THE EFFECTIVENESS OF FLIPPED LEARNING FOR ENGLISH VOCABULARY MASTERY AT JUNIOR HIGH SCHOOL

THESIS

By

Alviansyah Zulan Aqafitra

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ENGLISH EDUCATION DEPARTMENT FACULTY OF EDUCATION AND TEACHER TRAINING

THE ISLAMIC STATE UNIVERSITY OF MAULANA MALIK IBRAHIM

MALANG

2025

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2025

APPROVAL SHEET

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iv

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THE OFFICIAL ADVISORS' NOTE

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The Honorable,

To the Dean of the Faculty of Tarbiyah and Teacher Training

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Wassalamu'alaikum Wr. Wb

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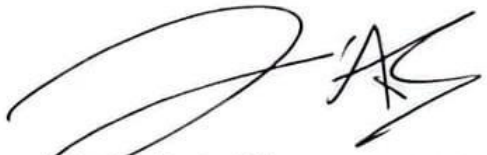

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DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim

Here with me

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Malang, 10th September, 2025

The Researcher

Alviansyah Zulan Aqafitra

MOTTO

"Eling sangkan paraning dumadi"

DEDICATION

This thesis is sincerely dedicated to my beloved parents, Mr. Zulianto and Mrs. Anik Siswanti, whose unconditional love, prayers, and support have been my greatest strength throughout this journey. I also dedicate it to all my respected and cherished brothers who have accompanied me during the challenges of living far away from home. Thank you for your presence, encouragement, and the invaluable life lessons I have gained along the way. May God always be with you, and may we meet again on top.

ACKNOWLEDGMENT

All praise belongs to Allah SWT, the Most Compassionate and the Most Merciful, whose endless mercy and guidance have made the completion of this thesis possible. May peace and blessings always be upon the noble Prophet Muhammad SAW, who brought enlightenment and guidance for all mankind.

This thesis, entitled "The Effectiveness of Flipped Learning for English Vocabulary Mastery at Junior High School", is submitted as one of the requirements to obtain a Bachelor's Degree in English Education (S.Pd) at the Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. I fully realize that this work would not have been completed without the prayers, encouragement, and contributions of many parties. Therefore, I would like to convey my deepest gratitude to the following:

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3. Maslihatul Bisriyah, M. TESOL, the Head of the English Education Department.
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I am fully aware that this thesis is far from perfect and still has room for improvement. Therefore, I sincerely welcome constructive feedback and suggestions for its refinement. Hopefully, this thesis may serve as a useful contribution to readers and provide meaningful experiences and lessons for me personally.

Malang, 10th September, 2025

The Researcher

Alviansyah Zulan Aqafitra

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia, Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are 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	**C.**	**Dipthong Vocal**	
Long Vocal (a)	**= â**	وَ**او**	**= aw**
Long Vocal (i)	**= î**	يَ**اي**	**= ay**
Long Vocal (u)	**= û**	وُ**او**	**= ŭ**
			= î

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ABSTRACT

Aqafitra, A. Z. 2025. The Effectiveness of Flipped Learning for English Vocabulary Mastery at Junior High School. Thesis. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dian Arsitades Wiranegara, M.Pd.

Keywords: flipped learning, vocabulary mastery, English education, junior high school, quasi-experimental study

This study investigates the effectiveness of flipped learning in enhancing English vocabulary mastery among pre-intermediate junior high school students. Using a quasi-experimental design with pre-tests and post-tests, two groups were compared: the experimental group (28 students) was taught through flipped learning, while the control group (32 students) received conventional instruction. Data were analyzed using SPSS to test normality, homogeneity, and hypotheses through an independent sample t-test. The findings revealed a statistically significant improvement ($p<0.05$) in the experimental group's vocabulary mastery. The experimental group's average score increased substantially from 51.61 in the pre-test to 77.50 in the post-test, whereas the control group's average score only rose from 50.47 to 55.16. The analysis reveals the method's effectiveness lies in its pedagogical structure which aligns with Vocabulary Learning Strategies (Schmitt, 1997, 2000). The model successfully separates the Discovery Strategy phase (independent pre-class study) from the Consolidation Strategy phase (active in-class application), fostering deeper processing and retention. These results indicate that flipped learning can serve as an innovative and effective strategy to optimize vocabulary instruction at the junior high school level.

ABSTRAK

Aqafitra, A. Z. 2025. Efektivitas Flipped Learning untuk Meningkatkan Penguasaan Kosakata Bahasa Inggris di SMP. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dian Arsitades Wiranegara, M.Pd.

Kata Kunci: flipped learning, penguasaan kosakata, pendidikan bahasa Inggris, SMP, penelitian kuasi-eksperimen

Penelitian ini meneliti efektivitas flipped learning dalam meningkatkan penguasaan kosakata bahasa Inggris pada siswa SMP tingkat pra-menengah. Menggunakan desain kuasi-eksperimen dengan pre-test dan post-test, penelitian ini membandingkan dua kelompok: kelompok eksperimen (28 siswa) yang diajar melalui flipped learning, dan kelompok kontrol (32 siswa) yang menerima pembelajaran konvensional. Data dianalisis menggunakan SPSS untuk uji normalitas, homogenitas, dan uji hipotesis melalui independent sample t-test. Hasil penelitian menunjukkan adanya peningkatan yang signifikan secara statistik ($p<0,05$) pada penguasaan kosakata kelompok eksperimen. Skor rata-rata kelompok eksperimen meningkat secara substansial dari 51,61 pada pre-test menjadi 77,50 pada post-test, sedangkan skor rata-rata kelompok kontrol hanya meningkat dari 50,47 menjadi 55,16. Analisis menunjukkan efektivitas pendekatan ini terletak pada struktur pedagogisnya yang selaras dengan Strategi Pembelajaran Kosakata (Schmitt, 1997, 2000). Model ini berhasil memisahkan fase Strategi Penemuan (Discovery Strategy - belajar mandiri pra-kelas) dari fase Strategi Konsolidasi (Consolidation Strategy - penerapan aktif di dalam kelas), sehingga mendorong pemrosesan dan retensi yang lebih mendalam. Hasil ini mengindikasikan bahwa flipped learning dapat menjadi strategi inovatif dan efektif untuk mengoptimalkan pembelajaran kosakata di tingkat SMP.

خلاصة

عقافيترا، أ. ز. .2025 فعالية التعلم المقلوب في تحسين إتقان المفردات الإنجليزية في المرحلة المتوسطة. رسالة جامعية. قسم تعليم اللغة الإنجليزية. كلية التربية وإعداد المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية – مالانج. المشرف: ديان أرسيتاديس ويرانغارا، ماجستير في التربية.

الكلمات المفتاحية: التعلم المقلوب، إتقان المفردات، تعليم اللغة الإنجليزية، المرحلة المتوسطة، الدراسة شبه التجريبية

تهدف هذه الدراسة إلى الكشف عن فعالية التعلم المقلوب في تعزيز إتقان المفردات الإنجليزية لدى طلاب المرحلة المتوسطة. استخدمت الدراسة تصميمًا شبه تجريبي يتضمن اختبارًا قبليًا وبعديًا لمجموعتين: مجموعة تجريبية (28 طالبًا) دُرست من خلال التعلم المقلوب، ومجموعة ضابطة (32 طالبًا) للعينات (T) لاختبار التوزيع الطبيعي والتجانس واختبار الفرضيات عبر اختبار SPSS دُرست بالطريقة التقليدية. جرى تحليل البيانات باستخدام برنامج المستقلة.

في إتقان المفردات لدى المجموعة التجريبية. ارتفع متوسط درجات المجموعة التجريبية بشكل كبير ($p<0.05$) أظهرت النتائج تحسنًا ذا دلالة إحصائية من 51.61 في الاختبار القبلي إلى 77.50 في الاختبار البعدي، بينما ارتفع متوسط المجموعة الضابطة فقط من 50.47 إلى 55.16. يكشف التحليل أن نجح النموذج في فصل مرحلتين .(Schmitt, 1997, 2000) فعالية هذا النهج تكمن في بنيته التربوية المتوافقة مع استراتيجيات تعلم المفردات (الدراسة المستقلة قبل الفصل) عن مرحلة استراتيجيات التدعيم (Discovery Strategies) حاسمتين: مرحلة استراتيجيات الاكتشاف (التطبيق النشط داخل الفصل)، مما يعزز المعالجة العميقة والاحتفاظ بالمفردات. وتشير النتائج إلى أن التعلم المقلوب (Consolidation Strategies) يمثل استراتيجية مبتكرة وفعالة لتحسين تدريس المفردات في المرحلة المتوسطة.

CHAPTER I

INTRODUCTION

The introduction part of the study covers several key aspects. First, the background explains the main issue or problem that led to the research, highlighting the importance of the topic. Second, the research questions list the specific questions the study aims to answer. Third, the research objectives describe what the study hopes to achieve. Lastly, the research significance explains the importance of the study and its potential contribution to knowledge or practical solutions.

1.1 Background of Study

English is taught in practically all educational institutions in Indonesia. The four fundamental language abilities that students should acquire when learning English are speaking, reading, writing, and listening. As the Qur'an says, "And say, 'My Lord, increase me in knowledge'" (Surah Taha 20:114)

فَتَعٰلَى اللّٰهُ الْمَلِكُ الْحَقُّ ۚ وَلَا تَعْجَلْ بِالْقُرْاٰنِ مِنْ قَبْلِ اَنْ يُّقْضٰٓى اِلَيْكَ وَحْيُهٗ ۫ وَقُلْ رَّبِّ زِدْنِيْ عِلْمًا ﴿١١٤﴾

Referring to the Surah, it is essential for students to continuously seek improvement in these skills. The two categories into which the four skills are divided are receptive skills and productive skills. The ability to read and listen fluently, as well as the ability to understand foreign languages, are collectively referred to as receptive skills. Meanwhile, the learner's ability to write and communicate effectively in a foreign language makes up their productive talents. Every skill has unique challenges that students must overcome in order to master it, and they must do so with persistence and a desire to learn.

English education at the junior high school level plays a crucial role in

shaping students' language skills. There are several elements to learning a language, such as grammar and vocabulary. A solid vocabulary foundation is essential for language proficiency, as vocabulary forms the basic building blocks used to construct sentences, comprehend texts, and communicate effectively. Without sufficient mastery of vocabulary, students will struggle to understand lesson materials, participate in discussions, and write effectively. Furthermore, a strong correlation exists between vocabulary mastery and students' reading and writing abilities, underscoring the crucial importance of vocabulary acquisition in English education (Nation, 2022).

On the other hand, traditional teaching methods commonly applied in various schools often fail to effectively enhance students' vocabulary mastery, especially in Indonesia. The conventional one-way teaching method, where the teacher serves as the primary source of information and students merely receive information, does not provide many opportunities for students to actively participate in the learning process. This method tends to make students passive and less engaged in learning. Traditional teaching methods are less capable of facilitating deep learning and active student engagement (Hattie, 2012). Therefore, a more innovative and interactive teaching approach is needed to improve learning effectiveness, particularly in vocabulary acquisition in English.

Related to that, flipped learning is an innovative teaching method that can be implemented to enhance students' vocabulary mastery. This method reverses the traditional learning model by flipping the learning process, where students independently learn new material at home before the class session, and class time is used for more interactive and applied learning activities. Bergmann and Sams

(2019), pioneers of the flipped learning concept, explain that this method allows students to learn at their own pace and according to their preferred learning style. Additionally, flipped learning enables students to access various learning resources, such as instructional videos, articles, and interactive quizzes, which can enrich their learning experience.

Moreover, flipped learning promotes student autonomy and responsibility in the learning process. Since students are expected to come to class prepared, they are encouraged to manage their time and learning habits more effectively. This method not only supports vocabulary mastery but also nurtures important academic skills such as self-regulation, digital literacy, and active engagement with content. The flipped model fosters a student-centered environment where learners take ownership of their progress, making them more motivated and involved in classroom activities. With the combination of independent pre-class learning and collaborative in-class practice, flipped learning provides a balanced approach to mastering vocabulary in a more meaningful and lasting way (Lee, 2023).

Several previous studies have demonstrated the growing interest in flipped learning as an innovative approach to improve English language acquisition, particularly in receptive skills such as listening and vocabulary development. Chen (2016) examined the application of flipped classroom pedagogy in vocational skill-based courses and found that combining pre-class preparation with interactive in-class activities significantly improved students' academic performance and reflective engagement, though not their certification outcomes. The findings underline the value of student-centered environments, which are crucial in supporting language acquisition. Karabulut's (2018) systematic review further

supported this by highlighting how flipped learning fosters critical thinking, learner autonomy, and long-term retention in engineering education—attributes that are equally important in language learning, even though the study did not directly address vocabulary mastery.

Subsequently, Chen Hsieh, Wu, and Marek (2017) conducted an experimental study that confirmed the flipped classroom model's positive influence on EFL learners' listening comprehension by promoting active engagement and contextual understanding. In a more comprehensive analysis, Hew et al. (2021) conducted a meta-analytic review of 114 studies and found that interactive strategies such as flipped learning and formative feedback moderately improved listening skills, emphasizing the importance of self-directed learning and student motivation. Most recently, Aziz (2022) focused directly on EFL learners and demonstrated how flipped learning effectively enhanced listening comprehension through learner autonomy and multimedia-based instruction. These findings collectively highlight the potential of flipped learning to address challenges in traditional language instruction. Although most of these studies emphasize listening skills, the pedagogical principles underlying flipped learning—such as active participation, pre-class content engagement, and learner autonomy—are directly applicable to vocabulary development. Therefore, building on these insights, the present study aims to explore how flipped learning can be effectively implemented to improve students' English vocabulary mastery at junior high school. Although the growing body of research supporting the effectiveness of flipped learning in enhancing receptive skills, particularly listening comprehension, there remains a notable gap in its application to vocabulary mastery, especially within

the context of secondary education in Indonesia. Most existing studies, such as those by Chen (2016), Karabulut (2018), Chen Hsieh et al. (2017), and Hew et al. (2021), have primarily focused on higher education settings, vocational institutions, or STEM-related fields, with limited emphasis on language-specific components such as vocabulary acquisition. Moreover, although Aziz (2022) explored flipped learning in an EFL setting, the study centered on listening skills and did not specifically investigate vocabulary development as a targeted learning outcome. Additionally, few studies have examined the practical implementation of flipped learning in Indonesian junior high schools, where technological infrastructure, student readiness, and pedagogical support may differ significantly from those in tertiary or international contexts. This creates a critical need for context-specific research that evaluates how flipped learning strategies can be tailored to support vocabulary mastery among Indonesian EFL learners. Addressing this gap, the present study aims to investigate the effectiveness of flipped learning in enhancing English vocabulary mastery at junior high school, with a particular focus on student engagement with pre-class materials, classroom participation, and the impact of the local learning environment.

However, despite the many potential benefits of flipped learning for improving vocabulary mastery, several challenges need to be addressed. One of them is the readiness of students and teachers to adopt this method. The success of flipped learning greatly depends on the readiness and willingness of students to learn independently and the ability of teachers to design engaging and interactive materials. Therefore, schools need to provide adequate training and support for both teachers and students to maximize the benefits of flipped learning (Baig &

Yadegaridehkordi, 2023). In addition, infrastructure and technology access are also determining factors in the implementation of flipped learning. In some schools, particularly in remote areas, there are still limitations in internet access and adequate technological devices. According to Sun et al. (2022), these limitations can hinder the implementation of flipped learning, as students need good access to learn materials online (Sun et al., 2022). Therefore, a collaborative effort between schools, the government, and the community is needed to ensure that all students have fair access to technology and learning resources.

To overcome these challenges and ensure the successful implementation of flipped learning, a comprehensive and collaborative framework is required. This includes teacher training, provision of quality learning resources, development of technological infrastructure, and support from parents and the school community. With a holistic approach, flipped learning can become an effective tool for enhancing English vocabulary mastery at junior high school.

Referring to the facts outlined above, this research aims to investigate the effectiveness of flipped learning in enhancing English vocabulary mastery among junior high school students. Through this innovative learning approach, it is hoped that new ways can be found to optimize the learning process and produce students who are more proficient in English. On that basis, the researcher decided to conduct a study entitled "*The Effectiveness of Flipped Learning for English Vocabulary Mastery at Junior High School"*. Further, the focus of this research is to evaluate the effectiveness of the flipped learning method in improving students' mastery of English vocabulary at junior high school. Specifically, this study examines how students' engagement with pre-class learning materials, participation

in classroom activities, and overall learning experiences contribute to enhancing their vocabulary acquisition through the application of flipped learning.

1.2 Research Questions

In consideration to the background information provided above, the following research questions can be developed:

1. How effective is the flipped learning method in improving students' English vocabulary mastery at junior high school?

1.3 Research Objective

Based on the above research questions, the following are the objectives of this research:

1. To evaluate the effectiveness of the flipped learning method in enhancing students' mastery of English vocabulary at junior high school.

1.4 Research Significance

a. **Students**, the findings will help students understand the benefits of engaging with learning materials before class, allowing them to come prepared and actively participate in classroom activities. This approach can lead to a deeper understanding of vocabulary, better retention, and improved ability to use new words in various contexts. Ultimately, the research may highlight how flipped learning can make vocabulary learning more engaging and effective, empowering students to take a more active role in their language education.

b. **Teachers**, this research is valuable as it investigates the practical aspects of implementing the flipped learning method in teaching English vocabulary. By analysing the process and outcomes of flipped learning in a junior high

school setting, the study provides educators with insights into how this method can be integrated into their teaching practices. Understanding the challenges and benefits of flipped learning can help teachers develop more effective lesson plans that encourage active student participation and foster a more interactive classroom environment. Additionally, the research can guide teachers on how to better support students in adapting to this new learning model, ultimately enhancing their instructional strategies and contributing to improved language education outcomes.

1.5 Scope Limitation

The scope limitation of this research is focused on the location and subjects involved, specifically targeting students from junior hihgh school. This limitation is made to provide a more in-depth analysis of the implementation of the flipped learning method within a specific educational context.

1.6 Definition of Key Terms

To avoid any misperceptions or misunderstandings in the research, the researcher outlines the definition of key terms as follows:

a. **Flipped Learning,** an instructional approach where traditional teaching methods are reversed. Instead of learning new content in class and doing homework at home, students access learning materials, like videos or readings, outside of class and use class time for interactive activities and discussions.

b. **Vocabulary Mastery,** is the ability to understand, use, and effectively apply a wide range of words in various contexts. It involves knowing

the meanings of words, how to pronounce them, and how to use them correctly in speaking and writing.

c. **Junior High School** is a critical stage in the formal education system where students, typically aged 12 to 15, begin structured English language instruction. At this level, learners are introduced to the four core language skills—listening, speaking, reading, and writing—and start developing foundational competencies in grammar and vocabulary. English is taught as a compulsory subject, serving as the basis for advanced language learning and academic development in higher education levels.

CHAPTER II

LITERATURE REVIEW

The literature review section presents several key elements. It includes the relevant theoretical foundations that align with the research topic, providing a solid basis for understanding the concepts involved. Additionally, it discusses previous studies, highlighting important findings and gaps that this research aims to address. Finally, the section outlines the framework of thinking, which serves as a guide for how the research problem is approached and how different elements are connected within the study.

2.1 English Learning in Indonesia

English education is a crucial part of the Indonesian junior high school curriculum, where it is a required subject to prepare students for a globalized world. Junior high school students must develop both basic language skills and advanced English proficiency to succeed in higher education and future careers (Fikriana, 2020). The focus at this stage is on expanding vocabulary, improving grammar, and enhancing the four language skills: listening, speaking, reading, and writing. English instruction also aims to help students communicate effectively and understand academic and professional texts. Mastering English is increasingly vital for students considering study abroad, international scholarships, or careers in multinational companies, requiring comprehensive instruction that covers both foundational and advanced language skills (Permana, 2016).

In many Indonesian junior high schools, traditional teaching methods are still commonly used for English instruction. These methods typically involve

teacher-centered lectures, where the teacher explains grammatical rules, vocabulary lists, and translation exercises while students take notes and memorize the material. Although these approaches can provide a structured framework for learning, they often fall short in engaging students or promoting active language use (Sudimantara, 2023). Moreover, one of the main challenges of using traditional methods in high school English classes is that they do not encourage students to use English actively. For example, a focus on memorizing vocabulary or grammar rules without opportunities for practical application can lead to a superficial understanding of the language. Students may become adept at recalling definitions or completing fill-in-the-blank exercises, but they often struggle to use English fluently in conversation or to write creatively and accurately in essays. Moreover, traditional methods can be particularly disengaging for high school students, who are at an age where they are developing independence and critical thinking skills. Students may find these methods boring or irrelevant, leading to decreased motivation and participation in English classes. In a survey of Indonesian high school students (Sudimantara, 2023).

To address the limitations of traditional teaching methods, many educators advocate for incorporating more interactive and student-centered activities in high school English classes. These methods can significantly enhance students' learning experiences by making English lessons more engaging and relevant to their lives. For instance, incorporating language games into the curriculum can provide a break from routine lessons and introduce new vocabulary in a fun and memorable way (Wright, Betteridge, & Buckby, 2006). Games such as word association, charades, or language-based puzzles can stimulate students' interest and encourage them to

practice English in a low-pressure environment. Project-based learning is another interactive approach that can be highly beneficial for high school students. This method involves students working together on a project that requires them to use English to research a topic, collaborate with peers, and present their findings. Project-based learning not only enhances language skills but also fosters critical thinking, teamwork, and creativity (Beckett & Slater, 2005). For instance, students could work on a project about global environmental issues, where they would need to read English texts, write reports, and present their findings in English. This approach provides a meaningful context for language use and helps students see the real-world applications of their English skills.

In simply, although traditional teaching methods are still considered in secondary school English education in Indonesia, the fact is that there is an increasing need to incorporate more interactive and student-centered approaches, especially for schools that still use traditional teaching methods as the main method. These methods can make learning more engaging and relevant for students, helping them develop both foundational language skills and advanced communicative abilities. By combining traditional methods with innovative teaching strategies, educators can create a more dynamic and inclusive English learning environment that meets the diverse needs of high school students. As English continues to be a critical skill for global participation, it is essential to adapt teaching practices to ensure that students are well-prepared for their futures.

