

FLIPPED CLASSROOM: A STRATEGY FOR STUDENTS' ENGAGEMENT AND IMPROVING DIGITAL LITERACY IN ENGLISH LEARNING

THESIS

Submitted in Partial Fulfillment of the Requirements for
Obtaining The Degree of Bachelor of English Education
Department



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THESIS PROJECT STATEMENT

THESIS PROJECT STATEMENT

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ABSTRACT

Title :FLIP CLASSROOM: A STRATEGY FOR
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DIGITAL LITERACY AMONG JUNIOR HIGH
SCHOOL

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The current development in English language education involves a flipped learning approach, allowing students to participate in their own education and enhancing their learning experience. This research aims to explore and analyze the effect of the implementation of the flipped classroom learning model on the level of student engagement in the learning process at MTsN 2 Kota Semarang, as well as knowing the improvement of students' digital literacy after the implementation of the flipped classroom learning model. The type of research used in this study is a quasi-experiment. The research design used in this research is pretest posttest control group design. The sampling technique used in this research was purposive sampling with a sample of class VIII A students as the experimental class and students of class VIII B as the control class. The instrument used in this study were pretest - posttest questionnaire student engagement and digital literacy observation sheet student observation sheet, interviews and documentation. The hypothesis testing using Ancova. Based on the research results, it shows that there is a difference in student engagement in the application of the flipped classroom learning model as seen from the significance value of 0.000. significance value is 0.000. The significance value of $0.000 < 0.05$ thus H_a is accepted. This shows that the flipped classroom learning model has an effect on self confidence in students. Then, there is a difference in improving digital literacy on the application of the Flipped Classroom learning model which is seen from the the significance

value is 0.000. The significance value of $0.000 < 0.05$, thus H_a is accepted. This shows that Flipped classroom learning model affects student engagement and improving digital literacy.

Keywords: *Digital Literacy, Flip Classroom, Students' Engagement*

MOTTO

لَا يَكْلِفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۚ لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ ۗ رَبَّنَا لَا تُؤَاخِذْنَا
إِنْ نَسِينَا أَوْ أَخْطَأْنَا ۚ رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا إصْرًا كَمَا حَمَلْتَهُ عَلَى الَّذِينَ مِنْ قَبْلِنَا
رَبَّنَا وَلَا تُحْمِلُنَا مَا لَا طَاقَةَ لَنَا بِهِ ۗ وَاعْفُ عَنَّا ۗ وَارْحَمْنَا ۚ أَنْتَ ۙ
مَوْلَانَا فَانصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ

"Allah does not charge a soul except [with that within] its capacity. It will have [the consequence of] what [good] it has gained, and it will bear [the consequence of] what [evil] it has earned. "Our Lord, do not impose blame upon us if we have forgotten or erred. Our Lord, and lay not upon us a burden like that which You laid upon those before us. Our Lord, and burden us not with that which we have no ability to bear. And pardon us; and forgive us; and have mercy upon us. You are our protector, so give us victory over the disbelieving people."

(QS. Al-Baqarah 2: Ayat 286)

DEDICATION

Firstly, the researcher expresses gratitude and thanks to Allah SWT for the grace and mercy that allowed this thesis to be completed. This thesis is specifically dedicated to my parents, Sahal and Suwartini, as well as the English Education Department at Walisongo State Islamic University in Semarang.

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With all sincerities of the writer’s deepest heart, he realized that if there were no supports and motivations from people around him, he could not complete this thesis perfectly. Therefore, he would like to express his gratitude and his appreciations to:

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Finally, the researcher realizes that this thesis is far from being perfect. Therefore the researcher will happily accept constructive criticism in order to make it better. the researcher hopes that this thesis would be beneficial to everyone. Aamiin.

Semarang, 22 Juni 2025

The researcher,

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CHAPTER I

INTRODUCTION

This chapter describes the background of the research which explains the reasons why the researcher conducted this research. Then the formulation of the research problem is formulated as well as the objectives of this research. This is followed by the importance of research that informs the benefits of research. And the last part of this chapter presents the significance of the research.

A. Background of the Research

In the era of globalization, all human civilizations are adjusting to increasingly advanced and sophisticated technology. Technology is not only used in the fields of communication, business, politics, security, and health but also in the field of education. Therefore, education must utilize technology by adjusting and updating techniques, teaching methods, and others using technological sophistication. Teachers and students at schools and universities now have a plethora of realistic pedagogical possibilities and significant educational affordances because of the growing popularity and broad use of computers in education (Dashtestani & Hojatpanah, 2022). So, teachers in

teaching must also follow the development of technology and must have good strategies to help students get the best results.

The use of technology has enabled English as a Foreign Language (EFL) classrooms to change from teacher-centered to communicative and student-centered. This innovative learner-centered paradigm eliminates the need for wasted instructor talk time by providing pre-class assignments to deepen or extend in-class learning. The shift that has taken place in higher education institutions around the world in recent years emphasizes the need for a wider application of student-centered teaching methodologies. Recent developments in higher education have brought attention to innovative and learner-centered teaching strategies. English is still taught as a subject in traditional classrooms, but the needs of students have changed in recent years, prompting educators to adapt. However, due to teaching philosophies and limited resources, some teachers are still reluctant to use technological tools for language learning and teaching, even though there are advantages in doing so. In the beginning, teacher-centered methods have been considered “standard practice in Indonesian educational institutions (Almendo PASARIBU, 2021). Therefore, the latest development in English education is the flipped classroom teaching approach, which encourages students to fully participate in their education. In order for students to fully benefit from the work done in the classroom, Abeysekera and

Dawson proposed a set of pedagogical approaches that move information transmission teaching outside the classroom, utilize class time for active and social learning, and mandate pre-and or social learning activities to be completed after class (Abeysekera & Dawson, 2015). This research is very important, considering that student engagement and digital literacy are two interrelated and crucial aspects of 21st century education.

In the digital era along with the rapid advancement of information technology, education has new problems in providing an effective and interesting learning environment to students. In Indonesia, especially at MTsN 2 Kota Semarang, the learning process is frequently dominated by traditional techniques that are passive, with students receiving more knowledge rather than actively engaging in the learning process. The result is the capacity to impede the development of digital literacy skills, which are indispensable in the contemporary era, and to reduce student enthusiasm and engagement. This situation necessitates the development of innovative learning approaches that can boost student engagement and facilitate mastering of digital literacy. The flipped classroom concept is becoming increasingly popular in various educational institutions. This concept alters the traditional approach of presenting material, in which students learn independently outside of the classroom using videos or digital resources, and in-class time allows for discussion, collaboration,

and practical application of the material that has been taught. When teachers adopt a flipped classroom paradigm by planning group collaborative activities and discussions, students have been seen to be engaged, motivated, and satisfied with their education (Nur et al., n.d.).

The indicators of the problem at MTsN 2 Kota Semarang revealed that many students felt disengaged from the learning process. Previous study has shown students who are actively engaged in learning do better academically and have stronger digital literacy skills. According to Enfield (2013), improving student learning is a critical issue that must be managed carefully because it has a substantial impact on students' academic achievement (Zhong, 2024). According to Hamdan et al. (2013) discovered that using a flipped classroom can boost student excitement and involvement (Afzali & Izadpanah, 2021). However, there are still challenges in adopting this paradigm properly in MTsN 2 Kota Semarang, necessitating additional research to better understand the dynamics that occur.

Several studies on teaching strategies, especially flipped classrooms, are linked to student participation in the classroom; however, no research has combined and examined student participation with digital literacy. Researchers therefore identified a research gap to investigate the impact of flipped classrooms on

digital literacy and student engagement in more detail. Some of the factors that contribute to low student engagement and digital literacy at MTsN 2 Kota Semarang include access to technology, teacher training in creative learning approaches, and students' traditional learning patterns. These ideas must be examined further in order to identify relevant strategies for improving the quality of learning in schools. According to Hung et al. (2022), the traditional teaching paradigm enables teachers to assess students' learning progress in real time and alter course materials accordingly. Reverse teaching is the process of moving learning exercises from one school to another so that students can assess their own learning progress. Teachers are unable to properly explain the process of teaching pupils in the classroom because the primary goal is to assess students' learning outcomes via activities. Several studies suggest that there is currently little research on enhancing the effectiveness of teaching programs in flipped schools, particularly in classroom-based learning contexts. Classroom has some studies on how pupils learn (Chen & Feng, 2024). According to Rodliyah (2018), collaboration with technology is critical in the educational process in schools, and it is associated with the birth of new literature as a result of the 21st century learning problems that are currently occurring. In the modern world, having these skills is advantageous since Indonesia would suffer greatly from a lack of instruction in digital media literacy, claims Floren Agnesia (2021)

(Sinaga et al., 2021a). Understanding the underlying causes of these issues is expected to lead to the development of more effective techniques for increasing student involvement. In English language teaching, flipped classroom has drastically changed the paradigm of homework to classroom, and most recently, flipped classroom can help students overcome some challenges in learning, especially in terms of time, money and materials (Cabi, 2018). According to the relevant literature on flipped education in secondary schools, using flipped classes enhances learning results dramatically. Controlled and experimental research approaches have proven the benefits of teaching in flipped classes. In one study, 70 of the 127 students examined chose flipped classroom education, while the remaining students followed the traditional lecture approach. The study found that just 60% of students who used the traditional method failed the final exam, but 81% of students who utilized the flipped classroom tactic failed. Furthermore, only 32% of students in traditional classrooms achieved superb grades, compared to 58% of students in flipped classrooms. Flipped teaching increased the number of high-achieving students while also increasing the percentage of students who passed the course (Chen & Feng, 2024). According to Nouri (2016), the flipped classroom teaching model has been recommended to reduce the constraints of the in-school education model (Yulian, 2021). In particular, this strategy provides a

supportive environment to help students gain stronger foundational knowledge before starting school. In addition to offering theoretical contributions in educational research, especially in the context of flipped classroom implementation, the study's findings are anticipated to have practical consequences for the advancement of teaching methodologies at MTsN 2 Kota Semarang.

Based on the above reasons, the researcher believe that this research can be useful for students and teachers. Therefore, the author conducted a study entitled “Flip Classroom: A Strategy for Student Engagement and Digital Literacy Among MTsN 2 Kota Semarang”, This study aims to explore and analyze the effect of the implementation of the Flipped Classroom learning model on the level of student engagement in the learning process at MTsN 2 Kota Semarang, as well as knowing the improvement of students' digital literacy after the implementation of the Flipped Classroom learning model.

B. Problem Identification

Based on the background of the problems described above, the problem identification is as follows:

1. Lack of variety in learning models, resulting in a monotonous learning process due to the use of traditional methods (conventional).
2. Low student engagement in the classroom.

3. Lack of digital literacy skills.
4. Less efficient and flexible use of time

C. Problem Limitation

Based on the problem identification that has been described above, the problem restrictions in this study, namely as follows:

1. This research applies the Flipped Classroom.
2. This research is conducted to measure students' engagement in learning English.
3. This research was conducted to measure digital literacy skills in English language learning.
4. This research was conducted on English subject.
5. This study did not measure the effect of flipped classroom learning model on student engagement and digital literacy skills simultaneously.

D. Research Questions

The following research questions guide this study:

1. How does the effect of using flipped classroom learning to students' engagement in the learning process at MTsN 2 Kota Semarang?
2. How does the effect of using flipped classroom to digital literacy in the learning model at MTsN 2 Kota Semarang?

E. Research Objectives

According to the research questions, the objectives of the research can be stated as follow:

1. To analyze the effect of flipped classroom learning model to students' engagement in the learning process.
2. To explain the effect of the flipped classroom learning model to digital literacy in learning process.

F. Significance of the Study

1. Theoretically
 - a. Provide a description of English learning strategies to increase student engagement and digital literacy using the flipped classroom model MTsN 2 Kota Semarang.
 - b. Provide a useful overview for future researchers who want to study this topic, hopefully this research will be a source of information and a useful reference.
2. Practically
 - a. For English teachers

Researchers hope that it can help teachers in the teaching and learning process, especially in teaching English to create active, creative, effective, innovative, and fun for students in the

classroom. Thus, students will get better achievement.

b. For students

Researchers hope to have an impact on student involvement in the classroom and digital literacy habits that can increase reading interest and academic achievement of students.

c. For the researcher

For researchers doing this research will add this research will enrich experience and knowledge in the process of teaching and learning English actively and fun, especially using one of the methods, namely the flipped classroom.

d. For the next researcher

The researcher hopes that this research this research can be used as a reference source related to the application of flipped classroom for future researchers for further development related to the learning model.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed about previous research, literature review, and conceptual framework.

A. Previous Research

There are some research that discuss about teacher's strategies in using the flipped classroom. In this paper, the researcher takes review of related previous research from other sources as comparison of this research. Those are:

1. This research was conducted by Ayçiçek, B., Yanpar Yelken, T. (2021) entitled The effect of flipped classroom model applications on high school students' classroom engagement and classroom life perceptions in teaching English. International Online Journal of Education and Teaching (IOJET), 8(4). 2523-2539.

