

**THE EFFECT OF FLIPPED CLASSROOM MODEL IN
IMPROVING EFL STUDENTS' ENGLISH ACHIEVEMENT**

*(Quasi-Experimental Method at the Eight Grades students of
SMPN 14 Bengkulu City in Academic Year 2021/2022)*

THESIS

**Submitted as A Particular Requirement for “Sarjana Degree”
(S.Pd) in Study Program of English Education**



By :

Kintan Fatimah

SRN : 1711230022

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TADRIS FACULTY

**STATE UNIVERSITY ISLAMIC FATMAWATI SUKARNO
BENGKULU**

ACADEMIC YEAR 2022




**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBIYAH DAN TADRIS**

Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276,51171

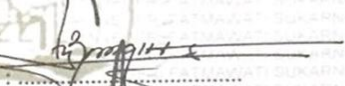
RATIFICATION

This is to certify the thesis entitled : **The Effect of Flipped Classroom Model in Improving EFL Students' English Achievement (Quasi- Experimental Method at the Eight Grades students' of SMPN 14 Bengkulu City in Academic Year 2021/2022)** by **Kintan Fatimah (1711230022)** has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman
Dr. Edi Ansyah, M.Pd
NIP. 197007011999031002



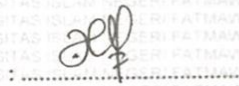
Secretary
Hengki Satrioso, M.Pd.I
NIP. 199001242015031005



Examiner I
Riswanto, Ph.D
NIP. 197204101999031004



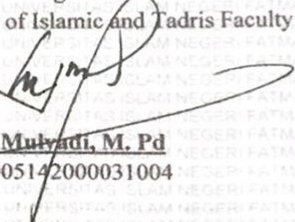
Examiner II
Hanura Febriani, M.Pd
NIP. 199002142020122004



Bengkulu, Agustus 2022
Approved by the Dean of Islamic and Tadris Faculty



Dr. Mus Mulyadi, M. Pd
NIP. 197005142000031004



ADVISORS SHEET

Subject : Kintan Fatimah

NIM : 1711230022

To : The Dean of Tarbiyah and Tadris Faculty
Universitas Islam Negeri Fatmawati Sukarno Bengkulu
In Bengkulu

Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices,

herewith, as the advisors, we state that the thesis of :

Name : Kintan Fatimah

NIM : 1711230022

Title : The Effect of Flipped Classroom Model in Improving
Students' English Achievement. (Quasi-Experimental Method
at the Eight Grades of SMPN 14 Bengkulu City in Academic
Year 2021/2022)

Has already fulfilled the requirements to be present before the
board of examiners (munaqasah) to gain bachelor degree in english
education. Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Bengkulu, Agustus 2022

Pembimbing I

Pembimbing II

[Signature]
Feny Martina, M.Pd

[Signature]
Zelvia Liska Afriani, M.Pd

NIP.198703242015032002

NIP.199404202018012003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBİYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276,51171

PRONOUNCEMENT

I have been marked below:

Name : KINTAN FATIMAH
Place, date of birth : Bengkulu, 08 Maret 1999
Faculty : Tarbiyah and Tadris
Study Program : Tadris Bahasa Inggris
SRN : 1711230022

Declares that this graduating is written by the researcher herself under the title “ The Effect Of Flipped Classroom Model in Improving EFL Students’ English Achievement (*A Quasi Experimental Study At The Eighth Grades Of SMPN 14 Bengkulu*) ”, and it does not copy from other researcher. Theories and citations are used code of ethics of writing for graduating paper.

Bengkulu, July 2022
Stated By



Kintan Fatimah
SRN. 1711230022

MOTTO

“Live as if you were to die tomorrow, Learn as if you were to live forever”

“ Jangan bandingkan prosesmu dengan orang lain, Karena bunga tak selalu mekar bersamaan “

“ Allah tidak akan membebani seseorang melainkan sesuai dengan kesanggupannya”

-Al Baqarah 286-

DEDICATION

With gratitude and all my love, this thesis is dedicated to :

- ❖ My greatest God, Allah SWT, I really thank to you because without your blessing, I am nothing in this world. Our prophet, Muhammad SAW to bring peoples from the darkness to the lightness.
- ❖ Both of my unconditional love, my beloved parents, Mr. Dedi Ependi (alm) , and Mrs. Yani Heryani, thank you very much for your support , pray, and patience to make my dream come true, you are the greatest gift that Allah sent to me.
- ❖ For my beloved brother Nicko Shedy Pratama, sister in-law Septiara Putri, sister Nindy Shalata Fasha, little niece Inara Qalesya Sabilla and Akeyla Shareena Big thank for your help, advice, support and kind attention to motivate me during my education. I am proud of having you in my life.
- ❖ My first advisor, Feny Martina, M.Pd and my second advisor, Zelvia Liska Afriani, M.Pd. Thank you very much for your support, suggestions, corrections, and ideas during the process of writing this thesis.
- ❖ All lectures of Tarbiyah and tadrīs Faculty, especially in English Education Study Program. Thanks for everything that you gave to me.
- ❖ My partner Farmansyah Yusuf S.Ap. Thanks for the advice, support, help, and pray that you given to me.

- ❖ My best Cousin Yuita Santika, Celsy Yulia Sari, and Mely Anisa. Thanks for accompany me and support me doing this thesis
- ❖ Thankyou very much for the Eight grades, especially VIII.1 and VIII.4, English teacher and staff of SMPN 14 Bengkulu for help and cooperation during my research.
- ❖ All members of English Department (TBI A) 2017.
- ❖ My beloved almamater UIN Fatmawati Sukarno Bengkulu

ACKNOWLEDGEMENTS

Alhamdulillah, all praises to Allah, the single power, the Lodr of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “ The Effect of Flipped Classroom Model In Improving EFL Students’ English Achievement”. peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not becompleted without the helps, support and suggestions from several sides. Thus, the researcher would like to express his deepest thank to all of those who had helped, suppoerted, and suggested during the process of writing this thesis. This goes to :

1. Prof. Dr. KH. Zulkarnain Dali, M.Pd, as the rector of UINFAS Bengkulu
2. Dr. Mus Mulyadi, M.Pd, as the dean of Tarbiyah and Tadris Faculty
3. Risnawati, M.Pd, as the head of Tadris Department of UINFAS Bengkulu
4. Feny Martina, M.Pd, as the head of study program of English Deapartment
5. Feny Martina, M.Pd, as the first advisor and Zelvia Liska Afriani, M.Pd as the second advisor
6. All of lecturer who teach the researcher and staff administration of Tarbiyah and Tadris Faculty of UINFAS Bengkulu
7. All of mybest friends, especially in English Program of UINFAS Bengkulu 2017

Finally, the researcher realizes that this thesis is still far from being perfectness. The researcher hopes that this thesis is

useful for the researcher in particular and the readers in general.

Bengkulu, July 2022

The Researcher

Kintan Fatimah

SRN. 1711230022

ABSTRACT

Kintan Fatimah (2022). The Effect of Flipped Classroom Model In Improving EFL Students' English Achievement (A Quasi-Experimental study of SMPN 14 Bengkulu). Thesis. English Education Program, Tarbiyah and Tadris Faculty, UIN Fatmawati Sukarno Bengkulu.

Pembimbing I : Feny Martina, M.Pd

Pembimbing II: Zelvia Liska Afriani, M.Pd

The purpose of this study was to determine whether there was a significant effect of the Flipped Classroom on the Students' English Achievement Learning. This study used a Quasi-Experimental non-equivalent design. The population in these study was class VIII SMPN 14 Bengkulu. The samples consisted of 31 students' of clas VIII.1 as the experimental class and VIII.4 as the control class. The experimental class was taught using the Flipped Clasroom model and the control class was taught using the conventional method. The instrument used in this study was the difference in students' English Learning achievement scores of 77,35 for the experimental class, and 71,19 for the control class. Data analysis using Independent sample T-Test. The sign value (2-tailed) is $0,003 < 0,05$. Based on these results, it can be concluded that the hypothesis Null (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Based on the findings obtained, students' English achievement in the experimental class were higher than the control class.

Keywords: Flipped Classroom, EFL Students' English Learning achievement

ABSTRAK

Kintan Fatimah (2022). The Effect of Flipped Classroom Model In Improving EFL Students' English Achievement (A Quasi-Experimental study of SMPN 14 Bengkulu). Thesis. English Education Program, Tarbiyah and Tadris Faculty, UIN Fatmawati Sukarno Bengkulu.

Pembimbing I : Feny Martina, M.Pd

Pembimbing II: Zelvia Liska Afriani, M.Pd

Tujuan dari penelitian ini adalah untuk mengetahui ada tidaknya pengaruh yang signifikan dari Flipped Classroom terhadap hasil belajar bahasa Inggris siswa EFL. Penelitian ini menggunakan quasi-experimental non-equivalent design. Populasi dalam penelitian ini adalah siswa kelas VIII SMPN 14 Bengkulu. Sampel terdiri dari 31 siswa kelas VIII.1 Sebagai kelas eksperimen dan 31 siswa kelas VIII.4 sebagai kelas kontrol. Kelas experiment diajarkan menggunakan flipped classroom model dan kelas kontrol diajarkan secara metode konvensional. Instrument yang digunakan dalam penelitian ini adalah Essay Test sebagai pretest and posttest. Hasil penelitian menunjukkan adanya perbedaan skor Hasil belajar bahasa Inggris siswa sebesar 77,35 untuk kelas eksperimen, dan 71,19 untuk kelas kontrol. Analisis data menggunakan uji independent sample t-test. Nilai tanda (2-tailed) adalah $0,003 < 0,05$. Berdasarkan hasil tersebut dapat disimpulkan bahwa hipotesis Null (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Berdasarkan temuan yang diperoleh, Hasil belajar bahasa Inggris siswa pada kelas eksperimen lebih tinggi dibandingkan dengan kelas kontrol.

Kata Kunci: Flipped Classroom, Hasil Belajar bahasa Inggris Siswa EFL

TABLE OF CONTENTS

COVER	
PRONOUNCEMENT.....	i
RATIFICATION.....	ii
ADVISOR SHEET	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
ABSTRAK	x
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xvi
LIST OF APPENDICES	xvii
CHAPTER I : INTRODUCTION	1
A. Background of Study	1
B. Identification of Research Problem	13
C. Research Questions	4
D. Limitations of Problem	14
E. Research Objective	15

F. Significance of the Study	15
G. Definitions of Key Term	17
CHAPTER II : LITERATURE REVIEW	18
A. EFL Students Achievement	18
B. Flipped Classroom	28
C. English Foreign Language (EFL)	43
D. Conventional Learning Method	45
E. Concept of Recount Text.....	47
F. Previous Study	63
G. Research Hypothesis	69
H. Conceptual Framework	70
CHAPTER III : RESEARCH METHOD	71
A. Method & Research Design	71
B. Time and Place of Researcher	73
C. Population and Sample	74
D. Research Variable	77
E. Technique of Collecting Data	78
F. Research Instrument	81
G. Research Procedure	86
H. Technique Data Analysis.....	96
I. Hypothesis Testing	107
CHAPTER IV : RESULT AND DISCUSSION	108
A. Result	108
B. Discussion	130

CHAPTER V : CONCLUSION	145
A. Conclusion	145
B. Suggestion	157
REFERENCES	149
APPENDICES	153

LIST OF TABLES

Table 2.1 : Conceptual Framework	70
Table 3.1 : Research Design of Quasi- Experimental	73
Table 3.2 : Population of the Research	75
Table 3.3 : Sample of the Research	77
Table 3.4 : Specification of the Instrument Test	85
Table 3.5 : Validity Pre-test	99
Table 3.6 : Validity Posttest	100
Table 3.7 : Reability Pre-test	102
Table 3.8 : Reability Posttest	103
Table 4.1 : Descriptive Statistics.....	110
Table 4.2 : The result pretest-posttest in Control Class	111
Table 4.3 : The result pretest-posttest in Experimental Class	114
Table 4.4 : Normality Test of Experimental Class	117
Table 4.5 : Normality Test of Control Class	118
Table 4.6 : Homogeneity Test Results	120
Table 4.7 : Paired Samples Statistics Experimental Class	121

Table 4.8 : Paired Samples Test of Experimental Test	122
Table 4.9 : Sample Statistics of Control Class	124
Table 4.10 : Sample Test of Control Class	125
Table 4.11 : Independent T-Test Statistics	127
Table 4.12 : Independent T-Test Sample Test	128

LIST OF FIGURES

Figure 4.1 : Pretest - Posttest Control Class	113
Figure 4.2 : Pretest – Posttest Experimental Class	115
Figure 4.3 : Histogram Experimental Class	118
Figure 4.4 : Histogram Control Class	119

LIST OF APPENDICES

Appendix 1 : Attendance list of the Experiment Class	154
Appendix 2 : Attendance list of the Control Class	156
Appendix 3 : The result of pretest posttest Experimental Class	158
Appendix 4 : The result of pretest posttest Control Class	160
Appendix 5 : Lesson Plan in Experiment Class	162
Appendix 6 : Lesson Plan in Control Class	173
Appendix 7 : Appendix Tryout	182
Appendix 8 : Pretest-Posttest Questions	186
Appendix 9 : Documentation	190

CHAPTER I

INTRODUCTION

This chapter present the background of study, identification of problem, research questions, limitation of problems, research objectives, significance of research and definition of key terms.

A. Background of the Study

One of the problems experienced by the Indonesian people is education. One example of the problem is the problem of effectiveness and efficiency of learning. Minister of Education and Culture of the Republic of Indonesia No. 41 of 2007 Learning is a process of interaction between students and teachers and learning resources in a learning environment. The learning process needs to be planned, implemented, assessed, monitored in order to be carried out effectively and efficiently.

The learning process involves two subjects, namely teachers and students who was produce a change in students as a result of learning activities, to achieve the above objectives, it is necessary to understand and develop teacher skills in learning models so that in the implementation of learning the teacher can convey material to students. effectively and efficiently. Effective learning can produce higher learning outcomes than passive learning. In addition, effective learning can also improve students' understanding, especially in understanding the material being studied.

The learning is packaged by the students themselves based on the process map that has been shown by the teacher as a facilitator. Learning should not position students only as listeners while the teacher actively lectures in front of students. Good learning is involving students in the learning process so as to create an active and effective classroom atmosphere. Learning according to Hamalik (2003) is a combination composed of human

elements, materials, facilities, equipment, and procedures that influence each other to achieve a goal.

Implementation of learning in the classroom is one of the main tasks of the teacher. In conventional teaching, the teacher plays a more role while the students are only listeners of the material, so students tend to be passive. Conventional teaching patterns have determined students to pay attention to teacher teaching in the classroom. After the material that has been delivered is met, students are usually given a homework to show mastery of the topics that have been achieved by students as an assessment of success. Usually the teaching pattern is like this, students only study at home if there is homework given by the teacher, the rest if the teacher does not give assignments then students will not learn. So that students only learn when the teaching and learning process (KBM) takes place, they only get a little material compared to students who before the teaching and learning process (KBM) study first at home.

The rapid development of science and technology has had a major impact on various fields of human life today, as well as in the field of education. The quality of education in general is an important factor that affects the quality of learning, this requires education actors, especially teachers, to be more creative and innovative in the learning process in the classroom.

In meeting the demands of the times, the essence of education is basically to prepare students through guidance, teaching and or training activities to become more active and creative. One of the efforts of the Indonesian government to improve the quality of education to meet the needs of society in this era of technological development is to develop the 2013 curriculum. Teachers continue to prepare materials before learning begins and teachers are given the freedom to use models, methods or approaches in learning as long as it is in accordance with the objectives of the 2013 curriculum, which is to make students the center of learning and

students play an active role when the teaching and learning process takes place.

Along with the times, the view of learning began to change. Learning methods in the classroom which have been in the form of conventional learning methods such as lectures, discussions, and questions and answers, now do not rule out the possibility to be combined with increasingly sophisticated technology in the world of education. This can be a solution in completing the limitations or difficulties in the learning process. The view of learning shifts to the constructivism paradigm, where the learning process is more about interpreting the knowledge acquired by itself. The current educational paradigm shift emphasizes student center learning (SCL) or student-centered activities. So that the learning process is not only glued to the teacher, but students can also become more active in learning.

According to (Chandra & Nugroho, 2016), Student Centered Learning (SCL) is an approach that empowers

students to be the center of attention during learning. This learning approach makes students to play an active role in the learning process by interpreting their knowledge independently. In this approach, the teacher as an educator is no longer the center of learning resources for students, but as a facilitator to help what is needed in the learning process and explore the potential of students. One of the learning models that can be used in this approach is the flipped classroom model.

According to (Damayanti & Sutomo, 2016), Flipped classroom model provides what is generally done in class and what is generally done as homework and then reversed or exchanged. So students outside the classroom explore the material before entering class, then when in class students do exercises or discuss or solve problems accompanied by the teacher. This learning model can provide a wide range of interactions between teachers and students so that the learning process becomes more active. If previously the teacher gave homework to students to

study or answer questions from the material that had been presented, then the next teacher could try to give assignments to students to study the material to be delivered.

In the flipped classroom learning model, learning media is needed that can be used as an intermediary to deliver material to students when outside the classroom by utilizing currently developed technology, namely in the form of videos containing supporting material made by the teacher before face-to-face meetings are held. Thus, face-to-face activities with students in class can be filled with discussion activities about material that has not been understood by students, practicums or things related to the material being studied so that active learning can occur accompanied by increased student learning outcomes.

However, in reality, seeing the conditions in the field, the learning process carried out by teachers is still using conventional learning methods. This is done by providing material to students through the lecture method so as to

make teachers more active in the classroom, as happened at SMPN 14 Bengkulu. The results of observations made by researcher at SMPN 14 Bengkulu, it was found that teaching and learning activities carried out so far have not been maximized. Many teachers in delivering material to students still use conventional methods such as the lecture method. In addition, the use of learning media in the classroom currently only uses writing tools in their learning activities. Students only listen to the material delivered by the teacher in the learning process so as to make students passive in their learning activities. According to some students, they stated that teaching and learning activities that had been carried out in the classroom did not attract students' interest in learning. Based on these, teaching and learning activities still seem monotonous so that students' English achievement to learn becomes low. Not only that, the problem of learning in schools is about the lack of time to convey a lot of material, one of which is in English subjects. Teaching

and learning activities in schools have limited time, limited time for learning in the classroom causes the material to be not delivered optimally by the teacher. In addition, there are several materials in English subjects that require intensive time for students to understand the material in full and master language skills such as reading and writing skills.

Based on these observations, the conventional learning method applied by the SMPN 14 Bengkulu teacher which involves the teacher being more active in providing information using the lecture method makes students act as passive learning agents. Conventional learning methods applied by teachers in the teaching and learning process have not been able to attract students' attention, teachers tend not to involve students to be active in the learning process. so that teaching and learning activities in students' English learning achievement becomes low with an average value of less than 64,06 below the KKM.

The implementation of the learning must undergo changes, where students should no longer be considered as temporary learning objects, but must be given an active role and be made partners in the learning process so that students act as active learning agents while teachers act as facilitators and creative mediators.

The lecture or conventional method is considered less innovative in today's era because students are only fixated on what is conveyed by the teacher so that it can make students passive. That is why teachers as educators should be able to provide innovation in the learning process in order to make students more active and have high motivation in learning. In addition, the use of appropriate learning media can be used to influence the success of educators in improving the quality of learning. The use of learning media helps the delivery of material to be more effective and efficient, in addition to using learning media can also attract students' interest to learn. This is reinforced by the opinion of (Azhar, 2011), which

suggests that the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological effects on students. In addition, learning media can also help students improve understanding, present data in an interesting and reliable way, facilitate data interpretation and condense information.

