**TEACHER'S PERCEPTION OF FLIPPED LEARNING MODEL**

**IN AL-KAUTSAR JUNIOR HIGH SCHOOL PLUS MALANG**

THESIS

By:

Roro Ayu 'Aisyah Rahmanningrum

NIM.18180026

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG**

**August, 2022**

**TEACHER'S PERCEPTION OF FLIPPED LEARNING MODEL**

**IN AL-KAUTSAR JUNIOR HIGH SCHOOL PLUS MALANG**

**THESIS**

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of the Requirement for the Degree of English Language Teaching (S.Pd.) in the English Education Department*



By:

Roro Ayu 'Aisyah Rahmanningrum

NIM. 18180026

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG**

**August, 2022**

**APPROVAL SHEET**

**TEACHER'S PERCEPTION OF FLIPPED LEARNING MODEL**

**IN AL-KAUTSAR JUNIOR HIGH SCHOOL PLUS MALANG**

**THESIS**

**by:**

**Roro Ayu 'Aisyah Rahmanningrum**

**NIM. 18180026**

Has been approved by the advisor for further approval by the Board of Examiners

Advisor,

**Nur Fitria Anggrisia, M.Pd**
NIP. 19890901 20180201 2 156

Acknowledged by

Head of English Education Department,

**Dr. H. Langgeng Budianto, M.Pd**
NIP. 19711014 200312 1 001

# LEGITIMATION SHEET

## TEACHER'S PERCEPTION OF FLIPPED LEARNING MODEL IN AL-KAUTSAR JUNIOR HIGH SCHOOL PLUS MALANG

### THESIS
by:

Roro Ayu 'Aisyah Rahmanningrum (18180026)

Has been defended in front of the board of examiners at the date of September 21st, 2022 and declared PASSED

Accepted as the requirement of the Degree of English Language Teaching (S.Pd) in the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners,                                          Signature

1. Rendhi Fatrisna Yuniar, M.Pd            Chairman
   NIP. 199406182020121003

2. Nur Fitria Anggrisia, M.Pd              Secretary/Advisor
   NIP. 198909012018022156

3. Dr. Alam Aji Putera, M.Pd               Main Examiner
   NIP. 198904212018022011153

Approved by

Dean of Education and Teacher Training Faculty

Maulana Malik Ibrahim Malang State Islamic University

Prof. Dr. H. Nur Ali, M.Pd
NIP. 196504031998031002

iii

Nur Fitria Anggrisia, M.Pd
Lecturer of faculty of Education and Teacher Training
Maulana Malik Ibrahim Malang State Islamic University

**THE OFFICIAL ADVISORS' NOTE**

Hal. : Thesis of Roro Ayu 'Aisyah R.       Malang, August 12, 2022
Lamp : 4 (Four) Copies

The Honorable,
Dean of Education and Teacher Training Faculty
Maulana Malik Ibrahim Malang State Islamic University
In

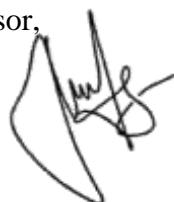    Malang

*Assalamu'alaikum Wr. Wb*

After conducting several times of guidance in terms of content, language, writing technique, and after reading students' thesis as follow:

Name                 : Roro Ayu 'Aisyah Rahmanningrum
Student ID Number    : 18180026
Department           : English Education
Thesis               : Teacher's Perception of Flipped Learning Model
                           in Al-Kautsar Junior High School Plus Malang

Therefore, we believed that the thesis of Roro Ayu 'Aisyah Rahmanningrum has been approved for further approval by the board of examiners.

*Wassalamualaikum Wr.Wb*

Advisor,

**Nur Fitria Anggrisia, M.Pd**
NIP. 19890901 20180201 2 156

iv

# APPROVAL

This is to certify that the thesis of Roro Ayu 'Aisyah Rahmanningrum has been approved by the advisor for further approval by the board of examiners.

Malang, August 12, 2022
Advisor,

**Nur Fitria Anggrisia, M.Pd**
NIP. 19890901 20180201 2 156

# DECLARATION OF OUTHORSHIP

*Bismillahirrahmanirahim,*

Herewith, I:

| | |
|---|---|
| Name | : Roro Ayu 'Aisyah Rahmanningrum |
| Student ID Number | : 18180026 |
| Department | : English Education |
| Address | : Dsn Pramesan RT 09 RW 03, Ds. Ngale, Paron, Ngawi. |

Declare that:

1. This thesis has never submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the result of any person.
3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, August 12, 2022
The Researcher,

Roro Ayu 'Aisyah R.
NIM.18180026

# MOTTO

Be in the sky but still have your feet on the ground—Mark Lee

*The Messenger of Allah, peace and blessings be upon him, said, "**Verily, Allah has revealed to me that you must be humble towards one another, so that no one oppresses another or boasts to another**."—HR. Muslim 2865*

# DEDICATION

This Thesis is dedicated to my parents, Mr. Masdar and Mrs. Dian Rifia, also my brother, Faris Muhammad Luthfi Abimanyu. For their endless love, support, and encouragement.

# ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

*In the Name of Allah SWT, The Beneficent, The Merciful*

Praise be to Allah SWT, who always bestows His grace and gifts so that I am able to finish my thesis entitled "Teacher's Perception of Flipped Learning Model in Al-Kautsar Junior High School Plus Malang". Shalawat and greetings are given to the Prophet Muhammad SAW, who is a role model for humanity. The Prophet has guided Muslims from the Jahiliyah era to the Islamic era.

It is a happiness and pride for me to be able to complete this thesis through a long journey. However, I realize that this writing cannot be separated from the guidance and direction and constructive criticism from various parties. Therefore, on this occasion, I would like to express my deepest gratitude and highest appreciation to:

1. Prof. Dr. H. M. Zainuddin, M.A as the Rector of the Maulana Malik Ibrahim State Islamic University Malang.

2. Prof. Dr. H. Nur Ali, M.Pd as the Dean of Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic University Malang.

3. Dr. Langgeng Budianto, M.Pd as the Head of English Education Department Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic University Malang.

4. Mrs. Nur Fitria Anggrisia, M.Pd., my adviser, for her patience, support, and constructive recommendations during the process of completing my thesis.

5. Mrs. Maslihatul Bisriyyah, M.TESOL., my guardian lecturer and my instrument validator, for her support and constructive recommendations since my first year of university until I accomplished my thesis.

6. All respectful lecturers of English Education Department for the insightful advices and knowledge.

7. My beloved parents, brother, and all of my family for their endless love and support during my study and the completion of this thesis.

8. Ms. Sukaina Bunga Nainawa, S.Pd., for being such a supportive and cooperative subject of my thesis, students who have participated as the sample of my thesis, also the teachers who have provided opportunities, assistance, and support in completing this thesis.

9. All my beloved friends for the support and encouragement for finishing this thesis.

The infinite gratitude goes to the parties concerned. Hopefully, the support and prayers can be a record of good deeds in the presence of Allah SWT.

Malang, August 12, 2022

**Roro Ayu 'Aisyah R.**
NIM.18180026

# LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Religion Minister of the Republic of Indonesia and the Education and Culture Minister of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

## A. Words

| | | |
|---|---|---|
| ا = a | ز = z | ق = q |
| ب = b | س = s | ك = k |
| ت = t | ش = sy | ل = l |
| ث = ts | ص = sh | م = m |
| ج = j | ض = dl | ن = n |
| ح = h | ط = th | و = w |
| خ = kh | ظ = zh | ه = h |
| د = d | ع = ' | ء = . |
| ذ = dz | غ = gh | ي = y |
| ر = r | ف = f | |

## B. Long Vocal

**Long Vocal (a)** = â
**Long Vocal (i)** = î
**Long Vocal (u)** = û

## C. Dipthong Vocal

| | |
|---|---|
| وأ = aw |
| يأ = ay |
| وأ = û |
| يإ = î |

# TABLE OF CONTENT

# LIST OF TABLE

# LIST OF PICTURE

# LIST OF APPENDIXES

# ABSTRACT

Rahmanningrum, R.A.A. Teacher's Perception of Flipped Learning Model in Al-Kautsar Junior High School Plus Malang. Thesis. English Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Nur Fitria Anggrisia, M.Pd

**Keyword:** teacher's perception, flipped learning method, Junior High School Plus

This study intends to reveal the teacher's perception of flipped learning model in Al-Kautsar Junior High School Plus Malang and unveil the findings of how the method implemented in English class by limited teacher and the way of the teacher overcomes the challenge by herself. A qualitative case study was adopted in this study to do in-depth inquiry towards the occurrence. The subject of this study is the only English teacher at Al-Kautsar Junior High School Plus Malang.

The data collected by interview and observation. The interview conducted twice, with the subject and sample of the study. Later, in-class observation, asynchronous media checking, and document observation performed to complete the data. All the data collected triangulated to verify and validate the findings to get the thorough data information for this study.

Later, the researcher accomplished discovered the teacher's perception and unveiled three findings: 1. The flipped learning implemented by the teacher depend on the school and students' intellectual abilities. 2. The challenge encountered by the teacher was lack of students' enthusiasm to perform self-study prior the class. 3. The teacher found a suitable way based on students' intellectual abilities to overcome the challenge by engaging digital literation by providing video or gamified material for students. Those findings comprised the teacher's perception of the flipped model implemented.

**ABSTRAK**

Rahmanningrum, R.A.A. Persepsi Guru Terhadap Model Pembelajaran *Flipped* di SMP Plus Al-Kautsar Malang. Skripsi. Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Nur Fitria Anggrisia, M.Pd

**Kata Kunci:** persepsi guru, metode flipped learning, SMP Plus

Penelitian ini bertujuan untuk mengekspos persepsi guru terhadap model pembelajaran *flipped* di SMP Plus Al-Kautsar Malang dan mengungkap temuan terkait bagaimana pengimplementasian metode ini di dalam kelas bahasa Inggris dengan jumlah guru yang terbatas, serta strategi guru dalam mengatasii tantangan yang ada seorang diri. Penelitian ini mengadopsi pendekatan kualitatif studi kasus untuk melakukan investigasi secara mendalam terhadap fenomena yang terjadi. Subjek penelitian ini adalah satu-satunya guru bahasa Inggris di SMP Plus Al-Kautsar Malang.

Pengumpulan data dilakukan dengan wawancara dan observasi. Wawancara dilakukan sebanyak dua kali, dengan subjek dan sampel penelitian. Selanjutnya dilakukan observasi kelas, pengecekan media *asynchronous*, dan observasi dokumen dilakukan untuk melengkapi data. Semua data yang dikumpulkan ditriangulasi untuk memverifikasi dan memvalidasi temuan guna mendapatkan informasi data yang menyeluruh untuk penelitian ini.

Kemudian peneliti berhasil meenjabarkan persepsi guru dan menemukan tiga temuan: 1. Metode *flipped learning* yang dilaksanakan oleh guru tergantung pada kondisi sekolah dan kemampuan intelektual siswa. 2. Tantangan yang dihadapi guru adalah kurangnya antusiasme siswa dalam melakukan belajar mandiri sebelum mengikuti pembelajaran di kelas. 3. Guru menemukan cara yang sesuai dengan kemampuan intelektual siswa untuk mengatasi tantangan tersebut dengan melibatkan literasi digital seperti memberikan materi video atau materi berbasis game kepada siswa. Beberapa temuan tersebut mencakup persepsi guru terhadap metode *flipped* yang diterapkan.

# ملخص البحث

رحماننجروم ر أ أ، نظر المدرسين تجاه منهج الدراسة المقلوبة المطبقة في المدرسة الثانوية الزائدة الكوثر بملانج. رسالة جامعية. قسم تدريس اللغة الإنجليزية، كلية التربية و تدريب المعلمين، بجامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج. المشرف : نور فطرية أنجريزيا الماجستير

**الكلمات المرشدة** : نظر المدرسين، منهج الدراسة المقلوبة، المدرسة الثانوية الزائدة

يقصد من هذا البحث كشف ما رآه المدرسون في منهج الدراسة المقلوبة المطبقة في المدرسة الثانوية الزائدة الكوثر بملانج واستبيان كيفية تطبيقها في المادة الإنجليزية التي يعطيها المدرس المعين وكيفية قضاءه للمشاكل الحاصلة خلال التطبيق

كان الباحث على النهج النوعي في دراسة القضايا في هذا البحث لمزيد التحري في المسائل التي حصلت و كانت المواد محصورة على المدرس للغة الإنجليزية في تلك المدرسة

و تجمع المعلومات بالمقابلات و التتبع، و فعلت المقابلة مرتين مرة للمواد و أخرى لنموذج البحث ثم فعل التتبع في الصف و التفتيش لأدوات اللا عبر اتصالات كما فعل التتبع لأرشيفات لتوفير البيانات.

و المعلومات التي جمعت يجرى عليها التثليث لأجل التبين و التصحيح حتى تكون المعلومات لهذا البحث كاملة وافرة

اكتشف الباحث كيف كان نظر المدرسين تجاه هذا المنهج واكتشف نتائج تالية : (١) منهج الدراسة المقلوبة تتوقف مفعوليته على استعداد المدرسة وقدرة الطلاب. (٢) اكتشف أن الطلاب لا ينتبهون إلى واجبهم و تركوا دراستهم في المنزل قبل الصف (٣)و المدرسون وجدوا أن المشكلة يمكن قضاءها بتحويل الدروس إلى إلقاءها عبر الجهاز الرقمي والتسجيلات الفيديو أو تلقى بكيفية ممزوجة بنوع من اللعب.

و من هذه النتائج علم ما نظر إليه المدرسون تجاه هذا المنهج.

# CHAPTER I

# INTRODUCTION

This chapter provides an overview of the background study, research questions, objectives, and significance of the study and explains the study's scope and limitations. In addition, this chapter also explains a few key terms to keep the focus discussion of this study.

## 1.1 Background of the Study

In the last two years, the world has been invaded by the infectious and deadly disease Corona Virus (Covid-19) pandemic, which forced schools and universities to keep closed temporarily (Dahwan, 2020). This situation impacts the changes in the learning system worldwide, which made education institutions enforce online learning or distance education (Rasmitadila et al., 2020). Rasmitadila et al. (2020) stated that implementing large-scale social restrictions in Indonesia impacted the communities and students' routines in 2020. Therefore, using an online learning system or distance learning provided solutions for education institutions to start implementing the school from the home system (SFH), which turned the learning activity from school to home. Later, as time passed, the pandemic outbreak was indicated to decrease. The governments decided to implement the limited face-to-face learning system, officially stamped in the Joint Decree of the Minister of Education and Culture No. 03/KB/2021, Minister of Religion No. 384 of 2021, Minister of Health No. HK.01.08/MENKES/4242/2021, and Minister of Home Affairs No. 440-

717 of 2021 about Guide to Implementing Learning in the Time of The Corona Virus Disease Pandemic 2019 (Covid-19). Those learning systems that the government has worked on are the savior of the education continuity in Indonesia during this pandemic because it gives students the chance to keep studying even in limited circumstances. This phenomenon is in line with the verse that Allah SWT has explained in the Quran about the effort mentioned in the following verses:

وَأَن لَّيْسَ لِلْإِنسَٰنِ إِلَّا مَا سَعَىٰ {٣٩} وَأَنَّ سَعْيَهُ سَوْفَ يُرَىٰ {٤٠} ثُمَّ يُجْزَٰهُ ٱلْجَزَآءَ ٱلْأَوْفَىٰ {٤١}

*"and that each person will only have what they endeavored towards, and that 'the outcome of' their endeavors will be seen 'in their record,' then they will be fully rewarded." (Quran Surah An Najm: 39-41).*

The education continuity through online learning during this pandemic cannot be separated from the role of technology and internet advances. These advances improve pedagogical approaches and educational technology, which has impacted the increased use of online web-based learning in higher education in the last decade (Stöhr et al., 2020). Moreover, the internet's growth and impact on the educational system gave great help in the educational world (Castro & Tumibay, 2019). Along with these advances, online learning needs becomes fundamental to support student learning and educational trends nowadays (Castro & Tumibay, 2019), and the use of this online learning during this pandemic had grabbed the attention of a broader public about the use of technology in education (Seufert et al., 2021). In short, these advances have made online learning known to the broader community

and massively applied in today's education system, especially during this pandemic.