2.2 Vocabulary Mastery

Vocabulary refers to the knowledge of words and their meanings, but its scope extends beyond just knowing definitions. Mastery of vocabulary involves not only understanding words and their meanings but also knowing how they sound and

how they are used in different contexts. This comprehensive understanding allows a person to recognize, comprehend, and effectively use a range of words and their meanings in communication (Nation, 2022). According to Hornby (2015), vocabulary encompasses the total number of words in a language, along with their meanings and the rules for combining them. This suggests that language is fundamentally constructed from vocabulary, with each word having distinct meanings and rules depending on the context in which it is used.

Moreover, vocabulary is a crucial component of language because, when speaking, individuals need a variety of words to express their thoughts and ideas clearly. Effective communication hinges on a speaker's ability to use the right words so that listeners can easily understand the intended message. When learning a foreign language, acquiring vocabulary is one of the initial and most essential steps, as it forms the foundation upon which other language skills are built. From the definitions provided, it is evident that vocabulary consists of a collection of meaningful words that learners use as the basic building blocks for learning English. Essentially, language is constructed through vocabulary, highlighting its importance in the language learning process (Alqahtani, 2015).

Expanding on this, vocabulary acquisition is foundational to language development and proficiency. It is through vocabulary that learners can access and engage with the nuances of a language, enabling them to convey precise meanings

and understand the subtleties of others' speech or writing. The process of learning vocabulary involves not just memorization of words, but also an understanding of word forms, variations, and the ability to apply them in appropriate contexts. This multi-dimensional nature of vocabulary learning is crucial because it supports the development of other language skills, such as reading comprehension, writing, listening, and speaking.

Additionally, vocabulary can be categorized into two main types: receptive vocabulary and productive vocabulary (Webb & Nation, 2018):

1) Receptive Vocabulary, refers to the words that learners can recognize and understand when they encounter them in a particular context, such as during reading or listening. These are words that learners can comprehend when they hear or read them, but are not yet able to use themselves in speaking or writing. Essentially, receptive vocabulary consists of the words's learners can understand passively, without actively using them in their communication.
2) Productive Vocabulary, on the other hand, comprises words that learners not only understand but also can pronounce correctly and use appropriately in both speaking and writing. This type of vocabulary requires a deeper level of knowledge than receptive vocabulary because it involves not just recognition and comprehension but also the ability to recall and apply words in the correct context. Productive vocabulary is considered an active process, as it enables learners to express their thoughts and ideas effectively through the use of language.

A depth understanding of the distinction between receptive and productive vocabulary is essential for comprehending how language learning progresses.

Receptive vocabulary is often much larger than productive vocabulary, especially for language learners, because learners are usually able to recognize and understand more words than they can actively use. This is due to the fact that recognizing a word in a familiar context requires less cognitive effort than recalling it and using it correctly in speech or writing. In contrast, developing productive vocabulary is more challenging because it requires not only knowing the meaning of a word but also understanding its pronunciation, grammatical usage, and connotations. Additionally, learners need to be able to recall the word quickly and use it appropriately in real-time communication. This involves higher levels of cognitive processing, including memory retrieval and the ability to construct sentences accurately and fluently (Webb & Nation, 2018).

According to Brown and Abeywickrama (2019), vocabulary assessment can be categorized into four main types:

1) Ordering Task, involves arranging a scrambled set of words into a coherent and grammatically correct sentence. This type of assessment is often engaging for learners who enjoy word games and puzzles, as it challenges them to understand word order and sentence structure. By reordering the given words, learners demonstrate their understanding of syntax and how words combine to form meaningful sentences. These tasks not only test knowledge of vocabulary but also assess learners' ability to construct sentences logically. Ordering tasks are particularly effective for assessing both vocabulary knowledge and grammatical competence. They encourage learners to think critically about word placement and the relationships between words within a sentence. This type of task is beneficial for language learners because it reinforces the

understanding of sentence structure and improves their ability to generate syntactically correct sentences. Additionally, it serves as a practical application of vocabulary learning, where learners must use their knowledge of word meanings and functions to create meaningful statements.

2) Short-Answer and Sentence Completion Tasks, require learners to provide a word or phrase to complete a sentence or answer a question. The complexity of these tasks can vary, ranging from straightforward and predictable answers to more complex and nuanced responses. This type of assessment helps gauge a learner's ability to recall vocabulary and use it appropriately in context. It also assesses their ability to understand the meaning of sentences and to generate responses that are grammatically correct and contextually relevant. Short-answer and sentence completion tasks are versatile and can be tailored to different levels of language proficiency. For beginners, these tasks may involve completing sentences with simple, high-frequency vocabulary, while for more advanced learners, the tasks may require using less common words or phrases in more complex contexts. These types of tasks help assess not only vocabulary knowledge but also comprehension skills and the ability to apply vocabulary in real-life situations. By requiring active recall and application of vocabulary, these tasks contribute to long-term retention and deeper learning of language.
3) Multiple Choice Test, are a widely used method for assessing vocabulary knowledge because they are easy to administer and score, often with the help of a computer. These tests can be designed to assess recognition of isolated words, understanding of words in sentence contexts, or

comprehension of words within larger texts. Multiple-choice questions test learners' ability to recognize the correct meaning or usage of a word from a set of options, making them an effective tool for evaluating passive vocabulary knowledge. The multiple-choice format is advantageous due to its efficiency and versatility in testing different aspects of vocabulary knowledge. It allows for the assessment of a large number of learners in a relatively short time and provides objective results that can be easily analyzed. However, multiple-choice tests mainly measure recognition rather than productive use of vocabulary, which may not fully reflect a learner's ability to use the language actively.

4) Gap-Fill Task, often known as cloze tests, requires learners to fill in the blanks in sentences or texts with the appropriate words. Unlike multiple- choice tests, gap-fill tasks require learners to recall the word from memory, thereby testing their productive vocabulary skills rather than just recognition. In cloze tests, the gaps are regularly spaced, such as every seventh, eighth, or ninth word, to assess knowledge of a wide range of word types, including both grammar and content words. Gap-fill tasks are particularly effective for assessing a learner's ability to produce vocabulary independently. They provide a more accurate measure of a learner's active vocabulary knowledge because the learner must generate the missing words without the aid of options to choose from. This type of task challenges learners to apply their knowledge of vocabulary and grammar in context, enhancing their ability to use language creatively and accurately.

To transition from receptive vocabulary mastery (recognizing) to productive mastery (using), students must actively employ various learning strategies.

Vocabulary Learning Strategies (VLS) are a specific subset of Language Learning Strategies (LLS) that focus on the acquisition and consolidation of new words. Understanding these strategies is essential for designing effective instruction.

One of the most comprehensive and frequently cited taxonomies of vocabulary learning strategies was proposed by Schmitt (1997, 2000). Schmitt classifies these strategies into two main categories based on when they are utilized:

1. **Discovery Strategies** These strategies are used by learners when they first encounter a new word and attempt to understand its meaning. Discovery strategies include:

a. Determination Strategies: Independent efforts to find meaning, such as guessing the word's meaning from context (contextual clues), analyzing word structure (morphology), or using a dictionary (monolingual or bilingual).

b. Social Strategies: Efforts to find meaning with the help of others, such as asking the teacher directly, asking classmates, or requesting clarification from native speakers.

2. **Consolidation Strategies** These strategies are used to remember and strengthen a word that has been learned, embedding it into long-term memory. Consolidation strategies include:

a. Cognitive Strategies: Involving mental manipulation or direct practice, such as repetition (verbal or written), keeping a vocabulary notebook, using flashcards, or practicing the new word in sentences.

b. Memory Strategies: Also known as mnemonics, these strategies link new knowledge with existing knowledge, such as associating the word with a picture (visualization), using keywords, or grouping words based on topic.

c. **Metacognitive Strategies:** Strategies focused on planning, monitoring, and evaluating one's own learning process. Examples include planning specific times to study vocabulary, monitoring which words are still difficult to recall, and evaluating which strategies are most effective for oneself.

d. **Social Strategies:** Using social interaction to reinforce memory, such as studying vocabulary in groups or practicing new words in actual conversation.

This framework by Schmitt is relevant to the present study as the flipped learning model inherently separates these two strategic phases. The 'at-home' phase (pre-class) relies heavily on Discovery Strategies (e.g., students watching videos and using dictionaries), while the 'in-class' phase focuses on Consolidation Strategies (e.g., students practicing words in social, group-based activities).

This pedagogical shift from individual discovery to social consolidation aligns directly with constructivist learning principles. Theories of constructivism posit that learners do not passively receive knowledge; rather, they must actively construct meaning through experience and interaction . The flipped learning model facilitates this by repositioning the teacher-centered lecture (passive reception) to the 'at-home' space, freeing up valuable class time for the 'in-class' space to become a dynamic environment for active knowledge construction.

Furthermore, the collaborative nature of the 'in-class' phase strongly supports Vygotsky's (1978) sociocultural theory. Vygotsky emphasized that learning is a social process, and cognitive development is advanced through social interaction. In the flipped vocabulary classroom, activities such as group discussions, peer-teaching, and collaborative projects provide the essential scaffolding and social interaction . This allows students to co-construct meaning

and operate within their Zone of Proximal Development (ZPD), achieving a deeper level of vocabulary mastery than they could alone.

Therefore, flipped learning is positioned to enhance vocabulary mastery by moving beyond the limitations of traditional methods, which often focus on rote memorization. The model increases mastery by:

1. **Promoting Deeper Processing:** It shifts class time from receiving definitions (a lower-order cognitive task) to applying and creating with new words in meaningful contexts (higher-order cognitive tasks).
2. **Facilitating Noticing and Use:** Following Nation's (2001) principles, the 'at-home' phase facilitates "noticing" new vocabulary , while the 'in-class' phase demands "remembering" and, most importantly, "creative use" .
3. **Fostering Learner Autonomy:** The model requires students to take responsibility for their pre-class learning, fostering skills such as self-regulation and digital literacy. This sense of autonomy and preparation can, in turn, increase intrinsic motivation and engagement during in-class consolidation activities .

2.3 Flipped Learning

Flipped learning is a transformative educational approach that fundamentally alters the conventional teaching paradigm. Traditionally, educators use class time primarily for direct instruction, such as lectures and presentations, followed by assigning homework tasks designed to reinforce the material covered in class. However, flipped learning disrupts this model by shifting the delivery of instructional content outside the classroom, often through digital platforms. This content, which can include video lectures, readings, and multimedia resources, is

accessed by students independently before class. By moving direct instruction outside the classroom, flipped learning reallocates class time for activities that promote deeper understanding and engagement, such as discussions, problem-solving exercises, group projects, and other forms of active learning. This instructional strategy places greater emphasis on a student-centered learning environment. In a flipped classroom, students are encouraged to take more responsibility for their own learning. They are expected to come to class prepared, having reviewed the instructional content beforehand. This preparation allows them to actively participate in class activities, ask questions, and collaborate with peers, making the classroom experience more interactive and dynamic (Lee, 2023).

Flipped learning is characterized by several foundational principles that set it apart from traditional educational methods (Lee, 2023). These principles emphasize a more dynamic, flexible, and student-focused approach to teaching and learning, thereby fostering a richer educational experience.

1) **Adaptable Learning Environment**, adaptable environments that cater to different learning styles and paces. Unlike traditional classrooms with fixed layouts and rigid teaching methods, flipped environments are versatile, allowing for various activities like group work or individual study. Students can access content in different formats, such as videos or readings, anytime, providing personalized learning experiences that match their needs and preferences.
2) **Transformation of Learning Culture**, flipped learning shifts from a teacher-centered approach to a student-centered one. Instead of passively receiving information, students review materials before class, enabling active

participation in discussions, problem-solving, and projects. This promotes deeper understanding and develops self-regulation skills, fostering autonomy and motivation in students as they take charge of their learning process.

3) **Purposeful Content Delivery**. In flipped learning, content is strategically selected to align with learning objectives. Teachers prepare pre-class materials, such as videos or readings, that introduce new concepts effectively. This approach ensures students are prepared for interactive in-class activities, enhancing understanding and maximizing classroom learning time.
4) **Active Role of the Educator,** the flipped model emphasizes the educator's role as a facilitator rather than a lecturer. Teachers design engaging pre- class content, guide active learning, and provide feedback. They foster critical thinking and collaboration while managing dynamic classroom environments, ensuring a supportive atmosphere that helps students reach their full potential.

Deeply, flipped learning itself offers several benefits, including the following (Lee, 2023):

1) **Adaptable Learning Environment**, flipped classrooms are designed to be flexible, unlike traditional classrooms with static setups. The physical space can be adjusted for group work, discussions, or individual study. Instruction is also adaptable, with students accessing materials like videos or readings at their convenience. This flexibility allows personalized learning, letting students progress at their own pace and meet their unique needs.
2) **Transformation of Learning Culture**, flipped learning shifts from a teacher-centered to a student-centered approach. Students engage with materials before class, preparing them for active participation in discussions, problem-solving,

and projects. This model encourages deeper understanding and self-regulation, fostering autonomy and motivation as students take more responsibility for their learning.

3) **Purposeful Content Delivery**, teachers carefully design pre-class materials, like videos and readings, that align with learning objectives. This prepares students for interactive, application-based class activities. By focusing on content outside the classroom, in-class time can be dedicated to higher-order thinking tasks, enhancing both comprehension and real-world application of the material.
4) **Active Role of the Educator,** in flipped learning, teachers go beyond lecturing by creating engaging pre-class materials and facilitating active learning. They provide feedback and support while managing dynamic classroom activities that promote critical thinking and collaboration. This flexible and supportive role ensures a vibrant learning environment where students can reach their full potential.

There are several effective strategies for implementing flipped learning successfully, emphasizing a gradual approach and the importance of clear communication and diverse activities (Lee, 2023):

1) **Start Small**, begin by flipping a single lesson or unit instead of the entire course to gradually introduce the flipped model. This allows both teachers and students to adapt, assess effectiveness, and make necessary adjustments before expanding.
2) **Provide Clear Instructions**, ensure students understand how to access pre-class materials and what is expected of them. Clear guidance on lesson goals

and outcomes helps students stay prepared and engaged.

3) **Engage Students with Varied Activities,** incorporate diverse activities, like group work, discussions, and hands-on tasks, to cater to different learning styles and keep students engaged in applying concepts learned outside class.
4) **Use Formative Assessment**, regularly use quizzes, feedback, and peer reviews to track student progress, identify learning gaps, and adjust teaching methods as needed, ensuring continuous improvement for all.

Flipped learning, with its emphasis on student-centered instruction, adaptable learning environments, and purposeful content delivery, is highly applicable to junior high school settings where foundational language skills are being developed. At this educational stage, students are transitioning from passive to more active learning roles, making the flipped model ideal for fostering autonomy, motivation, and deeper engagement. By allowing students to access instructional materials—such as videos or readings—before class, and using classroom time for interactive activities like discussions or collaborative exercises, flipped learning supports varied learning styles and enhances understanding. According to Dewi and Santosa (2021), the learning process, which is held at school, should be inspiring, motivating, challenging, active, interactive, and able to foster students' ability," as it creates meaningful opportunities for students to engage deeply with content while developing essential academic skills.

2.4 Junior High School

English education at the junior high school level plays a pivotal role in laying the foundation for students' language proficiency. At this stage, students are introduced to the four essential language skills—listening, speaking, reading, and

writing—which are crucial for their academic development and future communication needs. As stated by Akbari (2015), English as a compulsory course is taught at both junior and senior high school levels, emphasizing its strategic position in the national curriculum. The junior high school phase is particularly critical, as students begin to develop not only their linguistic competence but also the learning habits and strategies that will shape their language acquisition in subsequent years. Furthermore, the structured introduction of English during these formative years allows for the gradual development of vocabulary mastery, grammar understanding, and communicative competence. Given the increasing global demand for English proficiency, the role of junior high school as the starting point for systematic English instruction becomes even more significant. Therefore, pedagogical innovations such as flipped learning can be especially beneficial at this level, where fostering student engagement, autonomy, and active learning is essential for long-term language success.

Therefore, pedagogical innovations such as flipped learning can be especially beneficial at this level, where fostering student engagement, autonomy, and active learning is essential for long-term language success. In line with this, Yanto and Pravitasari (2020) emphasize that the flipped classroom framework—which integrates technology, content, and pedagogy—can serve as an encouraging and innovative approach for future English teaching and learning. This model offers students an invaluable learning experience by enabling them to access instructional materials independently and engage more meaningfully in classroom activities. Through this blend of digital tools and pedagogical strategies, flipped learning not only supports the development of language skills but also enhances critical thinking,

collaboration, and learner responsibility, making it a highly relevant approach in today's educational landscape.

2.5 Previous Research

In this study, the researcher reviewed several previous studies relevant to the topic. First, the study by Kırmızı & Kömeç (2019) investigated the impact of the flipped classroom model on the receptive and productive vocabulary learning of high school students. Using an experimental research design with a post-test, this study compared a group that received flipped instruction for four weeks with a control group taught traditionally. The results showed that at the end of the period, the experimental group significantly outperformed the control group in both receptive and productive vocabulary mastery. The study also found that students had a positive attitude, primarily because they could learn at their own pace (self-pacing). The recommendation given was for this method to be more widely introduced to English teachers, considering its great potential to enhance the overall language learning process.

Second, Abu Safiyeh & Farrah (2020) examined the effectiveness of implementing the flipped classroom to improve English language skills (reading, writing, listening, speaking) as well as grammar and vocabulary mastery among seventh-grade students. This study used a pre-test and post-test design with control and experimental groups, conducted over nine weeks. The results revealed a significant difference, with the experimental group achieving higher scores than the control group in all tested language areas. The most prominent improvement was found in listening and speaking skills. This study concluded that the flipped classroom not only transforms traditional teaching styles but also successfully

creates a pleasant and effective learning atmosphere for students.

Third, Dewi et al. (2021) conducted a study to examine the implementation of the flipped classroom model by a teacher in English instruction for junior high school students, and to analyze students' achievement and opinions on the model. Using an embedded mixed-method design, this study found that the teacher's implementation included three stages: pre-class activities (watching videos), in-class activities (discussions and exercises), and post-class activities (projects and assessments). Student achievement was categorized as "good," with the majority of students (68.3%) successfully exceeding the minimum passing standard. Students showed positive perceptions, and there was no significant difference in opinion between high-achieving and low-achieving students. This study highlighted several practical constraints, such as the teacher's difficulty in creating videos and students' limited internet data.

Lastly, the study by Permata et al. (2024) focused on the design and implementation of gamification-based class activities using Articulate Storyline within a flipped classroom context to enhance the vocabulary mastery of junior high school students. This study utilized a Research and Development (R&D) methodology with the ADDIE model. The results showed a significant increase in students' vocabulary mastery, with an average score increase of 30%. Furthermore, over 85% of students reported that the gamified activities were substantially more engaging and motivating compared to traditional teaching methods. This study concluded that the integration of gamification into the flipped classroom effectively enhances student engagement and vocabulary mastery, positioning this approach as a strong alternative to conventional pedagogy.

In depth, the current research adds novelty by focusing specifically on junior high school students and their mastery of English vocabulary through the flipped learning method. While previous studies have explored the effectiveness of the flipped classroom in various language learning contexts, each study has different focuses and limitations. For example, the study by Abu Safiyeh & Farrah (2020) examined the impact of the flipped classroom on all language skills in general but did not specifically isolate its influence on vocabulary mastery as a primary variable. Similarly, the research by Dewi et al. (2021) focused more on the implementation aspects of the model by the teacher and students' perceptions qualitatively, rather than providing an in-depth quantitative measurement of vocabulary improvement. Although the study by Kırmızı & Kömeç (2019) directly investigated vocabulary, its focus was on high school students, so its findings may not be fully applicable to junior high school students who have different learning characteristics and cognitive development levels. Meanwhile, the research by Permata et al. (2024) successfully demonstrated vocabulary improvement but did so by integrating an additional element: gamification. This makes it difficult to determine the pure effectiveness of the flipped classroom model itself.

Therefore, this study fills this gap by specifically testing the effectiveness of the flipped learning model without additional interventions like gamification, on the vocabulary mastery of students at the junior high school level, an area that requires a more focused analysis

2.6 Framework of Thinking

This framework of thinking dissects how flipped learning is theoretically positioned to overcome the weaknesses of traditional methods in vocabulary

mastery at the junior high school level.

First, traditional methods for vocabulary teaching often focus on passive, teacher-centered rote memorization of word lists . In this model, students receive instruction and the initial "discovery" of vocabulary in the classroom but often fail to receive an adequate "consolidation" (practice) phase. As a result, vocabulary retention is weak, and students struggle to use the words productively.

Second, to address this, a theoretical foundation for how vocabulary is learned is required. Drawing from Schmitt's (1997, 2000) taxonomy of Vocabulary Learning Strategies (VLS), which was detailed earlier , effective vocabulary learning requires two distinct strategic phases:

- Discovery Strategies: The initial efforts a learner makes to "discover" and understand a new word's meaning (e.g., guessing from context, using a dictionary)
- Consolidation Strategies: The subsequent efforts to "strengthen" and remember that word for long-term recall (e.g., through repetition, practice in sentences, or social interaction) .

Third, the flipped learning model inherently aligns with both of Schmitt's strategic phases. This research hypothesizes that the effectiveness of flipped learning lies in its pedagogical separation of these two phases:

- The 'At-Home' Phase (Pre-Class): Students engage in Discovery Strategies independently. They learn the material (PPT) at their own pace, allowing for the initial discovery of meaning.
- The 'In-Class' Phase: Classroom time is dedicated entirely to Consolidation Strategies. Students are no longer passive listeners but are actively using the

new vocabulary in cognitive and social activities (discussions, Pictionary, Charades).

This framework is supported by constructivist principles and Vygotsky's (1978) sociocultural theory , where knowledge (vocabulary) is actively constructed through social interaction (the in-class consolidation phase). Therefore, this study tests the hypothesis that by facilitating independent discovery and collaborative consolidation, flipped learning will result in higher and deeper vocabulary mastery (aligning with Nation's principle of "creative use") compared to the traditional method, which fails to adequately facilitate both phases.

CHAPTER III

METHODOLOGY

This chapter discusses the research methodology used in the study. It includes an explanation of the research design, research setting, and participants, data collection methods, and data analysis techniques. The study employs a quasi-experimental design with pre-tests and post-tests in both the experimental and control groups.