The flipped classroom learning model is a flipped learning model from the learning model usually applied by teachers in the classroom. Usually the teacher in the class teaches the material using the lecture method and then given assignments at home as a follow-up, but in the flipped classroom the material is first given to students in the form of learning videos that must be watched and understood and note down anything that is not understood from the video. On the other hand, the learning sessions in class are discussions and doing assignments.

In the flipped classroom, the teacher acts as a facilitator. Several studies that aim to determine the effect of using the Flipped Classroom model reveal that there is an effect when applying the learning model in the classroom, one of which is the result of research by (Enfield, 2013), which stated that applying the Flipped Classroom model can increase motivation, activeness, and learning skills.

(Rokhaniyah, 2017), stated that the flipped classroom seems to have a positive effect on students in terms of increasing academic achievement. While (Hamdan et al., 2013), also stated the results of research that using flipped classrooms can help students to learn independently by encouraging them to adjust to their new learning experiences. From several studies above, the flipped classroom model is thought to be able to help students understand concepts more quickly and is considered capable of improving student learning outcomes.

Based on the description above, the researcher was conduct research by applying the flipped classroom learning model at the junior high school level in the English learning process to be more effective in improving learning outcomes and learning activities. The researcher conducted a study entitled **"The effect of flipped classroom model in improving EFL students' English achievement" (Quasi- Experiment at the Eight Grades Students' of SMPN 14 Bengkulu City in Academic 2021/2022)**

B. Identification of Reseach Problems

Based on the background of the problem, the researcher find some information about the problem related to the students achievement as follows :

1. Students' English skills are low, because the learning system provided by the teacher tends to be monotonous, causing students to not be enthusiastic

about taking lessons. therefore the average score of these students is low.

2. The technique used by the teacher in English learning has not been effective
3. Teacher strategies are considered boring by students' so that students' are less interest in material presented by the teacher.

C. Research Questions

The research of this study is formulated in these questions:

Is there a significant effect in students' learning English Achievement in using flipped classroom model and that of those who are not?

D. Limitations Of Problem

Based on the background of the problem, it is necessary to limit the problem so that the purpose of writing can be focused and directed. The limitations of the problem are as follows :

- 1) It focuses solely on the effect of being taught a Flipped Classroom model in EFL Students' English Achievement
- 2) This study is only intended for students class VIII at SMPN 14 Bengkulu.
- 3) Only use Reading and Writing Skills in English Achievement

E. Research Objective of the study

To find out wheter or not there is a significant difference in learning use Conventional method between the students who are thought using flipped classroom models and that of those who are not.

F. Significance of the Study

The results of this study given some benefits, such as :

1. Students

The results of this research was provide students, especially SMPN 14 students in

Bengkulu City, with reflection to improve their academic performance when learning English.

2. Teacher

The results of this research was be useful considerations and materials for teachers, especially teachers of the school where the author conduct this research, to improve students' English learning performance.

3. For University

This research is expect to provide a reference for universities to pay more attention to the quality of students in further teaching.

4. For Researchers

This research is writte to qualify for a bachelor's degree and be able to study in doing this research later. The results of this study are expected to add new insights that are useful for readers.

G. Definitions of the Key Terms

1. Flipped Classroom

(Bergmann et al., 2014) In flipped classroom approach, teachers prepare some videos about the subjects that they are going to teach. Students are expected to watch the videos before coming to the classes.

CHAPTER II

LITERATURE REVIEW

This chapter explains review of the study theories and conceptual framework underlying the study. These theories are presented into four heading: the definitions of EFL Students' Achievement, Flipped Classroom, and Conventional Method. In addition, previous of research and hypothesis of research were presented.

A. EFL Students' Achievement

According to (Stern, 1983), foreign language refer to language use abroad. Learning foreign languages is for traveling, communicating with native speakers, reading foreign periodicals. But a second language refers to a language that is as important as the mother tongue. EFL refers to learning English in non-English speaking countries. English as a second language is learn in an environment where English is already spoken, English as

a foreign language is learn in an environment where English is not spoken.

(Asmara, 2009), Student learning achievement is a product of information and skills acquire by a person through learning, which is usually reflect in the teacher's test scores. Academic achievement refers to the learning outcomes product by following instructions, completing assignments and participating in learning activities at school. It involves students' skills in information or memory, comprehension, execution, examination, synthesis and evaluation. Academic achievement is mainly assess from the cognitive aspect. Therefore, academic performance focus on the importance or amount achieve during studies in school. Teachers often use this value to regard mastery of knowledge as the realization of student learning outcomes, because it is measure by learning practices.

1. Definition Achievement

(Hornby, 2006), believes that achievement is a successful achievement that require effort and skill. This means that students' efforts and skills can determine their success. Then, according to the (O'Brien, 2003), achievement is the acquisition of knowledge, ability, and higher-level status, which may be reflect in grades degrees and other forms of certification or public recognition. It means that the achievement of learning process is measure by the knowledge and skills that the learner has.

Learning achievement means acquiring knowledge. This is a successful performance of a specific task. It is also the successful achievement or performance of a particular subject, field or course. It is usually due to skill, effort and interest. It is usually summarize or measure by various types of grades, scores, and scores design by the teacher. The students'

academic performance is measurable, and its learning result is locate under the lower line of the average of the low scores, and the result of the high score is that the student's academic performance is lower than the average value of the class line.

In order to measure a students' English performance, the teacher should take a test.

(Brown, 2001) believes that the specification of achievement testing should be determined by the following aspects:

1. Assess the objectives of the course, unit or course
2. The relative importance or weight assigned to each goal
3. Tasks used in class during class time
4. Practical issues, such as the test time range of turn around time
5. To extend to which the test structure lends itself to formative washback.

2. Aspects of English Achievement

The main skills of English that should be mastered by the students in order to achieve the purpose of learning or to get high level of achievement are writing and reading. As stated by (Davidson & Sternberg, 2003) that, “In English pupils develop skills in reading and writing”. The researcher takes the conclusion that the purpose of teaching English is to develop students’ writing and reading skills. That the reason why the researcher concluded that those two skills are the main skills of English.

On the other hand, to fulfill English knowledge, structure and vocabulary should be taught to the students to support their ability in English. As (Davison, J. and Sternberg, 2003) said that, Pupils should be taught about how language varies,

including the vocabulary and grammar of standard English and dialectical variation.

Below are the objectives of each of the two language skills English is

a. Reading Skills

Students can read texts in the form of narratives, descriptions and conversations, and special forms such as: leaflets, leaflets and personal letters which are approximately 200 words long to: (a) Find certain 24 information, (b) Get an overview of the contents of the reading, (c) Find the main thoughts that are explicit, (d) Find the main thoughts implied, (e) Find everything detailed information that is explicit, (f) Obtains implied information, (g) Interprets the meaning of words and sentences based on context, and (h) Gets pleasure.

b. Writing skills

Students can: (a) Arrange sentences given random into coherent paragraphs, (b) Complete simple conversations and brief exchange of roles, (c) Writing short paragraphs narrative-shaped sentences and descriptions of very simple topics, and (d) Writing simple messages and letters (Departemen Agama RI, 1997: 58-59).

3. The factors Influence Students' English Achievement

Achievement is the result obtain by a student after studying a specific subject. There are many factors that affect students' performance, including intelligence, talent, interest, subject, learning style and learning environment. In other words, (SuryaBrata) divides factors into two factors, namely external factors and internal factors. External factors include

environmental and instrumental while internal factors include the psychology and physical side.

a) External Factors

1. Family

Family status can affect the success of children. Housing, financial status, relationship with parents, parental support, and parental education greatly affect academics.

2. School

Geographical location, school building, quality of teachers, classroom and classmate relationship also affect children's learning process.

3. Society

Having a good educational society can inspire children to study hard

4. Environment

Housing construction, atmosphere and climate also affect academic performance, because the environment is where students spend time playing, studying, interacting and doing many things.

b) Internal Factors

1. Health

If your child's health is troubled by headaches, fever and other troubles, it may make the child less enthusiastic about learning. In psychology, feelings of disappointment and mental disturbances can also affect the learning process.

2. Enthusiasm and Motivation

The great enthusiasm in the learning process is easier to achieve. Motivation represents a child's contribution in learning. Motivation

comes from within the child or from the environment.

3. Learning Habit

The student's habits was affect their academic performance because of his or her understanding of learning strategies, learning skills, how to pay attention to materials, etc. In addition, according to Brown, there are some factors that affect learning success, such as motivation, attitude, risk-taking and extroversion, self-efficacy, inhibition and anxiety. Each of the affective do main above has it sown role in influencing the learning achievement.

B. Flipped Classroom

1. The concept of Flipped Classroom

The flipped classroom is also known as the inverted classroom or simply the flip. The phrase "flipped learning" came into general use a decade ago. It was popularized by the chemistry teachers from a Colorado high school, who offered sick students the opportunity to watch recorded lectures and participate in video conferences (Bergman & Sams, 2012). The flip resulted from a long tradition of experimenting with the idea of hybrid, or blended learning, and problem-based learning, which included the use of constructive learning methods and new technologies to engage students. The lecture is delivered outside of class, usually via electronically, and the practical application activities, usually homework are brought into the classroom (Educause, 2012). Flipped classroom refers to reversing the conventional

classroom setup and alternating between classroom instruction and homework. Students gain basic knowledge outside of class, building their learning, and loving the ability to study online for additional learning by using a Flipped Classroom approach (M, 2016), The Flipped Classroom, "homework" or "class preparation" is encouraged to be done at home prior to class (Chang, 2020).

In flipped classroom teachers prepare videos about the topics they were teach in the flipped classroom approach. Before coming to class, students are supposed to watch the videos. The lesson begins with a series of short questions and responses. If there are any points in the lecture that are vague, they are clarified. So, the time spent in class is more efficient and more focused on doing assignments and discussing material that has not been understood (Bergman & Sams, 2012), Students may pause to focus on what is being said, rewind to hear it again,

listen to as much or as little, and view the video on a mobile device in outside of class. Students may also concentrate on internalizing the content in class with the direct assistance of their peers and teacher (R Talbert, n.d.).

2. Advantages and Disadvantages of Flipped Classroom

(Berret, 2012), reveals the advantages of the Flipped model Classroom, including:

➤ Advantages

a). For Students

1. Students have time to study the subject matter at home before the teacher delivers it in class so that students are more independent.
2. Students can study subject matter in a comfortable condition and atmosphere with their ability to receive materia.

3. Students get full attention from the teacher when they have difficulty understanding assignments or exercises because in class the teacher only discusses material difficult for students.
4. Students can learn from various types of learning content better through videos/books/websites rather than students learning only from the blackboard.

b). For Teacher

1. It is more effective, because the material is presented in video form, so it can be used repeatedly in other classes.
2. Save time, because the teacher does not have to explain all the subject matter, but only certain parts that are considered difficult by students.

3. Teachers are motivated to prepare subject matter in various types of content, whether in the form of videos, websites, application mobile or other types of content. Until the implementation commit to users learning is more planned and well organized.
4. Teachers are more creative in making learning modules that utilize information technology that makes it easier for students to understand concepts.
5. There is active communication between teachers and students, because learning in class is mostly done by discussing (questioning and answering) between them.

➤ **Disadvantages**

1. Not all students / teachers / schools have access to the require information technology devices, such as computers / laptops and internet connections.
2. Not all students feel comfortable studying in front of a computer/laptop. In fact, to implement this learning method, students must access the material through the device.
3. Not all students have the motivation to study independently at home. Especially for the material that has not been delivered by the teacher. So that the motivation of the teacher is always needed, so that students are accustomed to studying the subject matter independently, before the material is delivered by the teacher in class.

3. Implementation of Flipped Classroom

(Bergmann et al., 2014) stated that to be able to commit to user implementing the flipped classroom model in learning the following procedures are carried out:

- a) Teach students how to watch and interact with videos.

The most important thing before the implementation of learning is to teach students how to access videos. It is like teaching students how to read a textbook. For example, it can be done by watching one of the learning videos in class, directing students to repeat and stop the video. In addition, it can also be used to direct students to take note of the important things from the video.

- b) Direct students to watch videos at home about the material to be studied at the next meeting.

As with the concept of the flipped classroom which studies the subject matter at home, before starting a lesson on a particular material, direct students to study the video at home. The video can use existing videos, which are tailored to learning needs, as well as videos made by the teacher.

c) Ask students to ask interesting questions in class

To determine whether the students has watched the learning video or not is from the questions given. Each students' has at least one question that was be asked during the lesson. From these questions, students was discuss with each other and answer questions.

d) Giving assignments both individually and in groups

The assignment is aimed at making students understand more about commit to users subject matter. In carrying out this task, the teacher as the facilitator helps students who have difficulty in understanding and doing the task.

e) Direct students to help each other

As explained, the focus of learning in this model is no longer on the teacher, but the learning process itself. So it is very possible for students to help each other if there are difficulties. Although the role of the teacher is still needed to further clarify the learning material.

4. Types of Flipped Classroom

According to (S, 2017), the Flipped Classroom learning model model has several types, namely as follows

1). Flip traditional

Traditional Flipped is the simplest Flipped Classroom learning model. The learning step is for students to watch learning videos at home, then when the class does activities and does the assignments given in groups. Then at the end of the quiz conducted individually or in pairs. The

traditional flipped type of flipped classroom learning model is a learning model that uses activities to work together in a group. This is in line with the opinion (Enfield, 2013), which states that in classroom activities students are involved in group activities to understand material concepts and improve learning skills, and when in groups students work together for projects that have been given while the teacher helps students individually (facilitator).

One of the advantages of the traditional flipped type of flipped classroom learning model is that the presence of learning media and groups in class when working on a problem will make students more active, independent (confident, productive, etc.), and responsible and work together. From activeness and working together in groups, it is hoped that it can improve student learning achievement.

2). Reverse mastery

Mastery Flipped is a development of Traditional Flipped. The learning stages are almost similar to Traditional Flipped, only at the beginning of learning the material at the previous meeting.

3). Peer Instructions behind the flip

Peer Instruction Flipped is a learning model where students learn basic material before starting the class through videos. When in class students answer conceptual questions individually and students are given the opportunity to exchange opinions on the questions given to them and explanations to friends. At the end learning is given an individual understanding test.

4). Reverse problem-based learning

Flipped Problem-Based Learning is a learning model in which students are given videos that

provide instructions for solving problems that were appear in class. in this model students work with the help of the teacher. When in class, students do experimentation and evaluation.

5. Techniques Flipped Classroom

Technical flipping classrooms can be done in many ways, so it is important to understand the differences. Research has been conducted on the half flip method, the flipped classroom version, and the fully flipped classroom method. This methods have some similarities, including the idea that all classrooms use online lectures and videos, but how these methods are combined differs among educators.

a. Before Class

The teacher provides learning videos through whatsapp groups. then students learn the material

that has been given by the teacher before class begins

b. During Class

The teacher starts the class by answering students' questions about the video. This process can take up to 20 minutes of time. Teachers continue to engage in more active learning, such as brainstorming and discussing content.

c. After Class

Students answered other exercises related to the topic. They exchange information with their peers. They asked to browse the web for more information on the subject.

6. Flipped Classroom on EFL Context in Indonesia

The flipped classroom model refers to a form of teaching and learning process, in which students attend not only for in-class activities but they also manage their online self-learning. By combining the

two classes, at home, the students can learn by themselves, and at school, they can be assisted by their teacher and can collaborate with their peers.

In Indonesia, a flipped classroom has been widely applied in many educational fields. One of which is in English Classroom. There are several researcher that has been investigate flipped Classroom on EFL context in Indonesia. Based on the result of Indonesian EFL students' perceptions on the implementation of flipped classroom model the flipped classroom model helped them write better. The videos they watched as well as teacher and peer feedback in their writing process improved their writing ability (Afilyasanti et al., 2016), Also, in the implemented of flipped classroom the students could get flexibility in learning through and feel more ready for learning (Lestari & Sundari, 2021)

Moreover, Flipped Classroom Model uncovered the significantly different interaction of students from

each cognitive style on Indonesian EFL Students' Writing Achievement across Cognitive Styles (Mubarok et al., 2019), According to (Zainuddin & Haili, 2016) Flipped classroom successfully enhanced students' enthusiasm for learning the content before coming to the class, provided more opportunities for interaction among peers, came to class prepared and obtained immediate instructor's feedbacks. Considering the above in EFL teaching, the flipped classroom has become a popular paradigm for enhancing teaching quality and student learning outcomes, and it is now regarded an alternate instructional approach for teachers.

Based on the explanation above, it can be conclude that flipped classroom refers to reversing the conventional classroom setup and alternating between flipped classroom and homework. Students gain basic knowledge outside of class, building their learning, and loving the ability to study, by using a Flipped

Classroom. In flipped classroom teachers prepare videos about the topics they were teach in the flipped classroom. Before coming to class, students are supposed to watch the videos.

Indicators of flipped Classroom are:

- a. Provide opportunities for students to get first exposure before learning
- b. Give more time for students to prepare material.
- c. Provide procedures for assessing understanding student knowledge.
- d. Activities in class are discussions, data analysis, or activities.

C. English Foreign Language (EFL)

1. Definition of EFL

The word "English as a Foreign Language" (EFL) refers to non-native speakers studying English in countries where English is not the primary language. EFL students' are the students

studying English as a foreign language who are included in the current study (Muslim, 2014), It is because English is still limited to use in schools and education. Therefore, they communicate in English as a foreign language.

Its necessary to understand the difference between foreign languages and second languages before separating EFL from ESL. EFL refers to learning English in a country where English is not the native language, while ESL refers to English as a second language, which has the same or even greater importance than the mother tongue. EFL applies to people who study English in non-English speaking countries (Iwai, 2011), EFL refers to those who study English in a country where English is used as a means of communication and is used officially (for example, Hispanics), while ESL refers to those who study English in a country where English is used as a

means of communication and is used officially.

An ESL learner is someone who is learning English for the first time.

As previously stated, EFL is primarily used by non-native English speakers, such as Indonesia and Chinese students studying in English. ESL stands for English as a second language, which includes students from India and Malaysia.

D. Conventional Learning Method

One learning model that is still valid and is very widely used by teachers is the conventional learning model. Conventional learning has several meanings according to experts, including:

According to (Yusuf, 1995), the conventional learning method is a traditional learning method also called the lecture method, because this method has always been used as an oral communication tool between teachers and students in the learning and learning process. In learning history the conventional method is

marked by lectures accompanied by explanations, as well as the distribution of tasks and exercises.

The Characteristics of Conventional Learning In general, the characteristics of conventional learning are:

- a. Students are passive recipients of information, where students receive knowledge from the teacher and knowledge is assumed as a body of information and skills possessed in accordance with standards.
- b. Study individually
- c. Very abstract and theoretical learning
- d. Behavior is built on habits
- e. Truth is absolute and knowledge is final
- f. The teacher is the determinant of the learning process
- g. Good behavior based on extrinsic motivation
- h. Interaction between students is lacking
- i. Teachers often act to pay attention to group processes that occur in study groups.

E. Concept of Recount Text

Recount is a text which retells or experience in the past time. Its purpose is either to inform or to entertain the audience. A recount text is a writing that retells about a story and has generic structure of recounts namely orientation, events and reorientation. In short it can be said that recount is a text to tally or count something again, or tell someone about events that occurred.