Online learning implies the learning activity conducted without using traditional methods but using the web as a classroom (Castro & Tumibay, 2019). Furthermore, Castro and Tumibay (2019) also define online learning as delivering the material through electronic media such as the internet, extranets, intranet, satellite broadcast, CDs, video/audiotape, computer-based training, and video conferencing. Electronic media as the bridge for the teacher delivering the materials is the most common technique used in Indonesia during this pandemic, such as WhatsApp, Google Classroom, E-Learning, and many others. This online delivery embraces both synchronous and asynchronous forms. The synchronous form is where the teacher and students could directly interact through conferencing tools or chat groups simultaneously. The asynchronous form where the students could access the web-based materials provisions by the teacher (Singh & Thurman, 2019) or other sources at their best place or time without its limitation (Sufyan et al., 2020). Briefly, the material delivery through electronic media and its use for conducting synchronous-asynchronous learning activity gives students much advantage. They could still conduct the discussion through teleconference or conduct independent learning from various sources without limitation of place and time during this circumstance.

Moreover, one learning approach that could be applied during online learning is flipped method. The flipped method also refers to a blended

learning strategy (Bisriyah, 2020). Here, technology plays a critical role in facilitating and supporting learning where students can do synchronous online contact, collaborate among students, and can access the materials flexibly (Bisriyah, 2020). The flipped method is the most recent digital-based learning method, which uses video as the learning medium that students could access outside of the classroom (Farida et al., 2019). This method was discovered to provide more student engagement (Burke & Fedorek, 2017) to make them more actively involved during the learning activity (Şengel, 2016). It has also become more popular to keep students focused and engaged in improving their language skills during the learning process (Zainuddin & Perera, 2018). In brief, the flip model is critical in education and reflects effective learning. Students' creative thinking skills will improve due to active learning and its model reinforced with technology (Krisbiantoro & Pujiani, 2021).

The implementation of the flip model might increase students' motivation, meaningful learning and promotes active learning, which hopes through this strategy the educational environments could be restructured (Yough et al., 2017). The implementation of the flip model provides the opportunity for both students and teachers to get an improved experience in the learning process (Sherrow et al., 2015). As the frontline of the online learning implementation, the teacher must be able to control all instructional components, such as instructional methods, learning media, time allocations, social and psychological factors that notably affect the teacher's motivation in teaching (Rasmitadila et al., 2020). In addition, when the teacher must change from a

traditional to an online learning system that has never been implemented before, the teacher has uneasiness transferrable responsibilities. The teacher must be responsive in overcoming the problems that might occur during an online learning activity to continue to achieve the learning objectives (Rasmitadila et al., 2020).

Therefore, the teacher's readiness to conduct online learning becomes the essential thing that the teacher should execute to build a pleasant and meaningful teaching-learning process. In the current situation, the teachers must develop their potential deeper to attract and foster students' motivation during online learning. It can be started by designing the frameworks of online learning considering students' background, learning experience, and needs (Rasmitadila et al., 2020). Besides, the teachers' basic digital use skills can affect the teaching process (Sailer et al., 2021). In addition, the teachers' digital basic skills during planning, implementation, and evaluation of digital teaching and learning scenarios possibly relate to students' interactive and constructive learning process and digital use during the teaching process (Sailer et al., 2021).

Moreover, the teachers' perception towards the implementation of the flipped model becomes necessary to evaluate and improve the better implementation. The first study by Gough et al. (2017) discovered that the teachers meet a significant benefit in implementing flipped classrooms since it provides times for an instructional techniques variety. The second study is from Ansori & Nafi' (2019) found that the teachers respond positively to the

method. Nevertheless, besides the teachers perceived some benefits, there are still some challenges they meet in the process of implementing the method. Later, Hashim & Shaari (2020) also found that teachers believe that flipped learning is beneficial. Yet, their significant issue in implementing this method is they believe of their input is critical in the flipped classroom. However, there is no link between teachers' perception and their challenges.

Then, study from Zou (2020) conduct in gamified flipped EFL classroom found that both teachers and students agreed that this method give them some benefits such as: improved desire and engagement in learning, growth of self-assurance and learning skills, and improvement in learning outcomes and performance. And the last is the study from Ghufron, M.A., & Nurdianingsih, F. (2020), their findings showed that teachers' perception of the method described in three phases. First, the teachers expect this method to be well-worked in the class. Second, attitudes among teachers shifted from optimism to caution. Third, after several meetings implementing the method, the teachers' perception of the method can develop.

From the explanation above, besides the flipped model can give positive benefits either for students or teachers, some challenges might be experienced by both students and teachers in implementing the flipped model. Hence, the researcher in this study tries to reveal a single English teacher's perception of the flip model applied in the Junior High School Plus, what kind of challenges the teacher might face, and its solution.

**1.2 Research Questions**

After discussing the background of the study, the researcher generated some research questions relating to the background of the study. Those are:

1. How does the teacher implement the flipped model in the class?

2. What challenges does a single English teacher encounter during teaching-learning activity in Junior High School Plus under the flipped model?

3. How does the teacher overcome the challenges when the teacher is a single English teacher?

**1.3 Objectives of the Study**

In line with the research question mentioned above emerged several objectives of the study:

1. To get the overview from the teacher toward the flipped model implemented in the class.

2. To explore the barriers encountered by the teacher during teaching-learning activity in Junior High School Plus under the flip model.

3. To describe the strategies used by the teacher to overcome the barriers.

**1.4 Significance of the Study**

As the study is conducted, the researcher hopes that the result of this study can provide benefits for the following parties:

1. Theoretical Significance

     This study is expected to give a new overview among the English teachers about how a single teacher can overcome the challenges alone in teaching using the flipped model.

2. Practical Significance

   a. Teacher

        The findings of this study are beneficial for the teacher to evaluate the implementation of the flipped model during limited face-to-face learning.

   b. Institution

        The final findings can be the reference for the institution where the study was conducted to evaluate the flipped model implemented to prepare the better implementation in the future.

   c. Future Researcher

        This study's findings are expected to give the basic idea for the future researcher in conducting the newest study about the flipped classroom, especially in Indonesia. Flipped model implementation in Indonesia is still limited. So the study about flipped model implementation in Indonesia is needed to provide an overview for future educators to prepare strategies in implementing this approach.

**1.5 Scope and Limitation of the Study**

The scope and limitations of the current study are outlined below.

1. Scope of the study

    The focus of this study is to reveal a single English teacher's perception towards the implementation of the flipped model at Al-Kautsar Junior High School Plus, Malang. At this school, there is only one teacher whose responsible teach English from grade 7 to 9. The teacher teaches English under the flipped method. Moreover, this study was investigated the implementation of flipped method at the school, the various challenges that might happen during the implementation, and strategies used to overcome the challenges.

2. Limitations of the Study

    Limitations exist in this current study. This study involved only a single English Teacher at Al-Kautsar Junior High School Plus, Malang.

**1.6 Definition of Key Terms**

**1. Teacher's Perception**

Teacher's perception is the way teacher thinks about something such as students, teaching-learning method used, learning environment, and many more which can be used as teacher's reflection to upgrade the teaching-learning activity to be better.

2. **Flipped Learning Method**

The flipped learning method in this study implies to the learning activity which conducts both synchronous-asynchronous forms. In the asynchronous form, teacher will share the material through Google Classroom so students can study the material first before attending the class. Then, the synchronous form is a learning activity conducts in class where students and teacher are doing face-to-face learning activity directly and discuss the material that the teacher shared before the class.

3. **Junior High School Plus (JHS Plus)**

Junior High School Plus here implies the school that provides the best service and facilities for students. Besides, the school also carries a program of deepening Al-Quran such as *tahfidz and turjuman*. In addition, this school also carries a bilingual program.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

This chapter describes theories and previous studies to enrich the essential information. There will be four points described below: teacher's perceptions, flipped method, Junior High School Plus, and some previous studies.

## 2.1 Teacher's Perception

Perception is the way something has been perceived and expressed through attitude (Windiarti et al., 2019). Perception is a response or an opinion that refers to the individual's process of receiving or learning about something by the senses (Maba, 2017). Furthermore, Maba (2017) defines a *teacher's perception* as the educator's response to what he or she encounters while educating, teaching, guiding, directing, training, assessing, and evaluating children of aged children along the educational pathway, which is influenced by the educator's beliefs and feelings. Teachers' perceptions contribute significantly to the description of the learning environment, which means that their role can affect students' behaviour. (Windiarti et al., 2019). Teachers' perceptions will be incorporated into the learning evaluation process to ensure successful learning (Windiarti et al., 2019).

Moreover, teachers' perceptions can be classified into positive and negative categories. The positive response can be used as the reference and foundation for the teachers to conduct better teaching-learning activities. In contrast, the negative response can be used as a reflection for teachers to

evaluate and overcome the challenges they might encounter during teaching-learning activities (Maba, 2017). However, Oates (2003) explained that the potential for teachers' perceptions to influence academic performance is not solely contingent on students' self-interested weighting of cognitions. Teacher perceptions influence student performance independently through self-fulfilling prophecies and perceptual biases. Both mechanisms entail significant teacher involvement (Oates, 2003). Self-fulfilling prophecies can occur when teachers are more pleasant to students they regard favourably and provide more effective instruction (Oates, 2003). Perceptual biases are primarily the result of dialogues "in the teacher's mind." They entail teachers evaluating students' work according to their preconceived notions. Thus, teachers' perceptual biases may cause them to evaluate students more favourably (or unfavourably) than necessary (Oates, 2003).

## 2.2  Flipped Method

Additionally, Flipped Learning pioneers differentiate between a Flipped Classroom and Flipped Learning. These are not interchangeable terms. Flipping a class may result in Flipped Learning, but it does not. Many teachers might flip their class by having students watch video materials outside the class, read text materials, or complete additional tasks. Teachers must combine the four pillars below into their teaching practice (FLN, 2014).

**Pict. 1.** The pillars of flipped learning, according to FLN (2014), adopt illustrations from Chen Hsieh et al. (2017)

According to FLN (2014), a Flexible Environment in flipped learning allows the teacher to set the learning spaces that will be the media to deliver the materials, task, or independent study for students. It also gives a chance for students to adjust their timelines study freely. The Learning Culture in the flip method is different from the traditional learning activity where this method shifts from teacher-centered learning to student-centered learning. It provides opportunities for students to engage in meaningful learning activities, which students as the central learning. Intentional content in flipped learning leads the teacher to compose the relevant and accessible content for students. In a flipped classroom, Professional Educator's role is much more critical and demanding. Flipped classroom teachers continually observe students, provide them the relevant feedback at the moment, and assess their tasks during class time. In addition, flipped classroom teachers also reflect and collaborate with other teachers to evaluate their teaching practice.

### 2.2.1 Flipped Classroom

The flipped classroom is one of several active learning approaches that arise as a quest result for an approach that meets the changing requirements of a new era that educators and researchers have embraced wholeheartedly (Turan & Akdag-Cimen, 2019). Flipped classroom implies an instructional model in which students learn content outside of class and use the in-class time for student-centered learning activity (Long et al., 2016). The flip model is different from traditional learning since it enables the educators to shift the center of the learning activity from teacher-centered to a student-centered learning activity (Sherrow et al., 2015). This approach has two main components: the teacher delivers the instructional materials outside of the classroom and moves the active learning process into the classroom (Maher et al., 2015). The flipped classroom inverts the role of classroom activity and homework where students engaged in the pre-class task to gain the knowledge they will study in class. Those tasks include watching the instructional video materials and engaging students in practicing obtained skills or knowledge in class. At the same time, the teacher corrects and monitors students (Chen Hsieh et al., 2017). The flip model leads students to conduct independent learning where students could access and study the materials before the class. The activity in the class could be more focused on questions-answer and discussion groups (Farida et al., 2019).

### 2.2.2 Flipped Learning

Flipped learning is the learning method that reverses from in-class lecturing into participating in various activities such as self-learning. Consequently, the teacher's role as the communicant change into a facilitator, and students' role is to conduct self-learning outside the class (Ahmed, 2016). Flipped learning is a type of blended learning that entails the technology used to influence student learning in the classroom. This method allows teachers to spend more time interacting with students rather than lecturing, allowing for more personalized assistance and feedback for students and peers towards tasks and the materials they do not yet understand (Ahmed, 2016).

### 2.2.3 Benefits of Flipped Method

According to Long et al. (2016), the benefits of implementing flipped method: students possess a strong motivation to learn, students' active learning-time could be freed up during the class time, and students could receive immediate assistance during class exercises (Long et al., 2016). The implementation of the flip model might increase students' motivation, meaningful learning and promotes active learning, which hopes through this strategy could restructure the educational environments (Yough et al., 2017).

Flipping the classroom enables the teacher to differentiate the instruction to fit students' needs who struggle with learning. It also encourages students' collaboration and collaborative learning. Students

assist one another in learning instead of depending on the teacher to disseminate knowledge. Additionally, the flipped classroom enables frequent and fast formative input (Altemueller & Lindquist, 2017). In addition, flipping the classroom provides benefits to help students who have over-programmed at school so they still can follow the class in their spare time and enables all students to succeed. Moreover, it can increase student-teacher interaction, gives a chance for the teacher to know students better, and its benefit in increasing the interaction between student and student (Bergmann & Sams, 2012).

## 2.3 Junior High School Plus (JHS Plus)

The 'National Plus' concept was first introduced at the end of the 1990s by private-sector education, quickly developing and considered the alternative to the 'old' education system (Rinaldi, I., & Saroh, Y., 2017). Then, the government implemented it through decree 20/2003, which established a more decentralized education system in Indonesia's schools (Rinaldi, I., & Saroh, Y., 2017). The National Plus Schools have grown in popularity throughout Indonesia (Hadisantosa & Johnstone 2010). Therefore, national plus schools began to appear in Indonesia, starting from the primary, junior high, to senior high school levels.

### 2.3.1 The Difference 'Plus' Term in Some Indonesian School

National Plus schools typically offer extensive facilities, including computer labs, Internet access, sports facilities, libraries, drama rooms, and music rooms (Hadisantosa & Johnstone 2010). The 'plus' in National Plus refers to the use of an international curriculum in addition to or in place of the Indonesian curriculum and English as the medium of instruction (Hadisantosa & Johnstone 2010). Yet, there is also 'plus' school such as in some primary, junior high, to senior high school levels based on religion and Islamic boarding school. This typical 'plus' school still uses the government's national curriculum and adds a religious base such as *tahfidz* and *turjuman* as a foundation for knowledge acquisition. In brief, as we can see, the 'plus' term in some national plus schools in Indonesia is not only for the school that uses an international curriculum on their learning system. Yet, some 'plus' schools still use the national curriculum besides adding a religious base as a foundation for students in gaining knowledge.

### 2.4  Review of Previous Studies

Many studies have been conducted and discussed the topic. Gough et al. (2017) investigate K-12 teachers' perceptions of teaching and learning using flipped classroom model. The study involves 15 middle school teachers, 27 high school teachers, and two teachers who identified as others. This study discovered that participants meet an excellent benefit of using flipped

classrooms because it provides time for an instructional techniques variety, including higher-order thinking and active learning, throughout the increased student-teacher interaction. The study's findings educate educators about the flipped classroom instructional model's benefits and best practices.

Ansori & Nafi' (2019) conducted the other study about English teachers' perception of the benefits and challenges of flipped classroom implementation. This study included ten English teachers from various institutions who used the flipped classroom method. The results indicate that English teachers respond positively to the flipped classroom strategy. Some reported benefits of its application include promoting active learning, fostering collaborative teaming, boosting independent learning, and enhancing classroom engagement. In the meantime, the perceived hurdles of its implementation involve supporting facilities, technical and technological issues, and the difficulty of creating material for flipped learning.