3.1 Research Design

This study employed a quantitative approach, which emphasized data collection in the form of measurable and analyzable numerical information. As part of this method, the research adopted an experimental strategy aimed at testing hypotheses by examining the relationships between variables—specifically, identifying how one variable (X) influenced another variable (Y).

More precisely, the study applied a quasi-experimental design, which is commonly used when random assignment is not fully feasible. In accordance with Sugiyono (2013), quasi-experiments can be structured as either non-equivalent control group designs or time-series designs. For this research, the non-equivalent control group design was selected, as it allowed for the comparison of outcomes between two pre-existing groups. The design structure was presented in the following table.

Table 1 Description of the Quasi-Experiment Design

Group	Pre-test	Treatment	Post-test
Experimental	Y_1	x	Y_2
Control	Y_1		Y_2

The table demonstrated that the study involved two groups: an experimental group, which received vocabulary instruction through the flipped learning approach, and a control group, which received conventional instruction without the use of flipped learning. Both groups were administered a pre-test to assess their initial vocabulary knowledge, followed by a post-test to evaluate any changes after the instructional sessions. This study also involved two variables: flipped learning as the independent variable and students' English vocabulary mastery as the dependent variable. The research focused on investigating the vocabulary development of students at junior high school, specifically within a class that was instructed using the flipped learning method. Through this approach, students were exposed to learning materials—primarily vocabulary content—prior to attending classroom sessions. Subsequently, in-class activities were designed to reinforce their understanding through interactive and practice-oriented exercises. The researcher assessed the improvement in students' vocabulary mastery by analyzing the results of pre-tests and post-tests administered during the intervention phase.

3.2 Setting and Participants

The research was conducted over five instructional sessions at MTsN 2 Malang, located at Jl. Kenongosari III No.16, Turen, Kec. Turen, Kabupaten Malang, East Java 65175. The school provides both general and religious education and incorporates English language instruction as part of the national curriculum. MTsN 2 Malang was purposively selected as the research site due to its supportive academic environment and its commitment to implementing innovative pedagogical approaches, particularly in the teaching of English. These

characteristics made the school a suitable setting for examining the effectiveness of the flipped learning method in enhancing students' English vocabulary mastery.

Table 2 Schedule of the Research

No.	Agenda	Meet
1	Pre-Test	Meet 1 (5 & 14 August 2025)
2	Treatment	Meet 2 (19 & 21 August 2025)
3	Treatment	Meet 3 (20 & 22 August 2025)
4	Treatment	Meet 4 (26 & 28 August 2025)
5	Post-Test	Meet 5 (27 & 29 August 2025)

The study targeted eight-grade students enrolled in English classes. From the total population, a sample was randomly selected and divided into two groups: an experimental group and a control group. The sample size was determined based on the number of available students in the selected classes. The experimental group received vocabulary instruction through the flipped learning model, while the control group was taught using conventional classroom methods.

3.3 Population and Sample

This This study involved eighth-grade students from MTsN 2 Malang, selected through purposive sampling to match the specific objectives of the research. Two classes were designated as research samples: one served as the

experimental group, which received instruction through the flipped learning model, emphasizing independent pre-class engagement with vocabulary materials and interactive in-class activities; the other acted as the control group and continued with conventional teaching methods. This arrangement facilitated a comparative analysis of the effectiveness of flipped learning in enhancing students' English vocabulary mastery.

Table 3 Student's number and classes

No	Classes	The Number of Student
1	VIII C	32
2	VIII A	28
Total Number		**60**

To ensure the internal validity of the research, key variables such as instructional duration, teacher involvement, and classroom conditions were maintained consistently across both groups. This methodological rigor was intended to isolate the influence of the flipped learning approach on students' vocabulary mastery, minimizing the impact of extraneous factors. By implementing this controlled structure, the study aimed to provide a robust examination of how innovative, student-centered pedagogies—particularly those leveraging digital media—can address the limitations of traditional instruction and support more effective vocabulary development within the Indonesian junior high school context.

3.4 Data Sources

To thoroughly examine the effectiveness of the flipped learning model in enhancing students' English vocabulary mastery, the study utilized both primary and secondary data sources. This integration of data sources enabled a comprehensive and multidimensional analysis of the instructional impact within the

classroom context.

1. **Primary Data** were derived from students' performance in vocabulary-based assessments, specifically designed to measure their mastery before and after the implementation of the flipped learning method. The study involved two groups of students—an experimental group that received the flipped learning treatment and a control group that followed conventional instruction methods.

- **Pre-test Data**

Before the intervention, both groups undertook a pre-test to evaluate their initial level of vocabulary mastery. The purpose of this diagnostic assessment was to establish a baseline and ensure that any subsequent improvement could be objectively attributed to the instructional approach rather than initial disparities in ability.

- **Post-test Data**

Following the instructional intervention period, a post-test was administered to both groups. This assessment aimed to identify any measurable improvements in vocabulary acquisition resulting from the flipped learning treatment. Comparative analysis between the pre-test and post-test scores served to evaluate the effectiveness of the flipped classroom model in fostering vocabulary development.

2. **Secondary Data** were collected from relevant literature, curriculum documents, and teaching materials used throughout the learning process. These sources provided contextual and theoretical support, particularly in aligning the research with existing studies on flipped learning, vocabulary instruction, and digital pedagogy. The inclusion of secondary data allowed for a richer

interpretation of the results and a clearer understanding of how flipped learning strategies can be adapted to the Indonesian junior high school context. The use of both primary and secondary data aligns with the study's objective of evaluating flipped learning as a pedagogical innovation capable of addressing the limitations of traditional vocabulary instruction.

3.5 Research Instrument

To evaluate the effectiveness of the flipped learning approach in enhancing students' vocabulary mastery, this study employed a pre-test and post-test experimental design. The assessment instruments were structured to measure students' understanding of vocabulary within the context of the *asking and giving opinion*, aligning with the targeted basic competencies outlined in the curriculum. Each test comprised 20 items—10 multiple-choice questions and 10 fill-in-the-blank exercises—systematically designed to assess both recognition and application of vocabulary. Each correct response was awarded 10 points, allowing for a maximum possible score of 100. The construction of test items followed established standards of validity and reliability to ensure the instrument's consistency and accuracy. This standardized format enabled the researcher to obtain quantifiable evidence regarding students' vocabulary development after the implementation of flipped learning. It ensured alignment with the overall objective of fostering more effective, student-centered, and autonomous learning environments at junior high school.

3.6 Validity and Reliability

The instrument served as a test tool to support the implementation of this study. The research instrument was examined for validity and reliability to ensure its accuracy and dependability.

1. **Validity**, A test was conducted to evaluate the accuracy and precision of the research instruments in gathering data. Validity and reliability tests were carried out to assess the validity of the questionnaire and other research instruments, ensuring the accuracy of the data used to support the results of the regression analysis. These tests helped determine which items and statements were appropriate for use and which needed to be eliminated. Validity testing was performed using either SPSS or Microsoft Excel. In this study, item validity, construct validity, and content validity were all assessed.

a. **Content Validity**, according to Matondang (2009), a test that evaluates how successfully a test gauges the degree of mastery of a certain topic, content, or information that should be mastered in line with the goal of training is known as content validity. Strong content validity is exhibited by an exam that measures mastery of the subject matter that the instructional material outlined in the teaching program should cover. To ascertain the exam's validity, one way to do 23 so is to go over the test grid and ensure that it fairly represents the material that has been learned in proportion.

b. **Construct Validity,** is the type of validity that raises problems about how closely the specified idea or conceptual definition is applied to the test

items that are meant to assess what is being tested. Construct validity also refers to the idea that a measuring device is considered legitimate if it is consistent with the theoretical framework used to create the test (Strauss and Smith, 2009). If the test's questions cover every facet of thinking as outlined in the curriculum's indicators, fundamental skills, and competence requirements, it is said to possess construct validity

c. **Item Validity,** the researcher used the following formula to evaluate the product-moment correlation approach in Microsoft Excel for the validity and reliability tests:

$$\mathbf{R}xy: \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2}}$$

With the following description:

R xy: It's the correlation coefficient between the two variables (X and Y)

N : The number of respondents or students in this research

Σ ***X*** : Total score of the items

Σ ***Y*** : Sum of total score

Σ $\boldsymbol{X^2}$: The sum of the squared scores of the items

Σ $\boldsymbol{Y^2}$: The total score of the squares of the items with description:

Value of r count ≥ r table on sig. 0.5 with db: n-2, which means the item is valid.

2. **Reliability,** is to determine if the measuring device is repeatable and consistent, as well as whether it is dependable. Being able to trust a measuring device to produce accurate findings is what reliability 24 refers to. Reliability is determined by first computing the validity test. Excel and SPSS may also be

used to calculate this reliability test. Microsoft Excel was used to compute or evaluate the validity and reliability tests in this investigation.

Ridwan (2004) states that dependability tools fall into five categories, and use the alpha Cronbach score:

Table 4 Interpretation of Correlation Coefficient Values

Coefficient Interval	Correlation Level
0.00 – 0.199	Very Reliable
0.20 – 0.399	Rather Reliable
0.40 – 0.599	Reliable Enough
0.60 – 0.799	Reliable
0.80 – 1.000	Very Reliable

3.7 Data Collection Technique

In this study, the researcher employed two primary techniques to collect data: pre-test and post-test assessments. These instruments were selected to evaluate the effectiveness of the flipped learning method in improving students' vocabulary mastery.

1. **Pre-Test.** A pre-test was administered to both the experimental and control groups before the implementation of the instructional treatment. The purpose of the pre-test was to measure students' existing vocabulary knowledge and to serve as a baseline for comparison after the treatment. The test was conducted offline in the classroom using printed test sheets, and students were given 30 minutes to complete it. The test consisted of multiple-choice questions designed to assess word meaning, usage, and comprehension. In addition to selecting the correct answers, students were also required to respond to several short-answer questions, providing brief responses that demonstrated their

understanding of the target vocabulary.

2. **Treatment.** Following the administration of the pre-test in the first meeting, the instructional treatment was conducted over several sessions. The experimental group (Treat Module) received treatment using the flipped learning model, where students studied materials outside of class beforehand via a presentation (PPT) provided by the teacher. The in-class sessions were then filled with interactive, practice-based activities. Examples include group activities like Pictionary and Charades to guess adjectives, as well as group discussions to give opinions on movie posters. Meanwhile, the control group (Control Module) received instruction using conventional methods. In this method, activities were teacher-centered, which included the teacher explaining opinion phrases and adjectives on the whiteboard, conducting oral drills, and assigning individual tasks such as completing gapped dialogues or answering questions from student worksheets (LKS).This treatment was conducted over three core sessions to ensure students had sufficient exposure to each learning model and to observe its potential impact on their mastery of the Asking and Giving Opinion material. This specific topic was chosen after a discussion with the supervising teacher, as it was the material currently being taught to the students.
3. **Post-Test.** A post-test was conducted after the treatment period to evaluate the students' vocabulary improvement. It was designed to assess how effectively the students had absorbed and applied the vocabulary content introduced during the instructional sessions. The test was conducted offline in the classroom using printed test sheets, and students were given 30 minutes to complete it. The post-

test consisted of the same types of items as the pre-test: multiple-choice questions, short-answer items, and vocabulary application tasks. The consistency in test structure allowed for a reliable comparison of results before and after the treatment, enabling the researcher to identify significant changes in students' vocabulary proficiency.

3.8 Data Analysis Techniques

In this study, the effectiveness of the flipped learning method as a teaching tool for vocabulary skills was examined using statistical techniques to identify statistically significant variations in the results. The research data were analysed using the methods described below.

1. **The Normality Test,** is to find out if the data comes from a population that is normally distributed. The pre-test data from the experimental and control classes is the chosen data for this test. Using SPSS, the study's normality, homogeneity, and hypothesis tests will be conducted.

a) **Hypothesis:**

- H0 = Data is normally distributed because of gaining scores gained in experimental and control classes.
- H1 = Data is not normally distributed because of the differences in scores in experimental and control classes.

b) **Significance Level:** $\alpha = 0.05$

c) **Statistical Test:** Using SPSS

2. **The Homogeneity Test,** is used to compare the variance of the data from the skills in the control and experimental classes to see if they are similar or not. The pre-test results for both the control group and the experimental group are

also used for the homogeneity test.

a) **Hypothesis:**

- H0 = Population variance is homogeneous.
- H1 = Population variance is non-homogeneous.

b) **Significance Level:** $\alpha = 0.05$

c) **Statistical Test:** Using SPSS

d) **Decision Criteria:** If the Sig. value is > 0.05, then the variance is homogeneous.

3. **Hypothesis Test,** is a component of inferential statistics that uses data from a sample to conclude about the population. The hypothesis is a scientific claim, and the veracity of this claim must be established through investigation. Using the Independent Sample T-Test, this hypothesis is being tested.

a) **Hypothesis:**

- H0: The Flipped Learning method is not effective in increasing students' vocabulary mastery.
- H1: The Flipped Learning method is effective in increasing students' vocabulary mastery.

b) **Decision Criteria:**

- If the Sig. value (significance) > α (0.05) then H0 is accepted.
- If the Sig. value (significance) < α (0.05) then H0 is rejected.

c) **Significance Level:** $\alpha = 0.05$

d) **Statistical Test:** Using SPSS3.**8 Validity and Reliability**

Researchers concluded that Ha is accepted and H0 is rejected if the significance value is ≤ 0.05. The hypothesis test indicates that the data are normally distributed if Ha is accepted; otherwise, the data are not normally distributed if H0 is

accepted.

Following this, the researcher conducted an N-Gain Test to assess the effectiveness of the learning model in enhancing students' abilities. The N-Gain Test is a description to evaluate the extent to which the learning that is applied can contribute to students (Sukarelawan et al. 2024). The researcher used *IBM SPSS Statistics 26 for Windows software* to help determine the results of the N-Gain Test. Formula of N-Gain Test:

$$N - Gain = \frac{Experiment\ Score - Control\ Score}{Maximum\ Score - Control\ Score}$$

The criteria in the standard effectiveness of the N-Gain test, the researcher refers to Hake (1999) in categorizing it as in the table below:

Table 5 N-Gain test Categorizing Criteria

N-Gain test result	Criteria
G > 0,7	High
0,7 ≥ G ≥ 0,3	Medium
0,3 > G	Low

3.9 Ethical Considerations

This study adhered to ethical research standards to ensure the rights and well-being of all participants. Informed consent was obtained from both students and their guardians after they were fully informed about the study's objectives, procedures, and their role in the research. To maintain confidentiality, all student identities and responses were kept anonymous and used exclusively for academic purposes. Additionally, voluntary participation was ensured; students were free to participate or withdraw from the study at any time without facing any negative

consequences. These ethical safeguards were implemented to respect participants' autonomy and uphold the integrity of the research.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the research findings and their discussion. The data collected by the researcher during the study at the junior high school includes the analysis of pre-test results, normality tests, homogeneity tests, hypothesis testing based on post-test data, and a comprehensive discussion.

4.1 Findings

In this section, the researcher presents the research results, including an analysis of data obtained before and after the implementation of the pretest and posttest in the control and experimental classes.

4.1.1. Data Analysis of Pre-Test

The pre-test was held on 5 & 14 August 2025. During this session, students were asked to answer some vocabulary questions prepared by the researcher. The test had 20 questions, that was multiple-choice. Around 28 – 32 students participated in each group: Class VIII C was the control group, and Class VIII A was the experimental group. Both classes were chosen from the eighth-grade students at junior high school.

Both groups took the same test, with equal difficulty level and identical format. The key difference was that the experimental group (VIII A) received instruction through the flipped learning approach, wherein students studied vocabulary materials before class and participated in interactive activities, whereas the control group (VIII C) received instruction through conventional methods.

The following were the detailed results of the pre-test:

Table 6 Pre-Test Result Control Class

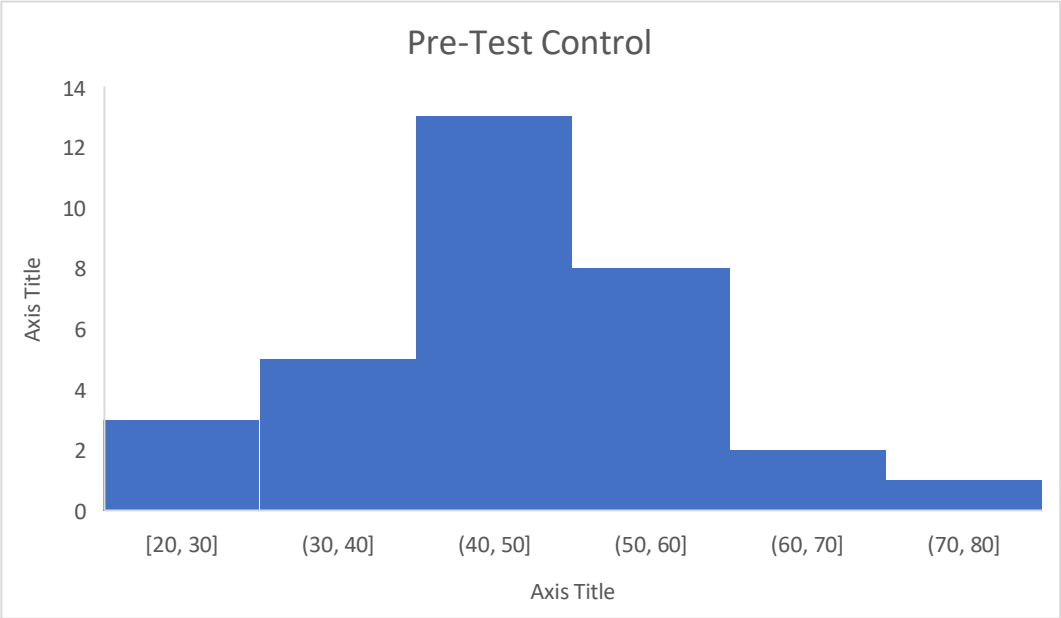
No.	Initials Name	Pre-Test's Score
1.	ASZ	65
2.	ARA	40
3.	AH	50
4.	AAA	50
5.	AAZ	60
6.	APP	30
7.	CAW	50
8.	DJA	80
9.	DAQN	60
10.	DPB	50
11.	DM	60
12.	ENF	40
13.	EMR	60
14.	EQRK	20
15.	EWP	50
16.	FAHP	50
17.	FIK	45
18.	JFCC	45
19.	MPF	40
20.	MFS	50
21.	MANM	60
22.	MFA	60
23.	MZE	50
24.	MMAA	50
25.	NAR	30

26.	RMAF	60
27.	RSA	40
28.	RBA	40
29.	SDA	50
30.	SNA	60
31.	TRD	70
32.	YA	50
Total		1615
Average Score		50.47

The pre-test results show a total score of 1,615 with an average score of 50.47, indicating that overall performance is around the mid-point of the scoring range. The highest score was 80, achieved by DJA, while the lowest score was 20, obtained by EQRK. Most students (34.38%) scored exactly 50, making it the most common result, followed by 60, achieved by 25% of the participants. Only a small proportion of students performed at the extremes, with one student each at the highest and lowest ends. Meanwhile, about 21.88% of the students scored below 45, highlighting a group that may require additional support. Overall, the distribution suggests that while a fair number of students are performing at or slightly above average, there remains a noticeable segment in need of improvement to raise the overall achievement level.

To further visualized the distribution of pre-test scores in the control class, the data are represented in the following histogram:

Diagram 1 distribution of pre-test scores in the control class



The histogram of the pre-test control group shows that the largest proportion of students scored between 40 and 50, with this range containing the highest frequency of participants. The second most common range is 50 to 60, followed by 30 to 40. Only a small number of students scored in the higher ranges of 60 to 70 and 70 to 80, indicating that high performance was relatively rare. Similarly, a small group scored in the lowest range of 20 to 30. Overall, the distribution is skewed toward the middle ranges, suggesting that most students performed around the average level, with fewer students achieving either very high or very low scores.

The descriptive statistics of the Control class pre-test data scores are:

Table 7 statistics of the Control class pre-test data scores

Control Class	**Pre-Test**
Maximum Score	80
Minimum Score	20
Range	60
Mean	50.47
Median	50.00
Mode	50
Std. Deviation	12.139
Variance	147.354
Sum	1615

The statistical summary of the control class pre-test reveals that scores ranged from a minimum of 20 to a maximum of 80, giving a total range of 60 points. The mean score of 50.47, combined with a median of 50.00 and a mode of 50, indicates that the distribution of scores is centered around the middle, with 50 being the most frequently achieved score. The standard deviation of 12.139 and variance of 147.354 show a moderate spread in the data, meaning there is some variability in student performance but not extreme. The total sum of all scores is 1,615, reflecting the overall cumulative performance of the group. These results suggest that while most students performed near the average, there is a noticeable gap between the lowest and highest performers, indicating differences in readiness or ability levels within the class.