Besides (Djuharie et al., 2005), defines that a good paragraph should have a series of sentences about one idea called the topic. A paragraph usually consists of four to eight sentences about a single topic: it can be made of short sentences or long sentences. The paragraph should be long enough to develop the main idea clearly. It can be said that in every paragraph there should be one topic, have coherence and unity. According to (Pardiyono, 2009), recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. It can be said that

recount text is the text that tells an event in a form of sequence to given information or amuse the readers. A recount text is a text story whose purpose is to amuse or to entertain the reader with actual or imaginary experience in difference ways. Recount always deals with some problems which lead to retell the story that happens in past such as the adventure in camping, going to picnic, etc. in other words, it can be said that recount text tells about experience in the past. In writing recount text, the write usually use past tense because the even or action happened in past time like the definition below.

From definition above, it is clear that a recount text is a paragraph that is used to tell an event in the past and an activity in the past to entertain the reader. The event or the activity might be either actual or imaginary. Furthermore, towrite a recount text, the writer has to follow the basic generic structure, namely orientation, events and reorientation.

a. Structure of Recount Text

To construct a good text, one has to include some elements of writing. Like other types of writing, recount has its generic structure, it is as follow:

1. Orientation

It is the beginning of the story, telling about shape, place, and the time. In the orientation, the researcher introduces the participants, place and time. In other words, in orientation, the paragraph usually introduces the participants, who are being involved in the text.

2. Events

It tells what happens in the story. In the part of events, the researcher tries to describe series of events that happened in the past. It can be said that there are many events may occur in a recount text, events may be started in the first paragraph, so it is not always started in the second paragraph. The events usually started with time signals, such as

first, second, then, and finally.

3. Re-orientation

It is the end of the story. In the re-orientation, the researcher states personal comment on the story.

In other words, it can be said that reorientation is the closure of the events, reorientation is optional, some text may not include this if there is usually in the last paragraph.

Below is the example of a recount text.

A Day Visit to Yogyakarta

Last week, I went to Yogyakarta with my family. My father drove the car. My mother sat beside him. My sister and I sat in the back seats.

We woke up early in the morning. My father prepared the car in the garage while mother was preparing food for breakfast and some snacks for us. My sister and I packed some clothes. After everything got ready and we had our breakfast, we left the house at six o'clock.

It was about nine A.M. We arrived at Yogyakarta. First of all we visited our uncle. We stayed there for an hour. Then we went to Parangtritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.

We drove back to Semarang at 7 o'clock and

arrived home at ten. We were tired but happy

It means that when then students want to write a recount paragraph, they have to follow the generic structure of recount text that includes orientation, events and re- orientation. It can be said that generic structure of a recount text generic structure (public order) recount text consists of: Orientation tell who was involved, what happened, where the events took place, and when it happened. ("Orientation" tells anyone who is involved in the story, what happened, where the events happened, and when it happened what happened) Events tell what happened and in what sequence. (The "Event" recounts what happened (again) and tells his story order) Reorientation consists of optional-closure of events/ending. ("Reorientation" contains a cover story/end of story).

1. Reading

a. Concept of Reading

Reading includes both decoding and making,

but is at the heart of reading. Reading, therefore, is an active process in which students think, reason, and apply strategies to construct meaning. It means that the reading level of students' creativity will be a positive response which facilitates students in reading texts. Reading skills are very important for a more advanced life, because reading is not only needed in one subject but also many other subjects (Martina et al., 2021) Reading is basis of almost all learning that aims to understand what is contained in the reading we read.

Reading, one of receptive skills, means the process of transferring ideas in written form to the reader. Harmer says that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean. In addition to the statement above, Brown says that reading is only incidentally visual more information is contributed by the reader than by the print in the page. In this case, the reader understands what he

or she reads because he or she is able to take stimulus beyond the graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. In short, the researcher would like to say that reading is an activity to understand the printed language and interpret the information into the readers understanding appropriately.

Besides the fact that everyone has his or her own opinions and view about something, many reading experts also give their opinions and view about reading. Reading can be defined in many ways; it depends on the one who was give the definition, reading is the construction of meaning from a printed or written message. The construction of meaning involves the reader connecting.

Reading is the process of constructing meaning through the dynamic interaction among the readers existing knowledge .the information

and suggested by the written language. Reading is a printed message to be developed by the author or the reader. The reading text consists of items that are arranged to become a well structured text that convey modeling. Therefore, reading English is important us, because by reading English text the students can get knowledge that might be useful for them. However, it is not easy to be a good reader. If the English text is complicated, the students need more understanding about the mean ideas of the reading text.

Reading is one of the four language skill (listening, speaking, reading and writing) is important to be learned and mastered by every individual. By reading ,one can relax, interact with feelings and thoughts, obtain information, and improve the science knowledge. Brown states that reading is an appropriate means to promote a lifelong learning (life-long learning). Brown states that reading is bringing meaning to and getting

meaning the printed or written materials. Reading purpose is that of reading for pleasure versus reading for information. Pleasure reading is most frequently associated with narrative, and in particular, popular fiction. It is commonly perceived to be antithesis of academic or serious reading. By contrast, reading to learn is pursued to gain insight or information.

Reading involves the introduction of symbols that make up a language. Reading is the second most common way to get information. Information gleaned from reading can include entertainment, especially when reading fiction or humor is not an easy learning activity. Many factors can affect student success in reading. In general these factors can be identified, such as teachers, students, environmental conditions, subject matter, and technique to learn the lesson material.

b. Recount Text of Reading skills

Recount text Reading is the process of transferring ideas in written form of a text story whose purpose is to amuse or to entertain the reader with actual or imaginary experience in difference ways. Recount text reading always deals with some problems which lead to process of retelling the story that happens in the past such as the adventure in camping, going to picnic, etc.

Recount text reading skills is the ability to comprehend a text which retells events or experiences in the past. In other words, it is the ability to understand a reading text telling about actual or imaginary experiences in different ways.

2. Writing

a. Concept of Wrtiting

Writing as one of four language skills has given important roles to the people's world. It can be seen in our life such as lots of people who

are going to apply for their job in offices should write application letters. According (Liska et al., 2021), To writing is a good way of testing the students' knowledge and their understanding. It reveals their ability to write and tests whether they can relay information effectively. Today many companies ask applicants to write their form in English. An Applicant must be fluent both in spoken and written English. Besides, many organization or foundations get offers from foster parents from foreign countries for some students who have good achievement in their study. The students' who is going to be selected is asked first to write an essay in English about their country. Although writing is important, it is not an easy subject because it is not only transcribing language into written symbol but as thinking process.

As stated by (Girshin, 2018), that writing is

also a thinking process in its own right and there is an interaction. So with writing the students can improve their experiences, ideas, and opinions for communicating to other people and make them believe about it. In another statement from Harmer, he states that writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. It can be said that writing is a means of communication in which the writer uses the language to express his or her ideas, thought, and feeling.

According to statements above, the researcher can conclude that writing is a way to produce language that comes from thought and it is written in written form. In writing, we do not just write one sentence or even a number of unrelated sentences. We produce a sequence of sentences arranged in a particular order and linked

together in certain ways.

b. Recount text of writing skills

Recount is a text which retells or experience in the past time. Its purpose is either to inform or to entertain the audience. A recount text is a writing that retells about a story and has generic structure generic structure of recount namely orientation, events and reorientation. (Raimes, 1983), states that writing ability is a skill in which we express ideas, feelings and thoughts which are arranged in words, sentences, and paragraph using eyes, brain and hands. Therefore, it can be said that students' recount paragraph writing ability is their ability to write a text telling about actual or imaginary experiences in different ways.

b. Scoring System of Recount Text Test

Like other types of writing, recount has its generic structure, it is as follow: In scoring the students'

paragraph writing ability, the researcher was use analytic rating scale adapted from Christopher Tribble. The measured criteria of the test are (1) content, referring to substance of writing or the experience of the main idea (unity), (2) organization, referring to logical organization of the content (coherence), (3) vocabulary, referring to selection of words suitable with the content, (4) language, referring to use of the correct grammatical and systematic pattern, and (5) mechanics, referring to the use of graphic conventions of the language. Below is the scoring system used to evaluate the students' writing:

Scoring System

Area	Score	Descriptor
Task fulfillment/ Content	17-20	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and trough interpretation of the topic; content relevant to the topic; accurate detail.
	12-16	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; reasonably accurate detail.
	8-11	Fair to poor: Treatment of topic is

		hardly adequate, little variety of ideas or argument; some irrelevant content to the topic, lacking detail.
	5-7	Very poor: Inadequate treatment of topic, no variety of ideas or argument, content irrelevant, or very restricted; almost no useful detail.
	0-4	Inadequate: Fails to address the task with any effectiveness.
Organization	17-20	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	12-16	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	8-11	Fair to poor: Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	5-7	Very poor: Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
Vocabulary	17-20	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage, appropriate selection to match register.
	12-16	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and

		usage; register not always appropriate.
	8-11	Fair to poor: Limited range of vocabulary, a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	5-7	Very poor: No range of vocabulary, uncomfortable frequent mistakes in word/idiom choice and usage; register not always appropriate.
	0-4	Inadequate: Fails to address his aspect of the task with any effectiveness.
Language	24-30	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured
	18-23	Good to average: Acceptable grammar – but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	10-17	Fair to poor: Insufficient range of structures with control only shown in nominal construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	6-9	Very poor: Major problems with structures – even nominal ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.

	0-5	Inadequate: Fails to address his aspect of the task with any effectiveness.
	8-10	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
	5-7	Good to average: Occasional errors in spelling, punctuation, capitalization, and layout.
	2-4	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
Mechanics	0-1	Very poor: Fails to address his aspect of the task with any effectiveness.

F. Previous Study

There are some related studies that have the same topic with this research:

The first, (Monika, 2020) “ The effect of flipped classroom model on EFL students’ ability in writing narrative text students at senior high school 01 Pasemah Air Keruh”. The aim of this study was to find out wheter or not there are a significat difference in writing ability achievement between the tudents who are thought using Flipped classroom models and that of those who are not,

and to find out whether or not there are an effect of using Flipped classroom models on EFL students' achievement. This study used quasi experimental design. The technique of data analysis used statistical calculation of the T-test to determine the result of the research. The result of this study showed a statistically significant effect of Flipped Classroom Model on students' writing ability. The students, better achievement toward writing ability can be seen on the mean score of the post-test of experimental class was 69,81 which was higher than the mean score of post test in control class which was 62.03. It showed that flipped classroom model given significant effect to students' writing ability and The result of this research indicate that using flipped classroom model provides a significant different toward students' writing ability of what they found knowledge about vocabulary, and how to make a good content. The differences that can be seen in the previous study and the present study are: the locations the research, the

population and samples of both studies, the subject of lesson that was researched, the instrument, the samples of research, and kind of the variables. The similarities that can be seen are: the one of the variable of study is same, the treatment, the same of design research.

Second, research by (Nouri, 2016) “ The flipped classroom: for active, effective and increased learning – especially for low achiever”. The aim of the study was to find; was to examine how students perceive flipped classroom education in a university research methods course. Three particular aspects were considered, namely, (a) the student’s general experiences and attitudes of learning through flipped classroom, (b) the student’s experiences of using video lectures as a medium for learning, and (c) the student’s experiences of using a Learning Management System (LMS) in the frame of the flipped classroom model. Further, this study has also considered differences in experiences and attitudes of low and high achieving students. This study used quantitative

analysis of a closed questionnaire. The results indicate that the reasons for students' perceptions of increased and more effective learning are associated with: 1) the affordances of video lectures (the ability to reflect and learn in own pace), 2) more meaningful practice-oriented and teacher supervised classroom activities, and 3) more supported learning processes due to teacher and peer scaffolding in class and out of class through the use of Moodle.

Third, a research (Saglam & Arslan, 2018) with the title "The Effect of Flipped classroom model on the academic achievement and attitude of higher education students. The purpose of this study is to see how a flipped classroom affects students' ability to learn a new grammar structure and their attitudes toward the English course. During the second semester of the 2015-2016 academic year, 56 students from five different preparatory classes at a black sea region university foreign languages school participated in the

study for six weeks. The study was designed as a "non-equivalent control group design," which is a type of quasi-experimental methods. An achievement test and an attitude scale were used to collect data. The experimental group used the flipped classroom model, while the control group used traditional instruction. In comparison to traditional instruction, the flipped classroom had a medium influence on students' academic results and attitudes at the conclusion of the study (Saglam & Arslan, 2018). The similarities of this research is the researcher aims to search the effect of flipped classroom. The researcher uses quasi-experimental with non-equivalent design.

The last, research by (Afiliasanti et al., 2016) “Effect of Flipped Classroom Model on Indonesian EFL Students’ Writing ability across and individual differences in learning” toward the ability in writing ability students at senior high school negeri 8 at Malang, Indonesia. The aim of the study was found do EFL

students learn by using flipped classroom model achieve better writing ability than those learning in a traditional classroom, how is the writing ability of students with diverging, assimilating, converging and accommodating learning style. This method used quasi experimental design. The result of this study has found out that there was a significant difference on the students' writing ability after the implementation of flipped classroom model. There is interaction between flipped classroom model and students' learning styles. From the results explained, it can be suggested that in applying flipped classroom model in their teaching, teachers must have a good preparation, must understand what flipped classroom is how its applied, what problems commonly occur in flipped classroom and how to handle them. The differences that can be seen in the previous study and present study are: the location of the research, population and samples of both studies, the subject of lesson that was researched, and kind of the

variables.

G. Research Hypothesis

The two types of hypotheses that should be familiar are null (H_0) and alternative hypotheses (H_a). The null hypothesis always predicts that there will be no difference between the groups being studied. Instead, the alternative hypothesis predicts that there will be differences between the groups (Geoffrey, 2019). From these assumptions, this research hypothesis can be formulated as follows:

1. H_a (Alternative Hypothesis)

There is no significant influence of using flipped classroom on improving EFL students' English Achievement of eighth graders at SMPN 14 Bengkulu City.

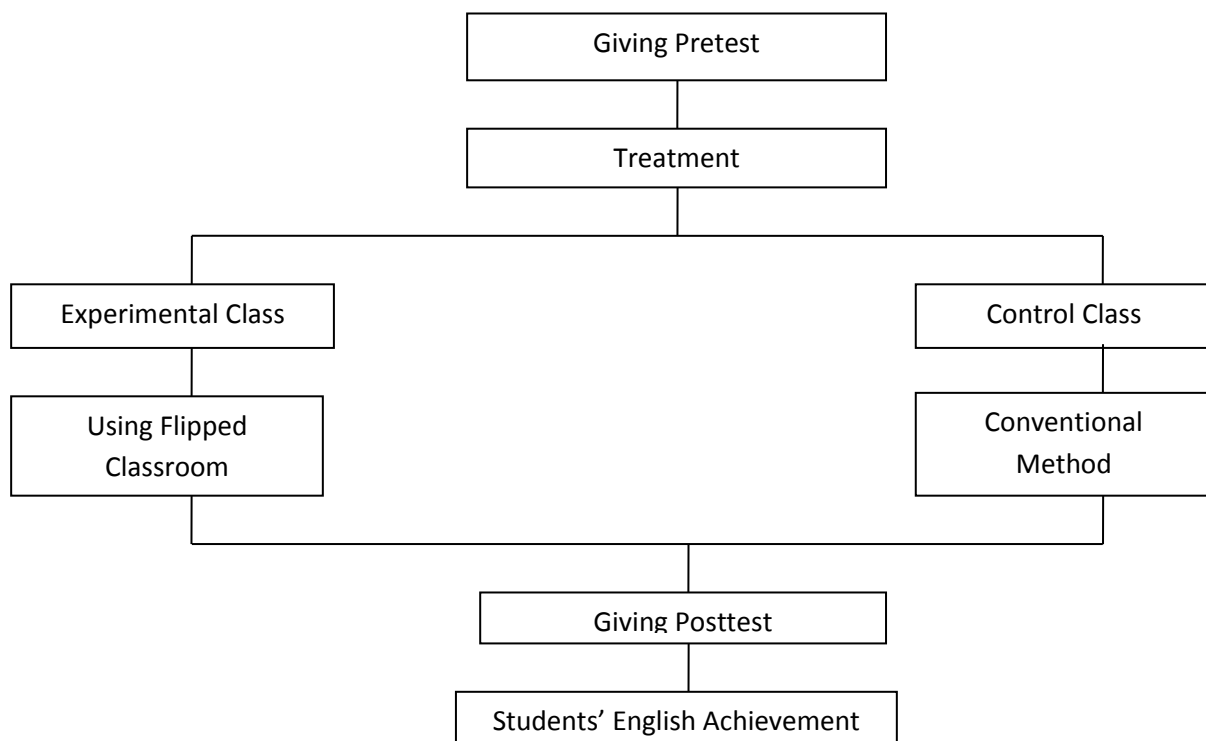
2. H_0 (Null Hypothesis)

There is a significant influence of using flipped classroom on improving EFL students' English Achievement of eighth grades at SMPN 14 Bengkulu City.

H. Conceptual Framework

In the previous chapter, the researcher identified problems and considered one main problem. The main problem is students less motivated to participate in learning English. Therefore, the researcher trying to use flipped Classroom on English learning process

Figure 2.1.
Conceptual Framework



CHAPTER III

RESEARCH METHOD

This chapter presents research method & design, time & place of research, population and samples, research variables, technique collecting data, research Instrument, procedure of research, data analysis, hypothesis test and hypothesis testing.

A. Method & Research Design

1. Research Method

According to (Creswell, 2012), a quasi-experiment is an experimental situation in which the researcher assigns, but not randomly, participants into groups because the experiment cannot artificially create groups for the experiment. Next, the researcher was apply The Pretest and Posttest design. Creswell explains that the pre-test provides a measure of several attributes or characteristics to be assessed for participants in previous experiments they receive treatment.

2. Research Design

This type of research is Quasi Experimental Research. This research conduct to determine the effect of students' English achievement results. The way to find out is bycompare the ability of students' English achievement results between groups experiment with the control group. In the experimental group, the learning use the flipped classroom model. In the control group, the learning used is learning conventional method. The researcher apply the Pretest Posttest Nonequivalent Control Group Design, which is a design that given a pretest before treatment, as well as a posttest before subjected to treatment in each group.

The following are the steps to construct a quasi-experimental non-equivalent control group design:

Table 3.1**Research Design****Pretest posttest Design**

Group	Pre-Test	Treatment	Post-Test
Experiments	O ₁	X	O ₂
Control	O ₃	X ₀	O ₄

(Fraenkel et al., 2012)

Note:

O₁: Pre-test of experiment classO₂: Post-test of experiment classO₃: Pre-test of control classO₄: Post-tes of control class

X : Treatment

X₀: No treatment**B. Time and Place of The Research**

The place was needed as locating of the research to gain the data in the research. To investigate the effect of flipped classroom in improving EFL students' English achievement. The researcher does the research at SMP

Negeri 14 Bengkulu as the place of research. The location at Jl.Zainul Arifin Bengkulu, Indonesia. This research was carried out on April 30,2022– Mei 31, 2022.

C. Population and Sample

1. Population

The population is the entire subject of the study, defined as all members of any well-defined class of people, events, or subjects (Arikunto, 2011). The population in this study are students of class VIII SMPN 14 Bengkulu city. In this study, two class need which became the experimental group and the control group. Each class consists of thirty one students. The researcher chose this school because the problems faced in the school in accordance with the title that the researcher adopted. The reason for this class being the subject of research is based on the results of researcher observations to English teachers that student learning outcomes in class VIII 1 and VIII 4. Most students are bored when learning English so that it affects learning

outcome they. In addition, the English subject teacher in carrying out activities the teaching and learning process does not apply an attractive model for students.