The study provides a comprehensive overview of the flipped classroom model (FCM) and its effects on student engagement and perceptions in various educational contexts, particularly in English language teaching. It highlights significant improvements in students' cognitive and affective engagement, as well as their perceptions of the classroom environment and

teacher relationships, following the implementation of FCM. The instruments used in the study are the "Classroom Life Perception Scale" and the "Classroom Engagement Inventory." The Classroom Life Perception Scale was used to determine the classroom life perception levels of students towards the English lesson, while the Classroom Engagement Inventory was used to determine the classroom engagement levels of students in the control and experimental groups. The study utilized reliable data collection instruments and demonstrated that while FCM positively influences students' learning experiences, it did not significantly affect their perceptions of peer interactions. Recommendations for promoting FCM and suggestions for future research are also included. The participants in the study consist of ninth grade students attending a high school in Turkey. A total of 45 students participated, with the experimental group consisting of 25 students and the control group consisting of 20 students. The research gap identified in the article is the need for more flipped classroom studies focusing on English course implementations and the evaluation of high school students' perceptions. This indicates a lack of existing

research in these specific areas, suggesting opportunities for future studies.

The similarity of the above research is that it has the same sample, which is senior high school and the application of inverted classes, but the previous research took samples at senior high schools in Turkey and this research in Indonesia, exactly at MTsN 2 Kota Semarang the difference between this research and my research is that it has different variables and characteristics.

2. The research was conducted by Aksoy B., Tulgar Ayesgul, T. (2023) entitled The Effects of Flipped Classroom on EFL Students' Autonomy and Motivation.

The study to investigates a comprehensive of the Flipped Classroom Model (FCM) in English as a Foreign Language (EFL) education, focusing on its impact on learner autonomy and motivation among students. The study reveals significant improvements in motivation and autonomy for students engaged in FCM compared to traditional teaching methods, highlighting both positive outcomes such as enhanced language skills and increased confidence, as well as challenges like excessive homework and technological

issues. Recommendations for effective implementation of FCM are also discussed, emphasizing the need for familiarization, technological training, and ongoing support for students. The research gaps identified in the study include:

- a. Limited Sample Size and Demographics: The study was limited to data from only 50 adult learners with an A2 level of English proficiency, which restricts the generalizability of the findings to other grades and levels of language students.
- b. Short Duration of Intervention: The intervention lasted only 8 weeks, suggesting that longer-term effects of the Flipped Classroom Model (FCM) on motivation and autonomy were not explored.
- c. Context of Implementation: The FCM was integrated into online lessons due to mandatory distance education, and the study does not address how the model might perform in face-to-face courses.
- d. Technological Limitations: The study highlights issues related to internet connectivity and access to technology, which may have impacted the

effectiveness of the FCM but were not thoroughly investigated.

- e. Focus on Specific Language Skills: The research does not address the development of speaking, listening, and writing skills in depth, as previous studies indicated a tendency to prioritize grammar and vocabulary instruction.

The gaps suggest areas for further research to better understand the effectiveness and applicability of the FCM in diverse educational contexts. The similarity of this research is that it compares the traditional learning model with the best class. The difference is that this research uses an inverted class in online learning while my research uses face-to-face learning.

- 3. The research was conducted by Violita V., Budiraharjo M., (2023) entitled Enhancing Students' Engagement And Active Learning Through Flipped Classroom In Literature Class.

The study compiles references and a brief author biography related to the flipped classroom model in education, highlighting various studies that examine its impact on student engagement, learning outcomes,

and instructional technology integration. The research specifically investigates the effectiveness of the flipped classroom model in enhancing student engagement and active learning in an Introduction to Educational English Literature class during the COVID-19 pandemic. The participants of this research were twenty-three students who had already taken Program of Sanata Dharma University. Findings indicate significant improvements in behavioral, emotional, cognitive, and agentic engagement among students, suggesting that the flipped classroom fosters a more interactive and effective learning environment.

The similarity of this research is to explore the effectiveness of using flipped classroom for student engagement. The difference is that this study use participants at the university level and only examines student engagement, while my research use senior high school student participants with student engagement and digital literacy variables.

4. The research was conducted by A research was conducted by Jusmawati, Jafar M., Salija K., (2023) entitled Digital Literacy based Instruction in Teaching English in EFL Classroom.

This study aims to explore the role of digital literacy in English as a Foreign Language (EFL) education, highlighting the importance of digital literacy in accessing materials and improving language skills. The instruments used in the research include direct observation and interviews. The observation process allows researchers to understand facts directly from the real world, while interviews involve direct contact between respondents and the researcher, who presents questions and records responses. The participants in the research are two English teachers who are civil servants, certified teachers with at least five years of teaching experience, and hold at least a master's degree. They are around 35 years old. Additionally, 23 students, consisting of 15 females and 8 males, from the sixth semester of the Tarbiyah faculty at IAIN Bone (State Institute Islamic Studies) Bone, were observed during the research. Interviews with two teachers revealed positive perceptions of digital literacy, categorized into three levels of perception. Classroom observations and feedback from students indicated effective integration of digital tools, with students reporting improved performance and engagement.

This study conducted in an Indonesian EFL classroom outlines a three- step process for implementing digital literacy and emphasizes the need for digital literacy in modern education to prepare students for a technology-driven world. The similarities of this research use digital literacy in EFL classes, but the difference is that my research uses digital literacy in EFL classes using the best class model.

5. The research was conducted F. Ariani, M. Kustati, Reflianto, N. Yanti & J. I. Wandu, (2024) entitle The effect of Flipped Digital Classroom and student engagement on English writing skills.

The study examines the impact of the Flipped Digital Classroom (FDC) method on students' English writing skills, focusing on the role of student engagement. The research instrument used in the study was the Student Engagement in Schools Questionnaire (SESQ), which is a 23-item survey using a 5-point Likert scale to assess student engagement in English language studies. The participants were second-semester students enrolled in the Economic Faculty at Universitas Sumatera Barat Pariaman, taking English business subjects. A total of 105 students were initially

selected through purposive random sampling, but only 99 students completed the study. The experimental class consisted of 48 students, while the control class had 51 students. This study finds that the FDC method, which incorporates digital tools like Google Classroom and Zoom, significantly enhances writing proficiency compared to traditional teaching methods. High levels of student engagement are linked to better writing outcomes, and the interaction between the FDC method and engagement levels further boosts writing skills. The research, conducted with Indonesian students, highlights the effectiveness of the FDC approach in improving both engagement and writing abilities, suggesting its potential for broader application in educational settings. The research has some limitations, including the significant amount of time required to observe the behavior of digital-based students' writing skills using cooperative learning methods and the time-consuming nature of closely supervising the experimental group. Additionally, the research is limited to a small group of students who are committed and willing to participate actively from start to finish. The similarity of this study is that it uses a flipped classroom for student engagement and

technology use, then uses a control and experimental classroom for comparison. The difference between this research and my research is that it also focuses on reading skills or digital literacy and this research focuses on writing skills.

B. Literature Review

1. Flipped Classroom

1) Definition of Flipped Classroom

There are many definition of reading as proposed by the experts. According to Bergmann and Sams (2011) Flipped Classroom is a teaching approach where instruction that is typically conducted in a classroom is moved outside of it, while tasks that are typically completed in a home are completed in a classroom. According to Toto and Nguyen (2009), students in flipped classroom learning engage in problem-solving, collaborative, and interactive activities, as well as consolidating methods (Cabi, 2018). Furthermore, according to Berrett (2012) in the Chronicle of Higher Education, the term "flipping" implies a reversal of typical lecture expectations. In other words, the traditional lecture's information delivery component is removed from class time

through the use of computer technology and the Internet (e.g., video-recorded lectures available online or on CD/DVD), and in its place is a series of interactive exercises designed to promote active learning (Lecture & Berrett, 2012). This is compatible with Baker's (2000) 'classroom flip' and Lage, Platt, and Treglia's (2000) "flipped classroom." This strategy is mainly based on "flipping" or "reversing" the activities that take place inside and outside of the classroom. Instead of stressing improving student engagement, autonomy, or centering, it focuses on moving work around in time and space (Abeysekera & Dawson, 2015). According to Gasmi and Thomas (2017). The flipped classroom is a cutting-edge teaching approach in which students complete assignments and other materials before to class so that more time can be spent in class on projects, conversations, and other vital interactions (Zhong, 2024). Lakmal (2014) defines the flipped classroom as a collection of pedagogical strategies that: (1) shift the majority of instruction and information delivery outside of the classroom; (2) use class time for social and active learning activities; and (3) require students to complete assignments before and/or after class in

order to fully benefit from in-class work (Abeysekera & Dawson, 2015).

In the Flipped Classroom approach, students are given extensive guidance on understanding the subject matter. The student can access the learning materials in whatever way they choose. Students have the opportunity to view videos and other learning resources about topics that are difficult to understand in detail. When students are in classroom, they are expected to discuss or share ideas that they have already learned from classroom instruction at home. The teacher will explain the material in class if the students are still struggling to understand it from the instructional video that was provided. Flipped classroom implementation gives students a lot of time to understand the material and can encourage critical thinking. This aligns with the independent curriculum (Kurikulum Merdeka), which encourages students to be more active in the learning process. One of the most important aspects of the shift from a teacher-centered to a student-centered paradigm is the flipped classroom, where teachers encourage students to learn outside of formal school hours, while during formal school hours, students actively and extensively

interact with teachers and subjects through collaborative work activities such as brainstorming, group projects, peer review, and other activities as appropriate. Flipped classrooms introduce the concept of problem solving in the classroom, which is related to several instructional strategies known as “active learning”, “student-centered learning”, “problem-based learning”, and “projecting”.

2) Advantages of Flipped Classroom

Enhanced Student Engagement: By replacing passive learning with interesting and interactive activities, class time is devoted to student enthusiasm and involvement (Bergmann & Sams A, 2011). Personalized learning accommodates a variety of learning demands and styles by allowing students to study at their own pace and go over content again as necessary. Better Learning Outcomes: Research shows that the Flipped Classroom Model can improve students' academic performance, higher-order thinking skills, and knowledge retention. Previous research has demonstrated that the use of flipped classrooms in language learning, particularly in computer-assisted language learning (CALL), can be beneficial. Flipped

classrooms help students better understand language technologies and how to utilize them in the classroom, leading to improved learning outcomes. Additionally, this approach aids in the development of problem-solving and critical thinking skills, while also promoting independence in English language learners. Flipped classrooms align with constructivism, student-center teaching, and personalized learning, which are all advantageous for both teachers and students. In comparison to traditional teaching methods, the role of students in flipped classrooms has undergone a significant shift, resulting in improved learning outcomes, reduced cognitive load, increased motivation, engagement, accuracy, attitudes, and learning satisfaction, as well as enhanced self-efficacy in higher education (Dashtestani & Hojatpanah, 2022b). According to Tohei (2018) proposes using a flipped classroom for English Communication II to fulfill three key goals: assisting students of all ability levels, encouraging ownership of their education, and assisting time-pressed students in learning. The flipped classroom style enables students to complete class assignments ahead of time, allowing them to concentrate on studying subject and receiving timely

feedback. This method also helps students establish unique concepts and patterns in their tasks, reducing class absenteeism owing to teaching licensing (Tohei, 2017).

Buthaynah Alsaedi (2024) claims that there are various benefits to employing the flipped classroom model in language training. The first option, individualized learning experiences, allows children to revisit the curriculum and use learning resources at their own pace. This makes it easier to understand and remember linguistic concepts by supporting different learning methods. Flipped classrooms also encourage student participation in class activities(Alsaedi, 2024). Pre-class assignments can give basic knowledge, allowing class time to be spent on interactive discussions, collaborative projects, and language exercises to create a more dynamic and engaged learning environment. Third, flipped classes usually result in improved teacher-student connections. Traditional lectures can be delivered outside of the classroom, allowing the instructor to devote more face-to-face time to meeting individual students' requirements, providing individualized feedback, and directing language acquisition in a more personalized

manner. Furthermore, this model promotes the development of critical thinking abilities because students are required to participate in cooperative activities while analyzing, evaluating, and implementing language usage ideas in real circumstances. According to Bauer-Ramazani, Graney, Marshall, and Sabieh (2016) The flipped learning paradigm allows students to study on their own time and at their own speed while also participating in interactive and cooperative learning activities with the teacher. All rights are reserved. classmates in the classroom and during class periods. With these features, the flipped classroom has an advantage over the traditional classroom because it frees up teachers' time, allowing teachers to devote their energy to assessment and feedback and working individually with students; students are also empowered to take responsibility for their learning outside of the classroom (Zou & Zhang, 2021).

According to Barrett et al. (2015), the advantages of the Flipped Classroom learning model for students, include the following:

- 1) Students have plenty of time to understand the material being taught.

- 2) Students can understand the material with conditions and explanations suitable for learning.
- 3) Students can re-watch videos, even if the lesson content is not clear.
- 4) Students can pay close attention to the teacher when they receive help in understanding the material or in solving problems.
- 5) Students participate in interactive interactions with other students in the class.
- 6) Students can develop inspiring creative ideas.
- 7) Students get long and reciprocal insights.
- 8) Students can do dynamic and interesting learning.

