teaching and learning activities at senior high schools. They were chosen because they met the criteria as teachers at the researcher's internship school. Based on the findings, the following discussion points are offered regarding teachers' perception of flipped classroom in learning English grammar:

1. *Teacher experience in using flipped classroom*

Participant are agreed that flipped classroom teaching as a better strategy compared to traditional teaching methods as teacher-2 said that flipped classroom is a good strategy learning because currently students are asked to be a center of the class and this strategy is one way to encourage students to be the center of the class. And then to ensure that student are already studied at home they usually give the student some trigger question or sometimes the teacher would give some pre-test before discussing the material.

Teachers will create a well-plan and prepare some material for students before class for pre-class activities. Teachers collect the material from various sources, such as magazines, website, online both offline. For example, teachers can assign textbook chapters, articles, or other reading materials that explain the grammar concepts in detail or some videos related to the material. Students can reread and rewatch the provided videos to understand the material more deeply. Teachers can also use online tools and platforms to create interactive lessons, including quizzes, flashcards, and grammar exercises.

In the class, teachers can do various kinds of learning activities. For example, teacher can have a group discussion about the topic that was presented. All of the students participate in discussions controlled by the teacher. Students can also contact the teachers out of the class if there is any material that is not understood.

These findings are supported by several previous study:

- **Dincer & Polat (2021)** Participants who experienced Flipped Learning significantly outperformed those in a traditional learning environment regarding their success in English grammar, and also the flipped learning model helped participants improve their grammar skills and fostered greater independence in their learning.

- **Septiani et al. (2024)** The study found that the implementation of the flipped classroom model led to a significant enhancement in the reading skills of the experimental group compared to the control

group. This indicates that the flipped classroom approach is effective in improving reading proficiency among students

- **Lee & Wallace (2018)** The findings of the study indicated that the flipped learning approach positively influenced the academic language skills of EFL students. Specifically, the results showed improvements in students' performance on major tasks, including exams, writing assignments, and presentations. Additionally, students in the flipped classroom reported a more favorable perception of their learning experience compared to those in the non-flipped classroom.

2. *Challenges and opportunities*

Another purpose of the research is also to identify challenges that teachers face when using the strategy. The researcher found that some problems occur among students where they lack motivation in studying, especially in English lessons, they think there is no need to learn English, and also with the school area being on the outskirts of an urban area. If there is no desire to learn from students, no matter how good the teacher is, the lesson will not enter their minds.

And the researcher also found that another challenge teachers face in using the flipped model is a lack of facilities. A good facility adjusts to new ways of teaching and provides a space that is comfortable, reliable, easy to access, well-lit, and nice to look at. Good facilities will also have an impact on good results. Limited access to technology can be a barrier to using the

flipped learning model. Students cannot access the necessary materials if the technology is unavailable or not functioning properly.

To use flipped learning, teacher have to master the use technology. The use of technology in education does have several benefits for the continuity of learning. Teachers need to be competent at using technology to effectively integrate it into their teaching practices. This includes understanding how to use various tools and platforms, as well as how to troubleshoot technical issues (Togi et al., 2023).

And then opportunities also mentioned in the findings that flipped classroom are flexible to used it. Additionally, students can learn at their own pace and review the material as needed, resulting in a better understanding and retention of the subject matter. And then the other opportunities mentioned in previous chapter are a chance for students as the center of the class. The current curriculum demands that students be the center and one of the most effective strategies to implement is by using this method said bay teacher-2. The flipped classroom approach necessitates that teachers enhance their technological skills and create innovative teaching materials, which can result in improved professional development and teaching practices.

These findings are supported by several previous study:

- **Lee & Wallace (2018)** Teachers need to have a certain level of proficiency in using technology to effectively implement the flipped classroom model. And mentioned that lack of facilities can be a

challenge in implementing the flipped classroom model. Specifically, it highlighted the importance of having access to appropriate spaces, such as computer labs, where students can study the online tutorials. This is particularly relevant for students who may face issues with internet accessibility at home.