Table 3.2

Population of the study

No	Class	Total students
1.	VIII 1	31
2.	VIII 2	32
3.	VIII 3	31
4.	VIII 4	31
5	VIII 5	32
6	VIII 6	31
Total		188

(Source : the Data from SMPN 14 Bengkulu)

2. Sample of the Research

The sample is part of the number and characteristics posses by the population. If the population is very large and researcher cannot study all of these populations, for example due to limited time and energy, the researcher uses samples taken from the population, for which samples taken from the population must be truly representative.

Sample is a sub-group of the target population and selection from the individuals who represent the whole population that the researcher plans to study for generalizing about the target population (Creswell, 2012). Furthermore, (Fraenkel & Wallen, 2012) added that the smaller group of population called sample or the group on which information is obtained in the research study.

3. Technique Sampling

In this study the sampling was done by purposive sampling technique. This purposive sampling technique was used based on the consideration that the two sample groups had the same average ability. Researcher take samples at SMPN 14 Bengkulu City. There are 31 students VIII 1 and 31 students VIII 4. The total number are 62 students. Researcher used two groups as samples, namely the experimental group VIII 1, and the control group VIII 4.

Table 3.3
Sample of the Research

No	Group	Class	Total	
			Male	Female
1	The experimental group	VIII 1	16	15
2	The control group	VIII 4	15	16
Total			31	31
			62	

D. Research Variabel

Variable is something that the researcher would be investigating. According to (Fraenkel, J.R & Waellen, 2012) the variable is a concept a noun that stands for variation within a class of subjects such as gender, color, motivation, chair, eye, achievement, or running speed. Based on the title of this research, there were two variables:

1. Independent Variable

The Independent variable is the one affecting another variable. In this research teaching in students' English achievement model will an independent

variable because it affected the students' English achievement.

2. Dependent Variable

Dependent Variable is the one affected by another variable. In this research students' English Achievement a dependent variable.

E. Technique of Collecting Data

The researcher was do the pre-test and post-test for all of the samples. The pretest is giving for the control and experimental class. The data were be collected by giving the test to the students. One of the most important steps doing research is collecting data to find out the result of the research. The procedures of data collection followed some steps. The data for this research were collected from the score of the pretest and posttest. In order to know wheter using Flipped classroom model in EFL students English Achievement at SMP Negeri 14 Bengkulu City.

The pre-test were be gives to the class before

treatment to see how far students have English learning Achievement. After the receiving the pre-test then the experimental group will receive treatment the strategy were be applied. Meanwhile the control group were have a traditional treatment (conventional treatment based on the steps that usually done by the teacher). After receiving treatment, the experimental and control group were be given post-test. It's aim to see the extend to which students' English Achievement.

1. Test

The test used to measure how many percents the purpose can achieve once the teaching process. The test is a method of measuring a person's ability or knowledge in a gave domain. In this research, the researcher used a reading and writing ability in essay test. In the beginning of this research, the researcher held pre-test in both experimental class and control class at the second grade of SMP Negeri 14 Bengkulu to know their English competences. After knowing

the result of the pre-test, the researcher gives the treatment to the experimental class only without giving it to the control class. After the treatment to the experimental class, the researcher gives post-test to both experimental class and control class. Then, the result of pre-test and post-test compare.

a. pretest

The pre-test is conducted to know the students' English achievement before the treatment. It was be in the control class and experimental class to find out the students' quality before treatment.

b. posttest

The purpose of administering the post-test were be to measure the students 'ability in developing their English achievement after the received the treatment. By analyzing the student's post-test scores, the researcher could measure the significant difference in students' achievement

between the experimental and control groups. The topics tested in the post-test were the same as this in the pre-test because both of them were be used to measure the students ' English achievement and to know whether there were a positive influence of using Flipped Classroom model towards students' English achievement not. After conducting a pre-test and post-test for the two groups, the researcher scored the student's pre-test and post-test and arranged the scores into the rank order.

F. Research Instrument

1. Writing Test

The resercher use writing essay test as an instrument to collect the data. There are two kind instruments in this study, they are: instrument for experimental group, and also for control group. The researcher gives some question those students writing essay test. Fore xample: Choose from several

titles below, and make a story about the title!

Topic :

- a. My Holiday
- b. Eid al-Fitr

To assess the students writing essay test. Then, use the pre-test and post test. The pre-test is used to determine students abilities before using treatment and the post-test is used to determine the effectiveness of Flipped Classroom models in the experimental class.

Scoring rubric of Writing skills test

According to Jacob et al's (1981) in Weigle (2002))

Aspect of writing skills test	Score	Level	Criteria
Content	30-27	Excellent To very good	Through development of paragraph unity Relevant to topic, topic sentence, concluding sentence
	26 – 22	Good To average	Limited development of paragraph unity Mostly relevant to topic but lacks detail
	21 – 17	Fair to poor	Limited knowledge of paragraph Inadequate development of topic

	16 – 13	Very poor	Does not show knowledge of paragraph Not enough to evaluate
Organization	20 – 18	Excellent	to very good Well organized Clearly stated Cohesive
	17 – 14	Good	to average Limited supported idea Logical but incomplete sequencing
	13 – 10	Fair	to poor Non fluent Ideas confused Lack logical developing
	9 – 7	Very poor	Does not communicative Not enough to evaluate
Vocabulary	20 – 18	Excellent to very good	Effective word usage Word form mastery
	17 – 14	Good to average	Adequate range Error of word form
	13 – 10	Fair to poor	Limited range Frequent errors of word form
	9 – 7	Very poor	Essentially translation Little knowledge of English vocabulary Errors word form
Grammar	25 – 22	Excellent to very good	Effective complex construction Word offer function Articles pronouns Prepositions
	21 – 18	Good to average	Effective but simple construction Several errors of agreement Tense, articles pronouns, and prepositions but meaning seldom obscured

	17 – 11	Fair to poor	Simple Frequent errors of tense, word function Articles pronouns and preposition Meaning
	10 – 5	Very poor	No mastery of constructions Dominated by errors Does not communicate Not enough to evaluate
Mechanics	5	Excellent to very good	Mastery of conventions Few errors of spelling, punctuation and also capitalization
	4	Good	to average Occasional errors of spelling, punctuation, capitalization Meaning not obscured

2. Reading Test

The instrument of the quasi experimental research was a reading essay test. The researcher administered a pre test, treatments, and a post test. The pre test and post test that the researcher administered were the same but the numbers of the test were arranged.

Table 3.4.

Specification of the instrument test

no	Standard of Competence	Basic Competence	Indicators	Instrument	
1	Writing			Type of Instrument	Instrument
	Expressing meaning in the simple short functional written text and essay in form Recount text	Expressing meaning and step of rhetoric in simple short written text using kind of language accurately, fluently and to related to environment in written recount text form.	The students are expected to be able to write an essay writing in the form of recount text	Recount text	Write a recount text about ur Holiday and Eid Al-Fitr! Write the text using generic structure of recount text
2	Reading			Type of Instrument	Instrument
	Understanding the meaning of the written text in form of recount text	Responding the meaning of the written text in the daily context and use them to access knowledge in the form of recount text	The students are expected to be able to read an essay reading in the form of recount text	Recount Text	Read a recount text about ur Holiday and Eid Al-Fitr!

G. Research Procedure

Data collection methods are techniques or methods that researcher use to collect data. Data collection in this study uses several techniques, namely:

1. Pre-test

a. Writing Test

First, before applying the treatment using Flipped Classroom Model, the students were gives the pre-test both the experimental and control group. The pre-test itself was used to know the students ability in writing recount text. Researcher gives some the title of the story, and the students write what content is in accordance with the title gives by the researcher. The researcher was gives this topic because the researcher believed that is was easy for them to write a Recount Text.

b. Reading Test

Before applying the treatment using Flipped Classroom Model, the students were given the pre-test both the experimental and control group. The pre-test itself was used to know the students' ability in reading recount text. The researcher gives them the title of the story, and the students write what content is in accordance with the title given by the researcher. The researcher was given this topic because the researcher believed that it was easy for them to read a Recount Text.

2. Treatment

a. Writing test

After the pre-test, the researcher gives the treatments for three meetings to the control and experimental class. There are different treatments between two groups but

with same amount of time and same topics, using Flipped Classroom Model for the experimental group and without Flipped classroom model for the control group.

1) Treatments for control group

In the control group, the researcher gives the treatment but without Flipped classroom model. In this group, the researcher taught conventional treatment based on the steps that usually done by the teacher of SMPN 14 Bengkulu City when teaching in the classroom, and the teaching process are:

1. The researcher explain some points of the learning English to the students.
2. The researcher gives the topic
3. The researcher asked the students
4. The last the researcher analyzed the

students English Achievement

2) Treatment for Experimental Group

In this group, the researcher did the research in VIII.1 grades by using Flipped classroom model. Beside the following treatments were particularly conducted to the experimental group.

The steps were as follows:

1. Treatment I

Topic: Recount Text

- 1) The researcher explain first about flipped classroom model
- 2) The researcher make a group discussion in messenger for interact with students.
- 3) The researcher asked about material that has given.

2. Treatment II

Topic: My Holiday

- 1) In the treatment II the researcher did review about the material.
- 2) The researcher asked topic and discuss together the difficult point in the video learning.
- 3) The researcher gives some of the tittle and the students based on the topic.

3. Treatment III

- 1) In the third treatment the researcher discuss
- 2) Then instructing students to create an English lesson entitled My Holiday in their own language
- 3) After that they concluded the

meaning of the storyt hey has made.

4. Treatment IV

- 1) The fourth treatment, the researcher discuss with students about the material that the researcher given via the study group.
- 2) The material contained tell about experiences that have happened in the past an example is My Holiday
- 3) In the control class, the researcher explains and given examples of the subject, followed by discussion.

5. Treatment V

- 1) In the fiftht reatment in the experimental class, students

were asked to create 5 discussion groups.

- 2) Then students' fill the questions that have been gives by the researcher
- 3) While in the control class, the researcher instructed students to learning english text with the same title in the experimental class
- 4) The researcher concluded all materal given about flipped classroom.
- 5) After that, the researcher given Essay test with the title Idul Fitr like the activities they did in the treatment before.

b. Reading Test

1. Experimental Group

The experimental group in this study were students of Class VIII at SMPN 14 Bengkulu. The experimental group used the flipped classroom model on reading Test. Then, design this method in group. In conducting treatment, the teacher must know what was do in the experimental class, there are several step teaching reading test in using flipped classroom.

They are as follows:

- a. Students can read recount text
- b. Students can identify the generic structure of recount text
- c. The teacher gave an example of a recount text that is displayed
- d. Students read the examples of recount text that are displayed
- e. Students and teacher discuss the material about recount text

f. Students make a 4 groups discussion and then students work to determinethe generic structure and content of the text in the form of identification recount tex

2. Control Group

Based on Jacob et al Julia (2014,p.33), more common than comparing a treatment group to a group receiving no treatment (true control group) is situation in which researcher compare group receiving different treatments. These are called comparison group. The majority of educational experiments study the differences in the result of two or more treatments rather than the differences in the result of one treatment versus no treatment at all. There were some steps done by the

teacher in the control class:

- a. Students can read recount text
- b. Students can identify the generic structure of recount text
- c. The teacher explains the material about recount text
- d. The teacher asks students to discuss with their classmates
- e. Students give questions to the teacher about the material
- f. The teacher asks students to make an example of recount text

3. Post-test

After giving treatments, both of class were given the post-test in order to know the effect of the flipped classroom model on the students' writing and reading Essay test. Topic of the post test

was same as in the treatment. After doing the posttest, the last procedures that have to be done was analysis the students writing task. The analysis was done to know the result of whether are any significance differences between the students who use flipped classroom model and the students who not use the flipped classroom model. Then, the researcher analyzed the score of the data.

H. The technique of Data Analysis

Data analysis is the last step in the procedure of the experiment, in this case, processing the data. The data processing is the step to know the result of both the experimental class and the control class and also their differences.

1. Try-out test

The researcher was conducted try-out test to design a good test and it was administered to the students who belong to neither the experimental nor the control groups. By using the students score of the try-out, the researcher did item analysis and an analysis to find out the validity and reliability of the test. The choosing of the instrument had been done by considering : validity, reliability, the degree of test difficulty as follows :

a. Validity

Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. It means that validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a good validity. To measure that the test has good

validity, this research used the content validity and item validity.

Validity is the most important consideration in developing and evaluating measuring instruments. Validity can be defined as the extent to which an instrument measured what it claimed to measure (Aryetal, 2010). This validity test uses the Pearson Product Moment correlation, which is the correlation between questions with a total score. The validity test was carried out with the help of SPSS version 25. The test uses a significance level $(\alpha) = 0.05$ which is commonly used and the number of samples $(n) = 31$ respondents so that the r-table is 0.339.

If $r\text{-count} > r\text{-table}$ then the questions is valid

If $r\text{-count} < r\text{-table}$ then the questions is invalid

Table 3.5
Validity pretest

NomorSoal	Pearson Correlation (r Tabel)	R Tabel	Nilai Sig.	Keterangan
Question 1	0,607	0,339	0,000	Valid
Question 2	0,520	0,339	0,021	Valid
Question 3	0,405	0,339	0,024	Valid
Question 4	0,466	0,339	0,003	Valid
Question 5	0,443	0,339	0,013	Valid
Question 6	0,429	0,339	0,016	Valid
Question 7	0,381	0,339	0,035	Valid
Question 8	0,567	0,339	0,001	Valid
Question 9	0,582	0,339	0,001	Valid
Question 10	0,485	0,339	0,006	Valid

Based on the "Correlation" output, it is known that the calculated r-value (Pearson Correlation Item Question 1) is $0.607 > r \text{ table } 0.339$, so as the basis for making decisions in the validity test, it can be concluded that Question 1 is valid. In addition, it is known that the value of Sig. (2-tailed) for Question 1 is $0.00 < 0.05$. So as the basis for decision-making in the validity test, it can be concluded that Question 1 is valid.

Because the questions in Question 1 are

valid, they can be used as an accurate data collection tool in a study. Likewise, with Question 2 and so on. Where according to the results of data processing from SPSS in the table above, it is known that there are ten questions and all of them are valid because the r -value $>$ than r -table (0,339).

Table 3.6

Validity posttest

NomorSoal	Pearson Correlation (r Tabel)	R Tabel	Nilai Sig.	Keterangan
Question 1	0,486	0,339	0,004	Valid
Question 2	0,454	0,339	0,007	Valid
Question 3	0,675	0,339	0,000	Valid
Question 4	0,378	0,339	0,028	Valid
Question 5	0,470	0,339	0,005	Valid
Question 6	0,377	0,339	0,028	Valid
Question 7	0,393	0,339	0,022	Valid
Question 8	0,635	0,339	0,000	Valid
Question 9	0,617	0,339	0,000	Valid
Question 10	0,412	0,339	0,015	Valid

Based on the "Correlation" output, it is known that the calculated r -value (Pearson Correlation Item Question 1) is $0.486 > r$ table

0.339, so as the basis for making decisions in the validity test, it can be concluded that Question 1 is valid. In addition, it is known that the value of Sig. (2-tailed) for Question 1 is $0.00 < 0.05$. So as the basis for decision-making in the validity test, it can be concluded that Question 1 is valid.

Because the questions in Question 1 are valid, they can be used as an accurate data collection tool in a study. Likewise, with Question 2 and so on. Where according to the results of data processing from SPSS in the table above, it is known that there are ten questions and all of them are valid because the r -value $>$ than r -table (0,339).

b. Reliability test of pretest and posttest

Reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents

(Cohenetal, 2002). Reliability tests were carried out on instruments that had previously been declared valid. A variable is said to be valid if the answers to the questions are always consistent. To measure reliability by using statistical testis Cronbach Alpha. A variable is said to be reliable if it has a Cronbach Alpha value of more than 0.6. To test the reliability of the instrument, the analysis was carried out with the help of SPSS version 25. The results of reliability testing for the questions results can be seen in Table:

Table 3.7

Reliability Pretest

Reliability Statistics	
Cronbach's Alpha	N of Items
0.621	10

The table above shows that the N of items (the number of questions for the pre-test) are ten items with a Cronbach's Alpha value of 0.621 >

0.60. So as the basis for decision-making in the reliability test, it can be concluded that the ten questions are reliable or consistent.

Table 3.8

Reliability Posttest

Reliability Statistics	
Cronbach's Alpha	N of Items
0.637	10

The table above shows that the N of items (the number of questions for the post-test) are ten items with a Cronbach's Alpha value of 0.637 > 0.60. So as the basis for decision-making in the reliability test, it can be concluded that the ten questions are reliable or consistent.

2. Hypothesis Test

The steps to test the hypothesis were:

a. Normality test

The researcher used normality test to know

whether the data in the experimental class and control class have normal distribution or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for normality test. The hypotheses for the normality test are formulated as follows:

Ho: The data do not have normal distribution

Ha :The data have normal distribution

While the criteria acceptance or rejection of normality test are:

Ho: Is rejected if $\text{Sig} > \alpha = 0,05$

Ha :Is accepted Is rejected if $\text{Sig} < \alpha = 0,05$

b. Homogeneity Test

After the normality test, the researcher determined the homogeneity of the test. This test is intended to test whether the data

obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for homogeneity of the test. The test of homogeneity employed Levene statistic test. The hypotheses for the homogeneity test are formulated as follows.

Ho : the variance of the data is not homogeneous

Ha : the variance of the data is homogeneous

While the criteria acceptance or rejection of homogeneity test are:

Ho is rejected if $\text{Sig.} < \alpha = 0,05$

Ha is accepted if $\text{Sig.} > \alpha = 0,05$

c. T-test Statistical Analysis

In order to determine whether there is a significant difference between the students' English achievement of experimental and the control groups, the t-test formula applied

However, the standard should be computed before counting the t-test.

After getting the result of the t-test, the hypotheses of the study are tested by the following criteria:

1. Rejecting null hypothesis (H_0) and accepting alternative hypothesis (H_a) if t_{table} was higher than t_{value} ($t_{table} < t_{value}$)
2. Accepting null hypothesis (H_0) and rejecting alternative hypothesis (H_a) if t_{value} was higher than t_{table} ($t_{value} < t_{table}$).

d. Paired Sample T-test

Last in the Paired T-test, in unrelated of two samples, the researcher was be compared or find out the difference mean score. According to Halvanes and Caputi also used to know whether there are effects or not. The post-test conducted by given a question and the students give their answers with focus.

I. Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis propose in this research is accepted or not. The hypothesis of this research was there is a positive effect of giving Flipped classroom model on students' English achievement

The hypothesis was also statically tested by using statistical computerization (SPSS 25), in which the significance is determined by $p < 0.05$. Therefore, the hypothesis which can be stated is as follows:

H_a : There is a positive effect of giving Flipped classroom model on students' English achievement. The criteria H_a is accepted if alpha level is lower than $0.05 (\alpha < 0.05)$.

H_0 : There is no positive effect of giving Flipped classroom model on students' English achievement. The criteria is H_0 is accepted if alpha level is higher than $0.05 (\alpha > 0.05)$.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher presents the result and discussion that included of the description of data, data analysis, the result of normality and homogeneity testing, hypothesis testing and discussion.

A. Result

In this study, the data was obtained using students' English achievement as a test before the researcher examined the outcomes of the data. In the experimental and control classes, students test scores were acquired from the pre-test and post-test. The pre-test was completed before therapy, and the post-test was completed following treatment. The pre-test and post-test were administered to both the experimental and control groups. The data were examined using SPSS Statistics Version 25 when it was obtained. This chapter will contain a description of the complete analysis.