Buthaynah Alsaedi (2024) claims that there are various hurdles to applying this paradigm in an EFL setting. Access to technology presents a substantial barrier in this regard. Students must be able to access pre-class materials on appropriate devices and with a reliable internet connection. The flipped approach assumes that every student has access to learning resources outside of the classroom, which is not necessarily true in situations with limited technological resources. This can result in discrepancies in students' preparation, making the flipped method less effective (Alsaedi, 2024).

Furthermore, flipped classrooms seek to alter the way teachers and students interact, necessitating both parties' willingness to embrace and implement novel teaching and learning methodologies. However, educators who are used to old methods of conveying knowledge may find this transition difficult. Furthermore, it is critical to ensure that students are ready for class activities before they begin. If students do not revise pre-class materials, the inclusion of interactive components to support language acquisition may have a detrimental impact. It might be challenging to encourage pupils to take on more responsibility in their out-of-class studies. Furthermore, some educators may encounter opposition or skepticism from pupils who are acclimated to more traditional teaching methods. The implementation of flipped classrooms in EFL environments necessitates ongoing support, professional development, and collaboration. According to Jun Zhao A and Mohammad Jafre Bin Zainol AbidinB (2024), connecting to technology is essential. For successful implementation, students must have reliable technology and internet connectivity, which may be difficult for some students

to get. Teacher Preparation: Teachers must commit a significant amount of time to producing captivating lesson plans and quality teaching resources. Some students may find it difficult to adjust to the increased responsibility for their own education and reject the departure from traditional teaching practices(Zhao & Bin Zainol Abidin, 2024a)

3) Disadvantages of Flipped Classroom

According to Adhitiya et al. (2015) and Hamid and Effendi (2019) the shortcomings in the application of the Flipped Classroom learning model are as follows.

There are some teachers and students who do not have access to appropriate technology and internet to watch videos or other educational materials online. Teachers are encouraged to have the ability to use technology effectively when creating educational materials.

- 1) Some students feel uncomfortable when using technology, such as computers, laptops or smartphones, for learning.
- 2) Students' ability to work on problems independently will be reduced if the problems are done in groups continuously.

- 3) Group assignment activities allow timid students to interact with other group members.
 - 4) Some students still have a strong motivation to learn independently, so teachers are encouraged to always encourage students to learn independently.
- 4) Steps of Flipped Classroom

According to Adhitiya (2015), the following are some examples of learning activities using the flipped classroom model(Adhitiya, 2015):

- 1) Preparation, which is when the teacher provides material in the form of learning videos and explains the learning objectives that will be discussed in detail and the extent of the material to be taught, and gives assignments to students to summarize a video.
- 2) Activities in the classroom: the instructor divides the class into multiple groups of four to five students, and each group discusses the previously viewed video with questions and answers; the instructor gives problem-solving exercises using LKS, and the teacher's job is to help the students express their thoughts about the problems. One group then presents

the discussion's findings, and other groups respond.

According to Janatin (2019), the steps used in implementing the learning model Flipped Classroom is as follows:

- 1) The teacher explains the subject matter in the movie or educational content that will be used by students.
- 2) The teacher guides students to understand and comprehend the material presented in the video or other educational content that has been provided by the teacher before the start of the lesson (outside the classroom).
- 3) Throughout the session, the instructor invites questions concerning the content that has been covered. This is to guarantee that the students have viewed the video or other educational resources that the instructor has supplied.
- 4) The teacher assigns tasks to students, either individually or in groups.
- 5) The teacher encourages discussion and problem solving, or even task completion.
- 6) The teacher and students summarize the lesson material that has been completed cooperatively.

2. Student Engagement

a. Definition of Student Engagement

The definition of student learning objectives, as stated by Kuh et al. (2011), is the amount of time and energy that students devote to activities that have educational goals. According to Frydenberg et al., (2005) Student engagement is the degree to which students actively participate in a learning activity both within and outside of the classroom. Three aspects of student learning engagement are typically included in studies, according to the literature (Fredricks et al., 2004): behavioral, cognitive, and emotional. Emotional engagement refers to students' emotional experiences during classroom activities, such as interest, boredom, and anxiety; cognitive engagement refers to self-regulation and the learning strategies that students employ during the learning process; and behavioral engagement refers to students' involvement in learning and academic tasks, including behaviors in the classroom and during pre-class learning.

b. Flipped Classroom Practice on Student Engagement

Flipped classrooms have been utilized by teachers since the 20th century to address the issue of poor student participation in the classroom because many EFL students

are still passive when learning English. According to Erbil (2020) Teachers in flipped classrooms combine instruction, background knowledge, content, and activities to use cooperative teaching methods that directly engage students (Fan, 2022). Arslan (2020) claims that a small number of research have looked at the impact of early childhood education and that it may be inferred that these results have motivated pupils to interact with their peers (Zhong, 2024). According to Zain (2022) Intrinsic motivation is associated with a student's emotional state as a result of engaging in a certain activity. External factors that are connected to extrinsic motivation enable students to engage in particular activities (Zain, 2022). According to (Xu, 2012), there is an external effect component to the discussion of factors influencing student learning engagement. Because of the boring classroom setting and the lack of interaction between lecturers and students, students usually attend classes with little interest. As a result, when comparing flipped and regular classrooms, the researchers found that the former improved student engagement. Chen and associates (2016) The results show that the best schools provide more opportunities for students to engage and communicate, which motivates them to solve challenges by drawing on their past

experiences and knowledge. Consequently, this enhances their EFL proficiency and their eagerness to learn.

As a result, students may be more motivated to master new cooperative learning techniques and participate more actively in class. An EFL flipped classroom requires students to actively participate in the learning process, per a study by Chen et al. (2016). Both within and outside of the flipped classroom, students' behavioral and cognitive engagement is linked to the amount of time and effort they devote to practicing, interacting, and participating in each learning session. High emotional involvement students will also be more likely to enhance their speaking abilities in the flipped classroom (Zhong, 2024). Abeysekera & Dawson (2015) claim that by allowing students to watch video lectures or engage with digital materials at home, flipped classrooms allow them to absorb foundational ideas at their own speed. During class time, the instructor applies this knowledge through projects, discussions, and problem-solving activities (Zhao & Bin Zainol Abidin, 2024a).

3. Digital Literacy

a. Definition of Digital Literacy

According to Hansen (2003), technological literacy is the capacity of an individual to use, modify, investigate, and assess technology in order to affect their lives, communities, and the environment in a positive way. Added Eisenberg and Johnson (2002), who put forward the concept as the capacity to develop organizations, carry out studies, or resolve issues through the use of technology. To discuss technical culture, a person needs to be aware of what technology is, how it is used, how society is shaped by it, and how society makes it. Gilster (1997) defines it as a set of competencies for comprehending and applying information collected from multiple digital sources. Gilster proposes that digital literacy is more than just the capacity to use digital devices; it also highlights users' critical thinking while analyzing information delivered digitally. Related to this, By Martin (2005), Digital literacy is the ability, mindset, and awareness of a person to use digital devices to recognize, access, manage, integrate, assess, analyze, and process information from these devices, develop new knowledge, produce media expressions, and interact with others in a suitable manner (Alfia et al., 2021a).

Koltay (2011) defines "digital literacy" as the ability to use information and communication technology (ICT) effectively,

which is quite similar to what we are trying to achieve. is to concentrate on the use of digital media by teachers in the teaching and learning process of EFL. Three components of digital literacy abilities that students should have as part of their education were categorized by Trilling & Fadel (2009). These include knowledge of information and communication technologies, media literacy, and information literacy. According to Twing in Zhang & Zhu (2016), digital literacy is the ability to be a productive citizen in the twenty-first century, which includes being aware of the traits and attributes of technological advancements as well as the influence of digital identity and management skills. According to the Minister of Education and Culture (2017), there are three components to digital literacy practice in schools: classroom-based, school culture-based, and community-based. Classroom-based digital literacy refers to digital literacy implemented in the classroom, namely digital literacy implemented during the learning process and digital literacy implemented by school personnel. School culture-based digital literacy refers to digital literacy that is implemented in the school environment through a variety of school activities and services that support school operations(Sinaga et al., 2021a).

Digital literacy in learning the English language is very important since it highlights the rapid advancement of technology and the availability of extensive information. In the digital age,

proficiency in English is not limited to traditional skills like reading, writing, speaking, and writing; it also requires knowledge on how to use various digital learning platforms.

b. Flipped Classroom Practice on Digital Literacy

According to Thorne and Reinhardt (2008), one strategy to meeting students' literacy demands through the language curriculum is to involve them in so-called 'bridging activities'. In these activities, students are required to find, investigate, and analyze information gained via the internet and other technologies such as instant messaging, blogs, Wikipedia, remixing, and multiplayer online games(Alfia et al., 2021a). Based on the findings, digital literacy indicators are used in a variety of learning resources, including books, PowerPoint presentations, e-modules, worksheets, handouts, videos, and web articles. Digital literacy indicators are included into different sorts of learning materials in a variety of methods, including instructions, the provision of links, texts, and assignments(Farah et al., 2022).

- 1) According to Jun Zhao A and Mohammad Jafre Bin Zainol AbidinB (2024), current methods in EFL reading instruction indicate a shift toward a more student-centered and technology-supported approach. Key trends include:
Integrative Approach: Combining reading with other

language abilities, such as writing and speaking, to produce a more holistic learning experience.

- 2) Technology Integration: Using digital tools and resources, such as electronic books, online reading platforms, and interactive reading applications, to engage and enhance students' reading growth.
- 3) Differentiated Learning: Tailoring reading instruction to fit students' different needs and skill levels, so that all learners can proceed at their own speed.
- 4) Collaborative Learning: Promoting collaborative learning activities, such as group reading projects and peer conversations, to build a supportive learning environment and improve comprehension.

C. Hypothesis Formulation

H01: The average student engagement using flipped classroom is smaller than using traditional learning model.

Ha: The implementation of the Flipped Classroom learning model will increase the level of student engagement in the learning process at MTsN 2 Kota Semarang.

H02: The average result of students' digital literacy improvement in the class using the flipped classroom model is smaller than using the traditional learning model.

Ha: The implementation of the Flipped Classroom learning model will improve students' digital literacy at MTsN 2 Kota Semarang.

CHAPTER III

RESEARCH METHOD

This chapter discussed about research design, research setting and participant, source of data, data collection, trust worthiness of data, and data analysis.

A. Research Design

The method used in this research is quantitative with a quasi-experimental research approach, which examines a symptom or event to identify the cause and effect of the symptom. According to Sugiyono (2010) Quantitative research methods use positivist philosophy to study specific populations or samples. Data is collected using research instruments and analyzed quantitatively or statistically to test hypotheses. It is important to note that when a researcher wishes to use a model, strategy, or learning method to enhance a specific skill or research design, the design that should be used is quasi experimental.

The research design used in this study is non-equivalent control group design. This design involves two groups, namely the control and experimental groups. One of the additional features of quasi-experimental research is that the experimental class and the control class, if one is utilized, must be chosen at random (when a control class is employed) needs to be carried out at random. According to

(Campbell & Stanley, 1963; Creswel, 2017), there are several types of quasi-experimental research designs, including:

1. Pre and post-tests with a non-equivalent control group design
2. For this form of design, two sample classes are required: experimental and control. The experimental class will receive the treatment, whereas the control class will not (typically by direct learning).

Table 3.1 experiment and control group

Experiment group	O	X	O
Control Group	O		O

Treatment typically involves direct learning, sometimes known as the traditional technique. In addition, the two classes were given a test prior to the learning activities. Learning activities (pre-test) are followed by a post-test. (post-test). When testing students with both tests and non-tests, such as a questionnaire, use the terms pre- respond or post-respond. This indicates that as part of this kind of quasi-experimental study design, the researcher's class has decided that two classes will serve as samples. The experimental class and control class will be chosen at random. The two sample courses that were chosen, however, had to be equal or include students in both classes. Both classes' students have the

same traits. In this instance, both cognitive and non-cognitive student traits. The group that was given treatment is the experimental group while the group that is not given treatment is the control group. The flipped classroom learning model was applied to the experimental group, while the traditional (conventional) learning model was applied to the control group.

B. Research Setting and Participant

The research was conducted at MTsN 2 Kota Semarang which located at Jl. Soekarno Hatta, Kalicari, Kec. Pedurungan, Semarang City, Central Java 50192 on July 21st until May 24th 2025.

C. Population and Research Sample

The sample in this study were all students class VIII MTsN 2 Kota Semarang. The samples used in this study were VIII A students totaling 31 students as the experimental class and VIII B students totaling 31 students as the control class. Samples were obtained using purposive sampling technique, namely the technique of determining samples based on consideration with certain criteria based on research objectives.

D. Operational Definition of Variables

1. Independent Variable

The independent variable in this study is the Flipped Classroom learning model. In the application of the Flipped Classroom learning model Classroom learning model, the teacher simulates how to access the website, application, video or learning content that will be used, the teacher instructs students to watch and and observe and understand the material contained in the video or related content then make notes from the video related to the learning that has been given by the teacher before the learning takes place (in the classroom). Materials are given by the teacher before the learning takes place (outside the classroom). During in-class learning activities, teachers instructs students to ask questions about the material that has been learned but there is still something that has not been understood, to ensure that students have accessed the video or other learning content that has been provided by the teacher before the learning takes place, learning content and provide a deeper understanding. Then the teacher gives assignments, both individual and the teacher gives tasks, both individual and group to students, the teacher gives instructions to gather in groups and discussions for problem solving or task work and present in front of the class and make conclusions about what has been learned together between the teacher and students.