Furthermore, the researcher also conducted pre-test to the experimental class. The result of the pre-test could be identified as follows:

Table 8 Pre-Test Result Experimental Class

No.	Initials Name	Pre-Test's Score
1.	AKP	60
2.	ANA	70
3.	ANM	45
4.	ANC	30
5.	ASA	30
6.	ANH	60
7.	ANA	50
8.	ANAR	60
9.	AZDM	55

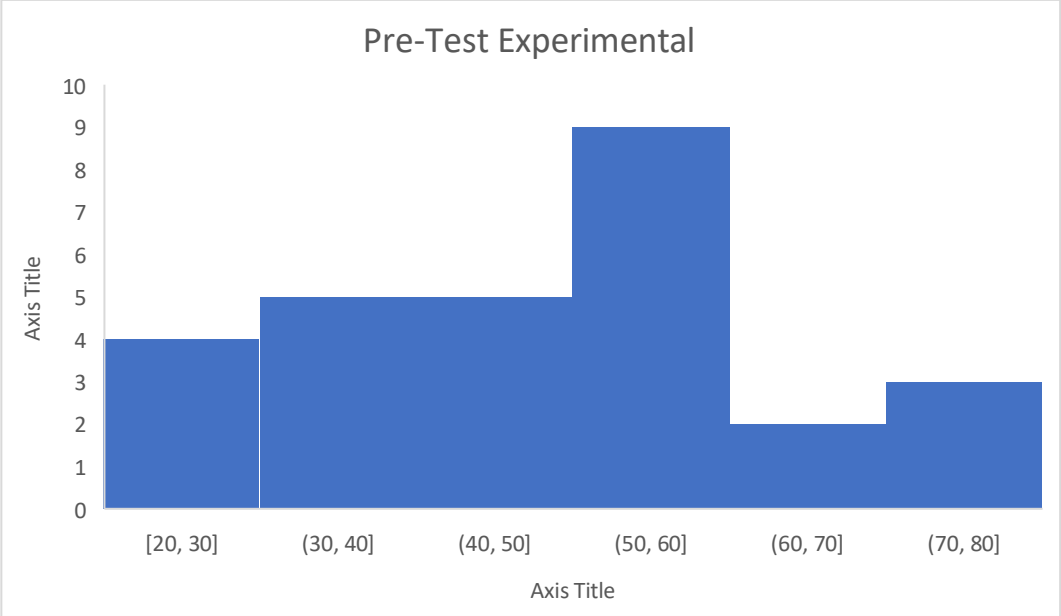
10.	NO	50
11.	CAA	30
12.	FSZA	40
13.	FAU	55
14.	JAAP	60
15.	JIH	40
16.	KAA	40
17.	KAR	55
18.	MPY	20
19.	MNY	40
20.	MKN	40
21.	MNDF	50
22.	MN	75
23.	NGP	60
24.	NNA	80
25.	NF	50
26.	VWN	65
27.	VDA	75
28.	ZRAH	60
Total		1445
Average Score		51.61

The pre-test results for this class show a total score of 1,445 with an average of 51.61, indicating slightly above-midpoint performance overall. The highest score recorded was 80 (achieved by NNA), while the lowest was 20 (scored by MPY), resulting in a performance range of 60 points. Most students scored between 40 and 60, showing a concentration around the middle range, with several achieving scores above the average, such as 70 and 75. There are also a few students with lower

scores (20–30), indicating a group that may need additional support. Overall, the distribution suggests a balanced performance pattern, with a mix of high achievers, average performers, and a small segment of low scorers, reflecting varied levels of readiness within the class.

To further visualize the distribution of pre-test scores in the experimental class, the data are represented in the following histogram:

Diagram 2 distribution of pre-test scores in the experimental class



The histogram of the experimental class pre-test shows that the highest concentration of students scored between 50 and 60, making this the most frequent score range. The ranges of 30–40 and 40–50 both have a moderate number of students, while the lowest range of 20–30 also contains a noticeable portion of participants. Higher scores, such as 70–80, were achieved by a smaller group, and very few students scored between 60 and 70. Overall, the distribution is centered around the mid-range (40–60), indicating that most students performed near the average level, with fewer achieving very high or very low scores. This pattern

suggests a generally balanced performance, though with room for improvement at both the lower and upper ends.

The descriptive statistics of the experimental class pre-test data scores are:

Table 9 Statistics of the Experimental class pre-test data scores

Experimental Class	**Pre-Test**
Maximum Score	80
Minimum Score	20
Range	60
Mean	51.61
Median	52.50
Mode	60
Std. Deviation	14.910
Variance	222.321
Sum	1445

The experimental class's pre-test summary statistics show that scores ranged from a minimum of 20 to a maximum of 80, resulting in a range of 60 points. The mean score of 51.61, combined with the median of 52.50, indicates that overall performance was slightly above the midpoint. The mode of 60 indicates that this score was the most frequently achieved. The standard deviation of 14.910 and variance of 222.321 reflect a relatively wide spread of scores, indicating greater variability in student performance compared to a more uniform distribution. The total of 1,445 points highlights the group's cumulative achievement. Overall, the data show a pattern of performance concentrated in the average to above-average range, but there are also significant differences between the lowest and highest scoring students, indicating varying levels of ability within the class.

4.1.2. Data Analysis of Post-Test

The post-test was done after the learning period to check if the new teaching methods helped students improve their vocabulary. It was held on 27 & 29 August 2025. By this time, the experimental class (VIII A) had been engaged in group work through the flipped learning approach, wherein students studied vocabulary materials before class and participated in interactive activities, while the control class (VIII C) continued with regular lessons without any learning approach. The test was just like the pre-test, with 20 questions that was fill-in-the-blank. The same 28–32 eighth-grade students from MTsN 2 Malang took part, so the test conditions stayed the same. The main goal was to see whether there was any progress in their vocabulary and to compare the results between the two different teaching approaches. The post-test results are as follows:

Table 10 Post-Test Result Control Class

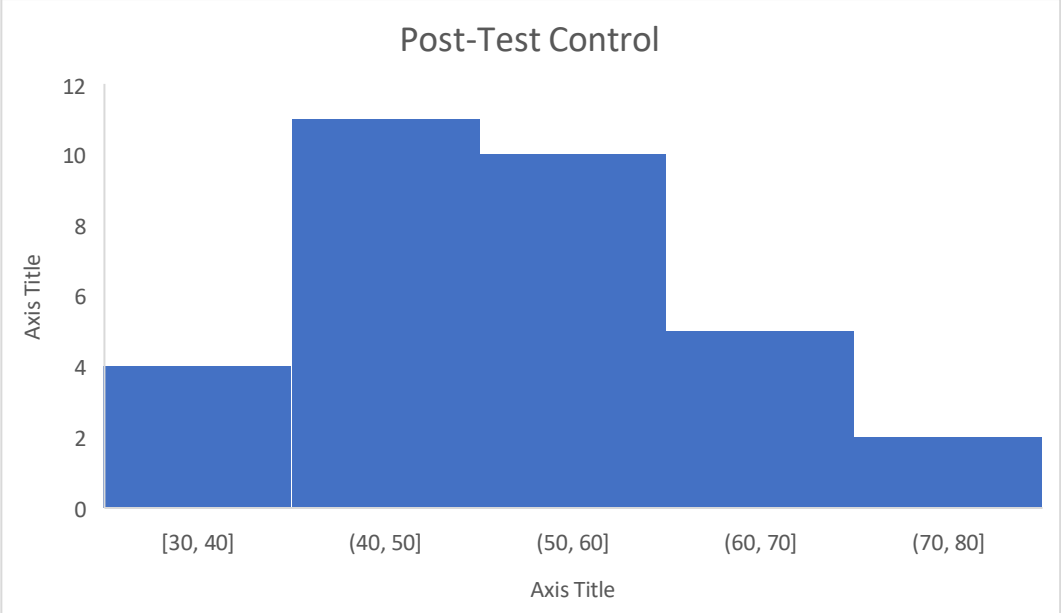
No.	Initials Name	Post-Test's Score
1.	ASZ	70
2.	ARA	65
3.	AH	50
4.	AAA	40
5.	AAZ	70
6.	APP	45
7.	CAW	50
8.	DJA	60
9.	DAQN	65
10.	DPB	50
11.	DM	50
12.	ENF	40

13.	EMR	55
14.	EQRK	55
15.	EWP	50
16.	FAHP	60
17.	FIK	30
18.	JFCC	60
19.	MPF	50
20.	MFS	50
21.	MANM	60
22.	MFA	50
23.	MZE	75
24.	MMAA	70
25.	NAR	30
26.	RMAF	60
27.	RSA	80
28.	RBA	60
29.	SDA	50
30.	SNA	55
31.	TRD	60
32.	YA	50
Total		1765
Average Score		55.16

The post-test results for this class show a total score of 1,765 with an average of 55.16, indicating an improvement compared to the pre-test average. Scores range from the lowest at 30 (achieved by FIK and NAR) to the highest at 80 (achieved by RSA), giving a range of 50 points. Most students scored between 50 and 60, reflecting a strong concentration in the average-to-above-average range. Several students achieved notable increases, with some reaching scores of 70 and above, suggesting improved mastery of the material. Although a small number of students remained at the lower end, the overall upward shift in scores indicates a positive learning outcome for the group as a whole.

The distribution of these scores is visually represented in the histograph charts provided below:

Diagram 3 distribution of post-test scores in the control class



The histogram for the control class post-test shows that the majority of students scored between 40 and 50, making this the most common score range. The second largest group falls in the 50–60 range, indicating that a significant portion of students performed at or slightly above average. A smaller number achieved

scores between 60 and 70, and only a few reached the higher range of 70–80. On the lower end, the 30–40 range contains a moderate number of students, suggesting some who may still need improvement. Overall, the distribution is centered around the mid-range scores, with a slight upward shift compared to the pre-test, indicating modest performance improvement among the control group.

A summary of the descriptive statistics for the control class post-test results is provided below:

Table 11 statistics of the Control class post-test data scores

Control Class	**Post-Test**
Maximum Score	80
Minimum Score	30
Range	50
Mean	55.16
Median	55.00
Mode	50
Std. Deviation	11.534
Variance	133.039
Sum	1765

The post-test results for the control class show scores ranging from 30 to 80, giving a range of 50 points. The average score is 55.16, and the middle score (median) is 55.00, showing that most students scored around this level. The most common score is 50. The standard deviation of 11.534 means that most scores are not too far from the average. The total score for all students is 1,765. Compared to the pre-test, these results show a small improvement, with more students reaching scores above the average.

In addition, the researcher administered a post-test to the experimental class. The outcomes of the post-test are presented as follows:

Table 12 Post-Test Result Experimental Class

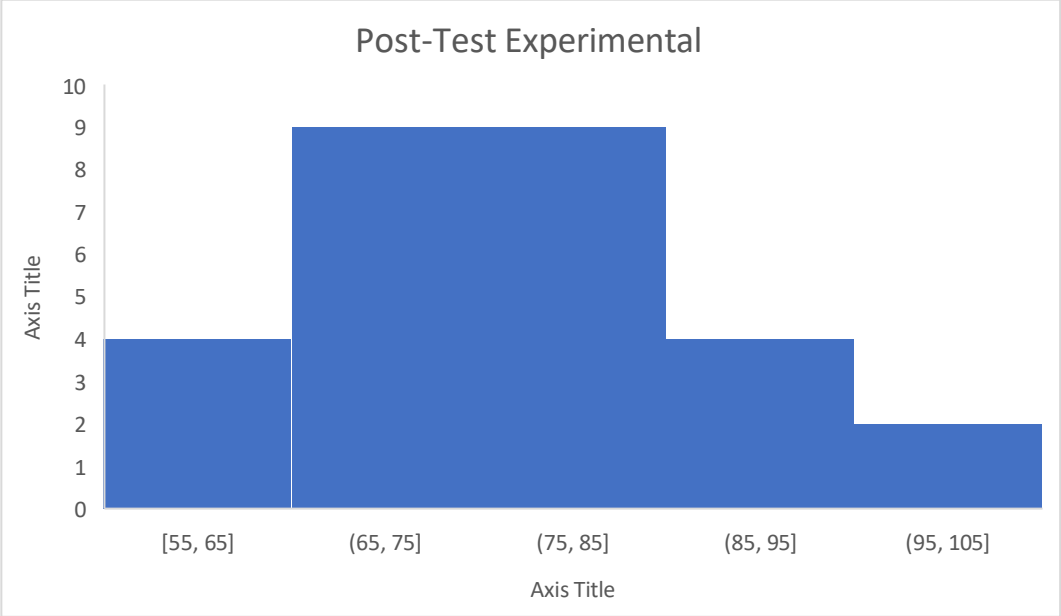
No.	Initials Name	Pre-Test's Score
1.	AKP	90
2.	ANA	95
3.	ANM	70
4.	ANC	60
5.	ASA	60
6.	ANH	90
7.	ANA	75
8.	ANAR	80
9.	AZDM	80
10.	NO	70
11.	CAA	75
12.	FSZA	65
13.	FAU	80
14.	JAAP	80
15.	JIH	70
16.	KAA	80
17.	KAR	80
18.	MPY	55
19.	MNY	70
20.	MKN	70

21.	MNDF	80
22.	MN	100
23.	NGP	70
24.	NNA	95
25.	NF	70
26.	VWN	80
27.	VDA	100
28.	ZRAH	80
Total		2170
Average Score		77.50

The pre-test results for this class show a total score of 2,170 with an average of 77.50, indicating generally high performance across the group. The highest score was 100, achieved by MN and VDA, while the lowest score was 55, obtained by MPY, giving a range of 45 points. Most students scored between 70 and 90, with several reaching 95 and above, showing that many participants performed well above average. Only a small number of students scored in the lower range (55– 65), meaning there are few who may need extra support. Overall, the results suggest a strong level of readiness and understanding among the majority of the students before further instruction

From the distribution of post-test scores, the histograph below can be seen:

Diagram 4 distribution of post-test scores in the experimental class



The histogram for the experimental class post-test shows that the largest number of students scored in the ranges of 65–75 and 75–85, indicating that most students achieved medium-to-high scores. A smaller group scored between 55–65, while another small group reached the higher ranges of 85–95. Only a few students achieved the top range of 95–105, representing the highest performers in the class. Overall, the distribution is centered in the middle-high ranges, suggesting strong overall performance with a majority of students scoring well above average. The descriptive statistics for the post-test results in the experimental class are presented below:

Table 13 statistics of the Experimental class post-test data scores

Experimental Class	**Post-Test**
Maximum Score	100
Minimum Score	55
Range	45
Mean	77.50

Median	80.00
Mode	80
Std. Deviation	11.667
Variance	136.111
Sum	2170

The post-test results for the experimental class show scores ranging from 55 to 100, giving a range of 45 points. The average score is 77.50, with a median of 80.00, meaning that half of the students scored 80 or higher. The most common score is also 80, showing that many students performed at this high level. The standard deviation of 11.667 indicates that most scores are fairly close to the average, with no extreme variations. The total score for all students is 2,170. Overall, these results reflect strong performance across the class, with the majority of students achieving high scores and only a few in the lower range.

4.1.3. Student Achievement in Vocabulary Learning Before and After Implementing Flipped Learning Approach

A comparison was made between the students' pre-test and post-test scores in the control class to measure how effective the teaching method was. The analysis looked at each student's progress by checking the difference in their scores before and after the lessons. This helped show whether their performance improved, stayed the same, or went down. The results gave a clearer picture of how students learned using traditional teaching methods without any learning approach or group collaboration. The following table shows the test results before and after without using the flipped learning approach in control class:

Table 14 results before and after without using the application in control class

No.	Initials Name	Difference		Description
		Pre-test	Post-Test	
1.	ASZ	65	70	Increase
2.	ARA	40	65	Increase
3.	AH	50	50	Same
4.	AAA	50	40	Decrease
5.	AAZ	60	70	Increase
6.	APP	30	45	Increase
7.	CAW	50	50	Same
8.	DJA	80	60	Decrease
9.	DAQN	60	65	Increase
10.	DPB	50	50	Same
11.	DM	60	50	Decrease
12.	ENF	40	40	Same
13.	EMR	60	55	Decrease
14.	EQRK	20	55	Increase
15.	EWP	50	50	Same
16.	FAHP	50	60	Increase
17.	FIK	45	30	Decrease
18.	JFCC	45	60	Increase
19.	MPF	40	50	Increase
20.	MFS	50	50	Same
21.	MANM	60	60	Same
22.	MFA	60	50	Decrease
23.	MZE	50	75	Increase
24.	MMAA	50	70	Increase
25.	NAR	30	30	Same

26.	RMAF	60	60	Same
27.	RSA	40	80	Increase
28.	RBA	40	60	Increase
29.	SDA	50	50	Same
30.	SNA	60	55	Decrease
31.	TRD	70	60	Decrease
32.	YA	50	50	Same
Total		1615	1765	Increase
Average Score		50.47	55.16	

The comparison of pre-test and post-test scores in the control class shows an overall improvement in students' vocabulary achievement when taught using traditional methods without the flipped learning approach. The total class score increased from 1,615 in the pre-test to 1,765 in the post-test, and the average score rose from 50.47 to 55.16, indicating a modest overall gain. Out of 32 students, 13 showed an increase in their scores, 13 maintained the same score, and 6 experienced a decrease. Most score improvements were moderate, while some students showed significant progress, such as EQRK (from 20 to 55) and RSA (from 40 to 80). However, there were also notable declines, for example DJA (from 80 to 60) and FIK (from 45 to 30). Overall, while the class average improved, the mixed results suggest that traditional methods led to progress for some students but did not benefit everyone equally.

The table below presents the results before and after the learning process the use of the flipped leaning approach in the experimental class:

Table 15 results before and after without using the application in experimental class

No.	Initials Name	Difference		Description
		Pre-test	Post-Test	
1.	AKP	60	90	Increase
2.	ANA	70	95	Increase
3.	ANM	45	70	Increase
4.	ANC	30	60	Increase
5.	ASA	30	60	Increase
6.	ANH	60	90	Increase
7.	ANA	50	75	Increase
8.	ANAR	60	80	Increase
9.	AZDM	55	80	Increase
10.	NO	50	70	Increase
11.	CAA	30	75	Increase
12.	FSZA	40	65	Increase
13.	FAU	55	80	Increase
14.	JAAP	60	80	Increase
15.	JIH	40	70	Increase
16.	KAA	40	80	Increase
17.	KAR	55	80	Increase
18.	MPY	20	55	Increase
19.	MNY	40	70	Increase
20.	MKN	40	70	Increase
21.	MNDF	50	80	Increase
22.	MN	75	100	Increase
23.	NGP	60	70	Increase

24.	NNA	80	95	Increase
25.	NF	50	70	Increase
26.	VWN	65	80	Increase
27.	VDA	75	100	Increase
28.	ZRAH	60	80	Increase
Total		1445	2170	Increase
Average Score		51,61	77.50	

The comparison of pre-test and post-test scores in the experimental class shows a significant improvement in students' vocabulary achievement after using the flipped learning approach. The total score rose sharply from 1,445 in the pre-test to 2,170 in the post-test, and the average score increased from 51.61 to 77.50. All 28 students recorded score increases, with no cases of unchanged or decreased performance. Many improvements were substantial, such as CAA (from 30 to 75), ANC (from 30 to 60), and MPY (from 20 to 55), while several students reached perfect or near-perfect scores, including MN and VDA with 100, and NNA and ANA with 95. These results indicate that the flipped learning approach not only benefited all students but also helped raise overall performance to a high level, suggesting it was highly effective in enhancing vocabulary mastery compared to the traditional method.

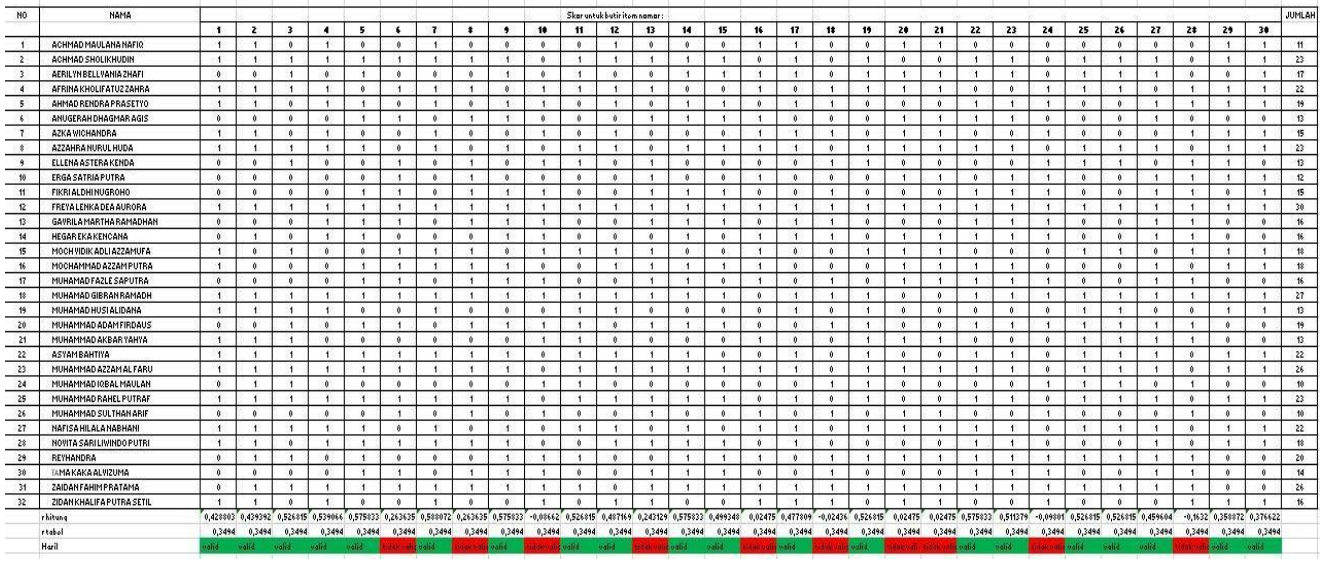
4.1.4 Result of Validity Testing

This part explained the results of the validity test done through a trial run of both the pre-test and post-test questions. The goal was to see how well each question measured students' understanding and whether the questions were suitable in terms of how hard they were and how well they could tell apart high and low performers. The results from this test helped show which questions needed to be fixed or

improved to make the whole test more effective.