- **Septiani et al. (2024)** One of the primary challenges is ensuring that students are motivated to engage with the learning materials outside of class. And also, one of the opportunities that students can learn at their own pace by reviewing materials outside of class. This flexibility allows them to revisit complex topics as needed, catering to individual learning styles and preferences. It also enables teachers to provide more personalized support during class time.

- **Dincer & Polat (2021)** Flipped Learning promotes the application of higher-order thinking skills during class time, as students engage in discussions and collaborative activities based on their pre-class preparation. And then, the use of platforms like Google Classroom facilitates communication and collaboration among students and between students and instructors, fostering a more interactive learning environment.

3. *Teacher assessments on achievement students*

And I also found that the teacher using several assessments in the flipped classroom, such as trigger questions. Trigger questions are an effective assessment tool in a flipped classroom model, designed to prompt

deeper thinking and engagement among students. According to Yuan Su (2018), they are designed to engage students in the learning process by encouraging them to think critically and reflectively about the material they are studying. Trigger questions are typically used in the pre-class phase of the flipped learning process, where students are asked to watch a video or read a text before coming to class. The purpose of trigger questions is to stimulate students' thinking and encourage them to prepare for class by considering the questions beforehand.

Pre-assignment and post-assignment are also used in assessing flipped model learning. Using pre- and post-assignments to assess the impact of the flipped classroom model involves comparing students' knowledge and skills before and after the instructional period. Normally, the pre-test form is like multiple-choice questions to assess recognition and understanding of grammar rules or short-answer questions requiring students to correct sentences or explain grammar rules. The post-assignment measures students' knowledge and skills after completing the instructional period using the flipped classroom model, allowing for a comparison to the baseline data.

These findings are supported by several previous study:

- **Dincer & Polat (2021)** The assessment also involved student-centered activities during class time, which increased interaction and engagement, further contributing to student achievement.

- **Septiani et al. (2024)** The study employed a quasi-experimental design that included administering pre-tests and post-tests to evaluate the learning outcomes of students. Teachers may also use continuous assessment methods to monitor student progress throughout the course. This can include quizzes, assignments, and participation in class discussions, which provide ongoing feedback on student understanding and engagement with the material