2. Dependent Variable

The dependent variables in this study are student engagement and digital literacy skills students. Student engagement in the classroom refers to students' active participation and enthusiasm in the learning process, including interactions with teachers, peers and subject matter. It includes active participation, motivation, social interaction, use of learning resources, and reflection and feedback from teachers and peers. It involves contributing to discussions, asking questions, and building positive relationships in the classroom. Meanwhile, digital literacy in schools refers to students' ability to use digital technology effectively and critically in the context of learning.

The indicators used to measure student engagement, those are:

- a) Active participation: refers to the frequency with which students participate in class discussions, presentations and Q&A.
- b) Motivation and Interest: The level of students' desire to learn.
- c) Social interaction: Student participation in group projects.
- d) Use of Learning Resources: Frequency of use of digital learning assets.

E. Data Collection Technique and Instrument

Data is information that can be analyzed and related to a specific plan. Data collection is a well-organized and standardized procedure for obtaining the data needed. Data collection techniques are one of the most important stages in this research (Sugiyono, 2010). Researchers play an important role in this technique because they participate in taking objects for research. For data collection, several methods are used, including:

1. Interview Method (Pre- research)

Before the research, interviews were conducted with English teachers and some students at MTsN 2 Kota Semarang. The content of the interview includes the curriculum and learning model applied in learning English, as well as students' understanding of the material taught.

2. Observation

In this study, observations were made to observe the student learning process in the experimental and control classes at MTsN 2 Kota Semarang on the effect of Flipped Classroom learning model learning model on digital literacy and student engagement in class in English learning. Observation was conducted by observing the learning activities activities conducted by students and teachers. Observation instrument instruments used in this study are

observation of teacher and student activities. Observation instrument teacher activity observation instrument contains the syntax of the Flipped Classroom learning model syntax, while the observation instrument student activity observation instrument contains the syntax of the Flipped Classroom learning model syntax and digital literacy indicators as well as the student engagement in the classroom.

3. Techniques and Instruments for Collecting Data on Learning Achievement

c. Pre-test

Pre-test in this study was used to determine the initial ability of cognitive learning achievement of students engagement and improving digital literacy as well as to test the class that will be used as an experimental class and a control class homogeneity.

d. Post-test

Post-test is a test conducted after conducting a learning with a particular model or method. The learning outcomes obtained from the posttest were then tested for normality and homogeneity first and then tested for N-gain and t-test, which were used to see the significance of student engagement and

digital literacy improvement through the flipped classroom model with experimental and control classes.

e. Student response data collection techniques and instruments

1) Questionnaire

This questionnaire serves as an intermediary to obtain information related to student responses to learning through the Flipped classroom model, a questionnaire / survey is needed. The questionnaire questions in this study were 20 questions that were validated by experts and tested using Aiken V.

2) Documentation

Documentation in this study can be in the form of books, written figures, archives, and images as well as documents related to student learning achievement which are used to obtain data and information. This documentation resembles reports and information related to research that can facilitate research.

F. Validity and Reliability of Instruments

Data can be considered valid if the data collection tool or instrument is valid and can be accounted for in expressing researcher data. After testing the instrument (test) then determined its quality which is assessed in terms of validity, reliability, difficulty level, and distinguishing power. The questionnaire to be used in this study was tested first using validity test and reliability test. The trial test was conducted on a questionnaire that totaled 40 statement items containing 20 statements about student engagement and 20 statements about digital literacy. The analysis of the trial test is as follows.

1. Validity Test

The questionnaire instrument was tested for validity first before being given to students to find out the validity of the questionnaire. The validity test was carried out through 2 stages, namely expert validation test and empirical validation test. The results of the expert validity test of the student involvement questionnaire and increasing digital literacy in the following research show valid results in the fields of material and media, therefore the questionnaire is feasible to be used as a research instrument. In the empirical validity test, the questionnaire which was declared valid by the validator was

then tested on respondents. Respondents used in the trial questionnaire were students of class VIII A MTsN 2 Kota Semarang which amounted to 36 people. The validity test used in this study is product moment correlation. The product moment correlation formula as follow:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

r_{xy} : correlation coefficient between variables x and y

$\sum xy$: Sum of multiplication between x and y variables

$\sum x^2$: Sum of the squares of x

$\sum y^2$: Sum of the squares of y

$(\sum x)^2$: The sum of the x values is then squared

$(\sum y)^2$: Sum of y values then squared

n : Total responden

The results of the questionnaire trial that have been obtained are then tested for validation using the help of SPSS software. If

$r_{count} \geq r_{table}$ the data is declared valid. The value of r_{table} can be seen in the table of r product moment values. The number of respondents in this research trial was 30 students, so $n = 30$. r_{table} value is 0,361. The validity test calculation is as follow:

Table 3.2 Student Engagement Questionnaire Validity Test Results

Questionnaire items	r table	r count	Information
item 1	0.355	0.502	Valid
item 2	0.355	0.637	Valid
item 3	0.355	0.738	Valid
item 4	0.355	0.479	Valid
item 5	0.355	0.754	Valid
item 6	0.355	0.632	Valid
item 7	0.355	0.514	Valid
item 8	0.355	0.609	Valid
item 9	0.355	0.873	Valid
item 10	0.355	0.598	Valid

Based on table 3.1 above, it is known that the results of the student engagement questionnaire validation test show that all calculated r count are greater than r table, so it can be stated that all items are valid.

Table 3.3 Digital Literacy Questionnaire Validity Test Results

Questionnaire items	r table	r count	Information
item 1	0.355	0.716	Valid
item 2	0.355	0.549	Valid
item 3	0.355	0.639	Valid
item 4	0.355	0.544	Valid
item 5	0.355	0.649	Valid
item 6	0.355	0.465	Valid
item 7	0.355	0.737	Valid
item 8	0.355	0.390	Valid
item 9	0.355	0.7	Valid
item 10	0.355	0.718	Valid

2. Reliability Test

Reliability test knowing the instrument is done for the reliability of the questionnaire. This study uses a reliability test with the Cronbach alpha formula, which is as follow:

$$r_i = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum S_i^2}{S_t^2} \right]$$

r_i : Cefisien reliabilitas Alpha Cronbach

k : Number of question items

Σs_{t^2} : Total variance of each item score

s_t^2 : Varians total

The data will be called reliable if the value of Cronbach's alpha > 0.7 ($r_i > 0.7$). The data used for the reliability test is data from the results of the validity test that has been carried out previously. The results of the reliability test calculation are as follow:

Tabel 3.4 Student Engagement Questionnaire Reliability Test Results

Cronbach's Alpha	N of items
0.829	10

Based on table 3.3 above, the Cronbach's Alpha value for the student engagement variable is $0.829 > 0.700$. Therefore, the 10 questions are declared reliable.

Tabel 3.5 Digital Literacy Questionnaire Reliability Test Results

Cronbach's Alpha	N of items
0.817	10

Based on table 3.4 above, the Cronbach's Alpha value for the digital literacy variable is $0.817 > 0.700$. Therefore, the 10 questions are declared reliable.

G. Data Analysis Technique

1. Pre-requisite test

a. Normality Test

The formula used in the normality test is Shapiro Wilk. The Shapiro Wilk formula as follow:

$$D = \sum_{i=1}^n (x_i - \bar{x})^2$$

x_i : the first number

$\bar{x}$: mean data

Significance at test normality test using Shapiro-Wilk (W-test), namely the significance of the test value is compared with the Shapiro-Wilk table, to see the position of the value of probability (p).

- 1) If the p value > 5%, then H0 is accepted, and Ha is rejected.
- 2) If the p value is < 5%, then H0 is rejected, and Ha is accepted is accepted.

b. Homogeneity Test

Homogeneity testing in this study using the Levene test. The Levene test formula is as follow:

$$H_0 : \sigma_1^2 = \sigma_2^2 = \dots = \sigma_k^2 \text{ (homogeneity data)}$$

$$H_0 : \text{paling sedikit ada satu } \sigma_1^2 \text{ yang tidak sama}$$

$$W = \frac{(N - k) \sum_{i=1}^k N_i (\bar{z}_{i.} - \bar{z}_{...})^2}{(k - 1) \sum_{i=1}^k \sum_{j=1}^k (z_{ij.} - \bar{z}_{i.})^2}$$

$$z_i : \text{median data for group 1}$$

$$Z : \text{median for more data}$$

The criteria for determining the test decision are as follows.

- 1) If $F_{count} \geq F_{tabel}$ or $p \leq \alpha$, H_0 is rejected and H_a accepted
- 2) If $F_{count} < F_{tabel}$ or $p > \alpha$, H_0 is rejected and H_a accepted

c. Linearity Test

The linearity test aims to determine whether two variables have a linear relationship or not significantly. This test is typically used as a precondition for linear regression or correlation analysis. Testing on SPSS using the Test for Linearity with a significant level of 0.05. Two variables are said to have a linear relationship if significant (Linearity) is less than 0.05. The Linearity test formula is as follows:

$$Y = a + bX + \epsilon$$

Y = dependent variable

X = independent variable

a = intercept

b = regression coefficient

ϵ = error (residual)

2. Hypothesis Test

The hypothesis test used in this study is the anacova test. The independent variable and the dependent variable in this study will be analyzed using the help of spss to answer a determined hypothesis. The Anacova test formula is as follow:

$$F^* = \frac{R K^*_A}{R K^*_D}$$

F^* : Coefficient Ancova

$R K^*_A$: Mean square between A

$R K^*_D$: Mean square between in

If the calculation results have been obtained, then the conclusion is based on the following criteria.

Reject H_0 if $F^* > F(\alpha; dbA:dbD)$

Accept H_0 if $F^* \leq F(\alpha; dbA:dbD)$, with hypothesis The statistical hypotheses tested are.

$$H_0 : \mu_{1k} = \mu_{2k}$$

$$H_a : \mu_{1k} \neq \mu_{2k}$$

The steps of the anacova test are as follows as follow:

a. Determine the hypothesis

1) First hypothesis

H0 : There is no effect of student involvement on the application of the learning model Flipped Classroom learning model.

Ha: There is an effect of student engagement on application of the Flipped Classroom learning model classroom.

2) Second hypothesis

Ho : There is no effect of digital literacy on the application of the Flipped Classroom learning model.

Ha: There is an effect of digital literacy on the application of the Flipped Classroom learning model.

b. Test procedure

- 1) Determine JK (Sum of Squares) for the sum of by using the following formula:

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

$$\sum xy = \sum XY - \frac{(\sum X)^2(\sum Y)^2}{N}$$

With $N = n_i$ = number of observations whole

n_i = number of observations in each group

- 2) Determine JK for the group by using the following formula:

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

$$\sum xy = \sum XY - \frac{(\sum X)^2(\sum Y)^2}{N}$$

X : Sum of X of each group

Y : Sum of Y of each group

- 3) Determine JK for error E, with the following formula:

$$Ex^2 = \sum X^2(\text{sum}) - \sum X^2 (\text{group})$$

$$Ey^2 = \sum Y^2 (\text{sum}) - \sum Y^2 (\text{group})$$

$$Exy^2 = \sum XY (\text{sum}) - \sum XY (\text{group})$$

- 4) Determine $\sum y^2$ corrected for amount

$$\sum y^2 (\text{corrected}) = \sum y^2 (\text{sum}) - \frac{(\sum xy)(\text{sum})}{\sum x^2 (\text{sum})}$$

- 5) Determine $\sum y^2$ corrected each group

$$\sum y^2 (\text{corrected}) = \sum y^2 (\text{error}) - \frac{(\sum xy)(\text{error})}{\sum x^2 (\text{error})}$$

- 6) Determine $\sum y^2$ corrected each group

$$Ey^2 = \sum y^2 (\text{corrected})\text{sum} = \sum y^2 (\text{corrected})\text{in group}$$

7) Determine the F statistics with the formula:

$$\text{Statistic F} = \frac{\frac{(\sum y^2)(\text{dikoreksi})_{\text{antarkelompok}}}{dk \text{ pembilang}}}{\frac{\sum y^2 (\text{dikoreksi})_{\text{antarkelompok}}}{dk \text{ penyebut}}}$$

dk numerator = k-1

dk denominator = (N- 2) – (k-1)

d. Test Criteria

If $F_{count} \geq F_{tabel}$, H_0 is rejected and H_a accepte

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the data analysis related to the data that has been examined in the research. The data are about student engagement and digital literacy in the implementation of flipped classroom at MTsN 2 Kota Semarang. In this chapter, the data collected from the experimental and control class during the empirical research. It deals with the descriptions of the research result, the data analysis, hypothesis test, discussion of research findings, and research limitations.