This section presents the findings and analysis of the validity test conducted with class VIII D:

Picture 1 validity pre-test conducted with class VIII D



NO	NAMA	Skor untuk butir item nomor :																												JUMLAH
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	ACHMAD MAULANA NAFIQ	1	1	0	1	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	1	1	11
2	ACHMAD SHOLIKHUDIN	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	0	1	1	0	1	1	1	0	1	23
3	AERILYN BELLVANIA ZHAFI	0	0	1	0	1	0	0	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	1	17
4	AFRINA KHOLIFATUZ ZAHRA	1	1	1	1	0	1	1	1	0	1	1	1	1	0	0	1	0	1	1	1	1	0	0	1	1	1	0	1	1	1	22
5	AHMAD RENDRA PRASETYO	1	1	0	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	0	0	0	1	1	1	1	0	0	1	1	1	19
6	ANUGERAH DHAGMAR AGIS	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	0	0	0	1	1	1	1	0	0	0	1	0	0	0	13
7	AZKA WICHANDRA	1	1	0	1	0	0	1	0	0	1	0	1	0	0	0	1	1	1	0	1	1	0	0	1	0	0	0	1	1	1	15
8	AZZAHRA NURUL HUDA	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	23
9	ELLENA ASTERA KENDA	0	0	1	0	0	1	0	1	0	1	1	0	1	0	0	0	0	1	1	0	0	0	0	1	1	1	0	1	1	0	13
10	ERGA SATRIA PUTRA	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	1	0	0	0	1	1	0	1	1	0	0	1	1	1	1	12
11	FIKRI ALDHI NUGROHO	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	0	1	0	0	0	1	1	1	0	0	1	1	0	1	15
12	FREYA LENKA DEA AURORA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30
13	GAVRILA MARTHA RAMADHAN	0	0	0	1	1	1	0	1	1	1	0	0	1	1	1	0	1	1	0	0	0	1	1	1	0	0	1	1	0	0	16
14	HEGAR EKA KENCANA	0	1	0	1	1	0	0	0	1	1	0	0	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	0	0	16
15	MOCH VIDIK ADLI AZZAMUFA	1	0	1	0	0	1	1	1	0	1	1	1	1	0	0	1	0	0	1	1	1	0	0	0	1	1	0	1	1	1	18
16	MOCHAMMAD AZZAM PUTRA	1	0	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	0	0	1	1	1	1	1	0	0	0	1	0	1	18
17	MUHAMAD FAZLE SAPUTRA	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	0	1	0	1	1	1	1	1	0	0	1	1	0	16
18	MUHAMAD GIBRAN RAMADH	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	27
19	MUHAMAD HUSI ALIDANA	1	1	1	1	0	0	1	0	0	0	1	1	0	0	0	0	1	0	1	0	0	0	0	1	1	0	0	1	1	1	13
20	MUHAMMAD ADAM FIRDAUS	0	0	1	0	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1	0	0	1	1	1	1	1	0	1	0	0	19
21	MUHAMMAD AKBAR YAHYA	1	1	1	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	1	1	1	0	0	0	1	1	1	1	0	0	13
22	ASYAM BAHTIYA	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	0	1	1	1	1	22
23	MUHAMMAD AZZAM AL FARU	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	26
24	MUHAMMAD IQBAL MAULAN	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	1	1	1	0	1	0	0	10
25	MUHAMMAD RAHEL PUTRAF	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	0	1	1	0	1	23
26	MUHAMMAD SULTHAN ARIF	0	0	0	0	0	1	1	0	1	0	1	0	0	1	0	0	1	0	1	0	1	1	0	0	1	0	0	0	1	0	10
27	NAFISA HILALA NABHANI	1	1	1	1	1	0	1	0	1	0	1	1	0	1	0	1	0	1	0	1	1	1	1	0	1	1	1	0	1	1	22
28	NOVITA SARI LIVINDO PUTRI	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	1	0	0	0	0	0	1	1	0	0	0	1	0	1	18
29	REYHANDRA	0	1	1	0	1	0	0	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	20
30	TAMA KAKA ALVIZUMA	0	0	0	0	1	1	0	1	1	1	0	0	1	1	1	0	0	1	0	0	0	1	1	1	0	0	1	1	0	0	14
31	ZAIDAN FAHIM PRATAMA	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	26
32	ZIDAN KHALIFA PUTRA SETIL	1	1	0	1	0	0	1	0	0	1	0	1	1	0	0	1	1	1	0	1	1	1	0	0	1	1	0	0	1	1	16
	r hitung	0,428803	0,429292	0,526915	0,529064	0,575833	0,263635	0,588072	0,263635	0,575833	-0,00642	0,526915	0,497169	0,243129	0,575833	0,499248	0,02475	0,477809	-0,02426	0,526915	0,02475	0,02475	0,575833	0,511279	-0,09891	0,526915	0,526915	0,459604	-0,1632	0,288072	0,276422	
	r tabel	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	
	Hasil	valid	valid	valid	valid	valid	tidak valid	valid	tidak valid	valid	tidak valid	valid	valid	tidak valid	valid	valid	tidak valid	valid	tidak valid	valid	tidak valid	tidak valid	valid	valid	tidak valid	valid	valid	valid	tidak valid	tidak valid	valid	

Picture 2 validity post-test conducted with class VIII D

NAMA	Skor untuk butir item nomor :																													JUMLAH
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
ACHMAD MAULANA NAFIQ	1	1	1	1	0	1	1	0	0	1	0	0	1	1	1	1	0	0	0	1	1	1	1	1	0	0	1	1	0	1	19
ACHMAD SHOLIKHUDIN	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	25
AERILYN BELLVANIA ZHAFI	0	0	0	0	0	1	0	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0	0	0	0	1	0	0	1	1	13
AFRINA KHOLIFATUZ ZAHRA	1	0	0	1	1	0	1	0	0	1	0	0	1	1	0	0	1	0	1	1	0	1	0	1	1	0	1	0	1	0	15
AHMAD RENDRA PRASETYO	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	0	1	1	0	0	1	22
ANUGERAH DHAGMAR AGIS	0	1	1	0	0	0	0	1	1	0	1	1	0	0	1	0	1	1	0	0	0	0	1	0	1	1	0	1	0	0	13
AZKA WICHANDRA	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	0	0	0	1	1	1	1	1	0	0	1	1	0	1	19
AZZAHRA NURUL HUDA	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27
ELLENA ASTERA KENDA	0	0	1	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	1	1	0	8
ERGA SATRIA PUTRA	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	7
FIKRI ALDHI NUGROHO	0	0	1	0	1	0	0	1	1	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	9
FREYA LENKA DEA AURORA	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	27
GAVRILA MARTHA RAMADHAN	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	1	1	0	0	0	1	19
HEGAR EKA KENCANA	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	0	0	0	1	20
MOCH VIDIK ADLI AZZAMUFA	1	1	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	1	0	0	0	1	1	1	10
MOCHAMMAD AZZAM PUTRA	1	1	1	0	0	0	1	1	1	1	1	1	0	0	1	0	1	1	0	0	0	0	1	0	1	1	1	1	0	0	17
MUHAMAD FAZLE SAPUTRA	0	0	0	0	1	0	0	1	1	1	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	10
MUHAMAD GIBRAN RAMADH	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	0	1	1	0	1	0	22
MUHAMAD HUSI ALIDANA	1	0	1	1	0	1	1	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	20
MUHAMMAD ADAM FIRDAUS	0	0	0	0	1	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	0	0	0	0	1	1	0	1	1	1	15
MUHAMMAD AKBAR YAHYA	0	1	1	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	8
ASYAM BAHTIYA	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	25
MUHAMMAD AZZAM AL FARU	1	1	1	1	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26
MUHAMMAD IQBAL MAULAN	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	1	0	6
MUHAMMAD RAHEL PUTRAF	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	26
MUHAMMAD SULTHAN ARIF	0	0	0	0	1	1	0	0	0	1	0	0	1	0	0	0	1	1	0	0	0	1	0	0	1	0	0	0	0	0	8
NAFISA HILALA NABHANI	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	25
NOVITA SARI LIVINDO PUTRI	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	22
REYHANDRA	0	1	1	0	1	0	0	1	0	1	1	0	0	1	1	0	0	1	1	0	0	0	1	0	0	1	1	0	1	0	14
TAMA KAKA ALVIZUMA	0	1	1	0	1	0	0	1	1	1	1	1	0	1	1	0	0	1	0	0	0	0	1	0	0	1	0	1	0	0	14
ZAIDAN FAHIM PRATAMA	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	25
ZIDAN KHALIFA PUTRA SETIL	1	1	1		0	1	1	0	0	1	0	0	1	1	1	1	0	0	0	1	1	1	1	1	0	0	1	1	0	1	16
r hitung	0,6681	0,3678	0,1437	0,7645	-0,226	0,7592	0,7451	0,4652	0,3743	-0,234	0,5207	0,3743	0,7784	0,2407	0,1437	0,8402	-0,01	0,4388	0,2412	0,8382	0,8402	0,7546	0,3678	0,8592	-0,01	0,5207	0,7451	0,1437	0,2412	0,667	
r tabel	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	0,3494	
hasil	valid	valid	tidak valid	valid	tidak valid	valid	valid	valid	valid	tidak valid	valid	valid	valid	tidak valid	tidak valid	valid	tidak valid	valid	tidak valid	valid	valid	valid	valid	valid	tidak valid	valid	valid	tidak valid	tidak valid	valid	

Each row in the table shows students' responses to the 30 test questions, with "1" representing a correct answer and "0" representing an incorrect answer. At the bottom of each table, the calculated r-value is compared to the table r-value,

indicating the validity of each question. Questions with a calculated r-value greater than the table r-value (marked "valid" in green) are considered valid, while questions with a lower r-value (marked "invalid" in red) are invalid and may need to be revised.

For the pre-test, most questions met the validity criteria, but some items—such as numbers 6, 8, 9, 13, 16, 17, 18, 20, 21, 24, and 28—were invalid.

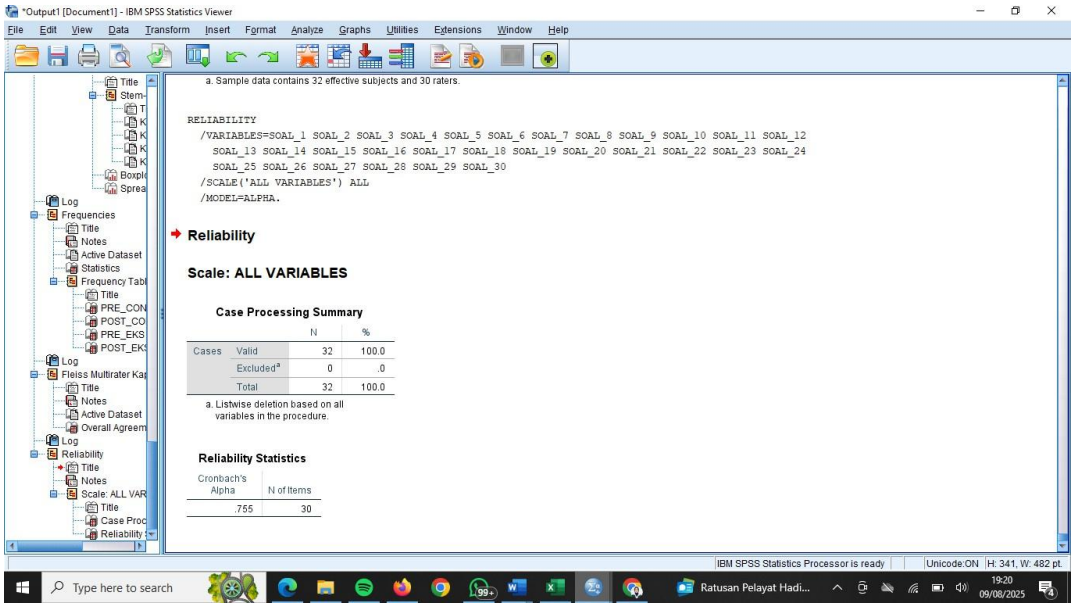
Meanwhile, for the post-test, several items, such as numbers 3, 5, 10, 14, 15, 17, 19, 25, 28, and 29, were found to be ineffective in measuring the desired learning objectives or unclear to students. Overall, the validity analysis showed that the post- test had a higher proportion of valid items, indicating better alignment with learning objectives and an increased ability to accurately measure student understanding.

4.1.5 Result of Reliability Testing

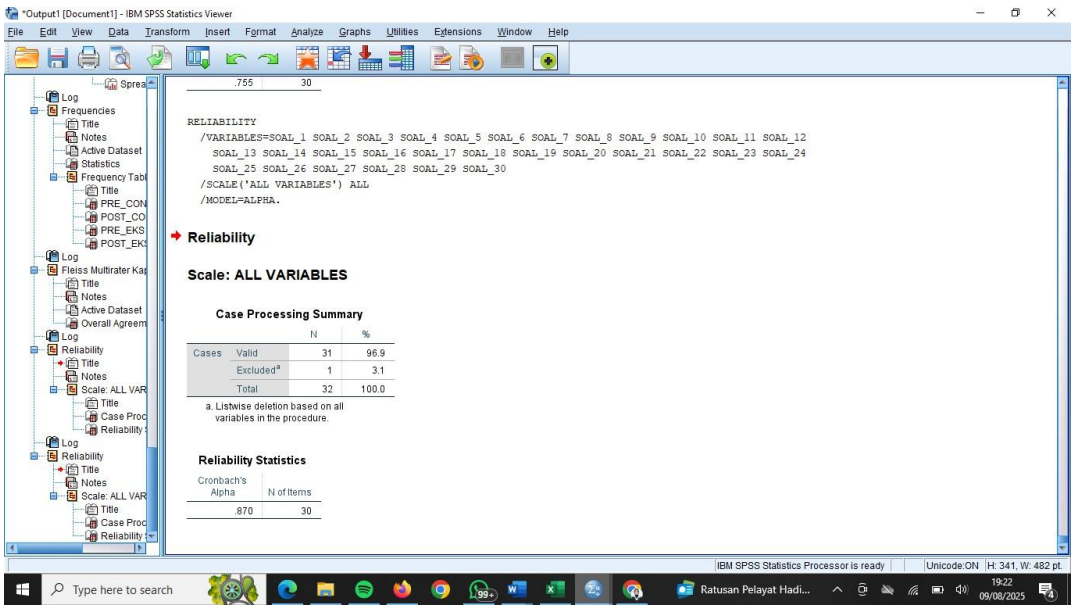
This section presents the results of the reliability testing conducted using SPSS software, aimed at assessing the internal consistency of the research instrument employed in this research. The instrument comprises 20 items designed to evaluate students' English vocabulary mastery comprehension. To determine the reliability of these items, the Cronbach’s Alpha coefficient was calculated, as it was one of the most widely accepted statistical measures for evaluating the reliability or internal consistency of a scale or test. A higher Cronbach’s Alpha value indicated greater reliability of the instrument. The calculation was based on Cronbach’s Alpha, a commonly used measure to assess the reliability of a scale.

This section presents the findings and analysis of the validity test in pre-test question:

Picture 3 findings and analysis of the validity test in pretest question



Picture 4 findings and analysis of the validity test in post-test question



The reliability analysis of the test instrument, calculated using Cronbach's Alpha in SPSS, showed the following results: The pre-test reliability score of 0.870 falls into the “very high” category, indicating that the pre-test items are highly

consistent and reliable in measuring student ability. The post-test reliability score of 0.795 is slightly lower but still falls into the “high” category, indicating that the test remains reliable after revisions or adjustments.

According to reliability interpretation standards, a Cronbach's Alpha value above 0.70 indicates that the instrument has good internal consistency. This means that the items in the pre-test and post-test consistently measure the same underlying construct. Overall, both the pre-test and post-test can be considered reliable tools for assessing student performance, with the pre-test having slightly stronger internal consistency.

4.1.6. Result of Normality Testing

This section presents the results of the normality testing conducted to determine whether the data distributions meet the assumptions required for parametric statistical analysis. The tests were applied to both control and experimental groups, for pre-test and post-test scores, using the Shapiro-Wilk method. This section will present the results of the normality test, ensuring that the data in this research aligns with the assumption of normal distribution. Below are the results of the normality test:

Table 16 results of the normality test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	KELAS	Statistic	df	Sig.	Statistic	df	Sig.
HASIL	PRE_CONTROL	.172	32	.017	.949	32	.135
	POST_CONTROL	.171	32	.018	.957	32	.225
	PRE_EKS	.108	28	.200*	.972	28	.622
	POST_EKS	.201	28	.005	.943	28	.134

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the normality test using the Shapiro-Wilk method showed that all data in the control and experimental classes met the assumption of normal distribution. In the control class, the pre-test significance value was 0.135 and the post-test significance value was 0.225, both greater than 0.05, indicating normally distributed data. In the experimental class, the pre-test significance value was 0.622 and the post-test significance value was 0.134, also above the 0.05 threshold, confirming normality. Since all significance values exceeded 0.05, the data of both groups in both stages of testing can be considered normally distributed, thus allowing the use of parametric statistical analysis such as the t-test in further analysis.

4.1.7. Result of Homogeneity Testing

The homogeneity of variance test was an important first step to make sure that the different groups have similar levels of variation. This is a key requirement for many types of statistical tests. In this part, the results of the test were shown and explained to see if the data meets this requirement. The following are the results of the homogeneity test that has been carried out in this research:

Table 17 Results of the homogeneity test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
HASIL	Based on Mean	1.105	3	116	.350
	Based on Median	1.126	3	116	.341
	Based on Median and with adjusted df	1.126	3	113.543	.342
	Based on trimmed mean	1.099	3	116	.353

The results of the homogeneity of variance test indicate that all significance values are greater than 0.05, with a mean value of 0.350. This indicates no significant differences in variance between groups, indicating that the data meet the assumption of homogeneity. Because variance is homogeneous across groups, further analysis can be performed using parametric statistical tests, such as the independent samples t-test.

4.1.8. Result of T-Test and Hypothesis Testing

This part shows the results of the paired samples t-test, which was done to see if there are any important differences between the pre-test and post-test scores in each group. The results help us understand whether the treatment or intervention worked by checking if there were any changes over time. The results of the t-test related to students' English vocabulary mastery ability are presented in the following table:

Table 18 results of the t-test related to students' vocabulary ability

Paired Samples Test

Paired Differences								
			95% Confidence Interval of the Difference					
Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)	
POST_CONT - POST_EKS	-22.143	13.773	2.603	-27.483	-16.802	-8.507	27	.000

The paired-sample t-test results showed a mean difference of -22.143 between the post-test scores of the control and experimental classes, with the experimental class achieving a higher score. A negative value indicates that the control class had a lower mean score. The significance value (2-tailed Sig.) was 0.000, which is less than 0.05, indicating that the difference is statistically significant. These results indicate that the flipped learning approach used in the experimental class had a significant positive effect on students' post-test performance compared to the traditional teaching method in the control class.

4.1.9 N-Gain Test Result

This section presents the results of the N-Gain Test, which is used to measure the effectiveness of learning by comparing students' pre-test and post-test scores.

The analysis categorizes students' learning gains into low, medium, and high, providing insight into how well the instructional approach impacted student performance in both the control and experimental classes. The results of the N-Gain test related to vocabulary mastery of control class students are presented in the following table:

Table 19 results of the N-Gain test related to vocabulary ability of control class

Control Class			
No.	**Name**	**N-Gain Score**	**Category**
1.	ASZ	0,1	Low
2.	ARA	0,4	Medium
3.	AH	0	Low
4.	AAA	-0,2	Low
5.	AAZ	0,3	Low
6.	APP	0,2	Low
7.	CAW	0	Low
8.	DJA	-1	Low
9.	DAQN	0,1	Low
10.	DPB	0	Low
11.	DM	-0,3	Low
12.	ENF	0	Low
13.	EMR	-0,1	Low
14.	EQRK	0,4	Medium
15.	EWP	0	Low
16.	FAHP	0,2	Low

17.	FIK	-0,3	Low
18.	JFCC	0,3	Low
19.	MPF	0,2	Low
20.	MFS	0	Low
21.	MANM	0	Low
22.	MFA	-0,3	Low
23.	MZE	0,5	Medium
24.	MMAA	0,4	Medium
25.	NAR	0	Low
26.	RMAF	0	Low
27.	RSA	0,7	High
28.	RBA	0,3	Low
29.	SDA	0	Low
30.	SNA	-0,1	Low
31.	TRD	-0,3	Low
32.	YA	0	Low

The N-Gain results for the control class indicate that most students experienced little to no improvement in their scores. Out of 32 students, 24 students (75%) fall into the low category, showing minimal learning progress. Only 4 students (12.5%) achieved a medium level of improvement (ARA, EQRK, MZE, MMAA), and just 1 student (3.1%)—RSA—reached the high category with an N-Gain score of 0.7. Several students even showed negative N-Gain values, meaning their post-test scores were lower than their pre-test scores. Overall, the data suggests

that the traditional teaching method used in the control class had limited effectiveness in significantly increasing vocabulary achievement for most students. The results of the N-Gain test related to vocabulary mastery of experimental class students are presented in the following table:

Table 20 results of the N-Gain test related to listening ability of experimental class

Experimental Class			
No.	**Name**	**N-Gain Score**	**Category**
1.	AKP	0,8	High
2.	ANA	0,8	High
3.	ANM	0,5	Medium
4.	ANC	0,4	Medium
5.	ASA	0,4	Medium
6.	ANH	0,8	High
7.	ANA	0,5	Medium
8.	ANAR	0,5	Medium
9.	AZDM	0,6	Medium
10.	NO	0,4	Medium
11.	CAA	0,6	Medium
12.	FSZA	0,4	Medium

13.	FAU	0,6	Medium
14.	JAAP	0,5	Medium
15.	JIH	0,5	Medium
16.	KAA	0,7	High
17.	KAR	0,6	Medium
18.	MPY	0,4	Medium
19.	MNY	0,5	Medium
20.	MKN	0,5	Medium
21.	MNDF	0,6	Medium
22.	MN	1	High
23.	NGP	0,3	Low
24.	NNA	0,8	High
25.	NF	0,4	Medium
26.	VWN	0,4	Medium
27.	VDA	1	High
28.	ZRAH	0,5	Medium

The N-Gain results for the experimental class show a clear pattern of substantial improvement in student performance after the implementation of the flipped learning approach. Out of 28 students, 7 students (25%) achieved a high category score (AKP, ANA, ANH, KAA, MN, NNA, VDA), with MN and VDA reaching the maximum N-Gain score of 1.00. The majority—20 students (71.4%)—fell into the medium category, indicating consistent and meaningful progress. Only 1 student (3.6%), NGP, was in the low category. Compared to the control class, these results show that almost all students in the experimental class experienced

noticeable improvement, with many reaching high levels of learning gain. This suggests that the flipped learning approach was highly effective in enhancing vocabulary mastery for most students.

4.2 Discussion

The findings of this study indicate that the flipped learning approach had a significant positive impact on students' vocabulary achievement compared to traditional teaching methods. The experimental class implementing flipped learning experienced a substantial increase in mean scores, from 51.61 on the pre-test to 77.50 on the post-test. In contrast, the control class, which relied on a conventional, teacher-centered approach, saw only a slight increase from 50.47 on the pre-test to 55.16 on the post-test. This result is consistent with the core concept of flipped learning, as pioneered by Bergmann and Sams (2019), which emphasizes that transferring direct instruction outside the classroom allows class time to be utilized for interactive, student-centered learning. This model supports greater engagement and active knowledge application, which are crucial for vocabulary retention. The minimal increase in the control group illustrates the limitations of traditional methods, which often position students as passive receivers of information .