1. The Description Pre-Test and Post-Test

The test was described and assessed before and after therapy in this section. Before treatment, students in the experimental and control classes were given a pre-test. After treatment, the students in the experimental and control classes were given a post-test.

a. The Descriptive Analysis of Students' English Achievement of Pre-Test and Post-Test in Control Class and Experimental Class

The findings of the descriptive analysis on the data of students' English achievement pre-test and post-test values are shown in the tables below:

Table 4.1
Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest (experiment class)	31	55	82	69.29	6.749
Posttest(experim ent class)	31	60	90	77.35	8.040
Pretest (control class)	31	54	80	64.06	6.816
Posttest (control class)	31	59	88	71.19	7.591

Based on the table above in the experimental class that uses a sample (N) of 31 students, the minimum pre-test value is 55 and the maximum value is 82 therefore that it gets an average of 69,29. Meanwhile the minimum post-test value is 60 and the maximum value is 90 thus that it gets an average of 77,35. Also, in the control class that uses a sample (N) 31 students, the minimum pre-test value is 54 and the maximum value is 80 therefore that it gets

an average 64,06. Meanwhile the minimum post-test value is 59 and the maximum 88 therefore that it gets an average 71,19.

b. The Result of Students' English Achievement Pre-Test and Post-Test Score in Control Class

The following table shows the results of categorizing students' English achievement scores in the control class:

Table 4.2

The result pretest-posttest in Control Class

Interval Score	Qualification	Pretest		Posttest	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
80-100	Excellent	1	3,2%	6	19,4%
70-79	Very Good	5	16,1%	10	32,3%
60-69	Good	17	54,8%	14	45,2%
50-59	Low	8	25,8%	1	3,2%
< 49	Fail	0	0,0%	0,0	0,0%

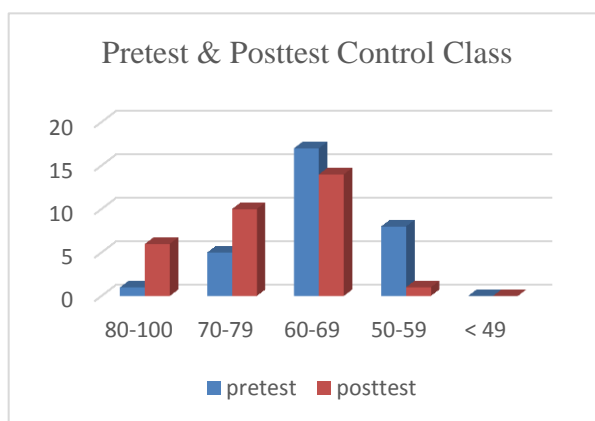
In the control class, the results of the students' English achievement scores on the

post-test increased and were higher than the pretest. This can be seen in the pretest, namely 0 students (0%) got a failed qualification score, 8 students (25.8%) got a low qualification score, 17 students (54.8%) got a good qualification score, 5 students (16.1%) got a very good qualification score, and 1 student (3.2%) got excellent qualification score. While the results of the students' English achievement scores on the post-test were 0 students (0%) got a failed qualification score, 1 student (3.2%) got a low qualification score, 14 students (45.2%) got a good qualification score, 10 students (32.3%) got very good qualification scores, and 6 students (19.4%) got excellent qualification scores. As a result of these findings, the qualifications of students' grades increased. In addition, the following

figure depicts the results of students' pre-test and post-test scores in the control class:

Figure 4.1

Pretest-posttest control class



c. The Result of Pre-Test and Post-Test Score in The Experimental Class

The following table shows the results of categorizing students' English achievement scores in the Experimental class:

Table 4.3
Result of pretest-posttest experimental class

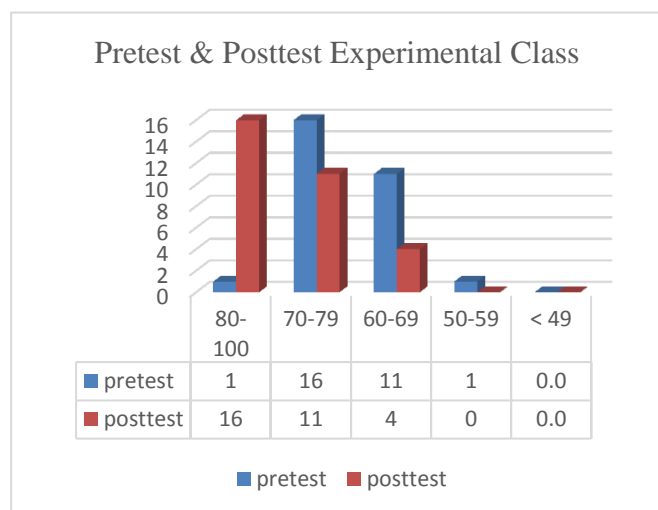
Interval Score	Qualification	Pretest		Posttest	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
80-100	Excellent	1	6,5%	16	51,6%
70-79	Very Good	16	51,5%	11	35,5%
60-69	Good	11	35,5%	4	12,9%
50-59	Low	1	6,5%	0	0%
< 49	Fail	0	0,0%	0,0	0,0%

In the experimental class, the results of the students' English achievement scores on the post-test increased and were higher than the pretest. This can be seen in the pretest. Namely, 0 students (0%) got a failed qualification score, 1 student (6.5%) got a low qualification score, 11 students (35.5%) got a good qualification score, 16 students (51.5%) got a very good qualification score, and 1 student (6.5%) got an excellent qualification score. While the results of the students' achievement scores on the post-test were 0 students (0%) got a failed qualification score,

0 students (0%) got a low qualification score, 4 students (12.9%) got a good qualification score, 11 students (35.5 %) got very good qualification scores, and 16 students (51.6%) got excellent qualification scores. As a result of these findings, the qualifications of students' grades increased. In addition, the following figure depicts the results of students' pre-test and post-test scores in the experimental class:

Figure 4.2

Pretest-posttest experimental class



2. The Normality Test

The normality test demonstrates that the sample data originates from a population with a consistent distribution. To determine the normality in this study, the researcher employed statistics calculation SPSS Statistics version 25. According to (Santoso, 2014), the data is said to be normally distributed (symmetrically) in the Shapiro Wilk test if the value of Sig. Greater than 0.05.

a. Experimental Class Pre-Test Normality Test Results

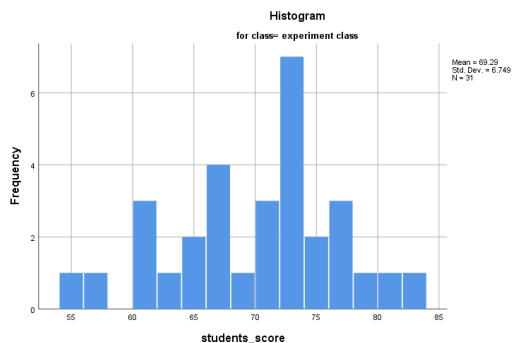
The output table for the Shapiro Wilk normality test contained in the "Test of Normality" table for the pre-test learning outcomes of students in the experimental class and control class is as follows:

Table 4.4
Normality test of Experimental class

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
students_ score	experiment class	0.140	31	0.127	0.972	31	0.589
	control class	0.143	31	0.109	0.958	31	0.255

a. Lilliefors Significance Correction

From the output, the value of Sig. for the experimental class is 0.589, and the value of Sig. for the control class is 0.255. Because the value of Sig. for the two classes > 0.05 , then as the basis for decision making in the Shapiro Wilk normality test above, it can be concluded that the learning outcomes data or students' pre-test scores for the experimental class and control class are normally distributed. Besides that, it would be described in the histogram diagram below

Figure 4.3**Histogram experimental class****b. Control Class Pre-Test Normality Test Results**

The output table for the Shapiro Wilk normality test contained in the "Test of Normality" table for the post-test learning outcomes of students in the experimental class and control class is as follows:

Table 4.5
Normality test of Control class

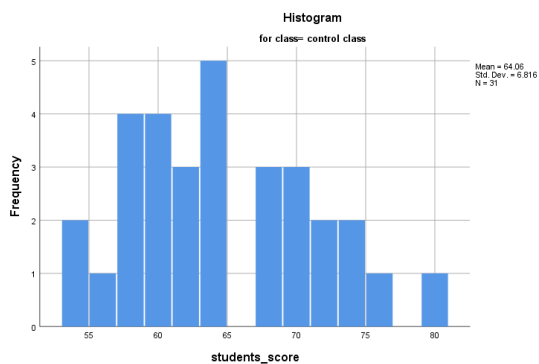
Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
student	experiment class	0.145	31	0.095	0.952	31	0.180
s_score	control class	0.135	31	0.158	0.964	31	0.365

a. Lilliefors Significance Correction

From the output, the value of Sig. for the experimental class is 0.180, and the value of Sig. for the control class is 0.365. Because the value of Sig. for the two classes > 0.05 , then as the basis for decision making in the Shapiro Wilk normality test above, it can be concluded that the learning outcomes data or student post-test scores for the experimental class and control class are normally distributed. Besides that, it would be described in the histogram diagram below:

Figure 4.4

Histogram Control class



3. The Homogeneity Test

The homogeneity test aims to test the similarity of control group variants and experimental groups. The test used is One-Way Anova test. The results are presented in the following table:

Table 4.6

Homogeneity test result

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
students_score	Based on Mean	0.513	1	60	0.477
	Based on Median	0.371	1	60	0.545
	Based on Median and with adjusted df	0.371	1	59.754	0.545
	Based on trimmed mean	0.540	1	60	0.465

Based on the output table "Test of Homogeneity of Variances" above, it is known that the significance value (Sig.) of the Learning Outcomes variable in the experimental class and control class students is 0.477. Because of the value of Sig. $0.477 > 0.05$, then as the basis for making

decisions in the homogeneity test above, it can be concluded that the variance of the data on learning outcomes in the experimental class and control class students is the same or homogeneous.

4. T-Test Statistical Analysis

a. Paired Sample T-Test

In paired sample t-test, the researcher was compared the mean score of students' pre-test and post-test in each group. It was because the researcher would to know or to compare the mean score between two related group. The results as follows:

1. Paired Sample T-Test in Experiment Class

The following table shows the results of the paired sample ttest in the control class:

Table 4.7
Samples statistics of Experimental Class

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error
Pair 1	pretest	69.29	31	6.749	1.212
	posttest	77.35	31	8.040	1.444

According to the table, the mean score in the pre-test was 69,29 with a standard deviation of 6,749 and the mean score in the post-test was 77,35 with a standard deviation of 8,040. As can be observed from all of the data, there was a significant difference in mean score between the pre-test and post-test, with the mean score in the post-test was higher than the pre-test. Another table as follows below:

Table 4.8
Paired Samples test of Experimental Class

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pret est – postt est	-8.065	3.696	0.664	-9.420	-6.709	-12.148	30	0.00 0

In paired sample test table showed a lot of data information about the difference mean score between pre-test and post-test. Besides that, the results of data above very important because it could be proven whether there was difference mean score between pre-test and post-test after given the treatments. In making decision, if significance (2-tailed) lower than $\alpha = 0,05$ there were difference mean score of related groups after given the treatment. So, from the data, because significance (2-tailed) was 0,000 lower than 0,05 there were the relationship of mean score of related groups after given treatments of there were difference mean Score in pretest and posttest.

2. Paired Sample T-Test in Control Class

The following table shows the results of the paired sample t-test in the control class:

Table 4.9
Samples statistics of Control Class

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	64.06	31	6.816	1.224
	posttest	71.19	31	7.591	1.363

According to the table, the mean score in the pre-test was 64,06 with a standard deviation of 6,816 and the mean score in the post-test was 71,19 with a standard deviation of 7,591. As can be observed from all of the data, there was a significant difference in mean score between the pre-test and post-test, with the mean score in the post-test was higher than the pre-test. Another table as follows below:

4.10 Samples test of Control Class

Paired Samples Test									
		Paired Differences					t	df	Sig. (2- tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – posttest	-7.129	2.141	0.384	-7.914	-6.344	-18.542	30	0.000

In paired sample test table showed a lot of data information about the difference mean score between pre-test and post-test. Besides that, the results of data above very important because it could be proven whether there was difference mean score between pre-test and post-test after given the treatments. In making decision, if significance (2-tailed) lower than $\alpha = 0,05$ there were difference mean score of related groups after given the treatment. So, from the data, because significance (2-tailed)

was 0,000 lower than 0,05 there were the relationship of mean score of related groups after given treatments of there were difference mean Score in pretest and posttest.

b. Independent Sample T-Test

In order to find out whether or not there was significant difference in students' English achievement between the students who are learning in the Flipped classroom model and who were not, the result of post-test scores students' English achievement in the experimental class and control class were compared by using independent sample t-test. Detailed of the statistically testing presented as follows:

Table 4.11**Independent T-Test Statistics**

Group Statistics					
	class	N	Mean	Std. Deviation	Std. Error Mean
students_score	experiment class	31	77.35	8.040	1.444
	control class	31	71.19	7.591	1.363

Based on table showed that in the control class the average student score was 81,79 while in the experimental group obtained an average value of 86,12. The following is an independent t-test result that compares the mean score of the students in the control group and the experimental group.

Table 4.12

Independent samples test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
students_score	Equal variances assumed	0.513	0.477	3.102	60	0.003	6.161	1.986	2.189	10.134
	Equal variances not assumed			3.102	59.803	0.003	6.161	1.986	2.189	10.134

Based on table showed that the results of t-count were 3,102 and significance (2-tailed) was 0,002. Since, significance (2-tailed) is $0,003 < 0,05$, H_0 is rejected, H_a accepted so it can be concluded that there is an effect toward the results of students' English achievement between those

who are learning in Flipped classroom model and those who are not.

5. Hypothesis Test

Based on the "Independent Samples Test" output table in the "Equal variances assumed" section, the Sig value is known. (2-tailed) of $0.039 < 0.05$, so as the basis for decision making in the independent sample t-test, it can be concluded that H_0 is rejected and H_a is accepted. Thus it can be concluded that there is a significant (significant) difference between the average student learning outcomes in the experimental class and the control class, which means that there is a significant influence on students' English achievement among students who are given learning with the flipped classroom model in the experimental class.

B. Discussion

Based on the output table "Test Homogeneity of Variance" above, it is known that the significance value (Sig.) of the Learning Outcomes variable in the experimental class and control class students is 0.477. Because of the value of Sig. $0.477 > 0.05$, so as the basis for making decisions in the homogeneity test above, it can be concluded that the data variance of student learning outcomes in the experimental and control classes is the same or homogeneous. A discussion of research results was conducted to explain and describe this study's results. The discussion contains a review of the findings related to research so that it can be seen to determine whether there is a significant effect of the class that applies the Flipped model on students' English achievement.

In this study, students who were taught using conventional learning got a significant increase but not as much as the increase in the experimental group who studied in the classroom with the flipped model. This can

be seen from the mean value of the pre-test in the control group is 64.06, and the average value of the post-test in the control group is 71.19. While the students who were taught using flipped classroom, the average score of the pre-test was 69.29, and the average score of the post-test was 77.35. It can be concluded that if the average score obtained in the experimental group is higher than the average score obtained in the control group, the results show that the post-test of the experimental group is better at improving students' English achievement than the post-test of the control group. In addition, based on the results, the t-count is 3.102, and the significance (2-tailed) is 0.003. Because, significance (2-tailed) = 0.003 < 0.05. H_0 is rejected, and H_a is accepted so that it can be concluded that there is an effect on students' achievement in learning English between those taught with the Flipped model and those who are not.

This has similarities with previous findings by (Aycicek & Yelken, 2018), whose aim was to

determine the effect of the reverse class model on student engagement in the classroom in teaching English which also uses one of the media in the form of video lectures. All video lectures in this study lasted approximately 18-20 minutes. The duration of the video lectures is shortened based on the recommendations given in the literature because, as (DU et al., 2014) say, short videos (no more than 15 minutes) are helpful to ensure student understanding, which is also the basis for this time for researchers to adopt the use of learning videos that are less than 15 minutes long. The results showed a significant difference between the control and experimental classes. According to Ayçiçek & Tuğba, this is because, in the inverted classroom model, students can get the opportunity to have one-on-one interactions with teachers and friends and to study subject matter at different times regardless of space and time.

Furthermore, this model has several advantages for students in terms of ensuring that students are ready

for lessons, making courses fun and productive, providing teacher guidance and teamwork, and motivating students by creating a competitive atmosphere in the classroom. Moreover, it can be said that the technology integrated into the flipped classroom supports individual learning, which helps to increase student success. As a result of these advantages, it is expected that the application of this model will positively influence the level of student engagement in the classroom.

Lodge McCammon, a Curriculum and Contemporary Media specialist at the Friday Institute for Educational Innovation, runs a workshop for teachers interested in using the reverse classroom method. McCammon advocates a paradigm shift in which as many lessons as possible are taught in an inverted environment. He instructs teachers who are interested in how to change their teaching, usually in lessons lasting about one to two months. Many teachers choose to continue with the reverse method during the school year. McCammon

believes that using the method occasionally is insufficient to measure student interest and increase engagement. He encourages teachers to turn over their classes as often as possible in his workshops. He also advocates an asynchronous learning environment where each student is involved in his project and runs at his own pace (Keengwe, 2014).

Based on the explanation above, it can be concluded that the reason for the flipped model has a significant influence on students' English learning achievement in the experimental group. First, it is caused by the provision of material in the form of learning videos that require students to study it independently at home first. This helps students to investigate the concept first so that students can analyze their ability to understand the material. If there is a material that is still not understood, students can ask the teacher or their friends. This makes students more interested in learning and makes it easier for students because students can learn in comfortable

conditions and an atmosphere with the ability to receive the material. Second, the teacher uses flipped instruction to reduce the number of direct instructions in learning so that time spent in class is more efficient and more focused on doing assignments and discussing material that has not been understood. This is evidenced by several previous studies regarding the flipped technique, which was applied in various learning classes and showed positive results. However, the Flipped classroom already has advantages and disadvantages. The following is spoken by (DU et al., 2014) :

a. Advantages of flipped classroom

1. Time efficiency. With the material given before the class starts, it is clear that time efficiency will occur. Whatever form of media is used, from audio-visual to an application that can be accessed via a student's smartphone, or a complete module with exercises and advanced

reference recommendations, all of them aim to streamline the learning process.

2. Exploration and elaboration can be broader and more profound. This is because the teacher no longer needs to convey an introduction to the material, a kind of lead-in that will bridge the initial material and the primary material. Teachers and students will have more opportunities to discuss essential things or expand the material's scope.
3. The learning process will be more enjoyable. This cannot be separated from using various learning media, such as video or digital applications. Students will enjoy the learning process more while absorbing the material provided.
4. A stimulus to stimulate teacher creativity. This is because teachers will be challenged

to create valuable and exciting content. As a result, the teacher will mobilize all his imagination and creativity to do this.

b. Challenges of flipped classroom

1. Facilities and infrastructure that do not support. Not all schools, teachers, and especially students have the facilities needed to support the implementation of the flipped classroom method. This is evidence that no matter how good a flipped classroom, especially one focusing on IT, has such a wide gap.
2. Potential to be a burden for teachers. Because apart from having to take care of administration and prepare lesson plans, teachers also have to create content to upload or write modules to study beforehand.

3. Trigger stress on students. Students will have an additional 'burden' to study the material. Of course, not all students are able and willing to do so. Precisely the possibility that occurs, students may become stressed.
4. Extra monitoring and assistance. Except using LMS media or interactive applications, no one can ensure that students read or at least watch videos made by the teacher.