A. Description of Research

In this chapter, the researcher wanted to describe the result of the research based on the data collected and analyzed. The research on the effect of Flipped Classroom learning model on student engagement and digital literacy in English learning was conducted at MTsN 2 Semarang City. The research sample amounted to 62 students consisting of two classes, class VIII A as the experimental class and class VIII B as the control class. The research gave different treatments to the two classes. In the experimental class, researchers applied the Flipped Classroom learning model, while in the control class researchers applied the lecture learning model. The results of this study were taken through

interviews observation, questionnaires and documentation. Questionnaire student engagement and digital literacy. Questionnaires were given twice, before being given treatment pretest and after being given treatment posttest. The results of the questionnaire will be described in the following data.

Table 4.1 Descriptive Statistics Results of Student Engagement

	Experiment Class Pretest	Experiment Class Posttest	Control Class Pretest	Control Class Posttest
N Valid	31	31	31	31
Missing	0	0	0	0
Mean	30.7419	40.0968	31.5806	32.5484
Median	31	40	31	32
Std. Error	0.765	0.378	1,141	0.546
Minimum	20	35	15	27
Maximum	41	43	48	40
Std. Deviation	4.25807	2.10325	6.35492	3.04235

Based on table 4.1. above, the mean and median of the post-test experimental class have a higher score than the pre-test experimental class and the pre-test and post-test control class, in

the pretest and posttest in the experimental class there was an increase in score while in the control class there was a decrease in score. However, the standard deviation of the experimental class posttest has a lower score than the standard deviation of the experimental class pretest and control class.

Table 4.2 Descriptive Statistics Results of Digital Literacy

	Experiment Class Pretest	Experiment Class Posttest	Control Class Pretest	Control Class Posttest
N Valid	31	31	31	31
Missing	0	0	0	0
Mean	29.5484	39.6774	31.3226	31.6774
Median	30	40	31	30
Std. Error	0.672	0.483	0.929	0.969
Minimum	21	35	21	16
Maximum	37	45	45	45
Std. Deviation	3.74022	2.68809	5.172,92	5.39374

Based on table 4.2 above, the mean and median of the post-test experimental class have higher scores compared to the pre-test experimental class and the pre-test and post-test control class, in

the pretest and posttest in the experimental class there was an increase. However, the standard deviation of the experimental class posttest has a lower score than the standard deviation of the experimental class pretest and control class.

B. Hypothesis Test Results

1. Pre-requisite test

Before conducting hypothesis testing, prerequisite tests were first carried out consisting of normality, correlation and homogeneity tests.

a. Normality Test

Table 4.3 Normality Test Results of Student Engagement

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Experiment	0.94	31	0.2	0.986	31	0.955
Posttest Experiment	0.159	31	0.044	0.937	31	0.066
Pretest Control	0.171	31	0.021	0.944	31	0.104
Posttest Control	0.146	31	0.09	0.969	31	0.482

Based on table 4.3 above, the significant value obtained in the experimental class pretest student engagement $0.955 > 0.05$ and posttest $0.066 > 0.05$. the significant value obtained in the control

class pretest student engagement $0.104 > 0.05$ and posttest $0.482 > 0.05$, while the standardization of the Shaphiro-Wilk normality test is if the significant value is greater than 0.05, thus the research data is normally distributed.

Tabel 4.4 Normality Test Results of Digital Literacy

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest						
Experiment	0.129	31	0.2	0.963	31	0.351
Posttest						
Experiment	0.193	31	0.005	0.932	31	0.5
Pretest						
Control	0.120	31	0.2	0.968	31	0.475
Posttest						
Control	0.151	31	0.7	0.938	31	0.073

Based on table 4.4 above, the significant value obtained in the experimental class pretest student engagement $0.351 > 0.05$ and posttest $0.5 > 0.05$. the significant value obtained in the control class pretest student engagement $0.475 > 0.05$ and posttest $0.073 > 0.05$, while the standardization of the Shaphiro-Wilk normality test

is if the significant value is greater than 0.05, thus the research data is normally distributed.

b. Homogeneity Test

Table 4.5 Homogeneity Test Results of Student Engagement

	Levene Statistic	df1	df2	Sig.
Based on Mean	2.618	3	120	.054
Based on Median	2.364	3	120	.074
Based on Median and with adjusted df	2.364	3	84.772	.077
Based on trimmed mean	2.599	3	120	.055

Based on table 4.5 above, the results of the homogeneity test based on mean obtained a sig value of Sig. $0.054 > 0.05$ then the questionnaire data on information literacy skills is declared homogeneous.

Table 4.6 Homogeneity Test Results of Digital Literacy

	Levene Statistic	df1	df2	Sig.
Based on Mean	2.478	3	120	.065
Based on Median	1.975	3	120	.121
Based on Median and with adjusted df	1.975	3	100.276	.123
Based on trimmed mean	2.420	3	120	.069

Based on table 4.6 above, the results of the homogeneity test based on mean obtained a sig value of Sig. $0.054 > 0.05$ then the questionnaire data on information literacy skills is declared homogeneous.

c. Linearity Test

Table 4.7 Linearity Test Results of Student Engagement Experiment Class

		Sum of Square	df	Mean Square	F	Sig.
Pretest- Posttest Experiment Class	Combined	61.367	14	4.383	0.757	0.697
	Linearity	2.538	1	2.538	0.438	0.517
	Deviation from Linearity	58.829	13	4.525	0.782	0.669
	Total	154.000	30			

Based on table 4.7 on the results of the pretest and posttest student engagement experimental class with deviation from linearity sig. $0.669 > 0.05$. This shows the relationship is linear between pretest and posttest student engagement experimental class. Thus further analysis can be carried out ANCOVA test.

Table 4.8 Linearity Test Results of Student Engagement Control Class

		Sum of Squares	df	Mean Square	F	Sig.
Pretest- Posttest Control Class	Combined	199.382	16	12.461	2.29	0.063
	Linearity	63.582	1	63.582	11.687	0.04
	Deviation from Linearity	135.799	15	9.053	0.716	0.174
	Total	275.548	30			

Based on table 4.8 on the results of the pretest and posttest student engagement experimental class with deviation from linearity sig. 0.251 > 0.05. This shows the relationship is linear between pretest and posttest student engagement experimental class. Therefore the assumption of linearity in the variable relationship is fulfilled, this can be a strong foundation for proceeding to further parametric analysis.

Table 4.9 Linearity Test Results of Digital Literacy Experiment Class

		Sum of				
		Square	df	Mean Square	F	Sig.
Pretest- Posttest Experiment Class	Combined	474.024	16	429.627	1.045	0.475
	Linearity	4.743	1	4.743	0.167	0.689
	Deviation from Linearity	469.281	15	31.285	1.098	0.433
	Total	872.774	30			

Based on table 4.9 on the results of the pretest and posttest student engagement experimental class with deviation from linearity sig. 0.433 > 0.05. This shows the relationship is linear between pretest and posttest student engagement experimental class. So, a statistical analysis approach that assumes linearity with the ANCOVA test is appropriate for this data.

Table 4.10 Linearity Test Results of Digital Literacy Control Class

		Sum of Squares	df	Mean Square	F	Sig.
Pretest - Posttest Control Class	Combined	52.808	10	5.281	0.644	0.76
	Linearity	0.005	1	0.005	0.001	0.98
	Deviation from Linearity	52.802	9	5.867	0.716	0.689
	Total	216.548	30			

Based on table 4.10 on the results of the pretest and posttest digital literacy control class with deviation from linearity sig. 0669 > 0.05. This shows that the pretest and post test scores are linear, so the linearity assumption test is fulfilled.

2. Hypothesis Test

After prerequisite testing is carried out and the results show that the analysis of normality and homogeneity of the data is

fulfilled, hypothesis testing can be continued. This study uses hypothesis testing in the form of Ancova Inferential Analysis. The use of Ancova is because this study uses accompanying variables as independent variables that are difficult to control but can be measured together with the dependent variable.

The decision-making criteria for the Ancova test results are based on the significance value as follows:

- a) If the Sig value. (2-tailed) > 0.05 , then H_a is rejected
- b) If the Sig value. (2-tailed) < 0.05 , then H_a is accepted.

Table 4. 11 Ancova Test Results of Student Engagement

	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	910.309 ^a	2	455.155	72.098	0.000	0.710
Intercept	1606.755	1	1606.755	254.517	0.000	0.812
Pretest	57.084	1	57.084	9.042	0.004	0.133
Kelas	878.200	1	878.200	139.111	0.000	0.702
Error	372.465	59	6.313			
Total	82936.000	62				
Corrected Total	1282.774	61				

Based on table 4.11 above, it is known that there are differences in student engagement in the application of the Flipped

Classroom learning model as seen from the significance value of 0.000. The significance value of $0.000 < 0.05$, thus H_0 is rejected and H_a is accepted. This shows that the flipped classroom learning model affects student engagement in students.

Table 4.12 LSD Test Results for Student Engagement

	Mean	Std.Error	Lower Bound
Pretest – Posttest Experiment Class	40.062 ^a	0.452	39.158
Pretest – Posttest Control Class	32.519 ^a	0.452	31.615

Based on table 4.12 above, it is known that the two treatment groups have a significantly different effect seen from the different LSD notations on both. In order, the effect of the Flipped Classroom learning model on student engagement from high to low is the experimental class, then the control class.

Table 4. 13 Anacova Test Results of Digital Literacy

	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1313.293 ^a	2	656.646	50.429	0.000	0.631
Intercept	520.714	1	520.714	39.989	0.000	0.404
Pretest	321.293	1	321.293	24.674	0.000	0.295
Kelas	1183.174	1	1183.174	90.865	0.000	0.606
Error	768.255	59	13.021			
Total	81000.000	62				
Corrected Total	2081.548	61				

Based on table 4.13 Ancova test, the sig value is 0.000 which means it is smaller than α 0.005. Thus, H_0 is rejected and H_a is accepted. This shows that the flipped classroom learning model affects digital literacy in experimental class students.

Table 4.14 LSD Test Results for Digital Literacy

	Mean	Std.Error	Lower Bound	Upper Bound
Pretest – Posttest Experiment Class	40.132 ^a	0.655	38.822	41.442
Pretest – Posttest Control Class	31.223 ^a	0.655	29.913	32.532

Based on table 4.14 above, it is known that the two treatment groups have a significantly different effect seen from the

different LSD notations on both. In order, the effect of the Flipped Classroom learning model on digital literacy from high to low is the experimental class, then the control class.

C. Discussion

The research results obtained were tested using normality test, linearity test and homogeneity test. The requirements that must be met in this study are that the data obtained must be normal, linear and homogeneous. The prerequisite test results show that the data in this study are normally distributed, linear and homogeneous. The last step is to conduct hypothesis testing to test the effect of the Flipped Classroom learning model on student engagement and digital literacy. The results of hypothesis testing showed that there were differences in posttest scores between the experimental and control groups. This states that the Flipped Classroom learning model is effective for student engagement and developing digital literacy in students.

1. The Effect of Flipped Classroom Learning Model on Student Engagement in English Learning

In this study, student engagement uses two indicators, namely active involvement and emotional involvement. Based on the results of the experimental class questionnaire, it shows that there is an increase in all indicators. The results of this study are

supported by the results of observations when classroom learning takes place which shows that most students are active in discussions, and presentations in front of the class, answering teacher questions. In classroom learning, when the teacher asks questions, students compete with each other for the opportunity to provide answers to questions from the teacher. Student activeness in learning activities in each meeting showed an increase. Flipped Classroom gives students the opportunity to access learning materials individually anywhere and anytime and adjusts to the speed of students in learning. Increased student understanding will trigger students to have the ability to be independent so that they do not need to rely on others in making decisions, doing tasks and being responsible for managing their own learning. The flipped learning paradigm allows students to learn on their own time and at their own pace while also participating in interactive and cooperative learning activities with the teacher. Tohei proposes the use of flipped classroom for English Communication II to fulfill three main objectives: helping students of all ability levels, encouraging ownership of their education, and helping students who are short on time to learn. The flipped classroom style allows students to complete classwork early, so they can concentrate on learning the subject and receive timely feedback. This method also helps students build unique concepts and patterns in their

assignments, thus reducing class absences due to teaching licenses (Tohei, 2017).

In the Flipped Classroom approach, students are given extensive guidance to understand the subject matter. Students can access learning materials in any way they choose. Students have the opportunity to view videos and other learning resources on topics that are difficult to understand in detail. This corresponds to the pedagogical strategies: shifting most of the instruction and information delivery outside the classroom, using class time for social activities and active learning; and requiring students to complete assignments before and/or after class in order to fully benefit from class work (Abeysekera dan Dawson, 2015). Flipped classrooms have many benefits and advantages for students, among others:

- a. Students have more time to understand the material being taught.
- b. Students can understand the material with conditions and explanations that are suitable for learning.
- c. Students can re-watch the video, even if the lesson content is not clear.
- d. Students can pay close attention to the teacher when they receive help in understanding the material or in solving problems.
- e. Students participate in interactive interactions with other students in the class.

- f. Students develop creative ideas that inspire students.
- g. Students Provide long and reciprocal insights.
- h. Students Develop dynamic and engaging learning.

Although it has advantages, inverted classes also have disadvantages according to Adhitiya et a (2015) and Hamid and Effendi (2019), among others:

- a. Students' ability to work on problems independently will be reduced if the problems are done in groups continuously.
- b. Group task activities allow shy students to interact with other group members.
- c. Some students still have strong motivation to learn independently, so teachers are encouraged to always encourage students to learn independently.
- d. Some students feel uncomfortable when using technology, such as computers, laptops or smartphones, for learning (Adhitiya, 2015).