The significant effectiveness of the flipped learning model in this study can be deeply explained by the theoretical frameworks presented in Chapter II. A key framework is Schmitt's (1997, 2000) taxonomy of Vocabulary Learning Strategies (VLS), which classifies strategies into two main phases: Discovery Strategies and Consolidation Strategies. The flipped learning design implemented in this research inherently separated and strengthened both phases:

- The Pre-Class Phase (Discovery): At home, students engaged with the provided

materials (PPT). This phase relied on Discovery Strategies. Students had to independently use determination strategies—such as analyzing contextual clues or using a dictionary—to understand the new vocabulary's meaning and form. This process fosters learner autonomy and self-regulation, key principles of the flipped model, allowing students to learn at their own pace.

- The In-Class Phase (Consolidation): Class time was repurposed for Consolidation Strategies , primarily social strategies (group activities like Pictionary and Charades) and cognitive strategies (using the words in group discussions). This is a direct application of constructivist principles , shifting the learning process from passive reception to active knowledge construction through experience and interaction.

The N-Gain analysis further emphasized the differences between the two approaches. In the control class, the majority of students were in the low category, with only one reaching the high category, while some even experienced negative gains, indicating a decline in performance. On the other hand, the experimental class showed a predominance of the medium and high categories, with some students achieving the maximum possible gains. These findings align with Vygotsky's (1978) sociocultural theory, which emphasizes the role of social interaction and scaffolding in learning. In the flipped classroom, peer collaboration.

This structure directly supports other key theories outlined in Chapter II. The highly collaborative in-class phase is a practical application of Vygotsky's (1978) sociocultural theory . The group activities and teacher facilitation provided essential social interaction and scaffolding. This allowed students to co-construct meaning and operate effectively within their Zone of Proximal Development (ZPD),

achieving a deeper level of vocabulary mastery than they could have alone.

Furthermore, this pedagogical sequence aligns perfectly with Nation's (2001) principles for vocabulary acquisition. The flipped model facilitated all three crucial processes:

- Noticing: The pre-class materials (PPT) facilitated "noticing" the new vocabulary.
- Remembering: The in-class activities (Pictionary, Charades) required students to "recall" and "remember" these words.
- Creative Use: The group discussions on movie posters demanded "creative use," allowing students to integrate the new vocabulary into authentic language production.

The N-Gain analysis further emphasized the stark difference between the two approaches. In the experimental class, the vast majority of students (96.4%) were in the medium or high gain categories, with 25% achieving high gains and two students reaching the maximum possible gain . This indicates consistent and substantial improvement. Conversely, 75% of the control class remained in the low gain category, with some even experiencing negative gains. This suggests the traditional method was ineffective for the majority of learners.

This study's findings also reinforce the previous research . The results are in line with Kırmızı & Kömeç (2019), who found that the flipped classroom model significantly outperformed traditional methods for both receptive and productive vocabulary mastery . The findings also support the work of Dewi et al. (2021) regarding the positive implementation of the model in Indonesian junior high schools . As identified in the literature review , this study fills a specific gap:

while Permata et al. (2024) integrated gamification, this research demonstrates the pure effectiveness of the core flipped learning model itself as a powerful pedagogical strategy for vocabulary mastery at the junior high school level.

The statistical analysis results support this conclusion. The Shapiro-Wilk test confirmed that all data groups were normally distributed , and Levene's test confirmed the homogeneity of variance . This validated the use of the paired-sample t-test, which revealed a highly significant difference ($p < 0.05$) between the post-test scores of the two groups, confirming that the superior performance of the experimental group was statistically significant and attributable to the flipped learning intervention.

Instrument reliability and validity testing also ensured the trustworthiness of the results. Item analysis of the pre-test and post-test instruments showed them to be effective . Furthermore, Cronbach's Alpha coefficients for both the pre-test (0.870) and post-test (0.795) indicated "very high" and "high" internal consistency, respectively, confirming that the instruments reliably measured the students' vocabulary knowledge.

From a pedagogical perspective, these findings strongly align with constructivist principles (Piaget, 1970), which state that learners construct knowledge more effectively when actively engaged in building meaning through experience . The flipped learning model provided this opportunity. The improvements also reflect the motivational benefits of the approach. By giving students control over their pre-class learning, the model inherently fosters learner autonomy , and the collaborative in-class activities build relatedness and competence, leading to increased engagement and motivation.

In conclusion, the findings confirm that flipped learning significantly enhances vocabulary achievement. By strategically combining pre-class preparation (Discovery) with active classroom practice and collaboration (Consolidation), this approach provides a more effective framework than traditional teacher-centered methods. The results, supported by statistical evidence, reliable instruments, and a strong theoretical foundation from the literature, affirm flipped learning as a valuable model for fostering active engagement, deeper processing, and meaningful communication in EFL vocabulary classes.

CHAPTER V

CONCLUSION

This chapter presents the overall conclusions drawn from the findings and discussions in the previous chapters. It also provides practical suggestions addressed to students, teachers, and future researchers regarding the implementation of flipped learning in improving vocabulary mastery.

5.1 Conclusion

Based on the research findings and discussion, it can be concluded that the flipped learning method is significantly effective in enhancing English vocabulary mastery among junior high school students compared to conventional teaching methods. The findings revealed a substantial difference in post-test results, where the experimental class achieved a mean score of 77.50, notably higher than the control class's mean score of 55.16.

The analysis in the discussion chapter explains why this method is effective. The effectiveness of flipped learning lies in its pedagogical structure which aligns perfectly with the core principles of Vocabulary Learning Strategies (VLS) as proposed by Schmitt (1997, 2000). The model successfully separates the two crucial phases of vocabulary acquisition:

- The pre-class phase (at home) functions as the Discovery Strategy phase, allowing students to independently encounter and process new vocabulary at their own pace.
- The in-class phase is repurposed as a dynamic Consolidation Strategy phase, where students actively practice, recall, and apply the vocabulary through

social and cognitive activities (such as Pictionary, Charades, and group discussions).

This combination, which leverages both independent discovery and social consolidation, fosters deeper processing, better retention, and more meaningful use of vocabulary than the passive reception of conventional instruction. Therefore, it is concluded that flipped learning serves as a highly effective and innovative pedagogical approach for optimizing vocabulary instruction at the junior high school level.

5.2 Suggestions

Based on the results and conclusions of this study, the following suggestions are proposed:

5.2.1 For Students

Students are encouraged to take an active role in preparing for lessons by reviewing vocabulary materials before class. Consistent engagement with pre-class videos, readings, or exercises will maximize their readiness for interactive classroom activities. Students should also collaborate with peers during in-class tasks to reinforce vocabulary use and develop confidence in applying new words in speaking and writing.

5.2.2 For Teachers

English teachers are recommended to adopt the flipped learning approach in vocabulary instruction by designing clear and engaging pre-class materials, such as instructional videos or digital worksheets. In-class activities should be interactive and practice-oriented, allowing students to apply vocabulary in real communication contexts. Teachers should also provide timely feedback and scaffolding to guide

students who face difficulties, while encouraging high achievers to deepen their vocabulary use through enrichment tasks.

5.2.3 For Future Researchers

Future studies may investigate the long-term effects of flipped learning on different aspects of English language learning, such as grammar, reading comprehension, or writing skills. Researchers could also explore the integration of flipped learning with other digital learning tools, such as interactive quizzes, mobile applications, or gamified platforms, to enhance student motivation. Additionally, comparative studies across different educational levels and contexts may provide broader insights into the adaptability and effectiveness of flipped learning in improving vocabulary mastery.

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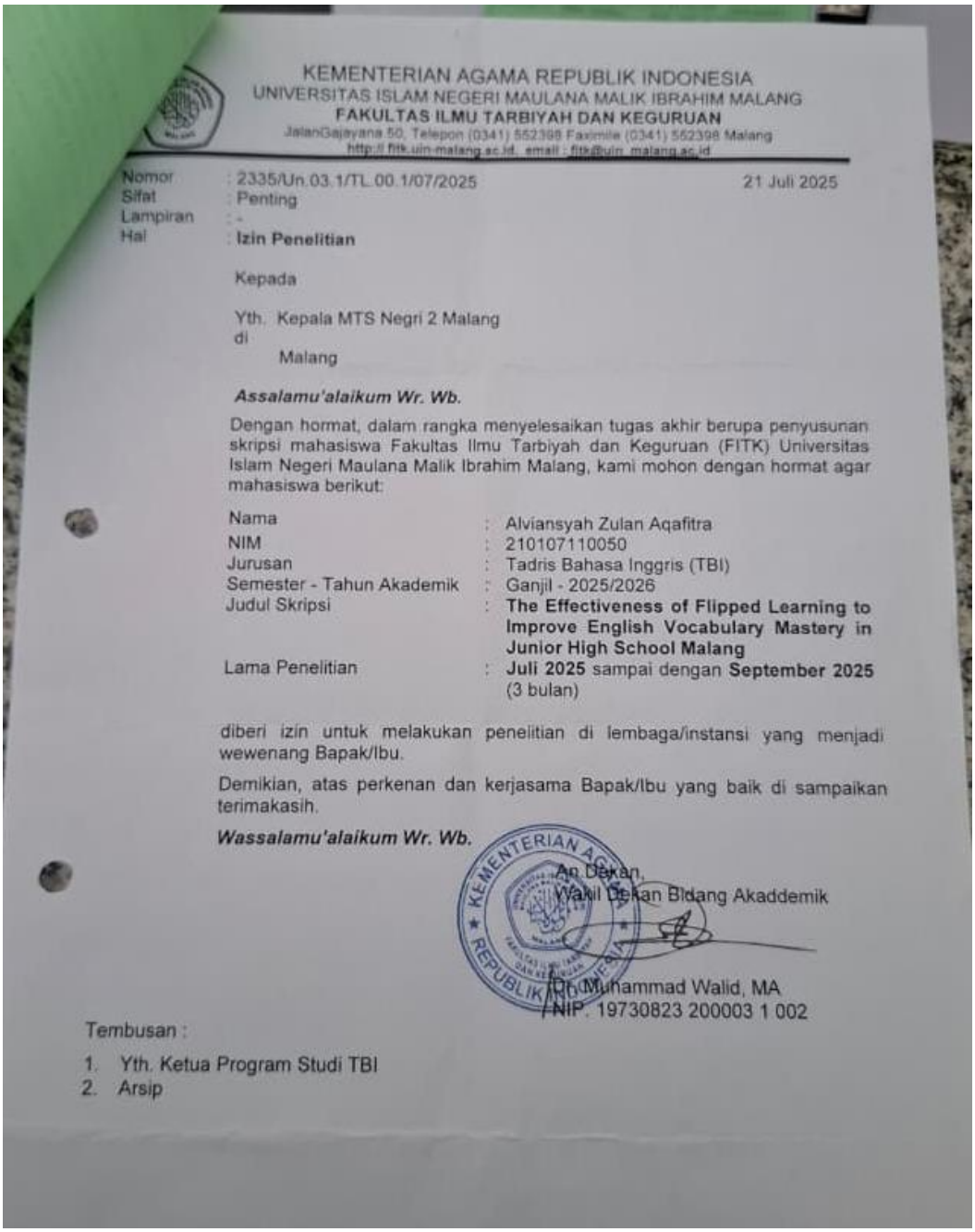
APPENDICES

Appendix I Research Letter.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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http://fitk.uin-malang.ac.id, email : fitk@uin-malang.ac.id

Nomor : 2335/Un.03.1/TL.00.1/07/2025 21 Juli 2025
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada

Yth. Kepala MTS Negri 2 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	:	Alviansyah Zulan Aqafitra
NIM	:	210107110050
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Ganjil - 2025/2026
Judul Skripsi	:	**The Effectiveness of Flipped Learning to Improve English Vocabulary Mastery in Junior High School Malang**
Lama Penelitian	:	**Juli 2025** sampai dengan **September 2025** (3 bulan)

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

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

Wassalamu'alaikum Wr. Wb.

An Dekan,
Wakil Dekan Bidang Akaddemik

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

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix II Validation Letter.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-2050/Un.03/FITK/PP.00.9/08/2025 12 Agustus 2025
Lampiran : -
Perihal : Permohonan Menjadi Validator

Kepada Yth.
Farid Munfaati, M.Pd
di –
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Alviansyah Zulan Aqafitra
NIM	:	210107110050
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	The Effectiveness Of Flipped Learning To Improve English Vocabulary Mastery At Junior Highschool Malang
Dosen Pembimbing	:	Dian Arsitades Wiranegara ,M.Pd

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

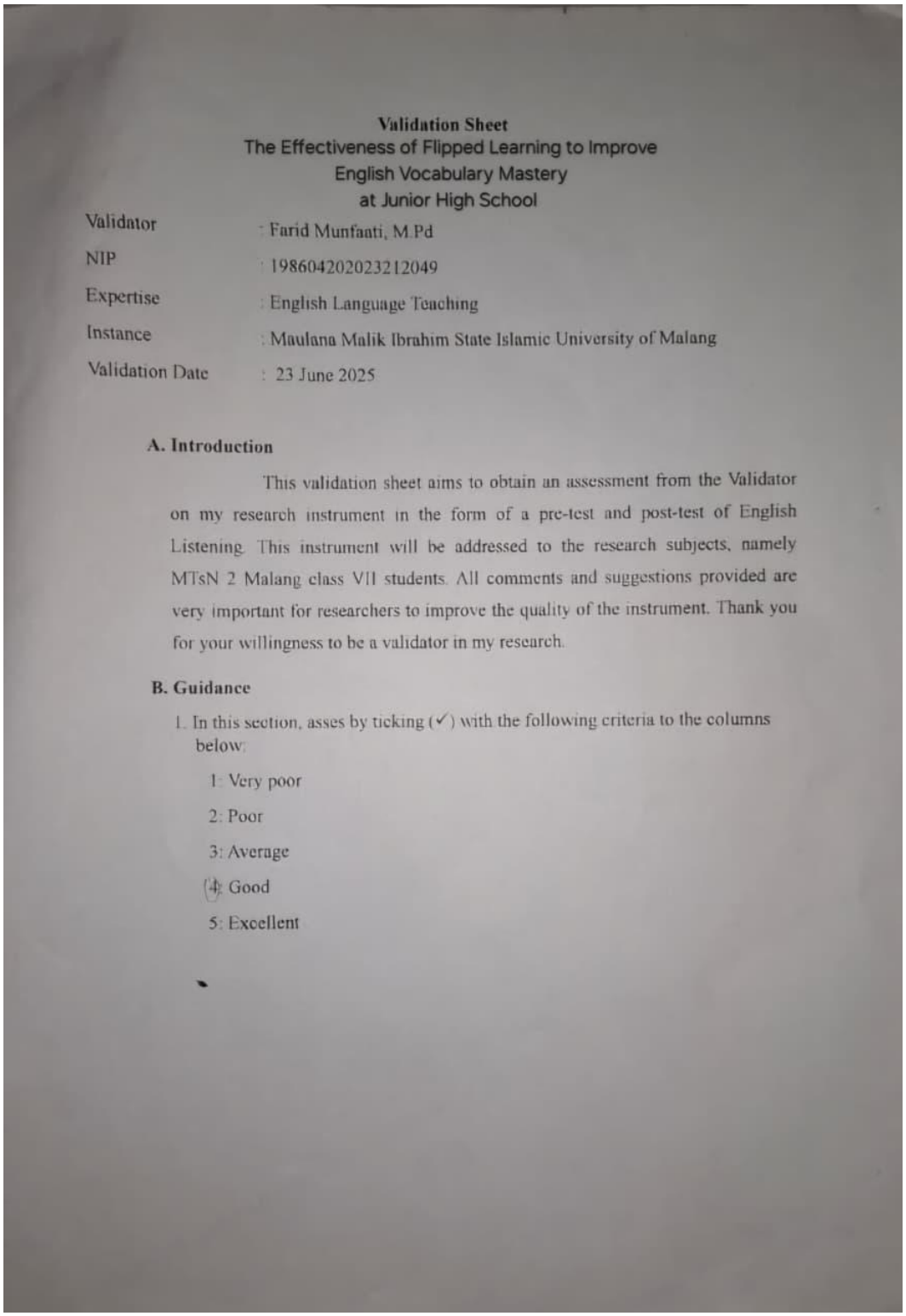
Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

an. Dekan
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Appendix III Instrument Validation Letter.



Validation Sheet

The Effectiveness of Flipped Learning to Improve English Vocabulary Mastery at Junior High School

Validator	: Farid Munfaati, M.Pd
NIP	: 198604202023212049
Expertise	: English Language Teaching
Instance	: Maulana Malik Ibrahim State Islamic University of Malang
Validation Date	: 23 June 2025

A. Introduction

This validation sheet aims to obtain an assessment from the Validator on my research instrument in the form of a pre-test and post-test of English Listening. This instrument will be addressed to the research subjects, namely MTsN 2 Malang class VII students. All comments and suggestions provided are very important for researchers to improve the quality of the instrument. Thank you for your willingness to be a validator in my research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns below:
   1: Very poor
   2: Poor
   3: Average
   4: Good
   5: Excellent

2. Please give comments and suggestion in the columns below:

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	**Suitability of Instrument with basic competencies** **Basic Competience** At the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions, and viewpoints with teachers, peers, and others in a variety of familiar formal and informal contexts. Through repetition and substitution of vocabulary, students understand the main ideas and relevant details from discussions or presentations on a range of familiar topics in the context of school and home life. They engage in discussions, for example by expressing opinions, making comparisons, and stating preferences. They explain and clarify their answers using simple sentence structures and verbs.				✔	
2.	**Instrument Indicator** Clarity of question items contained in the research instrument					✔
3.	Clarity of instrument on each question items contained in the research instrument				✔	
4.	The research instrument is relevant with the relevant with the research objectives					✔
5.	The research instrument can help the researcher find out student's abilities in writing skills.					✔
6.	The research instrument is easy to understand					✔
7.	Each question has one correct or most correct answer					✔
8.	The research using proper grammar					✔
9.	The choice of answers to the research instrument is appropriate and logical in terms of material					✔
10.	The subject matter must be formulated clearly and unequivocally					✔

D. Suggestion

.....
.....
.....
.....
.....
.....
.....

E. Conclusion

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

Please cross out (abcd) 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 alight revision.
3. The instrument can be used with many revisions.
4. The instrument can be used.

Malang, December 17, 2024

Validator

Farid Munfaati, M.Pd.
198604202023212049

Appendix IV Learning Module.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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MODUL AJAR BAHASA INGGRIS KELAS 8/FASE D
ASKING AND GIVING OPINION

A.	Komponen Informasi Umum	
	Komponen	Deskripsi
1.	**Informasi Umum Perangkat Ajar**	
	Nama Penyusun	Alviansyah Zulan Aqafitra
	Nama Institusi	MTs Negeri 2 Malang
	Tahun Pelajaran	2025 – 2026
	Jenjang Sekolah	Madrasah Tsanawiyah
	Fase/Kelas	D/8 (8A)
	Semester	1
	Alokasi Waktu	2 JP X 40 menit
2.	**Kompetensi Awal**	
	Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat	1. Peserta didik sudah mengenal kosakata dasar dan ungkapan sederhana dalam bahasa Inggris untuk menyatakan dan menanggapi pendapat dalam percakapan sehari-hari.
3.	**Profil Pelajar Pancasila**	
	Profil Pelajar Pancasila yang berkaitan	1. Mandiri 2. Kreatif
4.	**Sarana dan Prasarana**	
	Fasilitas	1. Papan tulis 2. Buku LKS 3. Proyektor LCD
	Lingkungan Belajar	1. Kelas 2. Lingkungan peserta didik

5.	**Target Peserta Didik**	Siswa regular, Siswa dengan kesulitan belajar, Siswa dengan pencapaian tinggi.
6.	**Model Pembelajaran**	Contextual learning
B.	**Komponen Inti**	

Capaian Pembelajaran

Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks.
Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

1.	**Tujuan Pembelajaran**	
	Pemahaman konseptual dan penalaran Keterampilan	**Peserta didik mampu memahami dan menggunakan ungkapan dasar asking and giving opinion untuk menyatakan serta menanggapi pendapat dalam percakapan sederhana.**
2.	**Pemahaman Bermakna**	
	Manfaat yang diperoleh peserta didik setelah pembelajaran	Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

3.	**Pertanyaan Pemantik**	
	(Berisi pertanyaan untuk menstimulasi peserta didik dapat memahami konsep yang akan dipelajari pada pembelajaran)	Please mention verb about Asking and Giving Opinion
4.	**Persiapan Pembelajaran**	
	Langkah-langkah	**Pertemuan1** 1. Guru mengecek kehadiran siswa. 2. Guru memberikan pertanyaan pemantik kepada siswa. 3. melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar) 4. Menyampaiakan topik dan agenda pembelajaran. **Pertemuan2** 1. Guru mengecek kehadiran siswa. 2. Guru memberikan pertanyaan pemantik kepada siswa 3. Mengulas materi pembelajaran sebelumnya 4. Menyampaiakan topik dan agenda pembelajaran. **Pertemuan3** 1. Guru mengecek kehadiran siswa 2. Guru memberikan pertanyaan pemantik kepada siswa 3. Mengulas materi pembelajaran sebelumnya 4. Menyampaiakan topik dan agenda pembelajaran. **Pertemuan4** 1. Guru mengecek kehadiran siswa 2. Guru memberikan pertanyaan pemantik kepada siswa 3. Mengulas materi pembelajaran sebelumnya 4. Menyampaiakan topik dan agenda pembelajaran. **Pertemuan5** 1. Guru mengecek kehadiran siswa 2. Guru memberikan pertanyaan pemantik kepada siswa 3. Mengulas materi pembelajaran sebelumnya 4. Menyampaiakan topik dan agenda pembelajaran.
5.	**Kegiatan Pembelajaran**	

	Pertemuan 1	**A. Pendahuluan (5 menit)** 1. Mengucapkan salam. 2. Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar). 3. Guru mengajak peserta didik pemanasan (warming up) untuk memecah ketegangan. 4. Memberikan Pertanyaan Pemantik terkait materi. 5. Menyampaikan topik dan agenda pembelajaran. **B. Kegiatan Inti (30 menit)** 1. Guru menginstruksikan untuk mengerjakan Pre test yang diberikan dalam bentuk lembar soal **C. Penutup (5 menit)** 1. Guru merangkum pembelajaran hari ini dan menegaskan. 2. Guru memberikan motivasi dan memberikan ppt untuk dipelajari pada materi selanjutnya https://www.canva.com/design/DAGu9ffTNrw/Z5DmLfOI52Vy917ubM2H3g/edit 3. Guru menutup pembelajaran dengan doa dan salam.
	Pertemuan 2	**A. Pendahuluan (10 menit)** 1. Mengucapkan Salam 2. Mempersiapkan siswa untuk melaksanakan pembelajaran. 3. Guru mengajak peserta didik pemanasan (warming up) untuk memecah ketegangan. 4. Guru memberikan pertanyaan pemantik kepada siswa. Ada beberapa pertanyaan pemantik yang dilakukan setelah berdoa dan beberapa lagi setelah mengecek kehadiran siswa. **B. Kegiatan Inti (60 menit)** 1. Guru mengulas Kembali materi yang telah dipelajari, 2. Guru mengajak berinteraksi siswa di kelas tentang materi yang telah diberikan untuk dipelajari kemarin 3. Guru memberikan setiap siswa kesempatan untuk menjelaskan apa yang mereka dapatkan saat mempelajari materi yang diberikan 4. Guru memberikan instruksi kepada siswa untuk menjelaskan kegiatan sehari harinya seperti yang ada pada materi sebelumnya. **C. Penutup (10 menit)** 1. Guru merangkum pembelajaran dan memberi penguatan. 2. Guru memotivasi siswa agar tetap semangat untuk balajar **3.** Guru menutup pembelajaran dengan doa dan salam.