Furthermore, Hashim & Shaari (2020) have conducted a study about ESL/EFL Malaysian teachers' perceptions and challenges of flipped learning implementation. This study consists of 50 participants (9 males and 41 females) from primary and secondary schools in Malaysia. According to the findings, most teachers believe that online instruction is beneficial. Teachers' most significant issue in implementing flipped learning is that they believe instructor input is critical in the flipped classroom. In the meantime, there is no link between instructors' perceptions and their challenges.

Morover, Zou (2020), in his study, discussed teachers' and primary students' perceptions towards gamified flipped EFL classrooms. This study is a one-year project conducted in gamified flipped EFL classroom among eight teachers and 277 primary students. The findings indicated that both teachers and students agreed on the following benefits of gamified flipped classrooms: increased motivation and engagement in learning, development of confidence and learning skills, and enhancement of learning performance and outcomes. However, teachers viewed independent learning before attending the class as a critical component of the flipped classroom. This method can assist students in remembering and comprehending the fundamental knowledge, freeing up time in class for gamified and interactive activities aimed at helping students apply, analyze, and evaluate the knowledge, though not all students expressed a favorable attitude toward it.

Another study conducted by Ghufron, M. A., & Nurdianingsih, F. (2020) about the reflection of Indonesian EFL writing teachers in teaching using CALL as the media in flipped teaching method. The participants in this study are 150 EFLS students and 15 Indonesian EFL teachers taken from 5 East Java private universities. The findings indicate that teachers' perceptions occurred in three distinct phases. To begin, they were hopeful that flipped instruction would work well in their EFL writing class. Second, teachers' attitudes shifted from optimism to caution. Third, positive perceptions of teachers developed due to implementing flipped teaching with CALL for several meetings. In addition, the flipped teaching activities could increase

teachers' motivation to implement this method, challenging activities arranged by teachers, learning environment, and the technological use in this method can increase the motivation of students and their independent learning.

Moreover, since the majority of study suggested to implementing the flipped method with the largest participants, the researcher tried to found it out from limited participant. The researcher was investigated English teachers' perceptions of the flipped model in this current study. The gap that makes this present study differs from the previous is because the researcher met the phenomenon that there is only a single English teacher in the Junior High School Plus.

The researcher was interested in investigating the teacher perception as a single English teacher who implements the flipped model in the class. This phenomenon occurs in Junior High School Plus. The 'plus' here implies the school that uses a national curriculum and adds religious bases such as *tahfidz* and *turjuman* for students' knowledge acquisitions.

# CHAPTER III

## RESEARCH METHOD

This chapter explains the research design, subject of the study, research instrument, data collection technique, and data analysis used in this study.

### 3.1 Research Design

This study was to find out the teacher's perception of the flip model encountered by a single English teacher in Junior High School Plus. The researcher adopted the qualitative case study to do an in-depth investigation towards the occurred phenomenon. The highlighted reason for adopting this method was that the researcher finds the unique case at the school. Only one English teacher at school is automatically responsible for teaching all classes by herself, while it might be difficult. This case occurred at Al-Kautsar Junior High School Plus, Malang. Case study research uses numerous data sources to develop in-depth case contextual understanding (Creswell et al., 2007), so it helped the researcher process the data collected. The researcher was expected to do an in-depth investigation and get a detailed description of the case using the qualitative case study.

### 3.2 The subject of the study

In line with the focus of the study that the researcher mentioned above, the subject of this study was a single English teacher at Al-Kautsar Junior High School Plus, Malang. The initial teacher is S.B. She is the only English

teacher in the school, so she is responsible for teaching all grades by herself. She has been a teacher there for about three years since 2019s. Since the last semester, the school has recommended all teachers to use flipped learning as the teaching method during the limited face-to-face learning system, and she directly started to use the flip model in all of her classes at that time. She runs the flipped classroom method by using Google Classroom to attach material that students have to access first before attending the class, and Google Meet as the media for conducting the face-to-face online meeting.

Moreover, the researcher used the students' voices as the sample to validate the data collected from the teacher. The researcher compared the answers from the teacher interview, in-class observation, asynchronous learning media checking, and the teacher's teaching document with the answers of some students who have chosen to participate in this study to verify the data collected from the teacher. The students were randomly chosen from grades 7 to 8, and two students were represented in each grade.

## 3.3 Research Instrument

The prime instrument used in the qualitative study is the researcher as the human instrument. As the human instrument, the researcher was responsible for collecting the data needed. Besides, secondary instruments were used in this study to complete the prime instrument, such as interview and observation. The in-depth interview in this study conducted twice, the first was the interview with the subject, and the second was the interview with the

sample. The interview used was a semi-structured interview where the researcher asked the listed questions and the questions could be developed during the interview to collect the thorough data. There were 13 questions for the teacher and 9 questions for students as written in the appendix. The questions for the teacher were related to how the implementation of the method in school, the use of technology in implementing the method, also the challenge met and the solution for it. Besides, the questions for students were related to their preference of the method, the use of the technology in the learning activity, and the benefit and drawbacks they got from the method.

*3.1 Subject's Interview Questions*

| Question | Answer |
|---|---|
| 1. How do you think about flipped method that implemented in the school? | |
| 2. What are the advantages and disadvantages of flipped classroom approach? Please discuss them? | |
| 3. Do you prefer teaching in a conventional classroom or a flipped classroom? Why? | |
| 4. How do you describe yourself as a teacher in a flipped classroom? | |
| 5. How do you compare flipped classroom with other classrooms? How similar/different are they? | |

| | |
|---|---|
| 6. How can this classroom influence your opinion of teaching? | |
| 7. Is technology helpful in this class? How? | |
| 8. What levels can be taught better by the use of this approach? | |
| 9. Which language skills and sub-skills can be taught by the use of this approach? | |
| 10. What difficulties and barriers will you face in case you apply this approach? | |
| 11. How do you overcome the difficulties and barriers as the only English teacher? | |
| 12. Do you think flipped classroom approach is applicable in the context of Indonesia? Why/Why not? | |
| 13. Please add your own comments about flipped classroom approach. | |

*3.2 Samples' Interview Questions*

| Question | Answer |
|---|---|
| 1. Do you prefer conventional learning or flipped learning? Why? | |
| 2. What are the advantages and disadvantages of flipped classroom approach? Please elaborate on them? | |
| 3. Does flipped classroom improve your general English? How? | |
| 4. How do you describe yourself as a student in a flipped classroom? | |
| 5. How do you compare your flipped classroom with your other classrooms? How similar/different are they? | |
| 6. How does this classroom influence your opinion of learning? | |
| 7. Is technology helpful in this class? How? | |
| 8. Do you think Flipped Classroom Approach is applicable in the context of Indonesia? Why/Why not? | |
| 9. Please add any other comments about flipped classroom approach. | |

Furthermore, the researcher did the in-class observation. This observation used to observe the teacher and students' activity during face-to-face meeting.

*3.3 Observation Table*

| No. | Aspek yang Diamati | Ya | Tidak | Keterangan |
|---|---|---|---|---|
| **I.** | **Kegiatan Pembuka** | | | |
| 1. | Guru memberi salam dan menanyakan kabar siswa | | | |
| 2. | Guru memeriksa kehadiran | | | |

| | | | | |
|---|---|---|---|---|
| | siswa | | | |
| 3. | Guru melakukan brainstorming | | | |
| 4. | Guru melakukan tujuan pembelajaran yang akan dicapai | | | |
| **II.** | **Kegiatan Inti** | | | |
| | **A. Pelaksanaan Pembeajaran** | | | |
| 1. | Guru melaksanakan pembelajaran sesuai dengan tujuan pembelajaran | | | |
| 2. | Guru melakukan tanya jawab terkait soal kuis yang diberikan sebelum kelas | | | |
| 3. | Guru meminta siswa untuk mengumpulkan hasil pekerjaannya di meja guru | | | |
| 4. | Guru memberikan kesempatan kepada siswa untuk bertanya terkait materi | | | |
| 5. | Guru menumbuhkan partisipasi aktif siswa dalam pembelajaran dengan menanyakan pertanyaan terkait materi | | | |
| 6. | Guru memfasilitasi terjadinya interaksi guru-siswa dan siswa-siswa | | | |
| 7. | Guru menunjukkan sikap terbuka terhadap respon siswa dengan memberikan feedback atau apresiasi terhadap pendapat siswa | | | |
| 8. | Guru mendampingi siswa dalam kegiatan individu | | | |
| 9. | Guru melaksanakan pembelajaran sesuai dengan waktu yang telah dialokasikan | | | |
| | **B. Pemanfaatan Media Pembelajaran** | | | |
| 1. | Guru enunjukkan ketrampilan dalam penggunaan media | | | |

| | | | | |
|---|---|---|---|---|
| 2. | Guru menggunakan media secara efektif dan efisien | | | |
| | **C. Keterlibatan Siswa dalam Pembelajaran** | | | |
| 1. | Siswa memperhatikan penjelasan yang disampaikan oleh guru | | | |
| 2. | Sebagian besar siswa terlibat aktif dalam diskusi kelompok | | | |
| 3. | Siswa mengajukan pertanyaan terkait materi yang belum dimengerti | | | |
| **III.** | **Kegiatan Penutup** | | | |
| 1. | Guru dan siswa merangkum hasil pembelajaran | | | |
| 2. | Guru dan siswa melakukan refleksi pembelajaran | | | |
| 3. | Guru memberitahukan rencana pembelajaran untuk pertemuan berikutnya | | | |

Later, the researcher checked the media for asynchronous activity, and document observation such as the lesson plan, task instruction, and teaching material to complete the data needed.

**3.4 Data Collection Technique**

In the data collection technique, the researcher first prepared the instrument for the interview. The researcher interviewed the study's subject related to the questions about the topic. Then, the researcher observed the teaching process. In the observation step, the researcher joined the in-class activity to do the observation. Next, the researcher collected the information from the asynchronous learning media and teacher's teaching documents. After that, the researcher interviewed some students to compare their answer

with the subject. It is used to verify and validate the data collected from the teacher so the researcher could collect the complete data information for this study.

## 3.5 Data Analysis

To analyze the data, the researcher transcribed the interview result with the teacher first. The researcher identified the teacher's answer to check if it can answer the research question or not. Next, the researcher described the in-class observation result, the asynchronous learning media, and teacher's teaching documents. After that, the researcher transcribed the interview result with students.

## 3.6 Data Triangulation

As the final step in analyzing the data, the researcher triangulated the collected data from the teacher with students' interview results. The data triangulation process was vital in the case study research. This triangulation was helpful to emphasize or strengthen the data collected. So the researcher got the depth information to describe the study's objectives. This data triangulation completed the intact information of the study.

# CHAPTER IV

## RESEARCH FINDINGS AND DISCUSSION

This chapter conveys the findings, data analysis, and discussion of the research. The findings are categorized in accordance with the study questions designed to explain the implementation of flipped model, including its challenges and problem-solving. The sub-chapters of data analysis then elaborate on the research findings. This chapter also addresses the discussion of research results.

### 4.1 Research Finding

In order to address the research topic, the researcher gathered data through observation and interviews. The researcher examined the implementation of flipped model, the challenges, and the teacher's responses to it. This study's informant was an English teacher at Al-Kautsar Junior High School Plus Malang who was chosen since she is the only English teacher in this school. To optimize the acquired data, an in-depth interview was used to perform the interview.

This sub-chapter classifies the collected data based on the study topics. The research findings contain interview data regarding the implementation of flipped model, the challenges in implementing this method, and the teacher's responses to the challenges.

### 4.1.1 The Implementation of Flipped Learning Method in Al-Kautsar Junior High School Plus Malang

The data supplied for the use of the flipped learning method were separated into a number of sub-contents. These sub-contents included

many parts that comprise the flipped learning approach practice. The researcher devised the interview questions beginning with the most minute aspects of the flipped learning method's implementation and progressing to the entire procedure. Following is a description of the gathered research data.

1. Implementation of Flipped Learning Method with Limited English Teacher

    According to the subject of the study, the adoption of this method in the school was mandated by the foundation considering the pandemic conditions at that time in order to improve the efficacy of student learning activities. As the subject said in the interview on May 22$^{nd}$ 2022,

    *"eem, if the flipped class itself is the direction from the school, from the foundation in particular, due to the current pandemic condition, so that this learning is more effective, finally, we, the teachers, are asked to prepare the material first so that later the children will be online, right?! automatically... the length of the lesson is also reduced, so the time is reduced, then the children study at home, so they are afraid that when learning is not effective, finally there is... what... the recommendation from the school to do a flipped class, so hopefully later the children When participating in the lesson, the children will be ready, not in a blank condition, so there is already background knowledge, so when they come to class they already have knowledge, at least what do we want to discuss that day."*

    Before applying this approach, the school assists teachers by hosting flipped learning method training to equip them with an understanding of how to apply this method in the classroom. As teacher said,

*"yes, yes, there must be training first, so we first understand what flipped class means, how to implement it, what should we prepare for, what children have to do to prepare for teaching, there is training."*

Thereupon, after get trained about the flipped learning method, all of the teachers implementing the method on their class. This method started to be implemented since the odd semester of 2021. As it should be, there is synchronous and asynchronous activity in the practice of this method. As she said,

*"so at that time the schedule was also adjusted, for example Monday. On Monday, all subjects sent the material that we will study that week, then— so that Monday there is no online meeting for students, eh—what, there was no zoom, so they only studied the material sent by the teachers then from Tuesday to Saturday it was for online meeting."*

From the subject's explanation, it can conclude that the asynchronous learning activity, students can do it independently after getting the materials from teachers on Monday. They can access it whenever and wherever they want before attending the face to face or synchronous learning activity. Then, for the synchronous learning activity will conduct from Tuesday to Saturday. As time passed, the pandemic is decrease and the school activity can back normal, the school still uses this method and teachers started to deliver the material a week before the class.

However, even though there is much time for students to independently access the material before attending the class, it doesn't guarantee all of them would be studying it as what teacher's

order. This has an impact on the synchronous activity. The teacher sometimes should replay or re-explain the whole material that already given On Google Classroom during pre-activity because not all of the students access it before attending the class. As mentioned by the teacher,

*"according to the experience that happened, actually if students apply it, it means that they really study the material that we have prepared, in the end they will also be more prepared when they come to class, when we discuss they have an opinion, at least about the material we are discussing, so more effective. But, in reality it didn't happen, meaning that some did study before class, some didn't, that's how it is."*

This is also mentioned by some samples, students, when they were asked about the independent study they had before attending the class, all of them response with the same answers,

*"sometimes yes, sometimes no. "* Said the students.

This can be concluded that students' enthusiasm to do the independent study during asynchronous activity is minimal that could be affect on students' readiness to join the synchronous activity.

Hence, the teacher's role during synchronous activity becomes very important for the students.

*"So, for this method, the teacher as a facilitator directs the children to learn which way to study. For example, we only provide a material, for example this meeting we discuss the material—the material is recount, for example, if the children are looking for on the internet, it's too broad, maybe here, we choose which material— which is good for children to learn, some material—which isn't too broad but they don't—they can still explore the material themselves. Well, that's what it means, the director-facilitator, yes, then later we*

*can open a discussion during a direct meeting, so what has students got, of course, each students has a different opinion. So we as teachers are the moderator, what have they got, they conveyed it, later we will direct them to the conclusion, what does this material mean."*

As mentioned by the subject, teachers have role as the facilitator, the moderator for students during the asynchronous and synchronous activity. Provides students with materials from any sources to be learned before students attending the class and help students to open the discussion, giving the direct feedback, and direct them to the summary of the material during synchronous activity. The subject's statement was in line with the observation done by the researcher.

a) The Asynchronous Activity

In the asynchronous activity, the teacher shared the materials in the Google Classroom. And students would be asked to access and studied the materials before attending the class (asynchronous activity). The materials provided were in form of articles from the website, PPt videos, videos from Youtube, etc.