In the control class, the indicators of confidence in their own abilities and independence in making decisions decreased, this is because in the application of the traditional learning model (lecture), learning is centered on the teacher, students only become listeners so that students feel bored. This causes students not to pay attention to the teacher in explaining the material, so that students

understand the learning material less optimally and make the lack of student involvement in the classroom. So, the flipped classroom provides a teaching approach where learning that is usually done in the classroom is moved outside the classroom, while tasks that are usually completed at home are completed in class. This can create a teaching approach where learning that is usually done in class is moved outside of class, while tasks that are usually completed at home are completed in class (Cabi, 2018).

Student engagement is one of the success factors of classroom teaching. Three aspects of learning engagement according to (Fredricks et al., 2004): behavioral, cognitive, and emotional. Emotional engagement refers to students' emotional experiences during classroom activities, such as interest, boredom, and anxiety; cognitive engagement refers to the self-regulation and learning strategies students use during the learning process; and behavioral engagement refers to students' involvement in learning and academic tasks, including behavior in class and during pre-class learning.

The flipped classroom practice on student engagement according to Xu (2012), there is an external effect component to the discussion of factors that influence student learning engagement. Due to the boring classroom atmosphere and lack of interaction between lecturers and students, students usually attend

classes with little interest. As a result, when comparing flipped classes and regular classes, researchers found that flipped classes increased student engagement. Both inside and outside the flipped classroom, students' behavioral and cognitive engagement is related to the amount of time and effort they devote to practicing, interacting, and participating in each learning session. Students with high emotional engagement are also more likely to improve their speaking skills in a flipped classroom (Zhong, 2024).

Based on the results of the anacova analysis, it is known that there are differences in student engagement in the application of the Flipped Classroom learning model as seen from the significance value of 0.000. The significance value of $0.000 < 0.05$ thus H_0 is rejected and H_a is accepted. This shows that the flipped classroom learning model affects student engagement in students. The results of observations of student activities show that there is an increase in student engagement in the experimental class which is indicated by the increasing number of students who are enthusiastic in conducting discussions, participating in answering teacher questions, daring to appear in front of the class to present and ask questions to the teacher. However, in the control class, only a few students were enthusiastic about conducting discussions, answering teacher questions, appearing in front of the class for presentations, asking questions to the teacher.

Based on the observation, students actively participated in teacher-student interactions during class, such as asking and answering questions, listening to presentations, and having group discussions while answering questions on the Learner Worksheet (LKPD). When the instructor poses a question, pupils vie with one another to provide the solution. The level of student participation in educational activities is rising with each new meeting.

2. The Effect of Flipped Classroom Learning Model on Digital Literacy in English Language Learning

This study digital literacy uses two indicators, namely the ability to access and use digital resources and the ability to use digital tools for learning. Based on the questionnaire results, information literacy skills in experimental class students have increased in all indicators, while in control class students have decreased. The increase in the experimental class is due to the application of flipped classroom, students must access learning videos that contain learning material independently at home, students who do not understand the material can ask the teacher, discuss with friends, or utilize technology by searching for information via the internet, journals, e-books and other learning resources independently. This can train students to be able to identify information according to what they need. Students know where the source of information is, when is the right time to look

for new information, how to ask questions to obtain the information needed, know how to various searches consisting of various formats and sources in order to find information that suits their needs Related to this, according to Martin (2005), The ability, mindset, and awareness of people to use digital devices to recognize, access, manage, integrate, assess, analyze, and process information from these devices, create media expressions, learn new things, and interact with others in a suitable manner is known as digital literacy (Alfia et al., 2021b)

The Minister of Education and Culture (2017) states that the implementation of digital literacy in schools consists of three parts: classroom-based, school culture-based, and community-based. Classroom-based digital literacy refers to digital literacy that is used in the classroom, namely by school staff and throughout the learning process. Digital literacy implemented in the educational setting through a variety of programs and services that assist with school operations is known as school culture-based digital literacy (Sinaga et al., 2021b).

In the control class, all indicators decreased. This happens because the traditional learning model (lecture) students only become listeners and become full recipients of information, resulting in a lack of ability to find information through digital literacy done at home.

Based on the results of the ancova analysis, it is known that there are differences in digital literacy in the application of the flipped classroom learning model which can be seen from the significance value of 0.000. The significance value of $0.000 < 0.05$ thus H_0 is rejected and H_a is accepted. This shows that the flipped classroom learning model affects students' information literacy skills.

The observation of students' activities shows that there is an effect of students' digital literacy in the experimental class which is shown by increasing because it can become a habit before learning students access material outside the classroom. This learning model provides opportunities for students to use digital technology to access digital resources that contain information to learn English subject content before learning. Learning tasks in the digital classroom require students to properly process information from multiple sources and then critically assimilate the information to create new knowledge.

Digital literacy in English language learning is essential as it highlights the rapid advancement of technology and the wide availability of information. In the digital era, English proficiency is not limited to traditional skills such as reading, writing, speaking, and composing; but also requires knowledge of how to use various digital learning platforms. In line with Jun Zhao A and Mohammad

Jafre Bin Zainol Abidin B (2024), current methods in EFL reading instruction show a shift towards a more student-centered and technology-supported approach. The main trends include: 1. Integrative Approach: Combining reading with other language skills, such as writing and speaking, to produce a more holistic learning experience. 2. Technology Integration: Using digital tools and resources, such as electronic books, online reading platforms, and interactive reading apps, to engage and enhance students' reading growth. 3. Differentiated Learning: Customizing reading instruction to fit the needs and skill levels of different students, so that all students can proceed at their own pace. 4. Collaborative Learning: Promote collaborative learning activities, such as group reading projects and peer-to-peer conversations, to build a supportive learning environment and enhance comprehension (Zhao & Bin Zainol Abidin, 2024b).

D. Research Limitations

This study, researchers found several limitations in the study, including:

1. This study was limited by limited research time so that the inverted classroom teaching method approach was only a few meetings.

2. This study uses a nonequivalent quasi-experiment method where researchers can only use existing samples.

3. This study was limited to one school, MTsN 2 Semarang City, because it has adequate technological facilities. Therefore, there is a possibility of different results if this research is conducted in different schools.

4. This study only uses one material, namely asking and giving opinion material. Therefore, there is a possibility of different results if this research is conducted on different materials.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research and discussion, several conclusions are obtained. In learning English in experimental classes and control classes, with the control class using the Flipped Classroom learning model requires students to study the material at home independently while the control class has no preparation in learning material when outside the classroom. The experimental class allows students to understand the material to be studied in advance rather than the control class. Increased student understanding triggers student optimism in learning, therefore students are more confident in carrying out learning activities. The results showed that there were differences in student engagement in the application of the Flipped Classroom learning model as seen from the significance value of 0.000. The significance value of $0.000 < 0.05$ thus H_a is accepted. This shows that the application of the Flipped classroom learning model has an effect on English learning in the experimental class. The Flipped Classroom learning model provides opportunities for students to use digital technology in accessing digital resources that contain learning content information. Digital learning assignments in the classroom demand that students correctly digest data from several sources and then critically integrate the data to produce new knowledge. As a result,

Flipped Classroom offers students several chances to develop their digital literacy. The results showed that there was a difference in digital literacy in the application of the Flipped Classroom learning model as seen from the significance value of 0.000. The significance value of $0.000 < 0.05$ thus H_a is accepted. This shows that learning using the Flipped classroom model has an effect on improving digital literacy in English.

B. Implication

Based on the research results, theoretical and practical implications can be stated as follows:

1. Practical Implication the need for English learning to be carried out using the flipped classroom learning method which can increase student engagement and improve digital literacy.
2. Theoretical implications there needs to be a further study of the effect of the implementation of the flipped classroom learning model on student engagement and improving digital literacy in learning English for a certain period so that the long-term implications for students can be known.
3. Methodological implications there needs to be further studies using qualitative or quantitative methods in depth to refine the results of research on the effect of the application of the flipped

classroom learning model on student engagement and improving digital literacy of students in learning English as a comparison or further development, so that a better learning model is produced. This can have implications for improving the quality of education.

C. Suggestion

1. This research was conducted at the Junior High School level, further researchers can conduct research at different school levels, such as Senior High School, or Elementary school.
2. Researchers and teachers who will use the Flipped Classroom learning model must master the material and know how to apply the flipped classroom, direct clearly, guide and motivate students so that the application of this learning model runs according to learning objectives.
3. Other researchers and teachers can continue and improve the research "Flip Classroom: A Strategy For Student Engagement and Digital Literacy Among Junior High School" by using the most appropriate media for learning using the Flipped Classroom learning model.

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APPENDICES

APPENDIX 1

INTERVIEW

School Identity

- a. School : MTs Negeri 2 Kota Semarang
- b. Address : Jl. Soekarno Hatta, Kalicari, Kec. Pedurungan, Kota Semarang, Jawa Tengah 50198

Source Identity

- a. Name : Yuni Listianti, S. Pd.
- b. Position : English Teacher

No	Questions	Answers
1.	Model pembelajaran apa yang ibu gunakan dalam mengajar Bahasa Inggris?	Biasanya saya menjelaskan materi kepada anak-anak seperti biasa dan anak-anak mencatat kemudian saya berikan tugas atau disebut model ceramah, karena dalam satu minggu hanya 1 kali pertemuan saja dan waktu pembelajaran terbatas
2	Sebelumnya, apakah ibu sudah pernah mengetahui model pembelajaran flip	Belum

	classroom atau kelas terbalik?	
3.	Apakah ibu pernah memberikan tugas untuk berdiskusi secara kelompok di kelas?	Jarang
4.	Apakah ibu pernah memberikan instruksi untuk presentasi di depan kelas?	Belum
5.	Apakah siswa aktif berdiskusi/bertanya/berpendapat?	Ada beberapa yang aktif, namun banyak yang hanya mendengarkan saja.
6.	Apakah saat pembelajaran Bahasa Inggris, siswa diperbolehkan menggunakan alat digital?	Iya, boleh. Biasanya mereka menggunakan tablet
7.	Saat ini materi pembelajaran bahasa Inggris tentang apa?	Asking and Giving Opinion

Students' Name List Experiment Class

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APPENDIX 3

Students' Name List Control Class


KEMENTERIAN AGAMA REPUBLIK INDONESIA
MTs NEGERI 2 KOTA SEMARANG
 Jl. Soekarno Hatta No. 285 Kota Semarang
 https://mtsnegeri2kotasemarang.sch.id - e-mail: mtsnsemarang2@gmail.com
 

DAFTAR HADIR PESERTA DIDIK
TAHUN PELAJARAN 2024/2025

Kelas : VIII B Semester :

NO	NAMA	L/P	Bulan												Tahun												JUMLAH	KETERANGAN
			1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12		
1	ADINDA YULIAWATI	P																										
2	ALFALAYLA NURIL RAHMAN	P																										
3	AMMARA CINTALYLA MUMTAZ A	P																										
4	ANGGA ALFIN NUGRAHA	L																										
5	ARSADEWA DAFI PUTRA	L																										
6	ARSIY ABELIA PUTRI PRASETYO	P																										
7	AZKIYA MAULIDA RAHMA	P																										
8	CANDRA PUTRA MAHARDIKA	L																										
9	DANIL FAHMI ISLAMI	L																										
10	DAVINA ADILIA PUTRI	P																										
11	FADHIL ATHAA MUZHAFAR	L																										
12	FATHIMAH ZAHRAHUSYIFA	P																										
13	IDI PANGESTU SABRINA	P																										
14	KHALIFA RAHMA YANI	P																										
15	KHOIROTUNNISA MUFIDATUNNU	P																										
16	MUHAMAD GUNTUR HIDAYATULLI	L																										
17	MUHAMMAD DAFFA IBRAHIM	L	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
18	MUHAMMAD FARHAN NASUHA	L																										
19	MUHAMMAD HANIF RADIATUL P	L																										
20	MUHAMMAD IBRAHIM FADHIL N	L																										
21	NAYLA JANITRA HUSNA	P																										
22	RANIA WIDY LESTARI	P																										
23	RAUF HASAN NUR RAMADHAN	L																										
24	SABRINA MALIKA HUSNA	P																										
25	SAKINA ADHIMA SYIFA	P																										
26	SALMA PUTRI PATRICIA	P																										
27	SULTHAN MUHAMMAD RIDHO	L																										
28	TALITHA RESENDRIYA SAKHI FA	P																										
29	ULLIA LUTPITA ALFIYANI	P																										
30	WIRDHAN KHASANUL FAIZ	L																										
31	ZAHROTA PARA MESTI FIRDAUSI	P																										
32	ZUFAR HANDIKA WIBAWA	L																										

Keterangan

5 : sakit

1 : izin

A : alpha

T : terlambat

Semarang,202...