	Pertemuan 3	**A. Pendahuluan (10 menit)** 1. Mengucapkan Salam 2. Mempersiapkan siswa untuk melaksanakan pembelajaran. 3. Guru mengajak peserta didik pemanasan (warming up) untuk 4. memecah ketegangan. 4. Guru memberikan pertanyaan pemantik kepada siswa. Ada beberapa pertanyaan pemantik yang dilakukan setelah berdoa dan beberapa lagi setelah mengecek kehadiran siswa. **B. Kegiatan Inti (60 menit)** 1. Guru mengulas Kembali materi yang telah dipelajari 2. Guru menginstruksikan siswa untuk membagi beberapa kelompok - Pos 1 (Pictionary): Satu siswa menggambar kata sifat, yang lain menebak. - Pos 2 (Charades): Satu siswa memperagakan kata sifat, yang lain menebak. **C. Penutup (10 menit)** 1. Guru merangkum pembelajaran dan memberi penguatan. 2. Guru memotivasi siswa agar tetap semangat untuk balajar. 3. Guru menutup pembelajaran dengan doa dan salam.
	Pertemuan 4	**A. Pendahuluan (10 menit)** 1. Mengucapkan Salam 2. Mempersiapkan siswa untuk melaksanakan pembelajaran. 3. Guru mengajak peserta didik pemanasan (warming up) untuk memecah ketegangan. 4. Guru memberikan pertanyaan pemantik kepada siswa. Ada beberapa pertanyaan pemantik yang dilakukan setelah berdoa dan beberapa lagi setelah mengecek kehadiran siswa. **B. Kegiatan Inti (60 menit)** 1. Guru menampilakan beberapa slide film : https://www.canva.com/design/DAGxQ9WHG7g/3peMoMHmIMIcTbLwo1GYJQ/edit?utm_content=DAGxQ9WHG7g&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton 2. Guru membagi siswa dalam kelompok kecil, siswa berdiskusi dan menulis 2-3 kalimat opini tentang setiap film, menggunakan frasa dan kosakata yang sudah dipelajari. 3. Contoh: "(Melihat poster "Superman") In our opinion, this movie looks very good and a little bit colorful. We think the main actor is spectacular." 4. Guru memberikan isntruksi untuk setiap kelompok membagikan hasil diskusinya.

		C. Penutup (10 menit) 1. Guru merangkum pembelajaran dan memberi penguatan. 2. Guru memotivasi siswa agar tetap semangat untuk balajar 3. Guru menutup pembelajaran dengan doa dan salam.
	Pertemuan 5	**A. Pendahuluan (5 menit)** 1. Mengucapkan Salam 2. Mempersiapkan siswa untuk melaksanakan pembelajaran. 3. Guru mengajak peserta didik pemanasan (warming up) untuk memecah ketegangan. 4. Guru memberikan pertanyaan pemantik kepada siswa. Ada beberapa pertanyaan pemantik yang dilakukan setelah berdoa dan beberapa lagi setelah mengecek kehadiran siswa. **B. Kegiatan Inti (30 menit)** 1. Guru mereview dan tanya jawab terakhir untuk semua materi. 2. Pelaksanaan Post-test **C. Penutup (5 menit)** 1. Guru merangkum pembelajaran dan memberi penguatan. 2. Guru memotivasi siswa agar tetap semangat untuk balajar 3. Guru menutup pembelajaran dengan doa dan salam.
6.	**Asesmen**	
	Asesemen Diagnostik (Terlampir)	Asesmen nonkognitif: Pertanyaan lisan Asesmen kognitif : Lembar soal asesmen kognitif.
	Asesmen Formatif	1. Pengetahuan Bentuk: keaktifan dalam kegiatan pembelajaran didalam kelas. 2. Keterampilan Bentuk: Unjuk Kerja
	Asesmen Sumatif	Tes tertulis
	Bentuk Asesmen	1. Tes lisan 2. Produk 3. Observasi
7.	**Pengayaan dan Remedial**	
	Kegiatan Pembelajaran dalam bentuk pengayaan	Peserta didik dengan pencapaian tinggi diberikan pengayaan berupa kegiatan tambahan menyebutkan kalimat sederhana tentang *Asking and Giving Opinion*

	Kegiatan Remedial	Peserta didik yang menemukan kesulitan dalam memahami konsep dapat diberikan materi tambahan berupa latihan mandiri dengan guru (dilakukan ketika guru melakukan formatif asesmen, dan peserta didik lainnya sedang beraktifitas). 1. Peserta didik diberikan tugas lain yang lebih mudah untuk berlatih di luar jam pelajaran. 2. Peserta didik diberikan waktu khusus sebelum masuk kelas pelajaran untuk berlatih bersama guru.
8.	**Refleksi Peserta Didik dan Guru**	
	Pertanyaan Kunci	1. Apakah kamu suka dengan kegiatan pembelajaran ini? 2. Adakah hal menarik lainnya? 3. Cara belajar yang bagaimana yang paling membantumu dalam mempratekkan pembelajaran? 4. Kesulitan apa saja yang kamu temui dalam belajar *Asking and Giving Opinion* ini? 5. Apakah kamu menemukan kesulitan dalam memahami instruksi/perintah? 6. Bagaimana kamu dapat terus mempraktikkan keterampilan ini?
C.	**Lampiran**	
1.	**Bahan Bacaan Siswa**	1. Buku Siswa. 2. Lks Insan Cendekia
2.	**Bahan Bacaan Guru**	1. Lks Insan Cendekia
2.	**Daftar Pustaka**	1. Lks insan cendekia

Malang, 5 Agustus 2025

Mengetahui,
Kepala Madrasah

Guru Mata Pelajaran

_____
NIP.

_____
NIP.

Appendix V Blueprint Validation Pre-Test and Post-Test

Name :
Class :

Pre Test

Section 1
Choose Your Best Answer !!!

no	soal	A	B	C	D	Kunci	Level Bloom	Kode
1.	**Rina:** What do you think of our new English teacher? **Deni:** _____ she is very friendly and explains the lesson clearly.	I think	I don't know	Are you sure	I am asking	A	Memahami	C2
2.	The following sentences are expressions of asking for an opinion, **except**..	What is your opinion on this matter?	How do you feel about this?	I believe we should go now.	Do you have any thoughts on that?	C	Memahami	C2
3.	**Dina:** Let's study together for the exam tomorrow. **Putra:** _____. I need help with the Math problems.	I don't think that's a good idea.	I totally agree.	Are you sure?	I don't care.	B	Mengaplikasikan	C3
4.	**Situation:** Your friend asks for your opinion about his new shoes. He says, "Look at my new shoes! What do you think?" You like them. What would you say?	I don't like them.	In my opinion, they look amazing!	I am not sure about that.	Do you like them?	B	Mengaplikasikan	C3
5.	**Andi:** I feel that watching movies is more fun than reading books. **Budi:** I don't think so. Reading a book allows me to use my imagination. From the dialogue, we know that Budi _____ with Andi	agrees	disagrees	has no opinion	is asking a question	B	Menganalisa	C4
6.	The phrase "How do you feel about...?" is used to..	give your opinion.	ask for someone's opinion.	state a general fact	agree with someone .	B	Memahami	C2
7.	Which of the following is the best response to show that you **agree** with an opinion ?	I see your point, but..	I'm sorry, I have a different opinion.	That's a great idea!	I don't believe that's true.	C	Memahami	C2
8.	**Teacher:** "Class, for the school anniversary, I think we should decorate our classroom with balloons." **Student:** "_____. Balloons are colorful and will make our class look cheerful."	I disagree with you	I'm not on your side	You are absolutely right, Ma'am.	That's not a good idea.	C	Mengaplikasikan	C3

9.	**Situation:** Your friend thinks a movie is great, but you think it's boring. How do you start your sentence to disagree politely?	That's right, but...	I see your point, but...	I know that..	You are wrong because. ..	B	Mengaplikasikan	C3
10.	**Fahri:** In my opinion, Math is the most difficult subject. **Rian:** _____. For me, English is more difficult.	I agree completely.	don't think so.	That's what I was thinking.	You're right.	B	Mengaplikasikan	C3
11.	Which of the following phrases is NOT used for giving an opinion?	I feel that...	In my view...	I believe...	What is your...?	D	Mengingat	C1
12.	The word **"opinion"** has the closest meaning to..	Fact	View	Question	Problem	B	Mengingat	C1
13.	**Situation:** You and your friends are planning a holiday. One friend suggests going to the beach. You want to ask another friend for his opinion. What do you say?	I think we should go to the mountain.	I agree with going to the beach	Do you agree with me?	Roni, what are your thoughts on that?	D	Mengaplikasikan	C3
14.	**Zahra:** I really love spicy food like 'seblak'. **Budi:** "To be honest, it's not really for me. I think it's too hot." What can we understand from Budi's statement?	He loves spicy food.	He has no opinion on food.	He doesn't really like spicy food.	He wants to eat 'seblak'.	C	Menganalisa	C4
15.	**Dialogue: Sita:** I believe that students should not bring phones to school because it disturbs their focus. **Joko:** I see your point, but I think phones are important for emergencies. What is Joko's main point?	He completely agrees with Sita	. He thinks phones are not important.	He disagrees because phones can be useful.	He wants to disturb other students.	C	Menganalisa	C4

Section 2
Fill The Blank and Answer Correctly !!!

No	Soal	Jawaban	Level Bloom	Kode
1.	**A**: What is your **opinion** about online games? **B**: I _____ they are very addictive.	think / feel / believe	Memahami	C2
2.	If you want to ask for someone's thoughts, you can say, "What do you _____ about this?"	Think	Mengingat	C1
3.	**A**: The concert was fantastic! **B**: I know, right? That's exactly what I was _____.	Thinking	Memahami	C2
4.	A: The new school rule is too strict, in my opinion. B: I _____ with you. It's for our own good.	Disagree	Mengaplikasikan	C3

5.	"I'm sorry, but I don't think so." This sentence is an expression of _____.	disagreeing / disagreement	Memahami	C2
6.	If you feel very confident about your opinion, you can say, "I am _____ that we are on the right track."	Sure / Certain / Convinced	Memahami	C2
7.	A: How do you _____ about the new horror movie? B: I think it's very scary!	Agree	Mengingat	C1
8.	"That's a good point" is a phrase you use when you _____ with someone.	Agree	Memaham	C2
9.	**A**: I think you should join the singing contest. **B**: I'm _____ I can't. I am not confident with my voice.	Afraid / Sorry	Mengaplikasikan	C3
10.	From my point of _____, we should finish our homework before playing.	View	Mengingat	C1
11.	A: What are your _____ on the new library? B: I think it's fantastic!	thoughts	Mengingat	C1
12.	From my point of _____, both teams played very well.	View	Mengingat	C1
13.	If you have the same opinion as your friend, you can say, "I _____ with you 100%."	Agree	Memahami	C2
14.	A: I believe pizza is the best food. B: You're absolutely _____! I love pizza too.	Right	Mengaplikasikan	C3
15.	"I _____ with you" is a simple way to say you have the same opinion.	Agree	Mengingat	C1

Name :
Class :

Post Test

Section 1
Choose Your Best Answer !!!

no	soal	A	B	C	D	Kunci	Level Bloom	Kode
1.	**Ali:** The new school cafeteria is much better than the old one. **Siti:** _____. From my point of view, the food is more delicious and there are more choices.	I don't think so	I couldn't agree more	I'm not sure	What is your opinion?	B	Mengaplikasikan	C3
2.	Which of the following sentences is an expression of **asking** for an opinion?	I believe that teamwork is important.	I feel that the story was boring.	Do you have any ideas for our project?	Personally, I think it's a great movie.	C	Memahami	C2
3.	**A**: "I think the new library is great." **B**: "_____. It's very modern and comfortable."	I doubt it.	I'm on your side.	I disagree.	What is it?	B	Mengaplikasikan	C3
4.	**Situation:** You just watched a movie with your friend. You thought the movie was very boring. Your friend asks, "So, what did you think of the movie?" What is the most appropriate response?	I think it was fantastic!	To be honest, I feel that it was a bit dull.	I totally agree with you.	Let's watch it again.	B	Mengaplikasikan	C3
5.	**Rara:** I think we should cancel the picnic because it's going to rain. **Vino:** That's a good point, but the weather forecast says it will be sunny in the afternoon. What does Vino mean?	He completely agrees with Rara.	He wants to have the picnic in the rain.	He is asking about the weather.	He politely disagrees with Rara's idea.	D	Menganalisa	C4
6.	**What's your take on this?**" Kalimat ini digunakan untuk...	memberi pendapat.	menolak pendapat	meminta pendapat.	menyatakan kebingungan.	C	Memahami	C2
7.	Which of the following is the best response to show that you **disagree** with an opinion?	That's exactly how I feel.	I'm afraid I have a different opinion.	You've got a point there.	I support your idea.	B	Memahami	C2
8.	**Leader:** In my opinion, our group should choose the blue background for the presentation. **You:**_____. I think the white background looks cleaner and more professional.	I am on your side.	I understand your point, but...	That's a wonderful idea.	I agree with you completely.	B	Menganalisa	C4

9.	**Situation:** Your friend says, "This is the worst movie ever." You agree. Respons yang tepat adalah...	"That's not true."	"You can say that again.	"I see your point, but..."	"Are you serious?"	B	Mengaplikasikan	C3
10.	**Edo:** This is the best fried rice I have ever tasted! **Putra:** _____! It's so delicious.	I don't think so	I doubt that.	You are absolutely right.	I am not so sure about that.	C	Mengaplikasikan	C3
11.	The word **"agree"** means you have a _____ opinion with someone.	different	negative	similar	confusing	C	Mengingat	C1
12.	"I suppose..." adalah frasa untuk memulai pendapat yang...	sangat kuat.	sedikit ragu.	sedikit ragu.	meminta persetujuan.	B	Memahami	C2
13.	**Situation:** Your classmate just finished giving a presentation. The teacher wants to know your opinion about it. What would the teacher probably ask?	I think the presentation was good.	What are your views on her performance?	Do you want to give a presentation ?	I disagree with her points.	B	Mengaplikasikan	C3
14.	**Dialogue:** **Zahra:** I believe that using public transportation is better than using private cars. It can reduce traffic jams. **Bagas:** I see what you mean, but for me, using a private car is more comfortable and flexible. What can we conclude from the dialogue?	agas and Zahra have the same opinion.	Bagas prefers public transportation for comfort.	Zahra believes private cars are better	. Bagas has a different point of view from Zahra.	D	Menganalisa	C4
15.	**Dina:** "Any comments on my new hairstyle?" **Fahri:** "_____, it looks fantastic on you."	Personally	I disagree	Are you sure	On the other hand	A	Mengaplikasikan	C3

Section 2
Fill The Blank and Answer Correctly !!!

No	Soal	Jawaban	Level Bloom	Kode
1.	In my _____, students should have more extracurricular activities.	opinion	Mengingat	C1
2.	A: The new homework is so difficult. B: I don't _____ so. I think it's quite easy.	Think	Memahami	C2
3.	A: What do you _____ of my plan? B: I think it's brilliant.	Think	Mengingat	C1
4.	That's a brilliant idea! I totally _____ with your plan.	Agree	Mengaplikasikan	C3
5.	"You're right" is an expression you use to show that you _____ with someone.	Agree / Agreement	Memahami	C2
6.	What is your point of _____ on this issue?	View	Mengingat	C1
7.	I have to _____ with you on that point. Your idea is better.	Agree	Memahami	C2
8.	I see your _____, but have you considered another option?	Point	Memahami	C2
9.	Personally, I _____ that we need a longer break time.	Think / Feel / Believe	Memahami	C2
10.	He asked for my _____, so I told him the truth.	Opinion	Mengingat	C1
11.	**A**: The concert was amazing! **B**: I agree with you _____. It was the best show ever.	Completely / 100% / Fully	Memahami	C2
12.	How do you _____ about the plan to repaint our classroom?	Feel	Mengingat	C1
13.	**A**: This task is impossible. **B**: I don't think _____. We can do it together.	So	Mengaplikasikan	C3
14.	I'm _____ I have to disagree. I think your first idea was better.	Afraid / Sorry	Mengaplikasikan	C3
15.	To be _____, I don't really like the color.	Honest	Memahami	C2

Appendix VI Blueprint Pre-Test and Post-Test Engish Vocabulary.

Name :
Class :

Pre Test

Section 1
Choose Your Best Answer !!!

no	soal	A	B	C	D	Kunci	Level Bloom	Kode
1.	**Rina:** What do you think of our new English teacher? **Deni:** _____ she is very friendly and explains the lesson clearly.	I think	I don't know	Are you sure	I am asking	A	Memahami	C2
2.	The following sentences are expressions of asking for an opinion, **except**...	What is your opinion on this matter?	How do you feel about this?	I believe we should go now.	Do you have any thoughts on that?	C	Memahami	C2
3.	**Situation:** Your friend asks for your opinion about his new shoes. He says, "Look at my new shoes! What do you think?" You like them. What would you say?	I don't like them.	In my opinion, they look amazing!	I am not sure about that.	Do you like them?	B	Mengaplikasikan	C3
4.	**Andi:** I feel that watching movies is more fun than reading books. **Budi:** I don't think so. Reading a book allows me to use my imagination. From the dialogue, we know that Budi _____ with Andi	agrees <	disagrees	has no opinion	is asking a question	B	Menganalisa	C4
5.	Which of the following is the best response to show that you **agree** with an opinion ?	I see your point, but..	I'm sorry, I have a different opinion.	That's a great idea!	I don't believe that's true.	C	Memahami	C2
6.	**Teacher:** "Class, for the school anniversary, I think we should decorate our classroom with balloons." **Student:** "_____. Balloons are colorful and will make our class look cheerful."	I disagree with you	I'm not on your side	You are absolutely right, Ma'am.	That's not a good idea.	C	Mengaplikasikan	C3
7.	**Fahri:** In my opinion, Math is the most difficult subject. **Rian:** _____. For me, English is more difficult.	I agree completely.	don't think so.	That's what I was thinking.	You're right.	B	Mengaplikasikan	C3
8.	The word **"opinion"** has the closest meaning to..	Fact	View	Question	Problem	B	Mengingat	C1
9.	**Situation:** You and your friends are planning a holiday. One friend suggests going to the beach. You want to ask another friend for his opinion. What do you say?	I think we should go to the mountain.	I agree with going to the beach	Do you agree with me?	Roni, what are your thoughts on that?	D	Mengaplikasikan	C3

10	**Dialogue: Sita:** I believe that students should not bring phones to school because it disturbs their focus. **Joko:** I see your point, but I think phones are important for emergencies. What is Joko's main point?	He completely agrees with Sita	. He thinks phones are not important.	He disagrees because phones can be useful.	He wants to disturb other students.	C	Menganalisa	C4

Section 2
Fill The Blank and Answer Correctly !!!

No	Soal	Jawaban	Level Bloom	Kode
1.	A: What is your **opinion** about online games? B: I _____ they are very addictive.	think / feel / believe	Memahami	C2
2.	If you want to ask for someone's thoughts, you can say, "What do you _____ about this?"	Think	Mengingat	C1
3.	A: The new school rule is too strict, in my opinion. B: I _____ with you. It's for our own good.	Disagree	Mengaplikasikan	C3
4.	"I'm sorry, but I don't think so." This sentence is an expression of _____.	disagreeing / disagreement	Memahami	C2
5.	A: How do you _____ about the new horror movie? B: I think it's very scary!	Agree	Mengingat	C1
6.	"That's a good point" is a phrase you use when you _____ with someone.	Agree	Memaham	C2
7.	From my point of _____, we should finish our homework before playing.	View	Mengingat	C1
8.	A: What are your _____ on the new library? B: I think it's fantastic!	thoughts	Mengingat	C1
9.	If you have the same opinion as your friend, you can say, "I _____ with you 100%."	Agree	Memahami	C2
10.	A: I believe pizza is the best food. B: You're absolutely _____! I love pizza too.	Right	Mengaplikasikan	C3

Name :
Class :

Post Test

Section 1
Choose Your Best Answer !!!