**Pict. 2.** Students' activity in asynchronous activity (source: researcher's archive)

The picture above shows that the teacher shared materials for students about notice from the website and asked them to learn this. Then, the teacher asked students to make a summary about the topic. Later, the teacher asked them to find one example of notice that could be found by students around them and the last asked them to submit their work to the submission box provided under the instructions.

The instructions gave by the teacher was clear enough, when students accessed it they would instantly know what they had to do. Yet, there is no greeting sentence from teacher before

giving the instruction, it might be better if the teacher added the greeting sentences for students before giving the instructions.

b) The Synchronous Activity

Start from the beginning, in pre-activity, teacher greeted students, did the brainstorming, and then conveyed the learning objectives to students. During brainstorming activity, teacher asked students some questions about the topic but it turned out just view of them could answered it. This made the teacher re-played the material that should be studied by students before attending the class, during the brainstorming activity. This was purposed to give the thorough understanding for all of students.

Later, during main activity, the teacher conducted the learning activity according to the learning objectives. The teacher tried to foster active students participation in learning by asked questions related to the material displayed in class and gave task to them. The teacher gave chance to students to discuss each other and also she let students ask her about part of the topic they did not understand yet.

**Pict. 3.** The students asked teacher about the point they did not know yet.

During students did their task, the teacher went around to each students to check either they had problem with their task or not. The teacher would instantly give feedback to students and she was very open with students' responses.



**Pict. 3.** The teacher went around the class to check the students

This showed that the teacher did the learning activity which possibly would grown up students' positive habit, foster students' joy and enthusiasm in class, and facilitated teacher-student and student-student interactions. After students finished

their task, teacher asked students to collect their task directly to her in a piece of paper.

Last, in the post activity, that should be students with the teacher summarize the material they studied and did the reflection or evaluation of that day's class. Also, the teacher should inform students about what they going to learn in the next meeting.

2.  Classroom Learning resources for Instructional Materials

According to the picture of asynchronous activity above, the teacher used a website as the source for students to study the material.



**Pict. 3.** Definition of Notice (source: https://www.toppr.com/guides/english/writing/notice/)

Content

Notices should cover some important points that are to be communicated to the readers. Let us summarize the five points that the content of the notice will cover, the five W's

1. **What:** What is the notice about? The notice should be clear about what is going to happen (event), or what has already happened (occasion). This is the crux of the message and should be written clearly. There should not be any ambiguity.

2. **Where:** If the notice is about an event, then the location of such an event must be written clearly. The venue or the location are important details, so make sure to include this in the notice.

3. **When:** This is the time and the date of the event or meeting. If possible the duration of the event should also be mentioned to people can schedule their time accordingly.

4. **Who**: This will be who the notice is addressed to. Who all are suppose to adhere to the notice should be clearly mentioned to avoid confusion.

5. **Whom:** And final detail should be whom to contact or get in touch with. This mentions who the appropriate authority is to contact.

**Pict. 4.** Content of the Notice (source: https://www.toppr.com/guides/english/writing/notice/)

Tips to Remember regarding Notice Writing

- Be precise and to the point. The ideal length of notice is 50 words, so precise language is appreciated.

- It is a formal form of communication so the language used should be formal as well. No flowery text.

- Keep the sentences short and use simple words. Since notices are fairly brief it is best to keep it simple.

- Use passive voice as far as possible.

- Present your notices in a proper format in a box. The presentation should be neat and thus be appealing to the eye.

## Solved Example for You

Q: On the occasion of Diwali your housing society has planned a feast for all its members. As the chairman of your society write a notice inviting all the members of the society to this gathering. Provide all the necessary details.

Ans:

ABC Co-operative Housing Society

NOTICE

25th October 2017.

Diwali Gathering

On the auspicious occasion of Diwali, the Society has organized a gathering followed by dinner. All members of the society are requested to attend the event in the clubhouse of the society at 8:00 pm on the 30th of October.

XYZ

Chairman of ABC Co-operative Housing Society

**Pict. 5.** Notes and example of Notice
(source: https://www.toppr.com/guides/english/writing/notice/)

The website is good enough for students understanding the material. It provides the definition of the topic, the content, notes, and the example of the topic. The selection of the website for students to study is quite good and suitable for Junior High School students because the explanation provided in the website is structured and easy to understand. Moreover, if students do not know the meaning of the sentences they usually use translation tool such as Google Translate to help them translating the sentences they do not understand.

3. The Benefits and Drawbacks of the Flipped Method

Based on teacher's explanation, there were some benefits and drawbacks from implementing the flipped method. The data below will spell out benefits and drawback of this method experienced by the teacher.

a) The Benefits of the Flipped Method

i) Prepared Students for the Synchronous activity

The teacher explained that by implementing the flipped method, students become more prepared while joining the face-to-face class or synchronous activity.

*"… The benefits were the children would be more prepared when learning."*

This statement in accordance with students' experiences, the benefits that they got from the implementation of this method such as they become more prepared for joining the

class because they had a chance to study the material early. It trained their independence learning and fostered their critical thinking. Yet, sometimes there is part of the material which students still did not understand during the independence learning, so they will ask the teacher for more explanation in synchronous activity, and the teacher will instantly gives them feedback about the topic they asked.

ii) The Help of The Internet and Technology in Asynchronous Activity

Moreover, during the asynchronous activity, the use of technology were really help both teacher and students as teacher said in the interview,

*"Yes, it certainly helps, because they learn alone at home, that's how it is—so yes, how to monitor it, we use that technology, the material was also conveyed through that earlier, so it must be very helpful."*

In this term, the technology used such as Smartphone or Laptop to access the Google Classroom and other learning sources were really help teacher and students. By using the technology, students could get the various learning sources such as from video explanation on Youtube, article or exercise from website, PPt explanation from teacher, and many more. Also, if students met the problem in understanding the material because it is written in English, students can use the translation tool to help them

understanding the material. Besides, by the technology, the teacher can compile and find the material from many sources so students would get various form of material and not only stuck to the textbooks from the school. In addition, the teacher could monitor students' asynchronous learning activity such as if there is a task that students should submit during the independence learning, the teacher could see students who already submit it and who are not.

b) The Drawback of the Flipped Method

In the interview with the researcher, the teacher explained that the drawback in implementing this method was come from herself where there must be more preparation in conducting class activity using this method. The teacher should find the material for students earlier and try to find or compile the material creatively in the hope of cultivating students' interest and curiosity to access and learn the material during asynchronous activity.

### 4.1.2 The Challenge of Flipped Model Implementation

This point will explain about the challenge experienced by the teacher in implementing the flipped model. The teacher confirmed during interview that the challenge in implementing this method is the students' awareness in studying the material during asynchronous activity. The teacher explained that not all of students in class were

studied the material earlier, this was proven in class observation during the synchronous activity. When the teacher did the brainstorming by asked questions related to the material, there just view students who can answer it and the rest of them have no idea about the questions. So the teacher had to re-play or re-explain the material again in class where it should be studied before attending the class.

This also be approved by students that they were not always did the independent study because they might be indolent to access the material in form of reading text and some of them feel hard to studying English because it is a foreign language. This challenge can be the evaluation for teacher to be more prepared and creative in providing the materials for asynchronous activity to get students' interest so the teacher can emerge students' motivation and willingness to do the independent learning so they will be more prepared attending the face-to-face learning activity in class.

### 4.1.3 Overcome the Challenges of Flipped Model Implementation

In this point describes the solutions to overcome the challenges when implementing this method. As the only English teacher at school, the subject is in charge of managing all English classes and find the best way to overcome the challenges happened in her flipped class. Some of the solutions found below.

1. Video Material

This was explained by the teacher during the interview,

*"Um, overcoming it with that, if we give the material in the form of reading, maybe they are lazy because they have to read, so look for something that maybe just watch videos or make PPt then we will voice over, that's the explanation via PPt that, so they just have to watch that's the term."*

Considering that students were more indolent to access the material in form of reading text, the teacher revealed the solution for the challenges that she experienced during implementing the method was by giving the material in form of material videos or PPt video. This might be the better way rather than giving the reading text. The material which made up in form of videos could catch students' interest so students will be motivated to access the material before attending the class.

*"The method influenced me to be more—I ended up looking for what application or method that interesting. So, they finally wanted to open the material at home, want to learn the material at home first, that's all. For example, as if we were trying—now in Quizizz we don't only give questions, but we can also give materials. Other example, there's Edmodo too. Finally found applications like that."*

2. Gamified Quiz

In addition, as mentioned by the teacher above during the interview, she also used Quizizz as the media to deliver the material for students. She explained that now the features in Quizizz upgraded, previously we only can provide the questions but now we can also add the materials in it. So, by using this media, now students not only will answer the quiz provided but also they can learn the material provided there. This is in line with student's explanation that the use of interested media such as

Quizizz can influence students to do the autonomous learning because they interpreted doing a quiz is such doing a game.

In short, the various media used for students' autonomous learning can also gain students' interest and willingness to learn material before attending the class.

## 4.2 Discussion

This sub-chapter discusses the supporting theories associated with the research findings stated in the previous section. The following discussion focuses on the answers to the research questions.

### 4.2.1 The Implementation of Flipped Learning Method in Al-Kautsar Junior High School Plus Malang

Based on the findings, the implementation of flipped learning method in one school is depends on the condition and situation in the school. As explained by the teacher, there are three points in implementing this method that are interrelated: the application of the method, the learning sources used, also the benefit and the drawback of the method.

The application of the flipped method always conducts in two phases, asynchronous and synchronous activity. In implementing this method, students will get opportunity to study the material that will be discuss earlier before attending the class and then during in-class activity they can use their time to discuss the material with their friends. This was accordance with Bergmann & Sams (2012)

statement in their book that flipping the classroom creates a framework that ensures students receive individualized education that is tailored to their specific needs. Furthermore, Long et al. (2016) also stated that the flipped classroom refers to an instructional model in which students learn content outside of class and use class time to engage in student-centered learning activities.

In the practice, the teacher used Google Classroom as the media for students to conduct the asynchronous activity. The used of Google Classroom as the media for teacher shared materials to students during asynchronous activity is such a good choice. The application is easy to use and access by the teacher or students. When students join the class, they must login to their Google account, so when there is new material uploaded by teacher they will be directly know it because their account are connected to the Gmail and the Google Classroom activity notifications are send to the Gmail so it will be appear on their phone whenever there is activity detected. This makes it easier for both students and teacher so they will not miss the new notification from the class.

In the asynchronous activity, the teacher provided the structural instruction so the students would be know what they have to do or learn during the asynchronous activity. In this phase, students discover the learning material they will learn in next meeting by watching or reading the material provided by the teacher in Google Classroom.

This was in obedience to Long et al. (2016) statement that prior to class, students gain fundamental knowledge by viewing learning materials from the instructor in a variety of media formats, such as text-format materials, podcasts, or online videos.

Besides, during in-class activity, the teacher more focused on students centered learning. The teacher let students to discuss the material together and provided a direct feedback whenever they had a question about the topic. During in-class activity, the teacher was actively walk around the students to check and helped them if they met a problem. This act done by the teacher was in line with Bergmann & Sams (2012) explanation that rather than standing in front of the class spouting knowledge and being the centre of attention, the teacher could help students, leading a small groups, or walking around the room talking with students about the learning objectives. This was show that the application of flipped method in this case gave the students and the teacher the opportunity to save the time effectively through two phases learning activity.

Yet, in practice, sometimes the teacher missed some steps in post activity such as do not direct students to summarize the materials studied, do not direct them to do the reflection, and do not tell the students about the topic for next meeting. Sometimes the teacher missed those steps closed the class directly because of some reasons,

like running out of time. This could be the evaluation for teacher to be better in managing time during the synchronous activity.

The teacher tried to provide the diverse type of material for students not only in the form of video material but also a reading text from the website or gamified material. This was purposed to give students a chance to discover the material from any form other than video material. This was accordance with Bergmann & Sams (2012) statement that not all pupils benefit the most from the teacher videos, so that provide students with additional learning possibilities in order to equip them with different methods of representation is the solution. Many students learn from video materials, while others study from textbooks and from the Internet.

In implementing the flipped method, the teacher met some benefits and drawback of it as mentioned in the findings. The first is the benefits of the flipped method. The teacher and the students agreed that implementing this method made students become more prepared in attending the class since they had the opportunity to gain the knowledge prior the class. This opportunity also asserted by Rachmawati et al. (2019) that because students have prior knowledge, they will find it simpler to express their viewpoints during class discussions. In addition, it was in obedience as well with Ansori & Nafi' (2019) findings where the method was beneficial for students collaboration and active engagement since students had a chance to

watched the video material prior the class so they would get enough fundamental knowledge of the material.

In addition, the help of the internet and technology in asynchronous activity benefits both teacher and students. As written in the findings, internet and technology really help in implementing this method. The teacher could compile, find, and share the material for students. Also, the teacher could monitor students' activity during their independence learning. Besides, the students can find and access online material to assist them in studied during independence learning. These are in line with Ghufron, M.A., & Nurdianingsih, F. (2020), they stated that several studies claim that incorporating technology into the teaching and learning processes can improve teaching and learning practices. In addition, Ghufron, M.A., & Nurdianingsih, F. (2020) also affirmed that in-class learning that used technology and an innovative manner inspired them. The in-class activities were never boring because they varied from meeting to meeting. Concerning flipped learning, they claimed that using online tools may increase their motivation.

The second is the drawback of the flipped method, the drawback met by the teacher as mentioned in findings was implementing this method made the teacher should doing more preparation to prepare the asynchronous and synchronous activity. The teacher should arrange what activities students will do during the independence learning, then

find and compile the materials will be share, and arrange students' in-class activities. This was in congruence with Ghufron, M.A., & Nurdianingsih, F. (2020), they affirmed that one of the drawbacks of this method was the time management which mean more time needed for the teacher to do the teaching preparation like preparing online materials and arranging challenging synchronous activities for students to reduce their boredom. Moreover, Roehl et al. (2013) also declared that adapting traditional classes to alternative media in order to share information online is one of the challenges of the flipped classroom concept. Making modifications to online classes is another problem that teachers encounter. The degree of adaptability necessary to make changes to course material may be determined by the technology used to construct the material in the first place. Those made the teacher will need more time to do the teaching preparation. However, even though more time needed for the teacher preparing the class, there will be an extra time for teacher and students during in-class activity.

### 4.2.2 The Challenge of Flipped Model Implementation

As confirmed by the teacher and supported by some students opinions, the challenge found in implementing this method in this case was the students autonomous learning awareness. In the practice, not all of the students willing to do the independence learning prior the class, there just a few of them had the awareness and few of them had

not. This was in obedience with Rachmawati et al. (2019) that this is tough for pupils who have not been motivated since they still rely on teachers' explanations and knowledge building. As a result, they will be more passive in class and wait for teachers' instructions. In addition, it was in line as well with Ansori & Nafi' (2019) that the the method significantly relies on students' selfmotivation. Some of them are less driven than others, and this form of instruction may allow them to achieve less. Because the flipped classroom required strong collaboration between teachers and pupils to perform autonomous learning, the learning process would not be optimal as a result of this condition.

### 4.2.3 Overcome the Challenges of Flipped Model Implementation

The challenges of implementing flipped method prompted the teacher to investigate possible solutions. The teacher was very aware of her students so the alternative way that teacher utilized in this case was to more preparing the material in form of videos material from Youtube, PPt videos from teacher, or the gamified quiz in Quizizz rather than a reading text material. It was in line with Long et al. (2016) findings that most of students liked and preferred the pre-class videos because they could manage the video experience rather than the text format materials. They believed that the videos aided their comprehension. They also agreed that the videos' material was clearly described, that the films were simple to use and useful in completing

the quizzes, and students felt that the quizzes helped them comprehend the information presented in the videos. In addition, it was in obedience as well with Zou (2020) that students' opinions of the gamified flipped classroom were quite favorable, as evidenced by their self-reflection. They displayed a good learning attitude, and were highly engaged in interactive gamified activities.