The things mentioned above may be a consideration of whether or not to use the flipped classroom as a model that can be used in learning. Apart from that, various studies have been carried out for additional consideration (Wulandari, 2017). In the future, all matters relating to learning will return to the teacher who applies it. Because the policy is influential, the

teacher should be wiser in making decisions regarding all things in the learning process (Odzamli, 2016).

Therefore, after learning, students understand the material better than before, so students become more confident in learning. In addition, the percentage of English learning achievement of experimental group students after treatment was higher than the control group. Meanwhile, students in the control group were taught using conventional learning method, which teachers usually use. In the control group, students only study in class, and the teacher provides material, then students study in groups, do assignments, and discuss material while in the learning process. Therefore, the percentage of students' learning motivation in the control group is lower than in the experimental group.

Based on a comparison with previous research, this study is under the theme of research conducted by (Saglam & Arslan, 2018) which concluded that the inverted classroom model could be an effective model for

improving academic achievement and attitudes of college students, according to the findings of this study. Furthermore, it can be seen from the results of the categorization of student achievement scores on students' English learning achievement in the Experiment class, which teaches students using the flipped classroom model, and the Control class, which teaches conventional learning:

In the control class, the results of the students' achievement scores on the post-test increased and were higher than the pretest. This can be seen in the pretest, namely 0 students (0%) got a failed qualification score, 8 students (25.8%) got a low qualification score, 17 students (54.8%) got a good qualification score, 5 students (16.1%) got a very good qualification score, and 1 student (3.2%) got an excellent qualification score. While the results of the students' English achievement scores on the post-test were 0 students (0%) got a failed qualification score, 1 student (3.2%) got a low qualification score, 14 students

(45.2%) got a good qualification score, 10 students (32.3%) got very good qualification scores, and 6 students (19.4%) got an excellent qualification score. As a result of these findings, the qualifications of students' grades increased.

In the experimental class, the results of the students' English achievement scores on the post-test increased and were higher than the pretest. This can be seen in the pretest. Namely, 0 students (0%) got a failed qualification score, 1 student (6.5%) got a low qualification score, 11 students (35.5%) got a good qualification score, 16 students (51.5%) got a very good qualification score, and 1 student (6.5%) got an excellent qualification score. While the results of the students' English achievement scores on the post-test were 0 students (0%) got a failed qualification score, 0 students (0%) got a low qualification score, 4 students (12.9%) got a good qualification score, 11 students (35.5 %) got very good qualification scores, and 16 students (51.6%) got

excellent qualification scores. As a result of these findings, the qualifications of students' grades increased.

Based on the explanation above, it can be concluded that students taught using conventional learning method get a significant increase but not as much as the increase in the experimental group who learns with the flipped classroom model. The flipped classroom model revealed the differences in students' English achievement in the control and experimental classes. This study also proves that the flipped classroom model plays a role in improving the learning achievement of English language learning for class VIII SMP N 14 Bengkulu City in the English learning process. Also, previous research conducted by (Enfield, 2013) states that the Flipped classroom learning model can increase students' English achievement to take part in class and interact intensively so that learning independence is formed. This model is effective in helping students learn the material and improve their ability to solve problems independently.

Interaction in the classroom can occur intensively, and any learning difficulties can be immediately overcome, so independence and learning motivation will ultimately improve student achievement.

Therefore, flipped learning has certain advantages compared to conventional understanding commonly used by teachers, namely increasing independent learning abilities, learning time in class is more effective and efficient. With the flipped classroom reversed, students are more interested in the lesson because students can pause the video and focus on what the speaker is saying, then replay it to listen to the video again, listen as much or as little, and view the video on mobile—devices outside the classroom. Students can also concentrate on internalizing content in the school with direct help from their peers and teachers (R Talbert, n.d.) Therefore, the researcher concludes that there is an effect on the learning motivation of students who teach using flipped classroom

and those who do not use converted flipped. This indicates that the research question is answered.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher would make a conclusion and given some suggestions of the research based the result of study in the previous chapter below:

A. Conclusion

Based on the results and discussion in the previous chapter, the researchers found that this study showed a statistically significant effect of the Flipped classroom model on the achievement of students' English learning outcomes. This can be seen from the significance (2-tailed) results of 0.003. Because, significance (2-tailed) = $0.003 < 0.05$. H_0 is rejected, and H_a is accepted so that it can be concluded that there is an effect on students' achievement in learning English between those taught in class with the Flipped model and those who are not. In addition, student learning achievement can be seen from the mean score of the pre-test in the control group is

64.06, and the average score of the post-test in the control group is 71.19.

Meanwhile, the students taught in the class using the flipped model had an average pre-test score of 69.29 and an average post-test score of 77.35. It can be concluded that if the average score obtained in the experimental group is higher than the average score obtained in the control group. The results show that the post-test of the experimental group is better at improving students' English achievement than the post-test of the control group.

Based on the explanation above, it can be concluded that the flipped model significantly affects students' English achievement in the experimental class first because the provision of material is in the form of videos about learning materials that require students to study it independently at home first. This helps students to investigate the concept first so that students can

investigate their ability to understand the material. If there is the material that is still not understood, students can ask the teacher or their friends. Second, flipped classroom model succeeded in helping students explore their learning capacity through a stronger understanding of concepts according to the material in the lesson plans during treatment. Furthermore, when the teacher conducts group discussions in class and on Whatsapp, students become more active.

B. Suggestion

Based on the conclusions above, there are several suggestions. First, students are expected to be more active in learning and listening to the direction and guidance of teachers in solving problems in learning materials. Second, flipped instruction can be used as an alternative for teachers to improve students' English achievement to help or facilitate students in learning. In addition, teachers must be creative in making or looking for learning videos

and materials that will be used under the material in the syllabus or lesson plan design.

REFERENCES

- Afilyasanti, R., Cahyono, B. Y., & Astuti, U. P. (2016). Effect of Flipped Classroom Model on Indonesian EFL Students Writing Ability Across and Individual Differences in Learning. *International Journal of English Language and Linguistics Research*, 4(5), 65–81.
- Arikunto, S. (2011). *Prosedur Penelitian : Suatu pendekatan praktik* (Ed. Rev., Cet. 14). Jakarta: Rineka Cipta.
- Asmara. (2009). *Prestasi Belajar Siswa*. Bandung: PT. Remaja Rosdakarya.
- Aycicek, B., & Yelken, T. Y. (2018). The Effect of Flipped Classroom Model on Students' Classroom Engagement in Teaching English. *International Journal of Instruction*, 11(2), 385–398. <https://doi.org/10.12973/iji.2018.11226a>
- Bergmann, J., & Sams, A. (2012). Flipped Your Classroom: Reach Every Student in Every Class Every Day. *ISTE: United States of America*.
- Bergmann, J., & Sams, A. (2014). Flipping for Mastery. Educational leadership: *Journal of the Department of Supervision and Curriculum Development*, 71(4), 25–29.
- Berret, D. (2012). How 'flipping' the classroom can improve the traditional lecture. *The chronicle of higher education*, 58(25), p.16-18.
- Brown, H. D. (2001). *Teaching by Principles : an interactive approach to language pedagogy* (Print book). White Plains, NY : Longman.
- Chandra, F. H., & Nugroho, Y. (2016). Implementasi students centered learning dengan memanfaatkan media pembelajaran digital dalam pembelajaran dengan menggunakan metode “ Flipped Classroom”. *Jurnal Media Prestasi*, Vol. XVIII No. 2, 1979–9225.

- Creswell, J. W. (2012). *Education Research: Planning, Conducting and Evaluating Quantitative Research*. Lincoln: Pearson.
- Damayanti, H. N., & Sutomo. (2016). Efektivitas Flipped Classroom terhadap Sikap dan Keterampilan Belajar Matematika di SMK. *Jurnal Manajemen Pendidikan*, Vol. 11(2), p. 2–8.
- Davidson, J. E., & Sternberg, R. J. (2003). The Psychology of Problem Solving. In *Cambridge University Press\ The Edinburgh Building*. United States of America by Cambridge University Press.
- Djuharie, Setiawan, O., & Suherli. (2005). *Panduan Membuat Karya Tulis*. Bandung: CV. Yrama Widya.
- DU, S.-C., FU, Z.-T., & WANG, Y. (2014). The Flipped Classroom-Advantages and Challenges. *Journal of International Conference on Economic Management and Trade Cooperation*, 107,17-20.
- Enfield, J. (2013). Looking at the Impact of the Flipped Classroom Model of Instruction on Undergraduate Multimedia Students at CSUN. *Journal of Tech Trends*, 57(6). <https://doi.org/10.1007/s11528-013-0698-1>
- Fraenkel, J.R & Waellen, N. (1993). *how to design and evaluate research in education (2nd ed)*. MA : McGraw Hill.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to Design and Evaluate Research in Education. *McGraw-Hill*, 7, 429.
- Girshin, T. (2018). Students' Use of Summary in Writing about Writing Class. *Open Access Library Journal*, 5, 1–20. <https://doi.org/10.4236/oalib.1104648>
- Hamalik, O. (2003). *Proses Belajar Mengajar*. Jakarta: PT. Bumi Aksara.

- Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. M. (2013). *The Flipped Learning Model: A White paper based on the literature review titled a review of Flipped Learning*. Flipped Learning Network/Pearson/George Mason University.
- Hornby, A. . (2006). *Oxford Advanced Learners Dictionary of Current English*. Oxford University Press.
- Iwai, Y. (2011). The effects of metacognitive reading strategies, pedagogical implications for EFL/ESL Teacher. *The Reading Matrix: University of Wisconsin, La Crosse*.
- Lestari, I. W., & Sundari, A. (2021). Inodesian EFL Students' Experiences in a Flipped Classroom. *Atlantis Press: Advances in Sosial Science, Education and Humanities Research*.
- Liska, A. Z., Ali, A., & Anrems, H. R. (2021). Teacher's Teaching Strategies in EFL Class. *Journal of Development and Innovation in Language and Literature Education, 1*, 330–341.
- M, A. (2016). The effect of a flipping classroom on writing skill in english as a foreign language and students' attitude towards flipping. *Us-China Foreign Language, 14*(2), 98–114.
- Martina, F., Rizal, S., & Handayani, F. A. (2021). The effect of critical reading strategy on students' reading ability in comprehending expository text. *Jadila; Journal of Development and Innovation in Languag and Literature Education, 170–179*.
- Monika, Z. (2020). *The Effect of Flipped Classroom Model on EFL Students' Ability in Writing Narrative Text*.
- Mubarok, A. F., Cahyono, B. Y., & Astuti, U. P. (2019). Effect of Flipped Clasroom Model on Indonesian EFL Students' Writing Achievement across Cognitive

- Styles. *Journal of DINAMIKA ILMU*, 19. <https://doi.org/http://doi.org/10.21093/di.v19i1.1479>
- Nouri, J. (2016). The Flipped Classroom: For Active, Effective and Increase Learning-Especially for Low Achievers. *International Journal of Education and Technology in Higher Education*.
- O'Brien, J. A. (2003). Introduction to Information System; Essentials for the E-businedd Enterprise (11 th edition). In *McGraw-hill Inc*.
- R Talbert. (n.d.). Inverted Classroom. The Internet and Higher Educational. *Scientific Research an Academic Publisher*, 15, 89–95.
- Raimes, A. (1983). Technique in Teaching Writing. *ERIC*, 164.
- Rokhansyah, H. (2017). Flipped Classroom: Can it optimize Students' Ability to Find Out Main Ideas in Listening Comprehension? *Jurnal Pendidikan*, 8(2). <https://doi.org/10.31849/lectura.u812.355>
- Saglam, D., & Arslan, A. (2018). The Effect of Flipped Classroom on the Academic Achievement and Attitude of Higher Education Students. *World Journal of Education*, 8(4), 170. <https://doi.org/10.5430/wje.v8n4p170>
- Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford University Press.
- Wulandari, H. (2017). *Optimalisasi E-Learning Dengan Menggunakan Metode Flipped Classroom*.
- Zainuddin, Z., & Haili, S. H. (2016). *Flipped classroom research and trends from different fields of study*. Athabasca University Press (AU Press).

A

P

P

E

N

D

I

C

E

S

Appendix : attendance list of the eksperiment class

NO	NAMA SISWA	PERTEMUAN					KET.
		1	2	3	4	5	
1	Aathifa Kaya Putri	√	√	√	√	√	
2	Abdul Nazir Azmi	√	√	√	√	√	
3	Agustian Panca Wanda	√	√	√	√	√	
4	Aini Aulia Zahwa	√	√	√	√	√	
5	Afdani Muslim	√	√	√	√	√	
6	Chandra Adiwinata	√	√	√	√	√	
7	Dion Permana	√	√	√	√	√	
8	Edwin Jodiansyah	√	√	√	√	√	
9	Fikri Irdan Syahputra	√	√	√	√	√	
10	Finando	√	√	√	√	√	
11	Fiona Radisti	√	√	√	√	√	
12	Geodaffa Raditya	√	√	√	√	√	
13	Gunadi	√	√	√	√	√	
14	Haikal Afrian Saputra	√	√	√	√	√	
15	Intan Dwi Putri	√	√	√	√	√	
16	Karina Adianti Azzahrah	√	√	√	√	√	
17	Lola Shereen	√	√	√	√	√	

18	Meizel Zelva Sandjay Putri	√	√	√	√	√	
19	Muhammad Apriyanto	√	√	√	√	√	
20	Muhammad Bentar Sinarman	√	√	√	√	√	
21	Nabila Rianti	√	√	√	√	√	
22	Nadila Aprilia	√	√	√	√	√	
23	Olivia	√	√	√	√	√	
24	Pebriansyah	√	√	√	√	√	
25	Piona Wulandari	√	√	√	√	√	
26	Raisa Henda Putri	√	√	√	√	√	
27	Riki Piransha	√	√	√	√	√	
28	Shisilia Dike Anggraini	√	√	√	√	√	
29	Sinthya Cinta Bela	√	√	√	√	√	
30	Sultan Alqair	√	√	√	√	√	
31	Syahfia Nurhayati	√	√	√	√	√	

Appendix : Attendance list of Control Class

NO	NAMA SISWA	PERTEMUAN					KET.
		1	2	3	4	5	
1	Aathifa Kaya Putri	√	√	√	√	√	
2	Abdul Nazir Azmi	√	√	√	√	√	
3	Agustian Panca Wanda	√	√	√	√	√	
4	Aini Aulia Zahwa	√	√	√	√	√	
5	Afdani Muslim	√	√	√	√	√	
6	Chandra Adiwinata	√	√	√	√	√	
7	Dion Permana	√	√	√	√	√	
8	Edwin Jodiansyah	√	√	√	√	√	
9	Fikri Irdan Syahputra	√	√	√	√	√	
10	Finando	√	√	√	√	√	
11	Fiona Radisti	√	√	√	√	√	
12	Geodaffa Raditya	√	√	√	√	√	
13	Gunadi	√	√	√	√	√	
14	Haikal Afrian Saputra	√	√	√	√	√	
15	Intan Dwi Putri	√	√	√	√	√	
16	Karina Adianti Azzahrah	√	√	√	√	√	
17	Lola Shereen	√	√	√	√	√	
18	Meizel Zelva	√	√	√	√	√	

	Sandjay Putri						
19	Muhammad Apriyanto	√	√	√	√	√	
20	Muhammad Bentar Sinarman	√	√	√	√	√	
21	Nabila Rianti	√	√	√	√	√	
22	Nadila Aprilia	√	√	√	√	√	
23	Olivia	√	√	√	√	√	
24	Pebriansyah	√	√	√	√	√	
25	Piona Wulandari	√	√	√	√	√	
26	Raisa Henda Putri	√	√	√	√	√	
27	Riki Piransha	√	√	√	√	√	
28	Shisilia Dike Angraini	√	√	√	√	√	
29	Sinthya Cinta Bela	√	√	√	√	√	
30	Sultan Alqair	√	√	√	√	√	
31	Syahfia Nurhayati	√	√	√	√	√	

**Appendix : THE RESULT OF THE PRE-TEST DAN POST-TEST
EXPERIMENT CLASS**

NAMA	KELAS	PRE- TEST	POST- TEST
Students 1	Kelas Experiment	72	80
Students 2	Kelas Experiment	64	72
Students 3	Kelas Experiment	74	84
Students 4	Kelas Experiment	72	77
Students 5	Kelas Experiment	60	65
Students 6	Kelas Experiment	78	88
Students 7	Kelas Experiment	77	82
Students 8	Kelas Experiment	70	85
Students 9	Kelas Experiment	70	72
Students 10	Kelas Experiment	76	84
Students 11	Kelas Experiment	74	77
Students 12	Kelas Experiment	80	90
Students 13	Kelas Experiment	77	82
Students 14	Kelas Experiment	72	80
Students 15	Kelas Experiment	69	74
Students 16	Kelas Experiment	66	71
Students 17	Kelas Experiment	72	86
Students 18	Kelas	63	71

	Experiment		
Students 19	Kelas Experiment	66	82
Students 20	Kelas Experiment	72	80
Students 21	Kelas Experiment	82	90
Students 22	Kelas Experiment	72	80
Students 23	Kelas Experiment	66	71
Students 24	Kelas Experiment	60	71
Students 25	Kelas Experiment	57	65
Students 26	Kelas Experiment	66	71
Students 27	Kelas Experiment	10	86
Students 28	Kelas Experiment	72	85
Students 29	Kelas Experiment	60	65
Students 30	Kelas Experiment	64	72
Students 31	Kelas Experiment	55	60

Appendix : THE RESULT OF THE PRE-TEST DAN POST-TEST

CONTROL CLASS

NAMA	KELAS	PRE-TEST	POST-TEST
Students 1	Kelas Control	55	63
Students 2	Kelas Control	59	69
Students 3	Kelas Control	61	69
Students 4	Kelas Control	61	69
Students 5	Kelas Control	63	71
Students 6	Kelas Control	57	62
Students 7	Kelas Control	64	72
Students 8	Kelas Control	54	59
Students 9	Kelas Control	62	70
Students 10	Kelas Control	60	68
Students 11	Kelas Control	72	80
Students 12	Kelas Control	73	83
Students 13	Kelas Control	60	68
Students 14	Kelas Control	69	72
Students 15	Kelas Control	57	60
Students 16	Kelas Control	72	80
Students 17	Kelas Control	69	72
Students 18	Kelas Control	76	84
Students 19	Kelas Control	69	77
Students 20	Kelas Control	57	65
Students 21	Kelas Control	67	77
Students 22	Kelas Control	63	71
Students 23	Kelas Control	57	62

Students 24	Kelas Control	63	68
Students 25	Kelas Control	54	62
Students 26	Kelas Control	60	65
Students 27	Kelas Control	80	88
Students 28	Kelas Control	74	82
Students 29	Kelas Control	67	77
Students 30	Kelas Control	63	66
Students 31	Kelas Control	63	76

Appendix : Lesson plan in Experimental Class**Rancangan Pelaksanaan Pembelajaran (RPP)**

Nama sekolah : SMPN 14 Bengkulu

Mata Pelajaran : Bahasa Inggris

Kelas/ semester : VIII / II

Jenis Teks : Teks Recount

Alokasi waktu : 10 x 40 menit (5 pertemuan) – Experimental Group

Kompetensi Dasar :

4.11.1 menangkap makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).

Indikator Pencapaian Kompetensi :

4.11.1.1 merespon makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).

A. Tujuan Pembelajaran

Setelah pembelajarannya peserta didik diharapkan untuk mampu :

1. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks personal recount lisan dan tulis sangat

pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau sesuai dengan konteks penggunaannya.