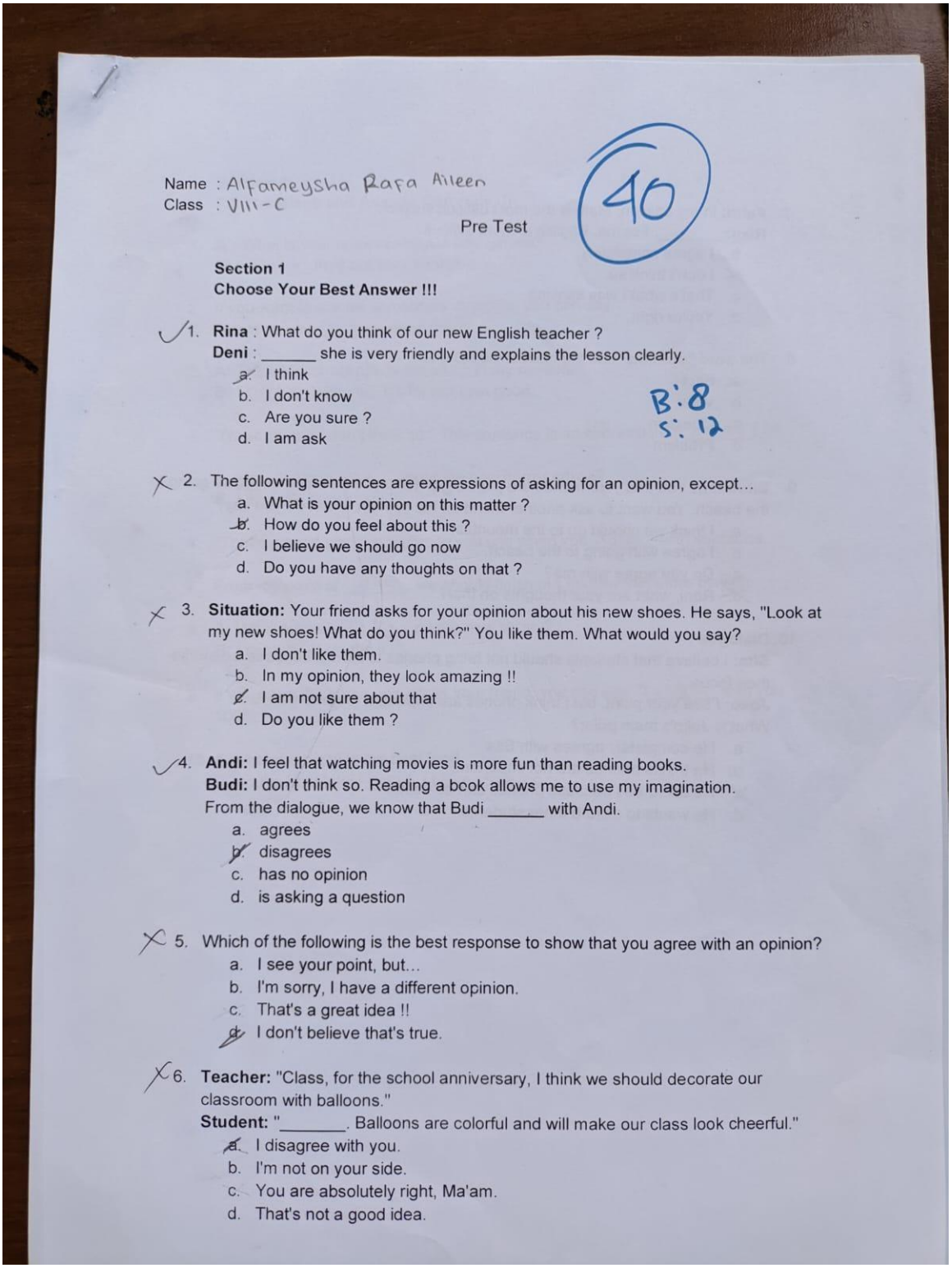
no	soal	A	B	C	D	Kunci	Level Bloom	Kode
1.	**Ali:** The new school cafeteria is much better than the old one. **Siti:** _____. From my point of view, the food is more delicious and there are more choices.	I don't think so	I couldn't agree more	I'm not sure	What is your opinion?	B	Mengaplikasikan	C3
2.	Which of the following sentences is an expression of **asking** for an opinion?	I believe that teamwork is important.	I feel that the story was boring.	Do you have any ideas for our project?	Personally, I think it's a great movie.	C	Memahami	C2
3.	**Situation:** You just watched a movie with your friend. You thought the movie was very boring. Your friend asks, "So, what did you think of the movie?" What is the most appropriate response?	I think it was fantastic!	To be honest, I feel that it was a bit dull.	I totally agree with you.	Let's watch it again.	B	Mengaplikasikan	C3
4.	**Rara:** I think we should cancel the picnic because it's going to rain. **Vino:** That's a good point, but the weather forecast says it will be sunny in the afternoon. What does Vino mean?	He completely agrees with Rara.	He wants to have the picnic in the rain.	He is asking about the weather.	He politely disagrees with Rara's idea.	D	Menganalisa	C4
5.	Which of the following is the best response to show that you **disagree** with an opinion?	That's exactly how I feel.	I'm afraid I have a different opinion.	You've got a point there.	I support your idea.	B	Memahami	C2
6.	**Leader:** In my opinion, our group should choose the blue background for the presentation. **You:**_____. I think the white background looks cleaner and more professional.	I am on your side.	I understand your point, but...	That's a wonderful idea.	I agree with you completely.	B	Menganalisa	C4
7.	**Edo:** This is the best fried rice I have ever tasted! **Putra:** _____! It's so delicious.	I don't think so	I doubt that.	You are absolutely right.	I am not so sure about that.	C	Mengaplikasikan	C3
8.	The word **"agree"** means you have a _____ opinion with someone.	different	negative	similar	confusing	C	Mengingat	C1

9.	**Situation:** Your classmate just finished giving a presentation. The teacher wants to know your opinion about it. What would the teacher probably ask?	I think the presentation was good.	What are your views on her performance?	Do you want to give a presentation ?	I disagree with her points.	B	Mengaplikasikan	C3
10	**Dialogue:** **Zahra:** I believe that using public transportation is better than using private cars. It can reduce traffic jams. **Bagas:** I see what you mean, but for me, using a private car is more comfortable and flexible. What can we conclude from the dialogue?	agas and Zahra have the same opinion.	Bagas prefers public transportation for comfort.	Zahra believes private cars are better	. Bagas has a different point of view from Zahra.	D	Menganalisa	C4

Section 2
Fill The Blank and Answer Correctly !!!

No	Soal	Jawaban	Level Bloom	Kode
1.	In my _____, students should have more extracurricular activities.	opinion	Mengingat	C1
2.	A: The new homework is so difficult. B: I don't _____ so. I think it's quite easy.	Think	Memahami	C2
3.	That's a brilliant idea! I totally _____ with your plan.	Agree	Mengaplikasikan	C3
4.	"You're right" is an expression you use to show that you _____ with someone.	Agree / Agreement	Memahami	C2
5.	What is your point of _____ on this issue?	View	Mengingat	C1
6.	I see your _____, but have you considered another option?	Point	Memahami	C2
7.	Personally, I _____ that we need a longer break time.	Think / Feel / Believe	Memahami	C2
8.	A: The concert was amazing! B: I agree with you _____. It was the best show ever.	Completely / 100% / Fully	Memahami	C2
9.	How do you _____ about the plan to repaint our classroom?	Feel	Mengingat	C1
10.	I'm _____ I have to disagree. I think your first idea was better.	Afraid / Sorry	Mengaplikasikan	C3

Appendix VII Student Control Answer Sheet.



Name : Alfameysha Rafa Aileen
Class : VIII-C

40

Pre Test

Section 1
Choose Your Best Answer !!!

✓ 1. **Rina** : What do you think of our new English teacher ?
Deni : _____ she is very friendly and explains the lesson clearly.
a. I think
b. I don't know
c. Are you sure ?
d. I am ask

B: 8
S: 12

✗ 2. The following sentences are expressions of asking for an opinion, except...
a. What is your opinion on this matter ?
b. How do you feel about this ?
c. I believe we should go now
d. Do you have any thoughts on that ?

✗ 3. **Situation:** Your friend asks for your opinion about his new shoes. He says, "Look at my new shoes! What do you think?" You like them. What would you say?
a. I don't like them.
b. In my opinion, they look amazing !!
c. I am not sure about that
d. Do you like them ?

✓ 4. **Andi:** I feel that watching movies is more fun than reading books.
Budi: I don't think so. Reading a book allows me to use my imagination.
From the dialogue, we know that Budi _____ with Andi.
a. agrees
b. disagrees
c. has no opinion
d. is asking a question

✗ 5. Which of the following is the best response to show that you agree with an opinion?
a. I see your point, but...
b. I'm sorry, I have a different opinion.
c. That's a great idea !!
d. I don't believe that's true.

✗ 6. **Teacher:** "Class, for the school anniversary, I think we should decorate our classroom with balloons."
Student: "_____. Balloons are colorful and will make our class look cheerful."
a. I disagree with you.
b. I'm not on your side.
c. You are absolutely right, Ma'am.
d. That's not a good idea.

Name : Alfameysha Rara Aileen /02
Class : VIII - C

65

Post Test

Section 1
Choose Your Best Answer !!!

B: 13
S: 7

1. **Ali:** The new school cafeteria is much better than the old one.
   Siti: _____. From my point of view, the food is more delicious and there are more choices.
   a. I don't think so
   b. I couldn't agree more
   c. I'm not sure
   d. What is your opinion?

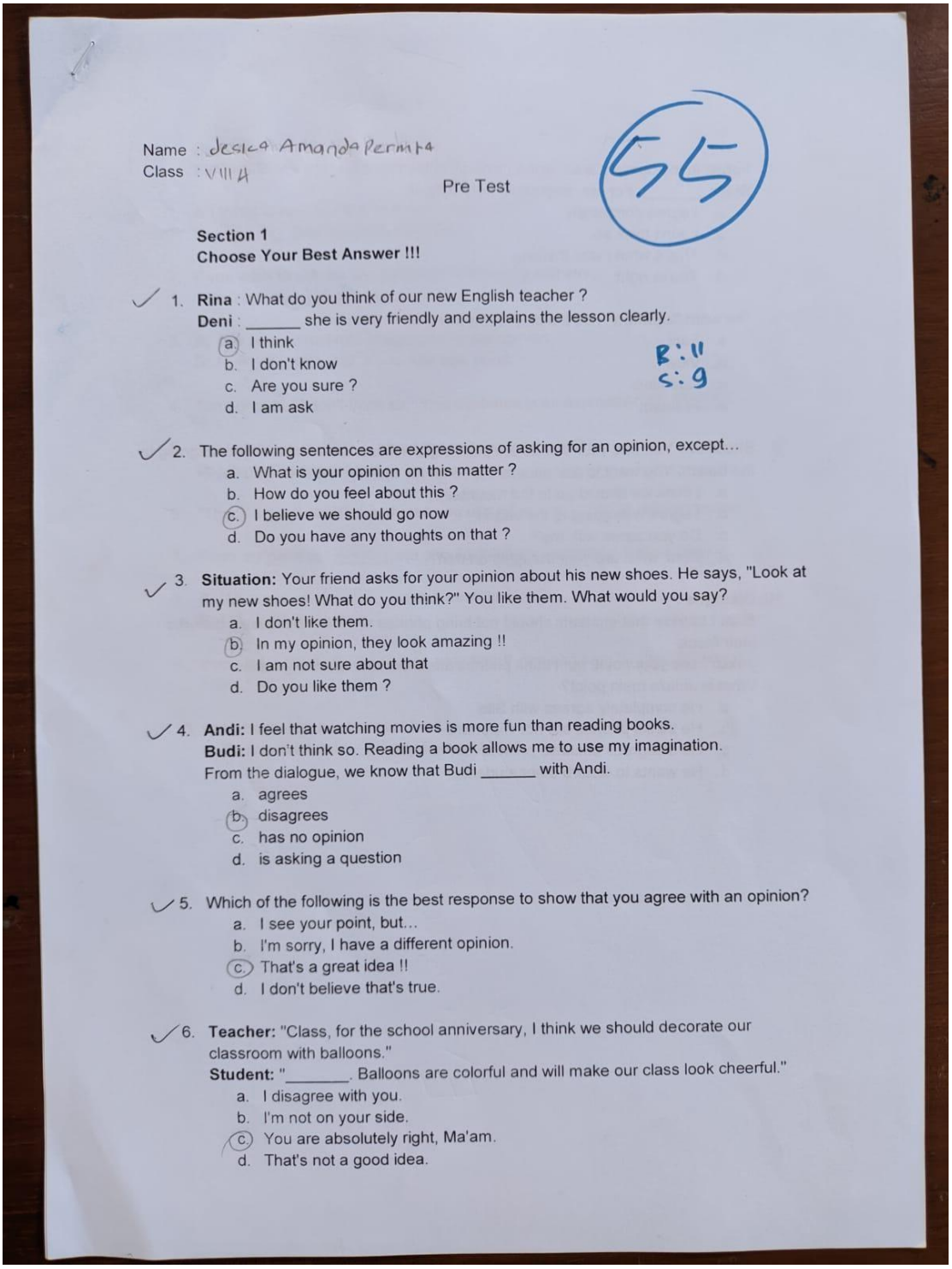
2. Which of the following sentences is an expression of asking for an opinion?
   a. I believe that teamwork is important.
   b. I feel that the story was boring.
   c. Do you have any ideas for our project ?
   d. Personally, I think it's a great movie.

3. **Situation:** You just watched a movie with your friend. You thought the movie was very boring. Your friend asks, "So, what did you think of the movie?"
   What is the most appropriate response?
   a. I think it was fantastic !
   b. To be honest, I feel that it was a bit dull.
   c. I totally agree with you.
   d. Let's watch it again.

4. **Rara:** I think we should cancel the picnic because it's going to rain.
   Vino: That's a good point, but the weather forecast says it will be sunny in the afternoon.
   What does Vino mean?
   a. He completely agrees with Rara.
   b. He wants to have a picnic in the rain.
   c. He is asking about the weather.
   d. He politely disagrees with Rara's idea.

5. Which of the following is the best response to show that you disagree with an opinion?
   a. That's exactly how I feel.
   b. I'm afraid I have a different opinion.
   c. You've got a point there.
   d. I support your idea.

Appendix VIII Student Experimental Answer Sheet.



Name : Jesica Amanda Permata
Class : VIII A

55

Pre Test

Section 1
Choose Your Best Answer !!!

B: 11
S: 9

1. **Rina** : What do you think of our new English teacher ?
   Deni : _____ she is very friendly and explains the lesson clearly.
   a. I think
   b. I don't know
   c. Are you sure ?
   d. I am ask

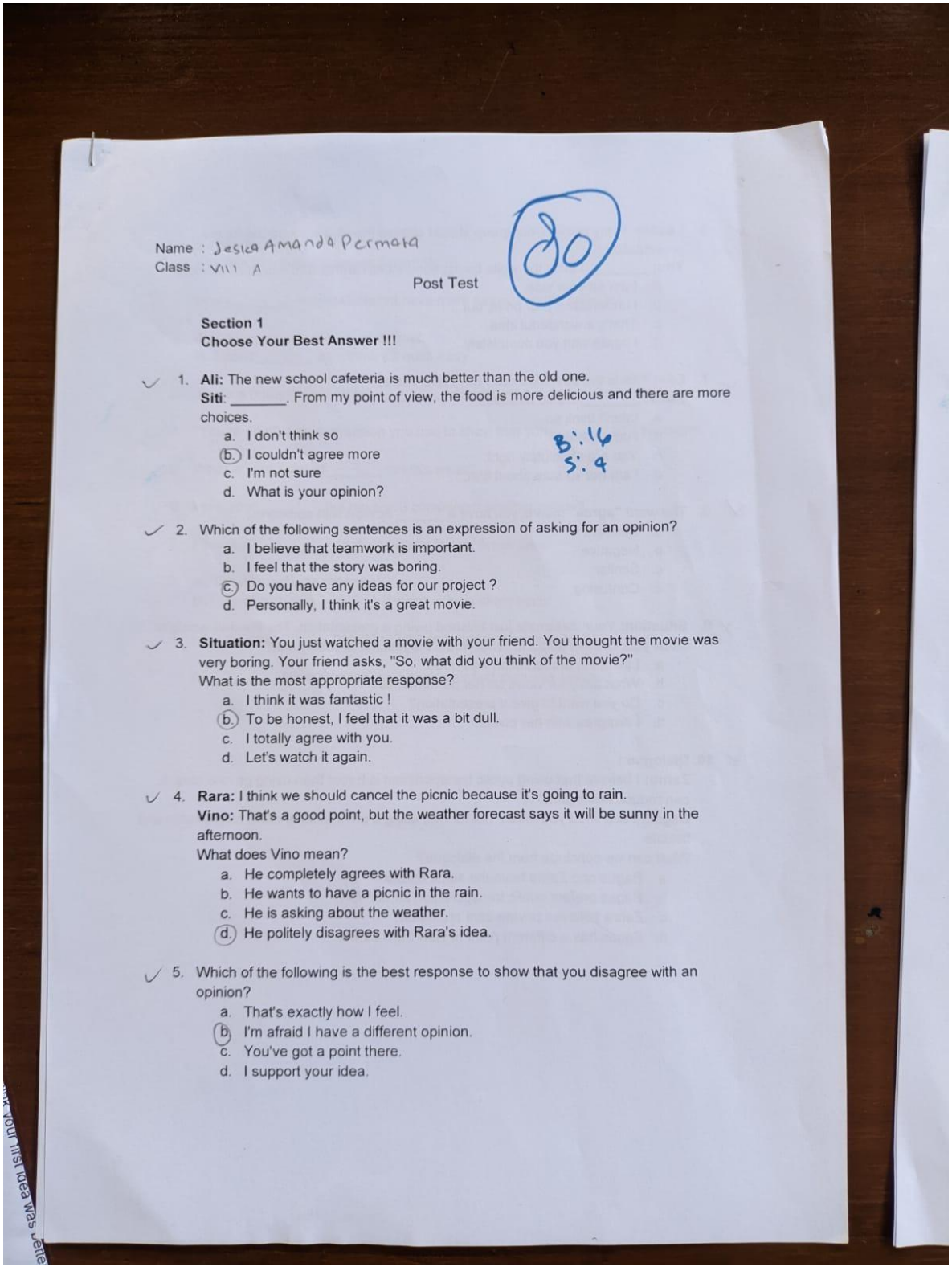
2. The following sentences are expressions of asking for an opinion, except...
   a. What is your opinion on this matter ?
   b. How do you feel about this ?
   c. I believe we should go now
   d. Do you have any thoughts on that ?

3. **Situation:** Your friend asks for your opinion about his new shoes. He says, "Look at my new shoes! What do you think?" You like them. What would you say?
   a. I don't like them.
   b. In my opinion, they look amazing !!
   c. I am not sure about that
   d. Do you like them ?

4. **Andi:** I feel that watching movies is more fun than reading books.
   Budi: I don't think so. Reading a book allows me to use my imagination.
   From the dialogue, we know that Budi _____ with Andi.
   a. agrees
   b. disagrees
   c. has no opinion
   d. is asking a question

5. Which of the following is the best response to show that you agree with an opinion?
   a. I see your point, but...
   b. I'm sorry, I have a different opinion.
   c. That's a great idea !!
   d. I don't believe that's true.

6. **Teacher:** "Class, for the school anniversary, I think we should decorate our classroom with balloons."
   Student: "_____. Balloons are colorful and will make our class look cheerful."
   a. I disagree with you.
   b. I'm not on your side.
   c. You are absolutely right, Ma'am.
   d. That's not a good idea.



Name : Jesica Amanda Permata
Class : VIII A

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Post Test

Section 1
Choose Your Best Answer !!!

1. **Ali:** The new school cafeteria is much better than the old one.
   Siti: _____. From my point of view, the food is more delicious and there are more choices.
   a. I don't think so
   b. I couldn't agree more
   c. I'm not sure
   d. What is your opinion?

   B: 16
   S: 9

2. Whicn of the following sentences is an expression of asking for an opinion?
   a. I believe that teamwork is important.
   b. I feel that the story was boring.
   c. Do you have any ideas for our project ?
   d. Personally, I think it's a great movie.

3. **Situation:** You just watched a movie with your friend. You thought the movie was very boring. Your friend asks, "So, what did you think of the movie?"
   What is the most appropriate response?
   a. I think it was fantastic !
   b. To be honest, I feel that it was a bit dull.
   c. I totally agree with you.
   d. Let's watch it again.

4. **Rara:** I think we should cancel the picnic because it's going to rain.
   Vino: That's a good point, but the weather forecast says it will be sunny in the afternoon.
   What does Vino mean?
   a. He completely agrees with Rara.
   b. He wants to have a picnic in the rain.
   c. He is asking about the weather.
   d. He politely disagrees with Rara's idea.

5. Which of the following is the best response to show that you disagree with an opinion?
   a. That's exactly how I feel.
   b. I'm afraid I have a different opinion.
   c. You've got a point there.
   d. I support your idea.

Appendix IX Research Completion Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG
MADRASAH TSANAWIYAH NEGERI 2 MALANG
Jl. Kenongosari No. 16 Turen Kabupaten Malang
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Email : mtsn2malang@gmail.com, Website: Mtsn2malang.sch.id

22 September 2025

SURAT KETERANGAN PENELITIAN

NOMOR : B- 1022/Mts.13.35.02/ PP.00.5/9/2025

Yang bertanda tangan dibawah ini :

Nama	: Drs. AHMAD ALI, M.M.
NIP	: 197002041997031003
Pangkat / Golongan	: Pembina Tk.I (IV / b)
Jabatan	: Plt. Kepala MTs Negeri 2 Malang

Menerangkan bahwa:

Nama	: Alviansyah Zulan Agafitra
NIM	: 210107110050
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Ganjil – 2025/2026
Asal Instansi	: Universitas Islam Malang

Telah melakukan Penelitian di MTs Negeri 2 Malang pada bulan Juli sampai dengan September 2025, dengan Judul Skripsi **" The Effectivenes of Flipped Learning to Improve English Vovabulary Mastery in Junior High School Malang di MTsN 2 Malang".**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Plt. Kepala

AHMAD ALI

Appendix X Documentation

Appendix XI Curriculum Vitae

CURICULUM VITAE

Nama Lengkap	: Alviansyah Zulan Aqafitra Tempat,
Tanggal Lahır	: Kediri, 15th Desember 2002 Jenis
Kelamın	: Laki-laki
Agama	: Islam
Fakultas, Jurusan	: FITK, Tadrıs Bahasa Inggris
Perguruan Tinggi	: UIN Maulana Malik Ibrahim Malang
Alamat Rumah	: Jl. Penanggungan, LK.V Rt.060 Rw.017, Kel.Pare, Kec.Pare, Kab.Kediri, Jawa Timur
No. HP/Telepon	082210970664
Alamat E-mail	: alviansyahzulan@gmail.com
Nama Wali	: Zulianto
Riwayat Pendidikan	:

1. Sekolah TK ABA 1 Pare 2008 - 2009
2. MI Muhammadiyah 1 Pare 2009 - 2015
3. MTsN Model 1 Pare 2015 - 2018
4. MAN 2 Kota Kediri 2018 - 2021
5. UIN Maulana Malik Ibrahim Malang 2021-sekarang