# CHAPTER V

# CONCLUSION AND SUGGESTION

This chapter displayed the study's conclusion and suggestion. This chapter presents the research's conclusion and recommendations. The conclusions provide an overview of the research based on the findings discussed in the preceding chapter. The suggestions are then put forward to provide recommendations for future study related to flipped learning method.

## 5.1 Conclusion

This study committed on the implementation of the flipped learning method in Junior High School Plus. The study looked at how the only English teacher at Al-Kautsar Junior High School Plus Malang implemented the flipped learning method in class. Derived on the findings and discussions of the studies, the result of this study can be indicated that the implementation of the flipped learning method depend on each school condition and students' intellectual abilities. The teacher could creatively arranged what activities students will do in asynchronous-synchronous activity and construct or find the various interested material in form of PPt videos, Youtube videos, gamified materials, and so forth rely on students and class condition.

The condition of school where they only have one English teacher makes all of the English teaching process handled by that one teacher. The lesson plans, teaching materials, teaching activity that usually divided to

be handled for some teacher cannot be realized. So the English teacher in this school has more duty to do. She has to construct the lesson plan, create the attractive learning activity for students self-learning and in-class activity, find or compose the interesting video or gamified based material for students to promote their motivation to access the material prior the class, and teach all students from grade 7 to 9 by herself.

The teacher tried to implemented the flipped model as good as she can. The teacher always observes the students during asynchronous-synchronous activity. In asynchronous activity, she realized that students felt less motivation in accessing the text-based material so the teacher tried to provide more video or gamified based material. Besides, during in-class activity, the teacher found that not all of students access the material prior the class, so she will show or play the material again in-class so all of students could get the basic information of the material. Later, when students discuss the topic or do a task, the teacher will walk around the class to check each of the students if they met a problem.

In practice, the implementation of flipped method granted some benefits and drawback. The first benefit was this method gave students chances to prepare themselves for in-class activity since they could perform the autonomous learning prior the class. This made in-class activity could be more efficient to fill with student centered learning activity and teacher direct feedback for students. The second was the used of the internet and technology really helpful in this method. The teacher

could create, find, and share the material for students using online media. Moreover, the teacher could monitor students' activity in asynchronous class and during in-class activity the teacher could present the material using technology provided.

Besides, there was drawback of this method experienced by the teacher. In practiced, teaching preparation for this method need an extra time. It was because the teacher should arrange the interested asynchronous-synchronous activity for students first. Preparing what activities that the students will do, compile or find the interesting video materials for students where those all should be prepared well to reduce students' boredom during asynchronous-synchronous activity. In addition, because she is the only English teacher at school whose responsible to handle and arrange the teaching-learning preparation for all English classes, this becomes important to have a partner so all those tasks could be done together with other English teachers.

Moreover, the application of the flipped learning method in this case brought the teacher a challenge to be faced. The challenge happened was the lack of students' motivation in conducting the self-study during the asynchronous activity. In practice, not all of students had motivation to conduct the self-study prior the class. The reason was because they felt less interest to read the text material and some of them felt hard to study English since it was not their first language.

Intending to overcome the challenge, the teacher found the best way to overcome the challenge to be applied in her classes. According to the condition of her students felt less interest in text material, the teacher tried to enggaged digital literations by provided more videos based material such as create PPt videos or video material from Youtube. Besides, the teacher also tried to create the gamified material using Quizizz to gain students motivation in accessing the material prior the class.

## 5.2 Suggestion

According to the research findings, several suggestions are made for the following parties.

1. Teacher

The researcher suggested the implementation of the flipped method especially for English class can continue to be applied for the next semester. Based on the findings and results, this method is still suitable to be implemented even though handled by a teacher. Besides the teacher provides more interesting video material or gamified material, the teacher could provide both of them at the same time in the asynchronous activity. This gamified material could stimulate students to do the self-study since they will get score after finishing the quiz. Also, it will encourage them to get the higher score than their

friends and to achieve that, they have to watch the material first to answer the questions correctly.

2. Institution

The institution or school could recruit more English teachers, this will be very useful because one English teacher who is given the responsibility to handle all English classes can be helped and they can work together to improve teaching and learning activities in English classes.

3. Future Researcher

Since this study was done in a limited scale which entailed a single English teacher at school, therefore the future study can conduct the similar study which entailed more English teachers and students' perception of the flipped method implemented at school.

# REFERENCESS

Ahmed, H. O. K. (2016). Flipped Learning As A New Educational Paradigm: An Analytical Critical Study. *European Scientific Journal, ESJ*, *12*(10), 417. https://doi.org/10.19044/esj.2016.v12n10p417

Altemueller, L., & Lindquist, C. (2017). Flipped classroom instruction for inclusive learning. *British Journal of Special Education*, *44*(3), 341–358. https://doi.org/10.1111/1467-8578.12177

Ansori, M., & Nafi', N. (2019). English Teachers' Perceived Benefits And Challenges Of Flipped Classroom Implementation. *JEELS (Journal Of English Education And Linguistics Studies)*, *5*(2), 211-228. doi: 10.30762/jeels.v5i2.820

Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International Society for Technology in Education.

Bisriyah, M. (2020). Exploring Blended Learning in Higher Education: Different Definitions and Teachers' Perceptions. *Jetle (Journal Of English Language Teaching And Learning)*, *1*(2), 38. doi: 10.18860/jetle.v1i2.9172

Burke, A. S., & Fedorek, B. (2017). Does "flipping" promote engagement?: A comparison of a traditional, online, and flipped class. *Active Learning in Higher Education*, *18*(1), 11–24. https://doi.org/10.1177/1469787417693487

Castro, M. D. B., & Tumibay, G. M. (2021). A literature review: Efficacy of online learning courses for higher education institution using meta-analysis. *Education and Information Technologies*, *26*(2), 1367–1385. https://doi.org/10.1007/s10639-019-10027-z

Chen Hsieh, J. S., Huang, Y.-M., & Wu, W.-C. V. (2017). Technological acceptance of LINE in flipped EFL oral training. *Computers in Human Behavior*, *70*, 178–190. https://doi.org/10.1016/j.chb.2016.12.066

Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative Research Designs: Selection and Implementation. *The Counseling Psychologist*, *35*(2), 236–264. https://doi.org/10.1177/0011000006287390

Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, *49*(1), 5–22. https://doi.org/10.1177/0047239520934018

Farida, R., Alba, A., Kurniawan, R., & Zainuddin, Z. (2019). Pengembangan Model Pembelajaran Flipped Classroom Dengan Taksonomi Bloom Pada Mata Kuliah Sistem Politik Indonesia. *Kwangsan: Jurnal Teknologi Pendidikan*, *7*(2), 104. https://doi.org/10.31800/jtp.kw.v7n2.p104--122

Flipped Learning Network (FLN). (2014). The Four Pillars of F-L-I-P™

Ghufron, M. A., & Nurdianingsih, F. (2020). *Flipped Teaching with CALL Media in EFL Writing Course:* 18.

Gough, E., DeJong, D., Grundmeyer, T., & Baron, M. (2017). K-12 Teacher Perceptions Regarding the Flipped Classroom Model for Teaching and Learning. *Journal of Educational Technology Systems*, *45*(3), 390–423. https://doi.org/10.1177/0047239516658444

Hashim, N., & Shaari, N. (2020). Malaysian Teachers' Perception And Challenges Towards The Implementation Of Flipped Learning Approach. *Asian People Journal (APJ)*, *3*(2), 62-76. doi: 10.37231/apj.2020.3.2.196

Krisbiantoro, B., & Pujiani, T. (2021). The effectiveness of MALL and flipped classroom in teaching writing to the eleventh graders of SMA in Banyumas. *EduLite: Journal of English Education, Literature and Culture*, *6*(1), 86. https://doi.org/10.30659/e.6.1.86-104

Long, T., Logan, J., & Waugh, M. (2016). Students' Perceptions of the Value of Using Videos as a Pre-class Learning Experience in the Flipped Classroom. *TechTrends*, *60*(3), 245–252. https://doi.org/10.1007/s11528-016-0045-4

Maba, W. (2017). Teacher's Perception on the Implementation of the Assessment Process in 2013 Curriculum. *International Journal of Social Sciences and Humanities (IJSSH)*, *1*(2), 1. https://doi.org/10.21744/ijssh.v1i2.26

Maher, M. L., Latulipe, C., Lipford, H., & Rorrer, A. (2015). Flipped Classroom Strategies for CS Education. *Proceedings of the 46th ACM Technical Symposium on Computer Science Education*, 218–223. https://doi.org/10.1145/2676723.2677252

Hadisantosa, N., & Johnstone, R. (2010). *Learning through English: Policies, challenges and prospects : insights from East Asia*. British Council.

Oates, G. (2003). Teacher-Student Racial Congruence, Teacher Perceptions, and Test Performance*. *Social Science Quarterly*, *84*(3), 508-525. https://doi.org/10.1111/1540-6237.8403002

Rachmawati, V., Setyaningrum, W. and Retnawati, H. (2019) "Flipped classroom in mathematics instruction: Teachers' perception," *Journal of Physics: Conference Series*, 1320(1), p. 012088. Available at: https://doi.org/10.1088/1742-6596/1320/1/012088.

Rasmitadila, R., Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia. *Journal of Ethnic and Cultural Studies*, *7*(2), 90. https://doi.org/10.29333/ejecs/388

Rinaldi, I., & Saroh, Y. (2017). THE RISE OF NATIONAL PLUS SCHOOL IN INDONESIA – EDUCATION FOR PARENTS AND GOVERNMENT. *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, *10*(2), 194. https://doi.org/10.24036/ld.v10i2.7322

Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The Flipped Classroom: An Opportunity To Engage Millennial Students Through Active Learning Strategies. *Journal of Family & Consumer Sciences*, *105*(2), 44–49. https://doi.org/10.14307/JFCS105.2.12

Sailer, M., Murböck, J., & Fischer, F. (2021). Digital learning in schools: What does it take beyond digital technology? *Teaching and Teacher Education*, *103*, 103346. https://doi.org/10.1016/j.tate.2021.103346

Şengel, E. (2016). To FLIP or not to FLIP: Comparative case study in higher education in Turkey. *Computers in Human Behavior*, *64*, 547–555. https://doi.org/10.1016/j.chb.2016.07.034

Seufert, S., Guggemos, J., & Sailer, M. (2021). Technology-related knowledge, skills, and attitudes of pre- and in-service teachers: The current situation and emerging trends. *Computers in Human Behavior*, *115*, 106552. https://doi.org/10.1016/j.chb.2020.106552

Sherrow, T., Lang, B. and Corbett, R. (2015) "The flipped class," *Business and Professional Communication Quarterly*, 79(2), pp. 207–216. https://doi.org/10.1177/2329490615614840.

Singh, V., & Thurman, A. (2019). How Many Ways Can We Define Online Learning? A Systematic Literature Review of Definitions of Online Learning (1988-2018). *American Journal of Distance Education*, *33*(4), 289–306. https://doi.org/10.1080/08923647.2019.1663082

Stöhr, C., Demazière, C., & Adawi, T. (2020). The polarizing effect of the online flipped classroom. *Computers & Education*, *147*, 103789. https://doi.org/10.1016/j.compedu.2019.103789

Sufyan, A., Nuruddin Hidayat, D., Lubis, A., Kultsum, U., Defianty, M., & Suralaga, F. (2020). Implementation of E-Learning During a Pandemic: Potentials and Challenges. *2020 8th International Conference on Cyber and IT Service Management (CITSM)*, 1–5. https://doi.org/10.1109/CITSM50537.2020.9268900

Turan, Z., & Akdag-Cimen, B. (2020). Flipped classroom in English language teaching: A systematic review. *Computer Assisted Language Learning*, *33*(5–6), 590–606. https://doi.org/10.1080/09588221.2019.1584117

Windiarti, S., Fadilah, N., Dhermawati, E., & Pratolo, B. W. (2019). Teachers' Perception toward the Obstacles of E-Learning Classes. *Ethical Lingua: Journal of Language Teaching and Literature*, *6*(2), 117–128. https://doi.org/10.30605/25409190.v6.117-128

Yough, M., Merzdorf, H. E., Fedesco, H. N., & Cho, H. J. (2019). Flipping the Classroom in Teacher Education: Implications for Motivation and Learning. *Journal of Teacher Education*, *70*(5), 410–422. https://doi.org/10.1177/0022487117742885

Zainuddin, Z., & Perera, C. J. (2018). Supporting students' self-directed learning in the flipped classroom through the LMS TES BlendSpace. *On the Horizon*, *26*(4), 281–290. https://doi.org/10.1108/OTH-04-2017-0016

Zou, D. (2020). Gamified flipped EFL classroom for primary education: Student and teacher perceptions. *Journal of Computers in Education*, *7*(2), 213–228.https://doi.org/10.1007/s40692-020-00153-w

# APPENDIX

**Appendix I**

**Instrument Validator Application Letter**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor     : B-4361 /Un.03/FITK/PP.00.9/08/2022          15 Agustus 2022
Lampiran  : -
Perihal   : Permohonan Menjadi Validator (Ahli instrumen)

Kepada Yth.
Maslihatul Bisriyah, M.TESOL
di –
     Tempat

*Assalamualaikum Wr. Wb.*

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

| | | |
|---|---|---|
| Nama | : | Roro Ayu 'Aisyah R. |
| NIM | : | 18180026 |
| Program Studi | : | Tadris Bahasa Inggris (TBI) |
| Judul Skripsi | : | Teacher's Perception of Flipped Learning Model in Al-Kautsar Junior High School Plus Malang |
| Dosen Pembimbing | : | Nur Fitria Anggrisia, M.Pd |

maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

a.n Dekan
Wakil Dekan Bid. Akademik

Muhammad Walid, M.A
197308232000031002

**Appendix II**

**Validation Sheet**

**Validation Sheet**

**Observation and Interview Instrument for Thesis Research**

"Teacher's Perception of Flipped Learning Model

in Al-Kautsar Junior High School Plus Malang"

| Validator | : | Maslihatul Bisriyah, M. TESOL |
|---|---|---|
| NIP | : | 19890928 201903 2 016 |
| Instance | : | UIN Maulana Malik Ibrahim Malang |
| Validation Date | : | 19/05/2022 |

A. Introduction

This validation sheet is used to get an assessment from the validator Mrs. Maslihatul Bisriyah, M. TESOL on the research instrument that I use. Every feedback and suggestion are essential for increasing the quality of the instrument. Thank you so much for your willingness to become a validator in my study.