2. Menangkap makna secara kontekstual fungsi sosial, terkait pengalaman pribadi di waktu lampau.
3. Menyusun teks personal recount lisan dan tulis terkait pengalaman pribadi di waktu lampau.
4. Menganalisis dan mengevaluasi text (personal recount).

B. Materi Pembelajaran Teks kontekstual sederhana berupa :

- Recount
- kompetensi tes

C. Metode Pembelajaran :

Diskusi, tanya jawab, penugasan dan presentasi hasil diskusi

Langkah-langkah Kegiatan :

Pertemuan I (2 Jam Pelajaran x 40 menit)

1. Kegiatan Pendahuluan

- Guru memberi salam
- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang sudah dan akan dipelajari.

2. Kegiatan inti

- Guru mengenalkan materi yang akan di pelajari yaitu simple past tense.
- Peserta didik bertanya perbedaan simple present tense dan simple past tense.
- Guru menjelaskan pengertian dan formula dari simple past tense untuk kalimat verbal dan simple past tense with “be”.
- Guru menjelaskan perbedaan irregular verb dan regular verb.
- Guru menjelaskan time signal yang di pakai dalam simple past tense.
- Guru mempersilahkan peserta didik untuk membuat percakapan yang mengandung simple present tense dengan cara berpasangan.
- Peserta didik membuat percakapan pendek yang mengandung tenses simpe past tense secara berpasangan.
- Guru meminta peserta didik secara acak untuk membacakan hasil pekerjaanya ke depan kelas.
- Peserta didik membacakan hasil perkerjaannya ke depan kelas.
- Guru memberi umpan balik dan penguatan kepada peserta didik.

3. Kegiatan penutup

- Guru meminta peserta didik untuk menyimpulkan apa yang

telah dipelajari hari ini dan memberikan umpan balik.

- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru memimpin doa bersama dan mengucapkan salam penutup.

Pertemuan II (2 Jam Pelajaran x 40 menit)

1. Kegiatan Pendahuluan

- Guru memberi salam
- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.

2. Kegiatan inti

- Guru menjelaskan mengenai pengertian dan generic structure dari teks recount.
- Guru membacakan satu contoh bacaan teks recount yang ada didalam buku modul dan peserta didik menirukannya.
- Guru membahas bersama dengan peserta didik mengenai generic structure dari bacaan teks recount tersebut dengan menempelkan sticky notes dimodul.
- Guru meminta peserta didik untuk membacakan bacaan yang ada di dalam buku modul ke depan kelas secara berpasangan.

- Guru meminta peserta didik untuk membuat satu cerita dalam bentuk teks recount dan generic structurenya secara berkelompok dituliskan menggunakan sticky notes di lembaran (satu kelompok terdiri dari empat peserta didik).
- Peserta didik berdiskusi dan membuat cerita teks recount yang mereka buat bersama kelompoknya.
- Guru menekankan kembali bahwa cerita dalam teks recount menggunakan tenses simple past
- Guru meminta peserta didik mengumpulkan lembaran hasil diskusinya di pertemuan selanjutnya.
- Guru memberi umpan balik dan penguatan kepada peserta didik.

3. Kegiatan penutup

- Guru meminta peserta didik untuk menyimpulkan apa yang telah dipelajari hari ini.
- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru memimpin doa bersama dan mengucapkan salam penutup.

Pertemuan III (2 Jam Pelajaran x 40 menit)

1. Kegiatan Pendahuluan

- Guru memberi salam

- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.

2. Kegiatan inti

- Guru bertanya kepada peserta didik siapa saja yang tidak membawa kamus Bahasa Inggris.
- Guru meminta peserta didik yang tidak membawa kamus Bahasa Inggris untuk menghafalkan 5 verb 1 dan 2 dan dibacakan kedepan kelas.
- Peserta didik yang tidak membawa kamus Bahasa Inggris maju kedepan secara bergantian.
- Guru me-review mengenai pengertian dan generic structure dari teks recount bersama dengan peserta didik dengan cara mengajukan beberapa pertanyaan.
- Guru meminta masing-masing kelompok mengumpulkan lembaran hasil diskusi pertemuan sebelumnya.
- Guru meminta peserta didik maju sesuai urutan untuk mempresentasikan hasil diskusinya ke depan kelas.
- Peserta didik mempresentasikan hasil diskusinya kedepan kelas bersama kelompoknya
- Presenter (peserta didik yang mempresentasikan hasil diskusinya) membuka waktu untuk sesi tanya jawab.
- Guru mengklarifikasi jawaban-jawaban dari peserta didik yang mempresentasikan hasil diskusinya.

- Guru memberi umpan balik dan penguatan kepada peserta didik.

3. Kegiatan penutup

- Guru meminta peserta didik untuk menyimpulkan apa yang telah dipelajari hari ini.
- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru memimpin doa bersama dan mengucapkan salam penutup.

Pertemuan IV (2 Jam Pelajaran x 40 menit)

1. Kegiatan Pendahuluan

- Guru memberi salam
- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.

2. Kegiatan inti

- Guru me-review tentang recount text dan generic structurenya bersama peserta didik dengan mengajukan beberapa pertanyaan untuk me-recall ingatan peserta didik mengenai materi tersebut.
- Guru meminta peserta didik untuk duduk berkumpul dengan kelompok yang sudah dibentuk.

- Guru membagikan teks-teks cerita recount text untuk masingmasing kelompok.
- Guru meminta siswa untuk berdiskusi tentang recount text yang sudah didapat bersama dengan kelompoknya.
- Guru meminta siswa untuk menjawab beberapa pertanyaan yang sudah tertulis di papan tulis bersama dengan kelompoknya di kertas lembaran dengan menggunakan sticky notes.
- Setelah peserta didik mengerjakan tugasnya, guru meminta perwakilan dari kelompok untuk mengambil nomor urut presentasi yang sudah diacak.
- Peserta didik membacakan hasil diskusinya ke depan kelas sesuai dengan nomer urutnya.
- Guru memberi umpan balik dan penguatan kepada peserta didik.

3. Kegiatan penutup

- Guru meminta peserta didik untuk menyimpulkan apa yang telah dipelajari hari ini.
- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru memimpin doa bersama dan mengucapkan salam penutup

Pertemuan V (2 Jam Pelajaran x 40 menit)

1. Kegiatan Pendahuluan

- Guru memberi salam
- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.

2. Kegiatan inti

- Guru me-review tentang recount text dan generic structurenya bersama peserta didik dengan mengajukan beberapa pertanyaan untuk me-recall ingatan peserta didik mengenai materi tersebut.
- Guru meminta peserta didik untuk duduk berkumpul dengan kelompok yang sudah dibentuk.
- Guru membagikan teks-teks cerita recount text untuk masing masing kelompok.
- Guru meminta siswa untuk berdiskusi tentang recount text yang sudah didapat bersama dengan kelompoknya.
- Guru meminta siswa untuk menjawab beberapa pertanyaan yang sudah tertulis di papan tulis bersama dengan kelompoknya di kertas lembaran dengan menggunakan sticky notes.
- Setelah peserta didik mengerjakan tugasnya, guru meminta perwakilan dari kelompok untuk mengambil nomor urut

presentasi yang sudah diacak.

- Peserta didik membacakan hasil diskusinya ke depan kelas sesuai dengan nomer urutnya. Guru memberi umpan balik dan penguatan kepada peserta didik.

3. Kegiatan penutup

- Guru meminta peserta didik untuk menyimpulkan apa yang telah dipelajari hari ini.
- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru memimpin doa bersama dan mengucapkan salam penutup.

D. Bahan Ajar

- Buku Solatif (solusi siswa aktif) k13 edisi revisi 2017
- Modul pembelajaran Bahasa Inggris
- Buku paket Bahasa Inggris “When English Rings a Bell” SMP/MTS kelas VIII edisi revisi 2017
- internet / youtube

E. Penilaian Proses dan Hasil Pembelajaran

1. Teknik Penilaian:

- a. Penilaian Sikap : Observasi/Pengamatan
- b. Penilaian Pengetahuan : Tes Tertulis*

c. Penilaian Keterampilan : Unjuk Kerja/Praktik

2. Bentuk Penilaian:

a. Observasi : Jurnal Guru

b. Tes Tertulis : Lembar Kerja

c. Unjuk Kerja : Praktik/Pedoman Penskoran

3. Instrumen Penilaian (terlampir)

Appendix : Lesson plan in Control Class**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Asal Sekolah : SMPN 14 Kota Bengkulu
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / Genap
Materi Pokok : Recount text
Model : Conventional
Alokasi Waktu : 10 x 45 menit (5 pertemuan) – Control Group

Kompetensi Dasar :

4.11.1 menangkap makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).

Indikator Pencapaian Kompetensi :

4.11.1.1 merespon makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).

A. Tujuan Pembelajaran

1. peserta didik mampu mengisi recount text yang diterapkan dengan Cloze Procedure secara baik dan benar.
2. peserta didik mampu memahami bacaan recount text yang diterapkan dengan Cloze Procedure secara baik dan benar.
3. peserta didik mampu menjawab pertanyaan berdasarkan recount text yang diterapkan dengan Cloze Procedure secara baik dan benar.

B. Materi Pembelajaran

Teks kontekstual sederhana berupa:

- Naratif
- Kompetensi tes

C. Metode Pembelajaran: Cloze Procedure

D. Langkah-Langkah Kegiatan

Pertemuan I (2 Jam Pelajaran x 45 menit)

4. Kegiatan Pendahuluan

- Guru memberi salam
- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku

pelajaran.

- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.
- Guru menyampaikan cakupan materi dan penjelasan singkat mengenai kegiatan pembelajaran pada pertemuan ini.

5. Kegiatan inti

- Guru menjelaskan mengenai pengertian dan generic structure dari recount text.
- Guru membagikan worksheet treatment I yang berbentuk Cloze Procedure text pada setiap peserta didik yang berupa bacaan recount text.
- Guru menjelaskan isi peserta didik dan menjelaskan apa yang harus dilakukan peserta didik
- Guru meminta peserta didik untuk membaca teks Cloze Procedure di dalam hati dan mengisikan kata-kata pada tempat yang telah disediakan.
- Guru memberikan waktu 15 menit untuk mengerjakan teks Cloze Procedure
- Setelah selesai mengerjakan, guru menuliskan jawaban yang benar di papan tulis.
- Guru meminta peserta didik untuk menjawab pertanyaan berdasarkan teks yang telah dilengkapi.

6. Kegiatan penutup

- peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru memimpin doa bersama.
- Guru mengucapkan salam penutup

Pertemuan II (2 Jam Pelajaran x 45 menit)

1. Kegiatan Pendahuluan

- Guru memberi salam
- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.
- Guru menyampaikan cakupan materi dan penjelasan singkat mengenai kegiatan pembelajaran pada pertemuan ini.

2. Kegiatan inti

- Guru me-review materi dari pertemuan sebelumnya.
- Guru membagikan worksheet treatment II yang berbentuk Cloze Procedure text pada setiap peserta didik yang berupa bacaan recount text.
 - Guru menjelaskan apa yang harus dilakukan peserta didik.
 - Guru meminta peserta didik untuk membaca teks Cloze Procedure di dalam hati dan mengisikan kata-kata pada tempat yang telah disediakan.
 - Guru memberikan waktu 15 menit untuk mengerjakan teks

Cloze Procedur

- Setelah selesai mengerjakan, guru menuliskan jawaban yang benar di papan tulis.
- Guru meminta peserta didik untuk menjawab pertanyaan berdasarkan teks yang telah dilengkapi.

3. Kegiatan penutup

- peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru memimpin doa bersama.
- Guru mengucapkan salam penutup.

Pertemuan III (2 Jam Pelajaran x 45 menit)

1. Kegiatan Pendauluan

- Guru memberi salam
- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.
- Guru menyampaikan cakupan materi dan penjelasan singkat mengenai kegiatan pembelajaran pada pertemuan ini.

2. Kegiatan inti

- Guru me-review materi dari pertemuan sebelumnya. .

- Guru membagikan worksheet treatment III yang berbentuk Cloze Procedure text pada setiap peserta didik yang berupa bacaan recount text.
- Guru menjelaskan isi peserta didik dan menjelaskan apa yang harus dilakukan peserta didik.
- Guru meminta peserta didik untuk membaca teks Cloze Procedure di dalam hati dan mengisikan kata-kata pada tempat yang telah disediakan.
 - Guru memberikan waktu 15 menit untuk mengerjakan teks Cloze Procedure
 - Setelah selesai mengerjakan, guru menuliskan jawaban yang benar di papan tulis.
 - Guru meminta peserta didik untuk menjawab pertanyaan berdasarkan teks yang telah dilengkapi.

3. Kegiatan penutup

- peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru memimpin doa bersama.
- Guru mengucapkan salam penutup.

Pertemuan IV (2 Jam Pelajaran x 45 menit)

1. Kegiatan Pendahuluan

- Guru memberi salam

- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.

- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.

- Guru menyampaikan cakupan materi dan penjelasan singkat mengenai kegiatan pembelajaran pada pertemuan ini.

2. Kegiatan inti

- Guru me-review materi dari pertemuan sebelumnya.

- Guru membagikan worksheet treatment IV yang berbentuk Cloze Procedure text pada setiap peserta didik yang berupa bacaan recount text.

- Guru menjelaskan isi peserta didik dan menjelaskan apa yang harus dilakukan peserta didik

- Guru meminta peserta didik untuk membaca teks Cloze Procedure di dalam hati dan mengisi kata-kata pada tempat yang telah disediakan.

- Guru memberikan waktu 15 menit untuk mengerjakan teks Cloze Procedure

- Setelah selesai mengerjakan, guru menuliskan jawaban yang benar di papan tulis.
- Guru meminta peserta didik untuk menjawab pertanyaan berdasarkan teks yang telah dilengkapi.

3. Kegiatan penutup

- peserta didik dan guru melakukan refleksi terhadap

kegiatan yang sudah dilaksanakan.

- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru memimpin doa bersama.
- Guru mengucapkan salam penutup.

Pertemuan V (2 Jam Pelajaran x 45 menit)

1. Kegiatan Pendahuluan

- Guru memberi salam
- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.
- Guru menyampaikan cakupan materi dan penjelasan singkat mengenai kegiatan pembelajaran pada pertemuan ini.

2. Kegiatan inti

- Guru me-review materi dari pertemuan sebelumnya.
- Guru membagikan worksheet treatment V yang berbentuk Cloze Procedure text pada setiap peserta didik yang berupa bacaan recount text.
- Guru menjelaskan isi peserta didik dan menjelaskan apa yang harus dilakukan peserta didik.
- Guru meminta peserta didik untuk membaca teks Cloze Procedure di dalam hati dan mengisikan kata-kata pada

tempat yang telah disediakan.

- Guru memberikan waktu 15 menit untuk mengerjakan teks Cloze Procedur

- Setelah selesai mengerjakan, guru menuliskan jawaban yang benar di papan tulis.
- Guru meminta peserta didik untuk menjawab pertanyaan berdasarkan teks yang telah dilengkapi.

3. Kegiatan penutup

- peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan

- Guru memimpin doa bersama.

- Guru mengucapkan salam penutup.

E. Bahan Belajar

- Detik-detik Ujian Nasional Bahasa Inggris, Intan Pariwara
- Kurikulum dan perangkatnya

F. Penilaian Proses dan Hasil Pembelajaran

4. Teknik Penilaian:

d. Penilaian Sikap : Observasi/Pengamatan

e. Penilaian Pengetahuan : Tes Tertulis

Appendix : SOAL TRYOUT**Name :****Class :**

1. Please, write and tell stories about your holiday/eid fitr using generic structure in recount text!

Questions Number 2-4**A Short Journey**

Yesterday, I went to my hometown by bus. It was a pleasant trip. I was travelling for own enjoyment. I woke up early.

I went to the bus station at 9.30 am. The bus was late. It arrived about 10.o'clock.It travelled through the beautiful countryside. The sun was shining brightly at first. After a while, dark clouds appeared in the sky. By the time i arrived at my hometown it was raining heavily. I had gone out without a raincoat or an umbrella. Fortunately, an old friend was waiting at the station. I went to my parent's home in my friend's car. I stayed all day. We talked for a long time. At 5.00 o'clock in the afternoon i returned to the city.

This time i travelled on an express train. It left on time. I arrived in the city on schedule. The day had passed pleasantly and eventfully. Next weekend, Iam going there again.

2. Tell the series event done by the writer ... ?

3. Mention the name of the paragraf in the text ...?

4. What the story text about ... ?

Questions for number 5-7

My Holiday

My family and I went to Jakarta two weeks ago. We visited many interesting places in Jakarta.

We went to Monas. There were used an elevator to get to the top. We on enjoyed the beauty of Jakarta from there.

Then, we took a bus way to Taman Mini Indonesia Indah. We visited the museum of science and technology. We also wacthed a film in Keong Mas Thearter.

After that, we went to ancol. We saw people riding jeyt-sky. We rode a cable car there.

Finally, we went home. We alll felt tired but happy.

5. Give example temporal sequence and conjunction from the text

... ?

6. The orientation of the text is shown by sentences is ... ?

7. when they go to Jakarta .. ?

Questions for number 8-10

Vacation to Surabaya

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my call phone, but the battery was running low. I could do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

8. what does the story tell us ...?

9. what did the writer do when the bus stop for rest in Lamongan ...?
10. what did the writer feel when the bus is not there ...?

Appendix: pretest and posttest questions***SOAL PRETEST AND POSTTEST*****Name :****Class :**

1. Please, write and tell stories about your holiday using generic structure in recount text!

Questions Number 2-4**A Short Journey**

Yesterday, I went to my hometown by bus. It was a pleasant trip. I was travelling for own enjoyment. I woke up early.

I went to the bus station at 9.30 am. The bus was late. It arrived about 10.o'clock.It travelled through the beautiful countryside. The sun was shining brightly at first. After a while, dark clouds appeared in the sky. By the time i arrived at my hometown it was raining heavily. I had gone out without a raincoat or an umbrella. Fortunately, an old friend was waiting at the station. I went to my parent's home in my friend's car. I

stayed all day. We talked for a long time. At 5.00 o'clock in the afternoon i returned to the city.

This time i travelled on an express train. It left on time. I arrived in the city on schedule. The day had passed pleasantly and eventfully. Next weekend, Iam going there again.

2. Tell the series event done by the writer ... ?
3. Mention the name of the paragraf in the text ...?
4. What the story text about ... ?

Questions for number 5-7

My Holiday

My family and I went to Jakarta two weeks ago. We visited many interesting places in Jakarta.

We went to Monas. There were used an elevator to get to the top. We on enjoyed the beauty of Jakarta from there.

Then, we took a bus way to Taman Mini Indonesia Indah. We visited the museum of science and technology. We also wached a film in Keong Mas Thearter.

After that, we went to ancol. We saw people riding jeyt-sky. We rode a cable car there.

Finally, we went home. We alll felt tired but happy.

5. Give example temporal sequence and conjunction from the text ... ?
6. The orientation of the text is shown by sentences is ... ?
7. when they go to Jakarta .. ?

Questions for number 8-10

Vacation to Surabaya

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my call phone, but the battery was running low. I could do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

8. what does the story tell us ...?
9. what did the writer do when the bus stop for rest in Lamongan ...?
10. what did the writer feel when the bus is not there ...?