- **Lee & Wallace (2018)** Students were quizzed on their English ability based on the first unit of study, which tested vocabulary, reading, and writing skills. This was done to establish a baseline for measuring the effectiveness of the flipped intervention.
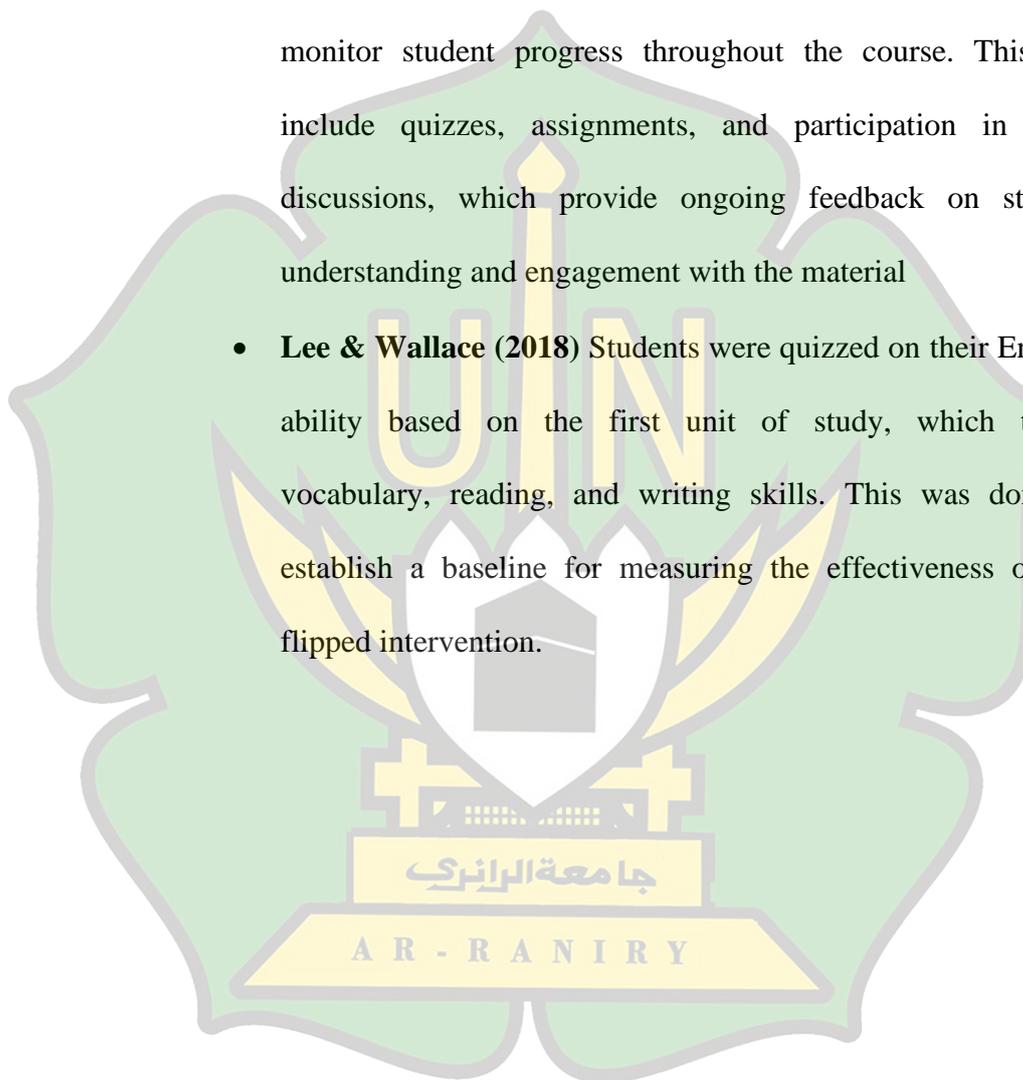
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and recommendations based on the study's findings. Several conclusions were drawn from the results, and I offer a few suggestions that may benefit educators, students, and readers.

A. Conclusions

After researching the implementation of flipped class in learning grammar at senior high school based on teacher perception, I would like to conclude based on findings that were explained in the previous chapter that the flipped class model is a good strategy for learning compared to traditional learning. Flipped classroom model is one of the easiest ways to make learning focused on students. Because it has been demanded that students be the center in the class and teachers be the facilitators of learning, and also, before in-class phase, the teacher must create or prepare the material, usually online, for the students to learn at home before they will participate activities in the class such as discussions, presentations, group projects and other activities that will occur in the next meeting.

And then, to ensure that students have studied at home before participating in class activities, teachers usually giving some pre-test or trigger questions before they open discussion sessions. The pre-test and trigger questions will be assessed as a measure of their personal

responsibility. To use the flipped classroom model, teachers have to ensure that student have to study hard because the demand of the curriculum.

With all the various advantages of using flipped classroom, there are definitely some challenges that teachers face. The teacher pointed out the challenges they faced in using flipped class model in senior high school. There were three challenges that teacher perceived by teacher in the using flipped classroom model: lack of enthusiasm among students, lack of facilities, and fact that teachers must be able to operate technology. And the opportunities of using a flipped classroom model that is flexible about learning times. Students can learn in any place and review the material easily.

The teachers also mentioned how they assess when using a flipped classroom model. Originally, they just used assessments as usual, such as formative and summative assessments. That distinguishes whether the teacher will assess the pre-test and trigger questions as a measure of their personal responsibility.