B. Guidance

1. In this part, please give a score on each item with sign (✓) in the following columns below:

1 = Very poor

2 = Poor

3 = Average

4 = Good

5 = Excellent

2. Please give your feedback and suggestion in the columns.

## C. Observation Instrument

| No. | Aspect | Score | | | | |
|-----|--------|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Research instrument use good and correct language and punctuation | | | | | ✓ |
| 2. | The questions that are made do not cause double interpretation or misunderstanding. | | | | | ✓ |
| 3. | The research instrument is communicative and easy to understand | | | | | ✓ |
| 4. | The component research instrument suitable with the topic of the research | | | | | ✓ |
| 5. | Research instruments can help researchers find out teacher and students activity during face-to-face learning activity | | | | | ✓ |

## D. Interview Instrument

| No. | Aspect | Score | | | | |
|-----|--------|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Research instrument use good and correct language and punctuation | | | | | ✓ |
| 2. | The questions that are made do not cause double interpretation or misunderstanding. | | | | | ✓ |
| 3. | The research instrument is communicative and easy to understand | | | | | ✓ |
| 4. | The component research instrument suitable with the topic of the research | | | | | ✓ |
| 5. | Research instruments can help researchers find out teacher and students' opinion of the flipped method implemented | | | | | ✓ |

Suggestion:

1. **Revise some questions in the observation instrument part A&B**

### E. CONCLUSION

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

*Please cross out (1,2,3,4) the answer that doesn't match the conclusion you gave.*

1. ~~The instrument can be used without revision~~
2. The instrument can be used with slight revision
3. ~~The instrument can be used with many revisions~~
4. ~~The instrument cannot be used~~

Malang, May 19, 2022
Validator

Maslihatul Bisriyah, M. TESOL
NIP. 19890928 201903 2 016

**Appendix III**

**Research Permit Letter**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

| Nomor | : 1408/Un.03.1/TL.00.1/05/2022 | 17 Mei 2022 |
|---|---|---|
| Sifat | : Penting | |
| Lampiran | : - | |
| Hal | : Izin Penelitian | |

Kepada

Yth. Kepala SMP Plus Al-Kautsar Malang

di

Malang

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

| | | |
|---|---|---|
| Nama | : | Roro Ayu 'Aisyah Rahmanningrum |
| NIM | : | 18180026 |
| Jurusan | : | Tadris Bahasa Inggris (TBI) |
| Semester - Tahun Akademik | : | Genap - 2021/2022 |
| Judul Skripsi | : | **Teacher's Perception of Flipped Learning Model in Al-Kautsar Junior High School Plus Malang** |
| Lama Penelitian | : | **Mei 2022** sampai dengan **Juli 2022** (3 bulan) |

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

a.n Dekan,
Wakil Dekan Bidang Akademik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

**Appendix IV**

**Research Statement Letter**

## SMP PLUS AL-KAUTSAR MALANG

Terakreditasi "A'
NPSN : 20570708 – NSS : 202056103142
Jl. Lingkar Blimbing Indah No. 2-7 Araya – Malang
Telp. 0341-481142 Fax. 0341-481152
e-Mail: smpalkautsar_malang@yahoo.com Web :http://www.smp-plusalkautsar.sch.id

### SURAT KETERANGAN
Nomor : 092/046.2-Adm/SMP-AL/35.73.307/VIII/2022

Yang bertanda tangan di bawah ini :

Nama      : Imam Safii, S.Ag.
Jabatan    : Kepala SMP Plus Al-Kautsar Malang

Menerangkan dengan sebenarnya bahwa:

Nama       : Roro Ayu 'Aisyah Rahmanningrum
NIM        : 18180026
Jurusan    : Tadris Bahasa Inggris (TBI)
Fakultas   : Ilmu Tarbiyah dan Keguruan
            Universitas Islam Negeri Maulana Malik Ibrahim
            Malang

Telah melaksanakan penelitian yang berkaitan dengan penyelesaian Skripsi yang berjudul "Teacher's Perception of Flipped Learning Model in Al-Kautsar Junior High School Plus Malang" di SMP Plus Al-Kautsar Malang, pada bulan Mei 2022 s.d Juli 2022.

Demikian surat keterangan ini kami buat dengan sebenarnya, untuk dipergunakan sebagai mana mestinya.

Malang, 11 Agustus 2022
Kepala SMP Plus Al-Kautsar Malang

Imam Safii, S.Ag.
NIY. 092 085 016

**Appendix V**

**Interview Transcript of Subject's Study**

Teacher's initials     : SB

Date of Interview     : 22/05/2022

| Pertanyaan | Jawaban |
| --- | --- |
| 14. How do you think about flipped method that implemented in the school?<br><br>Bagaimana pendapat anda tentang metode flipped yang diterapkan di sekolah? | "Kalo menurut pengalaman yang sudah terjadi kemarin sebenernya kalau siswa menerapkan itu, maksudnya bener-bener mempelajari materi yang kita siapkan, akhirnya mereka juga jadi lebih siap saat datang ke kelas, saat kita bahas mereka sudah ada pandangan lah setidaknya tentang materi yang kita bahass, jadi lebih efektif. Tapi, kenyataannya ternyata tidak terjadi, maksudnya ada sebagian yang memang mempelajari dulu sebelum kelas, ada yang enggak, gitu sih." |

| | |
|---|---|
| 15. What are the advantages and disadvantages of flipped classroom approach? Please discuss them?<br><br>Apa kelebihan dan kekurangan pendekatan *flipped classroom*? | "Kekurangannya mungkin kalo dari saya sendiri, kalo menurut saya sih metode ini efektif, cumin mungkin harus banyak yang kita siapkan ya jadi ya lebih banyak persiapan seperti mencari materinya itu tadi, terus bagaimana biar anak-anak ini tertarik membaca materi dulu sebelum anu... itu sih tantangannya, jadi lebih banyak PR yang harus dikerjakan. Kalo kelebihannya ya itu tadi, anak-anak jadi lebih siap saat belajar." |
| 16. Do you prefer teaching in a conventional classroom or a flipped classroom? Why?<br><br>Apakah Anda lebih suka mengajar di kelas tradisional atau kelas yang menggunakan *flipped classroom*? Mengapa? | "Sebenernya yang *face-to-face* langsung juga enak, karena kita lebih ee... lebih dekat ya dengan anak-anak karena langsung di kelas, sebenernya *flipped class* ini juga bisa diterapkan juga di kelas yang itu tadi yang tatap muka langsung, jadi mereka sebelum tatap muka langsung mempelajari materi dulu itu, terus baru saat tatap muka mereka sudah tau. Kalo menurut saya sih ini lebih ke... kalo biasanya di awal pembelajaran kan menyampaikan tujuan pembelajaran apa gitu ya, kalo mereka sudah belajar materi ini jadi kita menyampaikan tujuan pembelajaran anak-anak sudah tau, ooh tujuan pembelajaran hari ini itu adalah materi yang kemarin saya pelajari, gitu sih. |

| | Jadi, metode *flipped class* ini pasti lebih efektif dan tetep bisa diterapkan meskipun kita pembelajarannya tatap muka. Kalau milih salah satu, ya *flipped class* ini." |
|---|---|
| 17. How do you describe yourself as a teacher in a flipped classroom? Bagaimana Anda menggambarkan diri Anda sebagai seorang guru di kelas yang menggunakan metode flipped? | "Jadi, untuk metode ini, guru sebagai fasilitator mengarahkan anak-anak harus ee… membelajari yang mana gitu kan—kan missal kita hanya member suatu materi misalnya, ee… Pertemuan kali ini kita materinya—materinya *recount* misalnya, kan kalau anak-anak mencari sendiri di internet itu terlalu luas ya, mungkin kalo di yang sini, kita memilihkan materi mana yang—yang baik untuk dipelajari anak-anak, beberapa materi yang—yang biar ndak terlalu luas tapi juga mereka nggak—apa namanya… tetep bisa mengeksplor sendiri materinya, itu sih, sebagai apa ya berarti, pengarah—fasilitator itu tadi ya, terus nanti baru ee kita bisa *open* diskusi saat pertemuan langsung, jadi apa yang sudah anak ini dapatkan, kan pastinya tiap anak berbeda kan pendapatnya, jadi kita sebagai guru yang ee moderatornya, apa yang sudah mereka dapat, ini disampaikan, nanti kemudian kita arahkan ke kesimpulannya, berarti apa materi ini." |

| 18. How do you compare flipped classroom with other classrooms? How similar/different are they? Bagaimana Anda membandingkan *flipped classroom* dengan kelas lain? Seberapa mirip/berbeda mereka? | "Sebenernya kalo menurut saya sih mirip, cumin ya itu tadi hanya bedanya mereka ya sudah ada—sudah tahu apa yang harus mereka pelajari, kalo biasanya kan—kalo kelas biasanya mereka baru tahu saat mereka di kelas ya, saat kita menyampaikan tujuan pembelajarannya itu kalo ada *flip* itu tadi mereka sudah tahu, sudah siap bahkan sebelum kita masuk ke kelas." |
|---|---|
| 19. How can this classroom influence your opinion of teaching? Bagaimana kelas ini (*flipped classroom*) dapat memengaruhi pendapat Anda tentang mengajar? | "Memengaruhinya lebih ke—jadi akhirnya mencari-cari aplikasi apa atau metode apa yang—ya itu tadi, yang menarik mereka akhirnya mau membuka dulu materi di rumah, mau belajar dulu materinya itu di rumah, itu sih. Jadi misalnya, kayak kita usaha—kalo Quizizz sekarang kan lebih ada—apa—nggak hanya kita ngasih soal, tapi bisa ngasih materi juga. Terus missal, ada Edmodo itu juga. Akirnya nemu aplikasi-aplikasi yang seperti itu." |
| 20. Is technology helpful in this class? How? Apakah teknologi membantu dalam keberlangsungan *flipped method*? Bagaimana? | "Iya, pastinya membantu, karena mereka kan ini belajarnya sendiri, di rumah, seperti itu ya—jadi ya cara memantaunya kita ya pake teknologi itu tadi, materinya juga disampaikan lewat itu tadi, jadi pasti sangat membantu." |

| | |
|---|---|
| 21. What levels can be taught better by the use of this approach?<br>Menurut Anda, pendekatan ini apakah sesuai untuk diajarkan pada tingkat/kelas tertentu atau dapat diaplikasikan untuk semua tingkat? | "Kalo menurut saya sih metode ini untuk SMP cukup baik, tapi mungkin kalo SD itu masih keberatan ya mereka, apalagi butuh itu tadi, perangkat dan lain sebagainya, jadi butuh dampingan orang tua, mungkin orang tua juga sibuk. Jadi kayaknya sih kalo untuk SD agak kurang efektif, tapi kalo SMP sudah mulai mandiri, SMA begitu kan, jadi *insyaAllah* sudah bisa kalo SMP/SMA." |
| 22. Which language skills and sub-skills can be taught by the use of this approach?<br>Ketrampilan bahasa dan sub-ketrampilan mana yang dapat diajarkan dengan menggunakan pendekatan ini? | "Eem, ketrampilan bahasanya mungkin kalo seperti *listening, speaking*, pastinya nggak bisa di sini ya. Jadi ini, kalo menurut saya sih hanya ya memahami materi mungkin *reading* masih bisa, *vocabulary* bisa, jadi mereka mungkin belajar apa—kosa kata-kosa kata sebelum mereka masuk ke kelas itu masih bisa. Tapi kalo untuk *speaking*—tapi mungkin bisa aja sih, tapi belum saya coba—mungkin mereka bisa latihan dulu, kita kasih vidio terus mereka latihan *speaking* juga mungkin bisa, tapi belum pernah nyoba sih. Selama ini ya hanya materi bacaan, kosa kata itu yang masih saya pakai." |

| | |
|---|---|
| 23. What difficulties and barriers will you face in case you apply this approach?<br>Apa saja kesulitan dan hambatan yang Anda hadapi selama menerapkan pendekatan ini? | "Itu tadi ya sudah disampaikan yang masalah anak-anak ada yang—ya ada yang ngikutin ada yang enggak, jadi kalo sebagian besar di kelas ngikutin sih masih enak, jadi saat kita ee—diskusi di kelas mungkin yang belum baca masih bisa ngikutin, oo jadi ini-ini. Tapi kalo sebagian besar yang enggak, itu yang jadi akhirnya—kayak bu Roro sendiri juga mengalami kan, akhirnya harus memutar ulang, missal kalo kita beri materinya di PPt jadi nyampaikan lagi, atau memutar ulang vidionya, gitu kan! Ya itu sih kekurangannya, jadi kerja dua kali, yak an." |
| 24. How do you overcome the difficulties and barriers as the only English teacher?<br>Sebagai satu-satunya guru bahasa Inggris, bagaimana Anda mengatasi semua kesulitan dan hambatan tersebut? | "Eem, hambatannya yang ini tadi ya, ya mengatasinya dengan itu sih, nyoba mungkin kalo kita kasihnya materinya dalam bentuk bacaan mungkin mereka males karena harus membaca, jadi cari yang mungkin hanya tinggal menonton vidio atau buat PPt kemudian kita *voice over* gitu penjelasannya lewat PPt itu, jadi mereka hanya tinggal nonton gitu istilahnya." |

| | |
|---|---|
| 25. Do you think flipped classroom approach is applicable in the context of Indonesia? Why/Why not? <br><br> Menurut Anda, apakah pendekatan *flipped classroom* cocok untuk diterapkan di lembaga pendidikan Indonesia? Jika iya/tidak, mengapa? | "Menurut saya cocok, yak arena itu tadi sih, akhirnya ee siswa ini saat datang ke sekolah mereka lebih punya kesiapan belajar itu tadi. Jadi bukan hanya yang datang, duduk, kemudian mengikuti apa—apa yang diajarkan di kelas terus pulang. Kalo seperti ini, menurut saya ee… jadi anak-anak lebih siap saat datang itu sudah ada pandangan itu tadi." |
| 26. Please add your own comments about flipped classroom approach. <br><br> Silahkan tambahkan komentar Anda sendiri tentang pendekatan *flipped classroom*! | "Iya. Jadi *flipped classroom* ini tadi ee… kalo sepemahaman saya yang kemarin sudah disampaikan dari pihak yayasan, ya *flipped classroom* ini adalah anak-anak ee belajarnya secara daring sinkronus-asinkronus, kemudian juga campur dengan luring itu tadi. Ee… kemudian juga eem… saat mereka belajar secara—saya lupa jadi istilahnya—antara daring-asinkronus atau daring-sinkronus itu yang mereka belajar sendiri di rumah, akhirnya mereka eem… menggali materi apa sih yang akan kita ee… bahas atau akan kita dapatkan nanti di saat kita pertemuan dengan ee… guru yang nantinya sebagai fasilitator , kemudian mengarahkan anak-anak ee berdiskusi tentang pembelajaran yang mereka dapatkan, kemudian menarik |

| | kesimpulan dari situ, ee diharapkan dengan metode ini akhirnya nanti anak-anak lebih siap lagi untuk belajar, jadi ee… nggak ada yang namanya anak-anak—apalagi saat biasanya anak-anak dateng dengan kondisi yang *mood*nya kurang baik misalnya kan ya, sudah—sudah nggak tahu apa yang mau dipelajari, kemudian di kelas juga *mood*nya nggak baik, akhirnya pulang dengan tangan kosong. Nah, diharapkan dengan metode ini ee… anak-anak bisa lebih baik dalam belajar, jadi ee… membantu mereka juga memahami materi yang ada di kelas, itu sih." |

**Appendix VI**

**Interview Transcript of Sample 1**

Student's Initials : RC

Time : 25/05/2022

| Question | Answer |
|---|---|
| 1. Do you prefer conventional learning or flipped learning? Why? Apakah Anda lebih suka pembelajaran konvensional atau pembelajaran flipped? Mengapa? | "Ee *offline*, lebih banyak ketemu temen sama kayak lebih paham sama gurunya gitu." |
| 2. What are the advantages and disadvantages of flipped classroom approach? Please elaborate on them? Apa kelebihan dan kekurangan pendekatan kelas flipped? Jelaskan! | "Ee, kalau dari siswanya itu kadang banyak yang rame bu pas tatap muka langsung, kalau saat *online* itu biasanya jaringannya agak susah jadi susah masuk ke Google Meet. Kalau Google Meet itu biasanya gurunya kayak keluar keluar sendiri, Bu. Kalo di pelajaran Bahasa Inggris ini nggak ada kendala. Untuk kelebihannya, biasa, nggak lebih sama nggak kurang sih, Bu." |
| 3. Does flipped classroom improve your general English? How? Apakah kelas flipped meningkatkan bahasa Inggris umum Anda? Bagaimana? | "Oo, tidak karena dari dulu saya nggak bisa belajar Bahasa Inggris bu, artinya itu lo yang saya nggak bisa. Tapi saya paham apa yang dijelasin sama gurunya." |
| 4. How do you describe yourself as a student in a flipped classroom? Bagaimana Anda menggambarkan diri Anda sebagai siswa di kelas flipped? | "Kalo ada pertanyaan saya biasanya bertanya ke guru di kelas." |
| 5. How do you compare your flipped classroom with your other classrooms? How similar/different are they? Bagaimana Anda membandingkan kelas flipped dengan kelas yang | "Beda. Bedanya kalo yang *full offline* tuh saya lebih paham, bisa ketemu sama guru, bisa tanya langsung daripada nunggu gitu. Kalo yang *flipped* harus nunggu kalo ketemu gurunya." |

| | | |
|---|---|---|
| | lain? Seberapa mirip/berbeda mereka? | |
| 6. | How does this classroom influence your opinion of learning? Bagaiana kelas ini memengaruhi Anda tentang pembelajaran? | "Bahasanya bu yang saya kurang, materinya saya bisa tapi bahasanya itu. Karena sebelum kelas sudah mempelajari materinya terlebih dahulu, jadi saya lebih siap saat di kelas, tapi kalau untuk kemampuan bahasanya itu yang saya kurang." |
| 7. | Is technology helpful in this class? How? Apakah teknologi membantu di kelas ini? Bagaimana? | "Iya, contohnya kayak proyektor yang bisa digunakan saat di kelas dan penggunaan Google Classroom untuk mempelajari materi sebelum kelas." |
| 8. | Do you think Flipped Classroom Approach is applicable in the context of Indonesia? Why/Why not? Menurut Anda, apakah metode ini dapat diterapkan di pendidikan Indonesia? Jika ya/tidak mengapa? | "Cocok, ada sebagian wilayah Indonesia yang cocok ada juga sebagian yang tidak cocok, karena ka nada sekolah yang tingkat fasilitasnya kurang, kayak gak ada internet terus juga kurang fasilitasnya." |
| 9. | Please add any other comments about flipped classroom approach. Silahkan tambahkan komentar lain tentang pendekatan ini. | "Ee, menurut saya metode ini masih bisa diterapkan lagi di semester depan, kalo diantara kelas *full offline* dengan kelas *flipped* ini saya lebih memilih yang *flipped* karena lebih enak materinya di*share* ke Google Classroom dulu jadi sebelum tatap muka di kelas bisa mempelajari materinya terlebih dahulu." |