Wali Kelas,

Questionnaires Pre Test and Post Test

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Jawaban Anda

☐ Option 1

Kelas *

☐ VIII A
☐ VIII B
☐ VIII C

Jenis Kelamin *

☐ laki-laki
☐ Perempuan

1. Saya aktif berpartisipasi mengikuti pelajaran bahasa Inggris dengan aktif *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

2. Saya dengan antusias menjawab atau mengajukan pertanyaan dan menyampaikan ide baru kepada guru. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

3. Saya aktif dalam diskusi kelompok terkait tugas yang diberikan oleh guru. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

Struktur Organisasi - Info Neo x Struktur web.jpg - Google L x Peta 2 kota Semarang - Pen... x FLIP CLASSROOM: A STRATEG...

docs.google.com/forms/d/e/1FAIpQLSehrGkuC7G9R_oXWqg_SiYKevicBmN30upLx8WZ2kug/viewform

18. Saya merasa bahwa pembelajaran Bahasa Inggris di kelas akan membantu saya meningkatkan keterampilan digital saya. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

19. Saya sering berkolaborasi dengan teman sekelas menggunakan alat digital untuk tugas Bahasa Inggris. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

20. Saya dapat memahami isi materi video bahasa Inggris yang diberikan guru secara mandiri sebelum sesi kelas berlangsung. *

1 2 3 4 5

Sangat Tidak Setuju ☐ ☐ ☐ ☐ ☐ Sangat Setuju

16:32 22/06/2025

APPENDIX 5 Pre-test Student Engagement Experiment Class

No	Student Engagement										Total
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
1	4	3	4	3	4	3	4	3	4	4	36
2	3	2	3	4	3	3	3	2	3	3	29
3	3	3	3	4	3	3	3	3	3	3	31
4	1	2	3	4	3	4	3	3	3	3	29
5	3	2	4	3	3	3	4	2	3	3	30
6	2	2	3	3	2	3	3	2	2	3	25
7	4	3	4	3	4	4	3	3	3	4	35
8	3	3	3	3	3	3	3	3	3	3	30
9	4	3	4	3	3	3	3	2	4	3	32
10	4	2	5	4	3	5	5	4	5	4	41
11	4	3	3	4	3	3	3	3	3	3	32
12	3	3	4	3	3	3	4	2	4	3	32
13	3	2	3	3	3	3	2	2	3	3	27
14	3	2	3	3	3	3	3	2	3	3	28
15	4	3	3	3	2	3	3	3	4	3	31
16	3	3	4	1	2	3	3	1	3	2	25
17	2	3	2	3	3	3	2	2	2	2	24
18	3	4	5	3	3	4	4	2	5	3	36
19	5	4	5	3	4	3	3	3	4	3	37
20	3	3	3	4	3	3	4	3	4	4	34
21	3	3	3	4	4	3	3	3	3	3	32
22	4	3	3	3	3	3	3	3	4	4	33
23	3	3	3	3	3	3	3	3	3	3	30
24	3	2	3	3	3	4	3	2	3	3	29
25	3	3	3	3	3	3	2	3	2	3	28
26	1	2	2	2	2	2	3	2	2	2	20
27	3	2	3	3	2	2	3	3	3	3	27
28	3	3	4	3	4	3	4	3	4	3	34
29	3	3	3	3	3	3	3	3	3	3	30
30	3	3	4	3	3	3	3	3	3	4	32
31	3	4	3	4	3	3	4	4	3	3	34

APPENDIX 6 Pre-test Digital Literacy Experiment Class

No	Digital Literacy										Total
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
1	3	3	4	4	4	4	4	4	4	3	37
2	3	3	4	4	3	3	2	3	3	3	31
3	3	3	4	3	3	3	3	3	3	3	31
4	3	3	2	3	3	3	2	3	3	2	27
5	3	3	2	4	3	3	3	3	4	3	31
6	2	2	2	4	2	4	2	3	2	2	25
7	3	3	3	3	3	3	3	3	3	3	30
8	3	3	3	3	3	4	3	3	3	3	31
9	3	3	2	2	2	4	2	3	3	3	27
10	4	3	3	4	3	3	4	3	4	3	34
11	3	3	3	3	3	3	3	3	3	3	30
12	3	4	4	3	4	4	3	3	3	2	33
13	3	2	2	3	3	3	3	3	1	3	26
14	3	2	3	3	3	3	3	2	3	2	27
15	2	4	4	3	3	3	3	3	3	3	31
16	4	1	1	2	3	2	4	4	5	3	29
17	5	3	2	2	3	2	3	3	2	2	27
18	2	5	5	1	4	3	2	2	2	3	29
19	4	3	2	1	1	2	2	1	2	3	21
20	4	4	3	2	3	1	2	3	3	2	27
21	2	3	3	3	3	3	3	3	3	3	29
22	4	4	4	4	4	2	4	4	4	2	36
23	3	3	2	2	3	5	3	3	3	3	30
24	3	2	3	3	2	2	3	2	3	2	25
25	3	3	3	3	3	4	3	3	3	3	31
26	2	2	2	2	3	2	2	2	2	2	21
27	3	3	4	4	3	4	4	3	3	3	34
28	3	3	4	3	3	4	3	4	3	3	33
29	3	3	3	3	3	3	3	3	3	3	30
30	5	4	3	3	3	3	3	3	3	3	33
31	3	3	5	3	3	4	5	4	5	4	39

APPENDIX 7 Pre-test Student Engagement Control Class

No	Student Engagement										Total
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
1	3	3	3	4	3	4	5	3	3	4	35
2	3	2	3	3	3	3	3	2	3	3	28
3	3	3	3	3	3	3	3	2	3	3	29
4	3	2	3	3	3	3	3	2	3	3	28
5	3	3	3	5	3	4	5	3	3	4	36
6	3	3	3	3	3	3	3	3	4	3	31
7	1	2	3	2	1	2	3	2	1	2	19
8	4	3	3	3	3	3	4	3	5	3	34
9	3	2	3	2	3	3	3	2	4	2	27
10	4	2	4	4	3	2	4	2	3	4	32
11	3	3	3	2	3	2	3	2	4	3	28
12	4	4	3	3	4	5	3	2	5	3	36
13	3	4	5	4	4	4	3	4	4	3	38
14	2	2	2	2	2	3	4	4	2	4	27
15	5	1	2	3	4	2	5	3	1	2	28
16	1	1	1	2	1	3	1	3	1	1	15
17	3	3	3	2	3	2	3	2	3	3	27
18	3	3	3	3	3	3	3	3	3	3	30
19	3	3	3	3	3	3	3	2	4	2	29
20	3	3	4	3	3	3	2	3	3	2	29
21	4	3	5	3	3	2	3	4	3	1	31
22	5	5	5	3	5	5	5	5	5	5	48
23	5	3	5	5	5	1	5	1	5	5	40
24	4	3	5	5	5	5	5	2	5	5	44
25	3	3	3	3	4	3	3	3	4	3	32
26	3	3	3	3	3	3	3	3	3	3	30
27	4	4	4	3	3	3	3	3	3	3	33
28	4	4	3	3	4	3	3	3	3	4	34
29	4	4	3	3	3	3	3	3	4	4	34
30	4	4	4	4	4	3	3	4	3	4	37
31	3	3	3	3	3	3	3	3	3	3	30

APPENDIX 8 Pre-test Digital Literacy Control Class

No	Digital Literacy										Total
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
1	3	3	3	2	3	3	5	2	3	4	31
2	3	3	3	3	2	3	2	3	3	3	28
3	4	3	3	4	3	3	3	3	3	3	32
4	3	3	3	3	3	3	4	3	3	3	31
5	2	1	3	5	3	5	5	3	3	2	32
6	4	4	3	3	4	3	4	4	3	3	35
7	3	2	1	2	3	2	1	2	3	2	21
8	3	3	3	4	3	4	4	3	3	3	33
9	3	3	4	3	4	3	4	3	3	3	33
10	3	2	3	3	4	4	3	4	2	3	31
11	4	3	3	4	3	3	4	3	3	3	33
12	4	3	3	3	3	5	3	2	3	3	32
13	3	3	4	3	4	3	3	3	3	3	32
14	4	3	1	2	3	4	2	4	1	3	27
15	4	1	3	3	2	3	4	3	2	3	28
16	3	3	1	3	1	1	3	2	2	2	21
17	3	3	2	3	3	2	3	3	3	2	27
18	3	2	2	3	3	2	3	2	3	3	26
19	2	2	2	2	2	3	4	3	2	2	24
20	4	2	4	2	1	3	3	3	2	3	27
21	1	3	3	3	3	3	3	3	3	3	28
22	4	3	5	5	5	5	2	4	2	3	38
23	3	5	5	3	3	4	4	4	4	3	38
24	5	4	5	4	5	5	5	5	4	3	45
25	3	3	4	3	3	3	3	3	3	3	31
26	3	3	3	3	3	3	3	3	3	3	30
27	3	3	5	3	4	4	4	4	3	4	37
28	4	4	4	3	3	3	3	3	4	3	34
29	4	4	4	4	4	4	4	4	3	3	38
30	4	3	4	4	4	3	4	4	4	3	37
31	3	3	4	3	3	3	3	3	3	3	31

APPENDIX 9 Post-test Student Engagement Experiment Class

No	Student Engagement										Total
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
1	5	5	5	4	5	4	5	4	5	4	46
2	4	2	5	5	5	5	5	4	4	4	43
3	4	2	5	4	4	5	4	4	5	4	41
4	5	2	5	5	5	4	5	4	5	4	44
5	4	2	4	4	4	4	4	4	4	4	38
6	4	2	4	4	4	4	4	4	4	4	38
7	4	2	4	4	5	4	4	4	5	5	41
8	4	4	4	4	4	4	4	4	4	4	40
9	4	2	3	5	4	5	4	5	5	4	41
10	4	4	5	4	5	5	5	4	4	5	45
11	4	2	3	4	4	5	4	5	4	5	40
12	4	5	5	4	4	4	4	5	4	4	43
13	4	2	4	4	4	4	4	4	4	4	38
14	5	5	4	5	4	4	5	5	5	4	46
15	5	5	5	4	5	5	4	4	5	5	47
16	4	5	4	5	4	5	4	5	5	4	45
17	4	5	4	5	4	5	4	5	4	5	45
18	4	4	5	4	4	5	4	4	4	4	42
19	4	4	5	5	4	5	5	4	5	4	45
20	4	5	4	4	5	4	5	4	5	4	44
21	5	4	5	4	5	4	5	4	5	4	45
22	4	2	4	4	4	4	4	4	4	4	38
23	4	4	4	4	4	5	5	4	5	4	43
24	4	4	4	4	4	5	5	4	4	5	43
25	3	4	4	5	3	3	5	4	3	4	38
26	4	4	5	4	5	5	4	5	4	5	45
27	3	3	3	2	3	2	3	3	4	4	30
28	4	4	3	3	3	3	4	3	4	4	35
29	3	4	3	4	4	4	4	4	4	4	38
30	3	3	3	4	5	4	4	5	4	3	38
31	5	4	3	4	4	4	3	4	4	5	40

APPENDIX 10 Post-test Digital Literacy Experiment Class

No	Digital Literacy										Total
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
1	4	5	4	5	4	5	4	5	4	5	45
2	4	5	4	5	4	5	4	5	4	5	45
3	4	4	4	4	4	4	4	5	4	5	42
4	4	5	5	4	4	5	5	4	5	4	45
5	4	4	4	4	4	4	4	4	4	4	40
6	4	5	4	4	4	4	4	4	4	4	41
7	5	4	4	5	5	4	5	4	4	5	45
8	4	4	4	4	4	4	4	4	4	4	40
9	5	4	4	4	5	4	4	5	4	5	44
10	4	5	4	5	4	5	4	5	4	4	44
11	5	4	5	4	5	4	5	4	5	4	45
12	5	4	5	5	4	4	4	5	5	5	46
13	4	4	4	4	4	4	4	4	4	4	40
14	5	5	4	4	4	5	5	5	4	4	45
15	5	5	5	5	5	5	5	5	5	4	49
16	4	5	4	5	4	5	4	5	4	5	45
17	5	4	5	4	5	4	4	5	4	5	45
18	4	5	4	4	4	4	5	4	4	4	42
19	5	5	4	4	5	4	4	4	5	4	44
20	4	5	4	5	4	5	4	5	4	5	45
21	4	5	4	5	4	5	4	5	4	5	45
22	5	5	5	5	5	5	5	5	5	4	49
23	5	4	4	4	5	5	5	5	5	5	47
24	4	4	4	4	4	4	4	4	4	4	40
25	5	3	3	2	3	4	4	4	4	3	35
26	4	4	4	5	4	4	5	5	5	5	45
27	3	3	3	3	4	5	4	3	3	3	34
28	4	4	3	3	4	5	4	4	3	3	37
29	3	5	4	3	4	4	4	3	3	3	36
30	3	3	4	3	4	4	3	3	4	4	35
31	4	4	4	4	4	2	3	4	3	3	35