B. Suggestions

After concluding, I would give several suggestions to readers, as follows:

For teachers should participate in professional development programs. This includes workshops and training sessions on creating engaging pre-class materials and leveraging in-class time for interactive activities. Teachers should develop a variety of multimedia resources. The resources should be accessible and engaging to encourage students' motivation to learn.

For readers who are seeking information on flipped classroom strategies, readers should recognize the potential benefits of the flipped classroom model, such as increased student engagement and improved understanding of complex concepts through active learning strategies. It is hoped that this research will enhance understanding of teachers' strategies for implementing flipped learning.

For future researchers' comparative studies between traditional teaching methods and the flipped classroom approach can provide valuable insights into the relative advantages and challenges of each method. These studies should consider various metrics, including student achievement, engagement, and satisfaction.
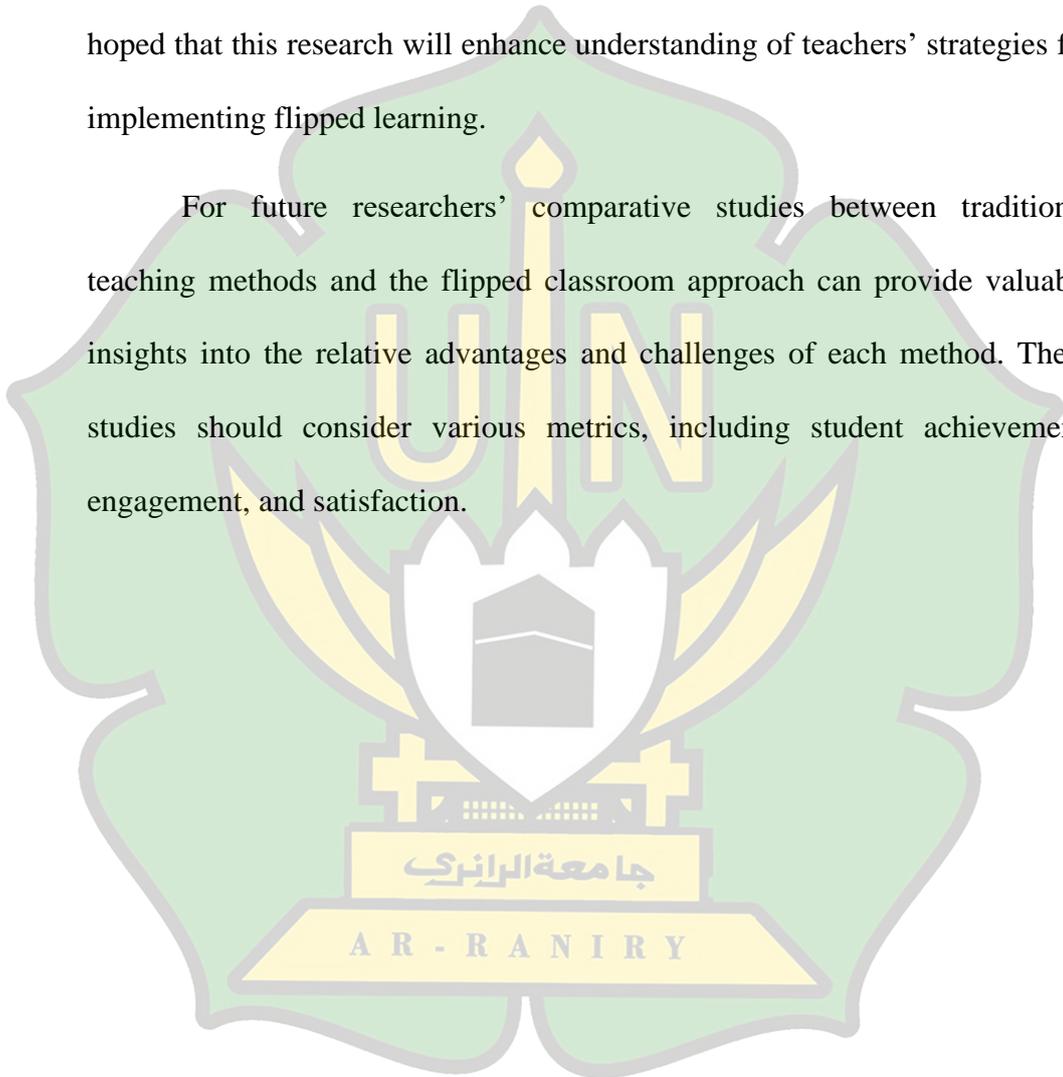
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Appendix A : Appointment Letter of Suprvisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-1739/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;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh 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 : Menunjuk Saudara :
Prof. Dr. Luthfi Auni, M.A