**Appendix VII**

**Interview Transcript of Sample 2**

Student's Initials : FK

Time : 25/05/2022

| Question | Answer |
|---|---|
| 1. Do you prefer conventional learning or flipped learning? Why? Apakah Anda lebih suka pembelajaran konvensional atau pembelajaran flipped? Mengapa? | "Ee kalo saya *flipped,* karena nanti pas masuk kelas itu jadi lebih siap gitu untuk memahami, jadi lebih siap dipahami juga." |
| 2. What are the advantages and disadvantages of flipped classroom approach? Please elaborate on them? Apa kelebihan dan kekurangan pendekatan kelas flipped? Jelaskan! | "Ya kelebihannya, selain lebih paham itu ee jadi kita bisa memecahkan masalah, kalo misalnya kita ada yang nggak paham terus kita pikir pikir sendiri gitu di materi yang akan dipelajari, mikir sendiri gitu. Kekurangannya ee ke diri sendiri sih, diri sendirinya kan gak mau mbukak gitu, kayak males gitu." |
| 3. Does flipped classroom improve your general English? How? Apakah kelas flipped meningkatkan bahasa Inggris umum Anda? Bagaimana? | "Iya, contohnya ee banyak kosa kata baru, habis itu bisa *translate* karena di rumah kan pake HP, jadi bisa *translate*. Habis itu, lebih paham materi, jadi lebih inget. |
| 4. How do you describe yourself as a student in a flipped classroom? Bagaimana Anda menggambarkan diri Anda sebagai siswa di kelas flipped? | "Kalo aktif bertanya enggak, sepertinya saya yang pasif." |
| 5. How do you compare your flipped classroom with your other classrooms? How similar/different are they? Bagaimana Anda membandingkan kelas flipped dengan kelas yang lain? Seberapa mirip/berbeda mereka? | "Mirip, cuma ada penambahan belajar di rumah, di awal gitu kan. Nah itu, lebih bikin paham soalnya ada pemanasannya, ada persiapannya." |

| | | |
|---|---|---|
| 6. | How does this classroom influence your opinion of learning? Bagaiana kelas ini memengaruhi Anda tentang pembelajaran? | "Ya jadi lebih paham sama meningkatkan kemampuan Bahasa Inggris." |
| 7. | Is technology helpful in this class? How? Apakah teknologi membantu di kelas ini? Bagaimana? | "Membantu, sangat membantu. Kita menerima materi itu kan dari Google Classroom, Google Classroom itu kan pake HP, nah terus dari Google Classroom kita buka soalnya atau tugasnya habis itu missal kita nggak paham bisa tanya Google , terus kalo nggak paham kita bisa *translate* gitu jadi lebih mudah aja. Kalo di kelas itu yang pake PPt itu." |
| 8. | Do you think Flipped Classroom Approach is applicable in the context of Indonesia? Why/Why not? Menurut Anda, apakah metode ini dapat diterapkan di pendidikan Indonesia? Jika ya/tidak mengapa? | "Ee menurut saya baik, tapi karena menggunakan teknologi ada beberapa daerah yang kurang memadai teknologinya itu menurut saya kurang gitu. Kan ada daerah-daerah plosok di sekolah-sekolah itu kan belum mengenal—tidak ada jaringan gitu jadi mungkin lebih susah. Tapi kalo di tempat-tempat yang sudah tersedia jaringan dan *device* yang memadai itu menurut saya cocok." |
| 9. | Please add any other comments about flipped classroom approach. Silahkan tambahkan komentar lain tentang pendekatan ini. | "Sangat cocok diterapkan karena membuat lebih paham, membuat lebih siap untuk menghadapi materi yang diberikan oleh guru sehingga lebih bermanfaat. Kendalanya jaringan atau saat mati lampu." |

**Appendix VIII**

**Interview Transcript of Sample 3**

Student's Initials       : AK

Time                     : 27/05/2022

| Question | Answer |
|---|---|
| 1. Do you prefer conventional learning or flipped learning? Why? Apakah Anda lebih suka pembelajaran konvensional atau pembelajaran flipped? Mengapa? | "Yang tradisional tatap muka gini, yang guru langsung nyampaikan materinya di dalam kelas. Karena ketemu sama temen-temen banyak jadi bisa berkomunikasi dan berinteraksi dengan langsung, bisa main sama temen jadinya nggak bosen" |
| 2. What are the advantages and disadvantages of flipped classroom approach? Please elaborate on them? Apa kelebihan dan kekurangan pendekatan kelas flipped? Jelaskan! | "Kelebihannya itu enak sih, bisa belajar dulu, kalo kekurangannya kadang komunikasinya (dengan guru) suka lama (saat belajar mandiri)." |
| 3. Does flipped classroom improve your general English? How? Apakah kelas flipped meningkatkan bahasa Inggris umum Anda? Bagaimana? | "Meningkatkan, kosa katanya bisa tambah terus sama belajarnya itu lebih seru gitu." |
| 4. How do you describe yourself as a student in a flipped classroom? Bagaimana Anda menggambarkan diri Anda sebagai siswa di kelas flipped? | "Kalo untuk saya sih nggak terlalu aktif, jarang-jarang." |
| 5. How do you compare your flipped classroom with your other classrooms? How similar/different are they? Bagaimana Anda membandingkan kelas flipped dengan kelas yang lain? Seberapa mirip/berbeda mereka? | "Ee mirip sih." |

| | | |
|---|---|---|
| 6. | How does this classroom influence your opinion of learning?<br>Bagaiana kelas ini memengaruhi Anda tentang pembelajaran? | "Pas dikelas jadi lebih siap nerima materi karena sebelumnya sudah belajar dulu." |
| 7. | Is technology helpful in this class? How?<br>Apakah teknologi membantu di kelas ini? Bagaimana? | "Sangat membantu." |
| 8. | Do you think Flipped Classroom Approach is applicable in the context of Indonesia? Why/Why not?<br>Menurut Anda, apakah metode ini dapat diterapkan di pendidikan Indonesia? Jika ya/tidak mengapa? | "Mungkin bisa karena kan sekarang teknologi semakin canggih." |
| 9. | Please add any other comments about flipped classroom approach.<br>Silahkan tambahkan komentar lain tentang pendekatan ini. | "Kesimpulannya sih kayak materinya lebih gampang dicerna dan sebelum kelas bisa mempelajari dulu." |

**Appendix IX**

**Interview Transcript of Sample 4**

Student's Initials          : HR

Time                              : 27/05/2022

| Question | Answer |
| --- | --- |
| 10. Do you prefer conventional learning or flipped learning? Why? Apakah Anda lebih suka pembelajaran konvensional atau pembelajaran flipped? Mengapa? | "Yang *flipped*karena bisa sambil main HP." |
| 11. What are the advantages and disadvantages of flipped classroom approach? Please elaborate on them? Apa kelebihan dan kekurangan pendekatan kelas flipped? Jelaskan! | "Kelebihannya kayak nambah pinter karena sebelum kelas bisa belajar materinya dulu, kalo kekurangannya penjelasan materi di Google Classroom kadang kurang." |
| 12. Does flipped classroom improve your general English? How? Apakah kelas flipped meningkatkan bahasa Inggris umum Anda? Bagaimana? | "Nggak terlalu sih soalnya agak males belajar bahasa Inggris." |
| 13. How do you describe yourself as a student in a flipped classroom? Bagaimana Anda menggambarkan diri Anda sebagai siswa di kelas flipped? | "Kadang ngobrol sama temen, kadang merhatiin guru, ngerjain tugas." |
| 14. How do you compare your flipped classroom with your other classrooms? How similar/different are they? Bagaimana Anda membandingkan kelas flipped dengan kelas yang lain? Seberapa mirip/berbeda mereka? | "Persamaanya ya sama-sama belajar, kalo perbedaannya sekarang pake teknologi." |

| 15. How does this classroom influence your opinion of learning? Bagaiana kelas ini memengaruhi Anda tentang pembelajaran? | "Palingan ya cuma nambah pintar aja." |
|---|---|
| 16. Is technology helpful in this class? How? Apakah teknologi membantu di kelas ini? Bagaimana? | "Iya." |
| 17. Do you think Flipped Classroom Approach is applicable in the context of Indonesia? Why/Why not? Menurut Anda, apakah metode ini dapat diterapkan di pendidikan Indonesia? Jika ya/tidak mengapa? | "Kayaknya bisa, ya sesuai gurunya aja. Kalo gurunya mau pake HP ya pake, kalo enggak pake ya enggak." |
| 18. Please add any other comments about flipped classroom approach. Silahkan tambahkan komentar lain tentang pendekatan ini. | "Ya nggak papa sih tambah seneng aja karena pake HP, karena medianya juga ada yang pake Youtube dan PPt gitu." |

**Appendix X**

**Observation Sheet 1**

Observed        : In-Class Activity

Observer        : Roro Ayu 'Aisyah Rahmanningrum

Time            : 31/03/2022

Instruction:

1. The following is a list of teacher and student activities during the learning process in the classroom.
2. Put a check mark (√) in the "Yes" or "No" column according to the circumstances you observe. The answer "Yes" means the activity is carried out and the answer "No" means the activity is not carried out.

| No. | Aspek yang Diamati | Ya | Tidak | Keterangan |
|---|---|---|---|---|
| **I.** | **Kegiatan Pembuka** | | | |
| 1. | Guru memberi salam dan menanyakan kabar siswa | √ | | |
| 2. | Guru memeriksa kehadiran siswa | √ | | |
| 3. | Guru melakukan brainstorming | √ | | |
| 4. | Guru melakukan tujuan pembelajaran yang akan dicapai | √ | | |
| **II.** | **Kegiatan Inti** | | | |
| | **D. Pelaksanaan Pembeajaran** | | | |
| 1. | Guru melaksanakan pembelajaran sesuai dengan tujuan pembelajaran | √ | | |
| 2. | Guru melakukan tanya jawab terkait soal kuis yang diberikan sebelum kelas | √ | | |
| 3. | Guru meminta siswa untuk mengumpulkan hasil pekerjaannya di meja guru | √ | | |
| 4. | Guru memberikan kesempatan kepada siswa untuk bertanya terkait materi | √ | | |
| 5. | Guru menumbuhkan partisipasi aktif siswa dalam | √ | | |

| | | √ | | |
|------|------------------------------------------------------------------------------------------------------------------------|---|---|---|
| | pembelajaran dengan menanyakan pertanyaan terkait materi | | | |
| 6. | Guru memfasilitasi terjadinya interaksi guru-siswa dan siswa-siswa | √ | | |
| 7. | Guru menunjukkan sikap terbuka terhadap respon siswa dengan memberikan feedback atau apresiasi terhadap pendapat siswa | √ | | |
| 8. | Guru mendampingi siswa dalam kegiatan individu | √ | | |
| 9. | Guru melaksanakan pembelajaran sesuai dengan waktu yang telah dialokasikan | √ | | |
| | **E. Pemanfaatan Media Pembelajaran** | | | |
| 1. | Guru enunjukkan ketrampilan dalam penggunaan media | √ | | |
| 2. | Guru menggunakan media secara efektif dan efisien | √ | | |
| | **F. Keterlibatan Siswa dalam Pembelajaran** | | | |
| 1. | Siswa memperhatikan penjelasan yang disampaikan oleh guru | √ | | |
| 2. | Sebagian besar siswa terlibat aktif dalam diskusi kelompok | √ | | |
| 3. | Siswa mengajukan pertanyaan terkait materi yang belum dimengerti | √ | | |
| **III.** | **Kegiatan Penutup** | | | |
| 1. | Guru dan siswa merangkum hasil pembelajaran | | √ | Time out. |
| 2. | Guru dan siswa melakukan refleksi pembelajaran | | √ | Time out. |
| 3. | Guru memberitahukan rencana pembelajaran untuk pertemuan berikutnya | | √ | Time out. |

Malang, 31 Maret 2022
Observer,

Roro Ayu 'Aisyah R.

**Appendix XI**

**Observation Sheet 2**

Observed  : In-Class Activity

Observer  : Roro Ayu 'Aisyah Rahmanningrum
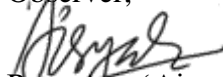
Time   : 25/05/2022

Instruction:

1. The following is a list of teacher and student activities during the learning process in the classroom.
2. Put a check mark (√) in the "Yes" or "No" column according to the circumstances you observe. The answer "Yes" means the activity is carried out and the answer "No" means the activity is not carried out.

| No. | Aspek yang Diamati | Ya | Tidak | Keterangan |
|---|---|---|---|---|
| **I.** | **Kegiatan Pembuka** | | | |
| 1. | Guru memberi salam dan menanyakan kabar siswa | √ | | |
| 2. | Guru memeriksa kehadiran siswa | √ | | |
| 3. | Guru melakukan brainstorming | √ | | |
| 4. | Guru melakukan tujuan pembelajaran yang akan dicapai | √ | | |
| **II.** | **Kegiatan Inti** | | | |
| | **A. Pelaksanaan Pembeajaran** | | | |
| 1. | Guru melaksanakan pembelajaran sesuai dengan tujuan pembelajaran | √ | | |
| 2. | Guru melakukan Tanya jawab terkait soal kuis yang diberikan sebelum kelas | √ | | |
| 3. | Guru meminta siswa untuk mengumpulkan hasil pekerjaannya di meja guru | √ | | |
| 4. | Guru memberikan kesempatan kepada siswa untuk bertanya terkait materi | √ | | |
| 5. | Guru menumbuhkan partisipasi aktif siswa dalam | √ | | |

| | | | | |
|---|---|---|---|---|
| | pembelajaran dengan menanyakan pertanyaan terkait materi | | | |
| 6. | Guru memfasilitasi terjadinya interaksi guru-siswa dan siswa-siswa | √ | | |
| 7. | Guru menunjukkan sikap terbuka terhadap respon siswa dengan memberikan feedback atau apresiasi terhadap pendapat siswa | √ | | |
| 8. | Guru mendampingi siswa dalam kegiatan individu | √ | | |
| 9. | Guru melaksanakan pembelajaran sesuai dengan waktu yang telah dialokasikan | √ | | |
| **B. Pemanfaatan Media Pembelajaran** | | | | |
| 1. | Guru menunjukkan ketrampilan dalam penggunaan media | √ | | |
| 2. | Guru menggunakan media secara efektif dan efisien | √ | | |
| **C. Keterlibatan Siswa dalam Pembelajaran** | | | | |
| 1. | Siswa memperhatikan penjelasan yang disampaikan oleh guru | √ | | |
| 2. | Sebagian besar siswa terlibat aktif dalam diskusi kelompok | √ | | |
| 3. | Siswa mengajukan pertanyaan terkait materi yang belum dimengerti | √ | | |
| **III.** | **Kegiatan Penutup** | | | |
| 1. | Guru dan siswa merangkum hasil pembelajaran | √ | | |
| 2. | Guru dan siswa melakukan refleksi pembelajaran | √ | | |
| 3. | Guru memberitahukan rencana pembelajaran untuk pertemuan berikutnya | √ | | |

Malang, 31 Maret 2022
Observer,

Roro Ayu 'Aisyah R.