**D
O
C
U
M
E
N
T
A
T
I
O
N**

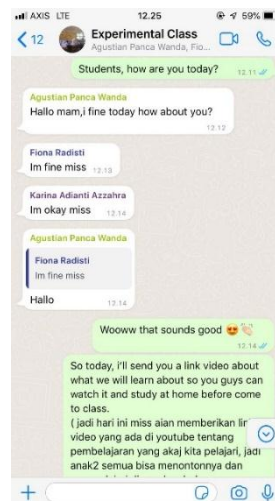
Learning at Home

Treatment

Gambar 1



Gambar 2



Gambar 3



Gambar 4



Gambar 5



(The author provided a learning videos through whatsapp group)

Learning at Classroom

Experimental Class

Gambar 6.



The author gives a pretest question

Gambar 7.



The author shows the Recount text video

Gambar 8.



Students' is doing posttest questions

Control Class

Gambar 9.



Students' learn to used LKS

Gambar 10.



The author gives a pretest questions

Gambar 11.



Students' is doing posttest questions

Nama : piona curandari

Kls : VIII.1 (8.1)

21-01-2022

My Eid al-Fitr Experience

Last week it was Ramadhan 1443 H and I was so excited. As usually, I wake up early to get my self ready for Eid prayer that would be started at 07.00 am. I did the dawn prayer, took bath, and had a bith breakfast before went to the mosque

I went back at home at 09.00 am after the Eid prayer and sermon had done. at home, my Family always does a Javanese traditional that's called sungkeman to honor the elders. The younger members of family kneeled down and pressed their face to the elders' kne, one by one. After that procession had ended, we usually took some picture together to preserve this moment and to fill our family albums.

After we had taken enough pictures, then we had bruch of a great feast for all family members. there were cakes, cookies, meatball soup, and Rendang. My favorit one was the Rendang which was made by my mother. I love it very much. When our energy had been refilled, we continued to visit our neighbors, close friends, and some relatives.

This Eid al Fitr celebration day was so exciting for me because there were many happy things I did together with all family. I hope I can celebrate the next Eid al Fitr with my family again.

No. _____

Date: _____

- 2. A few months
- 3. Orientation paragraf 1, paragraf 2 event, Reorientation paragraf 3
- 4. Short . journeys
- 5. i. and . in . on . then
- 6. Paragraf one
- 7. two week
- 8. Vacation Surabaya
- 9. to get a cup of ginger tea
- 10. Confused
-
-
-
-
-
-
-
-
-
-
-

Best

so pretty

No. _____ Date _____

Nama: Bintiyo Cinta Bala

Kis: BA

Mata: b. Inggris

Tanggal: 24-05-2022

70

Generic Structures	A Short Journey
orientation	A few months ago, I went to Carmin beach with my family. It is located in Serdang Badagai district about 53 km from Medan city, North Sumatera. The trip there took about 1.5 hours. We left from Medan at 07.30 using a car and we arrived about 09.00 o'clock.
Series of events	As arrived there, my parents wanted a hot to take a rest. I and my brother immediately ran towards the beach. It looked sunny day with the blue sky and I felt a gentle breeze. The waves there were suitable for swimming, but unfortunately I couldn't swim. I just played with white sand and built a sand castle. I didn't forget to take a selfie with the back ground of beautiful beach. At noon, I began to feel hungry. I approached the

GR7 Hard work is key to success



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53870 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 1109 /In.11/F.II/PP.009/ 02/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Feny Martina, M.Pd. 198703242015032002	P I	Kirtan Fatimah 1711230622	TBI	The Impact of Online Class in Learning English on Students Learning Achievement Using
2	Zelvia Liska Afriani, M.Pd. 199404202018012003	P II			Fliped Classroom during Covid 19 Pandemic (An Analysis at the Eight Grades Students of SMPN 14 Bengkulu City in Academic Year 2020/2021)

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 22 Februari 2021

Dekan,

ZUBAEDI

Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI
 FATMAWATI SUKARNO BENGKULU
 Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
 Website: www.uinfasbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
 Lamp : -

Kepada Yth. Ketua Prodi
 Tadris Bahasa Inggris
 UINFAS Bengkulu

Dengan hormat,
 Saya yang bertanda tangan di bawah ini:
 Nama : Kintan Fatimah
 NIM : 1711230022
 Jurusan/Prodi : Tadris/Bahasa Inggris
 Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.
 Adapun judul saya sebelumnya adalah: **"The Effect Of Flipped Classroom In EFL Students Achievement During Covid-19 Pandemic"**
 Menjadi : **"The Effect Of Flipped Classroom Model In Improving EFL Students English Achievement"**...

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, 2022

Disetujui oleh

Pembimbing I,

Feny Martina, M.Pd
 NIP.198703242015032002

Pembimbing II,

Zelvya Liska Afriani, M.Pd
 NIP. 199404202018012003

Diketahui oleh,
 Ketua Prodi TBI

Feny Martina, M.Pd
 NIP.19870324201503



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UINFAS) BENGKULU**

Jalan Ruden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Arnia Siti Marlina, NIM : 1711230077 yang berjudul **"THE EFFECT OF FLIPPED CLASSROOM MODEL IN IMPROVING EFL STUDENTS' ENGLISH ACHIEVEMENT"** (*Quasy-Experimental Method at the Eight Grades Students' of SMPN 14 Bengkulu City in Academic Year 2021/2022*). Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jumat, 31 Desember 2021

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, Maret 2022

Penyeminar I

Penyeminar II

Anriadi, MA
NIP. 198402212019031001

Endang Haryanto, M.Pd
NIDN. 2004058901



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI
 FATMAWATI SUKARNO BENGKULU
 Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
 Website: www.uinfasbengkulu.ac.id

Nomor : 2021 / Un.23/F.II/TL.00/04/2022
 Lampiran : 1 (satu) E-p Proposal
 Perihal : Mohon izin penelitian

13 April 2022

Kepada Yth,
 Kepala SMPN 14 Kota Bengkulu
 Di -
 Bengkulu

Assalamu'alaikum: Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*The Effect Of Flipped Classroom Model In Improving EFL Student's English Achievement (A Quasi-Experimental Method At The Eight Grades Student's Of SMPN 14 Bengkulu City In Acedemic Year 2021 s/d 2022)*".

Nama : Kintan Fatimah
 NIM : 1711230022
 Prodi : Tedris Bahasa Inggris (TBI)
 Tempat Penelitian : SMPN 14 Kota Bengkulu
 Waktu Penelitian : 20 April s/d 31 Mei 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,


 Mus Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI
 BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
 Website: www.iainbengkulu.ac.id

Bengkulu, 31 Desember 2021

Nomor: 095 /In.11/F.II/PP.009/ 12/2021

Lamp. :-

Perihal: Penyeminar Proposal Skripsi

Kepada Yth.

1. Endang Haryanto, M.Pd. (Penyeminar I)

2. Andriadi, M.A. (Penyeminar II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal : Jum'at, 31 Desember 2021
 Waktu : 08.00 sampai selesai
 Tempat : Gedung C4.1 (Ruang Munaqosah)

NO.	NAMA/NIM	JUDUL
1.	Nurmala Septiani 1711230098	A Survey Study of Students' Strategies in Learning Listening Skills during the Covid-19 Pandemic at IAIN Bengkulu
2.	Kintan Fatimah 1711230022	The Effect of Flipped Classroom in Improving EFL Students' Achievement during Covid-19 Pandemic (Quasi Experimental Method at the Eighth Grade: Students of SMPN 14 Bengkulu City in Academic Year 2021/2022)
3.	Beta Rostika 1711230007	An Analysis of Students' Difficulties in Mastering Writing Essay during Online Learning (A Descriptive Qualitative Study in English Department at the Fifth Semester of IAIN Bengkulu)
4.	Riefo Meizullia 1711230124	The Analysis of EFL Teacher's Technological Pedagogical Content Knowledge at Mts Muhammadiyah Batu Bulek in West Sumatera
5.	Pebi Putri Mahesa 1711230112	Analysis of English Teacher's Understanding of Formative Test Assessment at MAN Manna Bengkulu Selatan

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.





KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan R.uden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51; 71-51172- Faksimili (0736) 51171-5117
Website: www.uinfasbengkulu.ac.id

Nomor : 2358 /Un.23/F.II/PP.00.9/07/2022

Bengkulu, 04, Juli 2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr.Edi Ansyah, M.Pd (Ketua)
2. Hengki Satrisno, M.Pd.I (Sekretaris)
3. Riswanto, Ph.D (Penguji Utama)
4. Hanura Febriani, M.Pd (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jum'at, 29 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tarbiyah Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Hesy dwi fitriyanti 1811239066	08.00-09.00 WIB	The Correlation Between Students Motivation In Reading and Their Reading Comprehension at SMAN 01 Kota Bengkulu
2	Kintan Fatimah 1711230072	09.00-10.00 WIB	The Effect of Flipped Classroom Model In Improving EFL Students' English Achievement.
3	Defitri Putri 1711230009	10.00-11.00 WIB	The Effect Of Guided Questions Technique To Improving Students Skill In Writing A Descriptive Text.

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

 Mulyadi





KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
 Website: www.uinfasbengkulu.ac.id

BERITA ACARA

Berita Acara Sidang Munaqosyah Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu Bengkulu

Jurusan TADRIS, Pada :

- I. Hari / Tanggal : Jum'at, 29 Juli 2022
 Nama : Kintan Fatimah
 NIM : 1711250022
 Program Tahun : 2022
 Tempat : Ruang Sidang Munaqosah TBI

II. Team Penguji

No	Nama	Jabatan	Tanda Tangan
1.	Dr.Edi Ansyah, M.Pd	Ketua	
2.	Hengki Satrisno, M.Pd.I	Sekretaris	
3.	Riswanto, Ph.D	Penguji Utama	
4.	Hanura Febriani, M.Pd	Penguji Anggota	

I. Catatan Yang Dianggap Penting

.....

.....

.....

Bengkulu, 29 Juli 2022

SIDANG TERBUKA MUNAQOSYAH SKRIPSI
 UIN FAS BENGKULU JURUSAN TADRIS

Ketua

Dr.Edi Ansyah, M.Pd

Sekretaris

Hengki Satrisno, M.Pd.I



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI
 BENGKULU

Jalan Raden Fatah Pagar Dawa Kota Bengkulu 38211
 Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
 Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Kintan Fatmah
 NIM : 1711250022
 Jurusan : Tarbiyah Tadris
 Program Studi : Tadris Bahasa Inggris

Pembimbing I/II : Feny Martina, M.Pd
 Judul Skripsi : The effect of flipped classroom on Improv
 EFL students' Achievement during covid-19 p

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.		BAB 1	perbaiki background	
2.		BAB 1 - 2	Background + Teori	
3.		BAB 2	Tambahkan Teori Flipped classroom	
4.		BAB 1 - 3	Metode penelitian	
5.		BAB 3	Tambahkan kartu Soal serta lengkapi lampiran	
6.		Acc Muragoshi	Acc Muragoshi	

Bengkulu, 2021

Pembimbing I/II

Feny Martina, M.Pd
 NIP. 198703242015032002

Mengetahui,
 Dr. Zubaedi, M.Ag., M.Pd
 NIP. 196903061996031003

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBİYAH DAN TADRIS

Alamat : Jln. Ra'cm Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

KARTU BIMBINGAN SKRIPSI

Nama : Kintan Fatmah Pembimbing I/II : Zelvia Liska Afriani, M.Pd
 NIM : 1711230022 Judul Skripsi : The Impact of Online class on Learning
 Jurusan : Tarbiyah Tadris English on Students Learning Achievement using Flipped...
 Prodi : Tadris Bahasa Inggris Classroom during covid-19 pandemic

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	10/2021 03	Konsultasi topik proposal	Baca jurnal/terkait topik	
2.	12/2021 03	Chapter 1	Revise as suggested	
3.	21/2021 04	chapter 1	Consult your topic with first advisor because the topic is quite hard to do. Sudah msh bisa menerapkan pembelajaran online.	
4.		Chapter 1	- Mulai buat chap 1-3 - Tambah deari flipped classroom	

Bengkulu, 29 - 10 - 2021
 Pembimbing I/II

 Zelvia Liska Afriani, M.Pd
 NIP. 199404202018012003

Mengetahui
 Dekan

 Dr. Zubaedi, M.Ag, M.Pd
 NIP. 196903081996031005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI
 BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telepon (0736) 51276-51171-51172-53579 Faksimili (0736) 51171-51172
 Website www.iainbangkulu.ac.id

Nama Mahasiswa : Kintan Fatimah
 NIM : 1711230022
 Jurusan : Tarbiyah Tadris
 Program Studi : Tadris Bahasa Inggris
 Pembimbing I/II : Zelvia Lisca Afrioni, M. Pd
 Judul Skripsi : The Effect of Flipped
 Classroom on Improving EFL Students'
 Achievement during Covid-19 Pandemic

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
5.	9/07/2021	Chapter 1 - 3	<ul style="list-style-type: none"> - Amend your grammar - Add more explanation on chapter III 	<i>[Signature]</i>
6.	6/09/2021	Chapter 1 - 3	<ul style="list-style-type: none"> - Follow APA style 6th Edition - Add more theories on chapter II 	<i>[Signature]</i>
7.	01/10/2021	Chapter 1-3	<ul style="list-style-type: none"> - Perbaiki RP - Baca lagi Bab 1 desain penelitian & metode pengumpulan sample - tentukan referensi APA 	<i>[Signature]</i>

Bengkulu, 29.10.2021

Pembimbing I/II

[Signature]
 Zelvia Lisca Afrioni, M. Pd
 NIP. 199404202018012003

Mengetahui,
 Dekan
[Signature]
 Dr. Zubaidi, M. Ag., M. Pd
 NIP. 196603081996031005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI
 BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telepon (0736) 51270-51171-51172-53879 Faksimili (0736) 51171-51172
 Website: www.iainbengkulu.ac.id

Nama Mahasiswa: Kintan Fatmahan Pembimbing I/II: Zelvia Liska Afriani, M.Pd
 NIM: 1711230022 Judul Skripsi: The Effect of Flipped Classroom on Improving EFL Students' Achievement during Covid-19 Pandemic
 Jurusan: Tarbiyah Tadris
 Program Studi: Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
8.	29/10/2021	ACC to proposal seminar		ZL



Mengetahui,
 Dekan

Dr. Zulhadi, M.Ag. M.Pd
 NIP. 196603081996031005

Bengkulu, 29 - 10 - 2021

Pembimbing I/II

Zelvia Liska Afriani, M.Pd
 NIP. 199404202018012003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Reden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Kintan Fatimah Nama Pembimbing I : Feny Martina, M.Pd
NIM : 1711230022 Judul Skripsi : The effect of Flipped classroom model in Improving EFL Students' English Achievement (Quasi-Experimental Method at the eight grades students of SMPN 14 Bengkulu City in academic year 2021/2022)
Jurusan : Tadris
Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	27-06-2022	chapter IV	perbaiki standard Description	f
2.	1-07-2022	chapter IV	tambahkan pengerdan normality	f
3.	5-07-2022	chapter IV Hypothesis	perbaiki	f
4.	8-07-2022	discussion	tambahkan teori lagi	f
5.	11-07-2022	chapter 5	perbaiki kesimpulan dan saran	f
6.	15-07-2022			f
7.	16-07-2022	Ace Munargayah	Ace Munargayah	f

Mengetahui,




(Dr. Agus Mulvadi, M. Pd)
NIP. 197005142000031004






Bengkulu


Pembimbing I


(Feny Martina, M. Pd)
NIP. 198703242015032002


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAVATI SUKARNO BENGKULU
 Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telepon (0736) 51276-51.71-51172- Faksimili (0736) 51171-51172
 Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Kintan Fatimah Nama Pembimbing II : Zelvia Liska Afriani, M.Pd
 NIM : 1711230022 Judul Skripsi : The effect of Flipped classroom model in Improving EFL Students' English Achievement (Quasi-Experimental Method at the eight grades students of SMPN 14 Bengkulu City in academic year 2021/2022)
 Jurusan : Tadris
 Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	6 - 06 - 2022	Chapter 4	Revisi as suggested	
2.	10 - 06 - 2022	Chapter 4	Perbaiki Normality	
3.	13 - 06 - 2022	chapter 4 discussion	perbaiki dan tambahkan teori	
4.	17 - 06 - 2022	Chapter 5	Kesimpulan	
5.	21 - 06 - 2022	Acc to manager		

Mengetahui,
 Dekan

Mulyadi M. Pd
 NIP. 197005142000031004

Bengkulu
 Pembimbing II

Zelvia Liska Afriani
 NIP. 199404202018012003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51275-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBIIYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN)
BENGKULU

Nomor: 2006 /In.11/F.II/PP.039/04/2021

Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mh: : Kintan Fatimah
NIM : 1711230322
Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk mer jadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	Zebaidah, M.Us.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Andriadi, M.A.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulary, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Dr. H. Ali Akbarjono, M.Pd.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Terima kasih.



Bengkulu, 22 April 2021

Dekan,

ZUBAEDI



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI
 BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
 Website: www.iainbengkulu.ac.id

DAFTAR NILAI UJIAN KOMPREHENSIF

Nama : Kintan Fatimah
 NIM : 1711230022
 Prog. Studi : Tadris Bahasa Inggris

NO	ASPEK	INDIKATOR	PENGUJI	NILAI	TANDA TANGAN
1	KOMPETENSI IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafala: Surat (Ad Dhuha s/d An Naas)	Zebaidah, M.U.s.	77	 21/5/20
2	KOMPETENSI JURUSAN/ PRODI	1. Hapalan ayat dan hadits yang berhubungan dengan pendidikan (ta.biyah) 2. Language Skill, Vocabulary, grammar, Speaking, Writing, Reading 70 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 70 4. Teaching skill, TEFL, LTR, ESP, CMD 70	Andriadi, M.A.	70	 15/2016
3	KOMPETENSI KEGURUAN	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.	Dr. H. Ali Akbarjono, M.Pd.	78	 20/6
JUMLAH				225	
RATA - RATA				75	



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI
 BENGKULU

Jalan Raden Fatah Pagar Dawa Kota Bengkulu 38211
 Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
 Website: www.iainbengkulu.ac.id



KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Kintan Fatimah
 NOMOR INDUK MAHASISWA : 1711230022
 PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Selasa 9/3		Syukri Fawzi	1711230060	The english teacher problems in designing lesson plan at Islamic boarding school of at Harsidabau Bengkulu	
2	Selasa 9/3		Wedi Nopian Putra	1711230057	the influence of speed reading technique on skill at the Satek Seluma	
3	Selasa 9/3		Tatang Furung	1711230056	the effect of cognitive-diagnose optais strategy to students writing ability in descriptive text	
4	Selasa 9/3		TH Nengih Ruspta S	1711230059	the analysis of english student's motivation in speaking class during new normal	
5	Selasa 9/3		Yola Fitri .A	1611230073	the used of guided question methods to improve student writing skill of descriptive text at wily Harsidabau Bengkulu in academic in year 2021/2022	
6						

107
Handwritten: HF
Hanana Febriani
Cek turnitin Kintan_TBI

ORIGINALITY REPORT

18%
SIMILARITY INDEX

17%
INTERNET SOURCES

9%
PUBLICATIONS

4%
STUDENT PAPERS

PRIMARY SOURCES

1	repository.iainbengkulu.ac.id Internet Source	2%
2	jurnal.iain-bone.ac.id Internet Source	1%
3	mjlkm.org Internet Source	1%
4	repository.uin-suska.ac.id Internet Source	1%
5	e-journal.harnzanwadi.ac.id Internet Source	1%
6	Submitted to Mae Fah Luang University Student Paper	<1%
7	repository.upstegal.ac.id Internet Source	<1%
8	"Overcoming Students' Misconceptions in Science", Springer Science and Business Media LLC, 2017 Publication	<1%

publication.ijllt.org