Untuk membimbing Skripsi
Nama : **Muhammad Rizky Aulia**
NIM : 200203067
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **Teacher's Perspective On The Implementation of Flipped Classroom Model in Learning English Grammar at Senior High School**

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

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : 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,
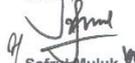
Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

Appendix B : Research Letter from The Fakultas Tarbiyah dan Keguruan

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

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-2722/Un.08/FTK.1/TL.00/3/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala SMKN 1 Al-Mubarkeya Kecamatan Ingin Jaya Kabupaten Aceh Besar
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **MUHAMMAD RIZKY AULIA / 200203067**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : capek, aceh besar

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 *Teacher Perspective on The Implementation of Flipped Classroom Model in Learning English Grammar in Senior High School*

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

Banda Aceh, 21 Maret 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 30 April 2024

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

Appendix C : Confirmation Letter from school

PEMERINTAH ACEH
DINAS PENDIDIKAN
SMKN 1 AL MUBARKEYA INGIN JAYA
Jl. Kayee Lee-Peukan Bileue, Ingin Jaya, Kab. Aceh Besar, Kode Pos. 23371
Telp : 0651-8071002 | Email : smk.mubarkeya@gmail.com | Website : www.smkn1almubarkeya.sch.id.

Nomor	: 422/947/2024	Ingin Jaya, 13 Agustus 2024
Lampiran	: -	
Perihal	: **Keterangan Telah Melakukan Penelitian**	

Kepada Yth,

Dekan Fakultas Tarbiyah Dan Keguruan

UIN Ar-Raniry Banda Aceh

Sehubungan dengan surat Nomor : B.2722/Un.08/FTK.1/TL.00/3/2024 tanggal 21 Maret 2024 tentang izin melakukan pengumpulan data dalam rangka penyusunan skripsi pada SMKN 1 Al Mubarkeya Ingin Jaya, maka dengan ini menyatakan bahwa:

Nama	:	**Muhammad Rizky Aulia**
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah Dan Keguruan
		UIN Ar-Raniry Banda Aceh

Telah melakukan penelitian tentang " **Teacher Perspective on The Implementation of Flipped Classroom Model in Learning English Grammar in Senior High School**" pada SMKN 1 Al Mubarkeya Ingin Jaya Aceh Besar.

Demikianlah Surat Keterangan ini kami buat, untuk dapat dipergunakan seperluanya.

Kepala Sekolah,

SUKMANIL FUADI, S.Ag., M.Pd.
NIP. 19750424 200504 1 001

Appendix D : Interview Questions

1. How your experience in implementing the flipped classroom model?

2. What motivate you to choose the flipped classroom model?

3. How do you plan and structure the learning materials for the flipped classroom model?

4. How do you ensure that students understand the material presented outside the classroom before engaging in classroom learning activities?

5. Is it true that students will actually engage in discussions during class time?

6. What are the challenges faced by teachers when implementing the Flipped Classroom model in teaching English grammar to high school students?

7. What are the opportunities faced by teacher when implementing the Flipped Classroom model in teaching English grammar to high school students?

8. How do teachers assess the achievement students of the Flipped Classroom model on students' understanding of English grammar concepts in high school?

9. Does the implementation of the flipped classroom model improve high school students' English grammar compared to traditional classroom-based instruction?