**Appendix XII**

**Lesson Plan, Task Instruction, PPT Material**

1. **Grade VII**
   a. **Lesson Plan**

# RENCANA PELAKSANAAN PEMBELAJARAN

SMP Plus Al-Kautsar Malang
Bahasa Inggris | Kelas 7 | Semester 2
Tahun Pelajaran 2021-2022
Materi: Descriptive Text

## TUJUAN PEMBELAJARAN

Melalui kegiatan pembelajaran ini, peserta didik dapat mengidentifikasi dan membandingkan beberapa teks deskriptif sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaannya.

## KEGIATAN PEMBELAJARAN

Guru melakukan kegiatan pembelajaran dengan pendekatan Saintifik dalam mencapai tujuan pembelajaran.

**Pendahuluan**

Berdoa sebelum memulai kegiatan pembelajaran. Menyampaikan materi dan tujuan pembelajaran.

**Inti**

Pertemuan Minggu Pertama
- Pembelajaran secara daring asinkronus. Siswa diminta untuk menggali informasi dari teks *My School* dengan menjawab beberapa pertanyaan. (shorturl.at/IBCX3)
- Pembelajaran secara daring sinkronus. Siswa menanya dan mendiskusikan tentang hasil temuan mereka dari teks deskripsi yang telah dipelajari.
- Pembelajaran secara daring sinkronus. Siswa dan guru berdiskusi dan mengidentifikasi fungsi sosial dan unsur kebahasaan dari teks deskripsi (shorturl.at/gjnDK).
- Siswa diberikan pertanyaan singkat untuk mengidentifikasi struktur teks deskripsi. (shorturl.at/bbGOS)

Pertemuan Minggu Kedua
- Pembelajaran secara daring sinkronus. Siswa dan guru mendiskusikan tentang hasil kerja masing-masing siswa pada minggu pertama.
- Siswa dan guru berdiskusi dan menyimpulkan struktur dari teks deskriptif. (shorturl.at/gjnDK)

Pertemuan Minggu Ketiga
- Pembelajaran luring. Siswa dan guru berdiskusi, mengamati kembali teks deskripsi, menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaannya.
- Siswa mengembangkan hasil jawaban pada minggu kedua sebagai acuan untuk menyusun teks deskriptif.

**Penutup**

Merefleksi kegiatan pembelajaran. Menyampaikan materi yang akan dipelajari pada pertemuan selanjutnya. Memberikan pesan dan motivasi untuk tetap semangat belajar dan peduli lingkungan kemudian diakhiri dengan berdoa.

## PENILAIAN

| SIKAP | PENGETAHUAN | KETRAMPILAN |
|---|---|---|
| Menunjukkan sikap sopan santun dan menggunakan bahasa yang baik dan benar dalam berkomunikasi baik saat berbicara maupun mengirim pesan. | Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif. | Menyusun teks deskripsi. |

Mengetahui,
Kepala SMP Plus Al-Kautsar

Guru Mapel Bahasa Inggris,

Imam Safii, S.Ag
NIY. 992085016

Sukaina Bunga Nainawa, S.Pd
NIY. 960508 9 19 039

**b. Task Instruction**

Sekolah Akhlak Pelita Hidayah
**SMP Plus Al Kautsar Malang**
Terakreditasi A

## Read the text below!

I attend Insan Prima Junior High School. It is located at Monginsidi Street, Number 10. I go to school by bike every day because it is not far from my house.

There are 18 classrooms in my school. My school also has three laboratories: a science laboratory, a language laboratory, and a computer laboratory. There is a large school yard right in the center area. We usually hold a flag ceremony and do physical education in that yard.

Other facilities in my school are a library, a school clinic, a cafeteria, and restrooms. I love my school. I love to study there.

- What is the text talking about?

  _____

- Why did the writer write the text?

  _____

smpplusalkautsar.sch.id   SMP Plus Al Kautsar Malang

Sekolah Akhlak Pelita Hidayah
SMP Plus Al Kautsar Malang
Terakreditasi A

## Answer the questions!

### Topic: A Memorable Place

Which place was be the most memorable in your life?

_____

What place is that?

_____

Why did it become a memorable place?

_____

Where is that place located?

_____

**c. PPt Material**
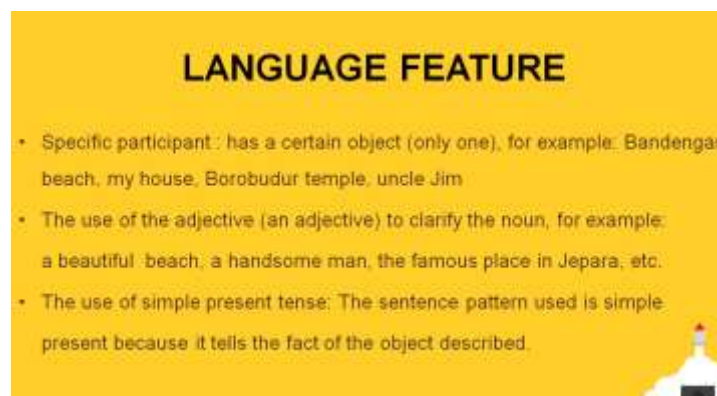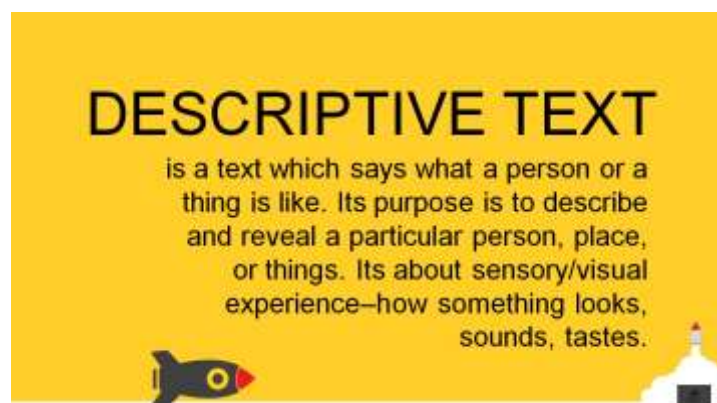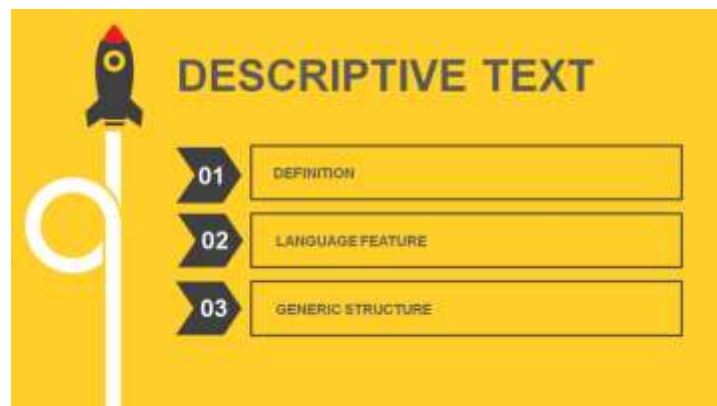
## How to Make a Descriptive Text?

**1 IDENTIFICATION**
Contains about the introduction of a person, place, animal or object will be described.

➡ What is your favorite place?
Where is it?
How often you go there?
What do you do there?
Why you like that place?

**2 DESCRIPTION**
contains a descriptions of something such as animal things, place or person by describing its features, forms, colors or anything.

➡ How is it looks like?
How big is that place?
What facilities/rooms are there?

---

What is your favorite place?
**The park near my house**

Where is it?
**In my city on the city center**

How often you go there?
**Once a week**

What do you do there?
**Reading a book or just listening to music**

Why you like that place?
**Because it is a quite place**

How is it looks like?
**Many trees**

How big is that place?
**Very big**

What facilities/rooms are there?
**Walking trails, outdoor café and duck pound**

---

## THE PARK NEAR MY HOUSE

In my city, there is a green spaces and parks on the city center. The name is Nirwana garden. I always go there on the weekend. I like sitting there and reading a book or just listening to music. I like this place because I can enjoy the peace and quiet, especially in the city.

It is a very big green area with many trees around there. In the park, there is a pretty little duck pond. You can see ducks and ducklings swimming about in the water. There are also some really nice walking trails in the park. You can go hiking or just wander around and get lost in the park. Lastly, there is an outdoor cafes in the park. After I go walking, I like sitting down there and having a drink and doing some people-watching. Overall, it's just a really nice place.

---

## Thank you

2. **Grade VIII**
   a. **Lesson Plan**

## RENCANA PELAKSANAAN PEMBELAJARAN

SMP Plus Al-Kautsar Malang
Bahasa Inggris | Kelas 8 | Semester 2
Tahun Pelajaran 2021-2022
Materi: *Notice*

### TUJUAN PEMBELAJARAN

Melalui kegiatan pembelajaran ini, peserta didik dapat mengidentifikasi dan membandingkan beberapa macam *Notice* sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaannya.

### KEGIATAN PEMBELAJARAN

Guru melakukan kegiatan pembelajaran dengan pendekatan Saintifik dalam mencapai tujuan pembelajaran.

**Pendahuluan**

Berdoa sebelum memulai kegiatan pembelajaran. Menyampaikan materi dan tujuan pembelajaran.

**Inti**

Pertemuan Minggu Pertama
- Pembelajaran secara daring asinkronus. Siswa diminta untuk memahami informasi mengenai Notice dan mencari contohnya di lingkungan sekitar. (https://www.toppr.com/guides/english/writing/notice/)
- Pembelajaran secara luring singkronus. Siswa menyajikan hasil temuan mereka tentang *Notice* yang telah dipelajari.
- Siswa dan guru berdiskusi dan mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dari *Notice*. (shorturl.at/kuzV6)
- Siswa membuat kesimpulan tentang pemahaman mereka dari sebelum kegiatan pembelajaran hingga yang telah dipelajari hari ini.
- Siswa diminta meninjau ulang contoh *Notice* yang telah mereka dapatkan untuk dibahas dalam pertemuan berikutnya.

Pertemuan Minggu Kedua
- Pembelajaran secara luring sinkronus. Guru menyajikan hasil *Notice* temuan siswa.
- Siswa dan guru mendiskusikan dan menentukan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa *Notice*.
- Siswa menyusun *Notice* sederhana di lingkungan sekolah.

**Penutup**

Merefleksi kegiatan pembelajaran. Menyampaikan materi yang akan dipelajari pada pertemuan selanjutnya. Memberikan pesan dan motivasi untuk tetap semangat belajar dan peduli lingkungan kemudian diakhiri dengan berdoa.

### PENILAIAN

| SIKAP | PENGETAHUAN | KETRAMPILAN |
|---|---|---|
| Menunjukkan sikap sopan santun dan menggunakan bahasa yang baik dan benar dalam berkomunikasi baik saat berbicara maupun mengirim pesan. | Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan *Notice*. | Menyusun *Notice*. |

Mengetahui,
Kepala SMP Plus Al-Kautsar

Imam Safii, S.Ag
NIY. 992085016

Guru Mapel Bahasa Inggris,

Sukaina Bunga Nainawa, S.Pd
NIY. 960508 9 19 039

**b. Task Instruction**



**c. PPt Material**

## What is Notice?

Notices are a short formal text targeted at a particular person or a group of persons. It is like a news item informing such person or persons of some important event. This can be an invitation to a meeting, an announcement of any event, to issue certain instructions, etc.

## Where could you find the Notice?

It is generally written and then displayed at a public place, where it is accessible to all. If it is meant for a wider audience it can even be published in a newspaper.

## Content

"Notices should cover some important points: the 5W"

1. **What:** What is the notice about? The notice should be clear about what is going to happen (events) or what has already happened (occasion).
2. **Where:** If the notice is about an event, then venue or the location of such an event must be written clearly.
3. **When:** This is the time and the date of the event or meeting. If possible the duration of the event should also be mentioned.
4. **Who:** This will be who the notice is addressed to.
5. **Whom:** And final detail should be whom to contact or get in touch with. This mentions who the appropriate authority is to contact.

## Format

A notice should contain all the necessary details such as:

- Name of the issuing agency (school, etc)   (whom)
- The target audience   (who)
- Title/Subject of the Event   (what)
- BODY-Date/time/duration/Place/Venue   (where and when)
- Authorized signatory: Name and signature   (whom)

## Points to note

1. A notice is a written or printed announcement.
2. It is written in order to inform a large number of people about something that has happened or is about to happen.
3. It could be an upcoming event, competition or just a piece of information to be delivered to the targeted audience.
4. It is generally written in a formal tone.
5. Notices are factual and to-the-point.
6. The language used is simple and formal, not flowery.

## Format

Name of the issuing agency/authority
NOTICE
Date of Issue/Release of the notice

Title/Subject of the Event

BODY
(Details: Date of event /time /duration /Place /Venue etc)

Authorized signatory
(Name, Designation and signature)

## Format

Name of the issuing agency/authority
NOTICE
Date of Issue/Release of the notice

Title/Subject of the Event

BODY
(Date/time/duration/Place/Venue)

Authorized signatory
(Name, Designation and signature)

## Notice writing Tips

- Do not cross the word limit to avoid penalty of marks. The prescribed word limit is 50 words.
- Repetition of any information should be avoided.
- Always enclose the notice in a box. Make sure you draw the box with a pencil.
- Keep your notice short, crisp and to-the-point.
- Highlight the word "NOTICE" and "TITLE". It can be either bold or underlined.
- The title should be captivating and eye-catching.
- Don't make hypothetical information and facts. Make use of what's given in the question.
- Make sure you do not mention your personal information.
- Make use of all the available information in the question.
- Your answer shall include answers to all the 5 W's – What, Why, When, Where and Who.
- The purpose for which it is being written should be stated clearly.
- Focus on presentation and clarity.

**Appendix XIII**

**Documentation**



Interview Documentation with Ms. Sukaina Bunga N. on May 22<sup>nd</sup>



Interview Documentation with Rania C.D. (VIII A) on May 25<sup>nd</sup>

Interview Documentation with Faizah K.N. (VIII A) on May 25nd 2022



Interview Documentation with Andini K.N. (VII A) on May 27th 2022



Interview Documentation with M. Haidar R.S. (VII A) on May 27th 2022

In-class Observation on March 31st  2022



In-class Observation on May 22nd 2022
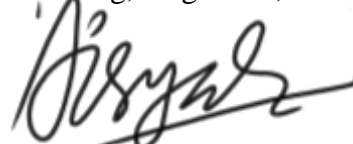


Asynchronous Activity Documentation

**WRITER BIOGRAPHY**



| | |
|---|---|
| Name | : Roro Ayu 'Aisyah Rahmanningrum |
| Date of Birth | : May 31$^{st}$, 2000 |
| Address | : Dsn. Pramesan RT 09 RW 03, Ds. Ngale, |
| | Kec. Paron, Kab. Ngawi |
| Religion | : Islam |
| Father's Name | : Masdar |
| Mother's Name | : Dian Rifia |
| Email | : aroroayuar@gmail.com |
| Academic Qualification | : |

1. TK AL-Islah Ngale (2004-2006)
2. MI PSM Ngale (2006-2012)
3. MTsN Paron (2012-2015)
4. MAN 2 Kota Madiun (2015-2018)
5. UIN Maulana Malik Ibrahim Malang (2018-2022)

Malang, August 12, 2022

Roro Ayu 'Aisyah R.