APPENDIX 11 Post-test Student Engagement Control Class

No	Student Engagement										Total
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
1	3	3	3	3	3	2	3	2	3	3	28
2	3	2	3	3	3	3	3	3	3	3	29
3	3	3	3	3	3	3	3	3	3	3	30
4	3	2	3	3	3	3	2	3	3	3	28
5	3	3	3	3	3	3	3	3	3	3	30
6	3	2	3	3	4	3	4	2	3	3	30
7	2	2	2	4	3	2	3	2	3	3	26
8	3	2	3	2	3	3	3	2	4	4	29
9	3	4	3	4	3	2	3	2	3	4	31
10	4	1	4	1	2	3	4	4	1	4	28
11	4	2	3	3	3	3	4	3	4	4	33
12	3	3	3	2	3	3	4	3	2	3	29
13	3	2	3	4	3	3	3	2	4	3	30
14	4	3	4	4	3	3	3	3	4	3	34
15	3	3	3	3	3	3	3	3	3	5	32
16	3	3	3	3	3	3	3	3	3	3	30
17	3	3	4	3	4	3	4	3	4	4	35
18	3	3	3	4	4	4	3	3	4	4	35
19	1	2	2	1	1	1	1	3	1	1	14
20	3	3	3	3	3	3	4	3	3	4	32
21	4	3	5	3	3	2	3	4	3	1	31
22	5	5	5	3	5	5	5	5	5	5	48
23	5	3	5	5	5	1	5	1	5	5	40
24	4	3	5	5	5	5	5	2	5	5	44
25	3	3	3	3	4	3	3	3	4	3	32
26	3	3	3	3	3	3	3	3	3	3	30
27	4	4	4	3	3	3	3	3	3	3	33
28	4	4	3	3	4	3	3	3	3	4	34
29	4	4	3	3	3	3	3	3	4	4	34
30	4	4	4	4	4	3	3	4	3	4	37
31	3	3	3	3	3	3	3	4	3	4	32

APPENDIX 12 Post-test Digital Literacy Control Class

No	Digital Literacy										Total
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	
1	3	3	3	3	3	2	3	3	3	2	28
2	3	3	3	3	3	3	3	3	3	3	30
3	3	3	3	3	3	3	3	3	3	3	30
4	3	3	3	3	3	3	3	2	3	3	29
5	3	3	3	3	3	3	3	3	3	3	30
6	4	4	5	5	4	4	3	3	4	5	41
7	3	2	3	3	2	3	4	3	3	3	29
8	3	3	3	3	4	3	5	2	2	2	30
9	3	3	3	1	2	3	2	3	3	2	25
10	5	1	3	4	4	4	3	2	1	4	31
11	4	3	3	4	3	4	3	4	2	2	32
12	3	2	1	5	3	3	2	5	3	3	30
13	4	3	4	4	3	3	4	3	2	3	33
14	4	4	4	4	4	3	3	3	3	3	35
15	3	3	3	3	3	3	3	3	3	3	30
16	3	5	3	3	3	3	3	3	1	1	28
17	3	3	4	3	4	3	3	3	4	3	33
18	3	2	2	2	3	3	3	3	2	3	26
19	1	3	1	2	1	1	2	1	2	2	16
20	3	3	4	2	2	3	3	3	3	2	28
21	1	3	3	3	3	3	3	3	3	3	28
22	4	3	5	5	5	5	2	4	2	3	38
23	3	5	5	3	3	4	4	4	4	3	38
24	5	4	5	4	5	5	5	5	4	3	45
25	3	3	4	3	3	3	3	3	3	3	31
26	3	3	3	3	3	3	3	3	3	3	30
27	3	3	5	3	4	4	4	4	3	4	37
28	4	4	4	3	3	3	3	3	4	3	34
29	4	4	4	4	4	4	4	4	3	3	38
30	4	3	4	4	4	3	4	4	4	3	37
31	3	3	4	3	3	3	3	4	3	3	32

APPENDIX 13 Lesson Plan

MODUL BAHASA INGGRIS

A.Informasi Umum

Nama penyusun	: Arnadita Laila Safitri
Nama sekolah	: MTsN 2 KOTA SEMARANG
Mata pelajaran	: Bahasa Inggris
Tahun Pelajaran	: 2024/2025
Kelas	: VIII
Semester	: I (Genap)
Materi	: Asking and giving opinion
Alokasi waktu	: 2 JP x 40 menit

Capaian Pembelajaran

Menyimak-Berbicara

- Berbicara: 3.1 Mengungkapkan makna dalam percakapan transaksional dan interpersonal dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima.

Menulis Mempresentasikan

- Peserta didik mampu mengomunikasikan ide dan pengalamannya melalui video, gambar dan salinan tulisan.
- Dengan bantuan guru, peserta didik mampu menghasilkan kalimat sederhana menggunakan kata/frasa sederhana dan gambar.
- Peserta didik mampu menulis kosakata sederhana yang berkaitan dengan lingkungan kelas dan rumah dalam Bahasa Inggris menggunakan ejaan yang diciptakan sendiri oleh anak.

Kompetensi Awal

- Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat.

Indikator

- Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat.

- Merespon dan mempraktikan tindak tutur meminta pendapat.
- Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan/meminta pendapat.

Profil Pelajar Pancasila

- Mandiri
- Kreatif
- Bergotong royong

Profil Pelajar Rahmatullilalamin

- Taaddub, tawassuth, tathawwur wa ibtikar, dan tasamuh.
- Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia

Sarana Dan Prasana

- Sumber Belajar : (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, English for Nusantara untuk SMP/MTs Kelas VIII: Ika Lestari Damayanti, dkk. 2022)
- Peralatan Pembelajaran : Laptop, Tablet, Jaringan internet, Proyektor, Alat bantu audio (Speaker), Media video/ gambar, Papan Tulis, dan alat tulis lainnya.

Target Peserta Didik

- Peserta didik reguler/tipikal : umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.
- Peserta didikn dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai ketrampilan berpikir aras tinggi (HOTS), dan memiliki ketrampilan memimpin.

Model dan Metode Pembelajaran

- Active learning: Model Think, Pair, Share (TPS)
- Discussion
- Presentation
- Flipped classroom

B.Kompetensi Inti

Tujuan Kegiatan Pembelajaran

1. Siswa dapat mengungkapkan pendapat dengan menggunakan kalimat yang tepat.
2. Siswa dapat memberikan respons terhadap pendapat orang lain.
3. Siswa dapat berlatih berdiskusi dalam kelompok kecil.

Pertanyaan Pematik

- Apakah kalian pernah bertanya pendapat tentang penampilanmu kepada temanmu?

- Apa kalian pernah memberikan informasi kepada temanmu?

Materi Pembelajaran

Asking for opinion	Giving opinion	Refusing Opinion
What do you think (of/about).....? Do you think (that).....? Why do they behave like that? Do you have any idea? How do you like...? Please, give me your frank opinion. What's your opinion? (less formal)	I think (that).... I believe (that) In my opinion,.. .. It seems to me (that)..... As far as I'm concerned..... I think that if you ask me, Not everyone will agree with me, but... From my point of view...	· No. I don't think so.. · I am not with you. · I am not in line with you · I have different opinion about.. · Absolutely no...

	I agree/disagree....	
--	----------------------	--

Kegiatan pembelajaran

Pertemuan 1:

No	Tahap pembelajaran	Kegiatan pembelajaran
1.	Pendahuluan	1. Guru masuk kelas memberi salam kepada peserta didik 2. Guru menyapa peserta didik, seperti menanyakan “how are you?” 3. Guru memeriksa kehadiran peserta didik 4. Guru memotivasi peserta didik dengan menjelaskan manfaat belajar hari ini, metode dan tujuan pembelajaran. 5. Guru mendorong peserta didik bertanya terkait dengan materi berupa video dan ppt

		yang sudah dipelajari di rumah.
2.	Inti	1. Guru menampilkan PowerPoint 2. Guru memaparkan materi secara singkat kepada peserta didik 3. Guru membagi siswa menjadi kelompok kecil(4-5 siswa) 4. Guru meminta peserta didik untuk Setiap kelompok mendiskusikan topik yang telah ditentukan dan menggunakan kalimat untuk membuat dialog singkat meminta dan memberikan pendapat. 5. Guru meminta peserta didik perwakilan kelompok untuk presentasi hasil diskusi. 6. Guru memberikan feedback terhadap hasil presentasi.

	Penutup	1. Guru dan peserta didik memberikan refleksi terhadap proses dan hasil belajar. 2. Peserta didik mendengarkan pesan guru dan materi untuk di pelajari pada pertemuan selanjutnya. 3. Peserta didik yang mendapat giliran memimpin doa untuk menutup proses pembelajaran. 4. Guru menutup kelas dan mengucapkan salam
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Pertemuan 2:

N o	Tahap pembelajaran	Kegiatan pembelajaran
1.	Pendahuluan	6. Guru masuk kelas memberi salam kepada peserta didik 7. Guru menyapa peserta didik, seperti menanyakan “how are you?” 8. Guru memeriksa kehadiran peserta didik 9. Guru memotivasi peserta didik dengan menjelaskan manfaat belajar hari ini, metode dan tujuan pembelajaran.

		10. Guru mendorong peserta didik bertanya terkait dengan materi berupa video yang sudah dipelajari di rumah.
2.	Inti	1. Guru membagikan link quiziz melalui WA group Berikut link: https://app.quizalize.com/view/quiz/asking-giving-opinion-agreement-disagreement-d01c3f19-c17c-405c-a3fa-fb866f4f2795 7. Guru meminta peserta didik untuk mengerjakan soal soal 8. Guru meminta peserta didik perwakilan kelompok untuk presentasi hasil diskusi. 9. Guru memberikan feedback terhadap hasil presentasi.
	Penutup	5. Guru dan peserta didik memberikan refleksi terhadap proses daan hasil belajar. 6. Peserta didik mendengarkan pesan guru dan materi untuk di pelajari pada pertemuan selanjutnya.

		7. Peserta didik yang mendapat giliran memimpin doa untuk menutup proses pembelajaran. 8. Guru menutup kelas dan mengucapkan salam
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Refleksi

Guru:

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaimana pencapaian Keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

Peserta didik:

Siswa mengungkapkan secara lisan apa yang telah dipelajarinya, tantangan/ kesulitan yang dihadapi dan harapan mengenai pembelajaran hari ini.

Assessment

- Formatif : tertulis, mengerjakan LKPD
- Sumatif: mengerjakan soal diakhir pembelajaran

Penilaian

1. Rubrik Penilaian

Berikut adalah penilaian yang dapat digunakan oleh guru dalam menilai siswa pada unit 1.

No	Aspek	Skor	Keterangan
1.	Aspek keaktifan	5	Peserta didik mampu menanggapi/bertanya dengan baik
		3	Peserta didik kurang menanggapi dengan baik
		2	Peserta didik tidak menanggapi/bertanya
2.	Aspek Conherence	5	All correct
		3	Slightly incorrect
		2	Lots of incorrect

Jumlah perolehan x 5

Skor maksimal

2. Penilaian penilaian

Indikator	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
☐ Menggunakan dan mempraktikkan tindak tutur menyampaikan pendapat.	Tes lisan	Membaca contoh dialogue	Lihat contoh
☐ Mengidentifikasi berbagai macam ekspresi untuk mengungkapkan / meminta pendapat.	Tes lisan	Membuat dan membaca dialog.	Lihat contoh

a. Instrumen Penilaian

Make a short dialogue using your own sentences and insert the expression of opinion. Then, act it in front of class!

Rubrik Penilaian

Bentuk instrumen	Sempurna	Sebagian besar benar	Beberapa benar	Semuanya salah
Fluency	25	15	10	5
Error in pronunciation	25	15	10	5
Intonation	25	15	10	5

Accuracy in grammar and vocabulary	25	15	10	5
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Skor maksimal : 100

Penilaian : skor perolehan

Mengetahui, 29 Mei
2025

Guru Bahasa Inggris

Yuni Listianti, S. Pd.

LEMBAR KERJA PESERTA DIDIK (LKPD)

Nama :

Kelas :

Petunjuk!

Please make a short dialog about one of the topic below!

1. Bullying
2. Food
3. Movies
4. Holiday
5. Outfit of the day

APPENDIX 14

SPSS VALIDITY AND REABILITY STUDENT ENGAGEMENT

		Correlations										
		P01	P02	P03	P04	P05	P06	P07	P08	P09	P10	Total
P01	Pearson Correlation	1	-.059	.160	.073	.139	.385*	.422*	.159	.528**	.612**	.502**
	Sig. (2-tailed)		.755	.398	.700	.463	.036	.020	.401	.003	.000	.005
	N	30	30	30	30	30	30	30	30	30	30	30
P02	Pearson Correlation	-.059	1	.598**	.338	.526**	.111	.101	.583**	.421*	.040	.637**
	Sig. (2-tailed)	.755		.000	.068	.003	.560	.594	.001	.021	.835	.000
	N	30	30	30	30	30	30	30	30	30	30	30
P03	Pearson Correlation	.160	.598**	1	.566**	.655**	.325	.094	.356	.525**	.115	.738**
	Sig. (2-tailed)	.398	.000		.001	.000	.079	.620	.054	.003	.546	.000
	N	30	30	30	30	30	30	30	30	30	30	30
P04	Pearson Correlation	.073	.338	.566**	1	.339	.482**	-.158	-.126	.435*	.147	.479*
	Sig. (2-tailed)	.700	.068	.001		.067	.007	.405	.507	.016	.439	.007
	N	30	30	30	30	30	30	30	30	30	30	30
P05	Pearson Correlation	.139	.526**	.655**	.339	1	.405*	.182	.504**	.668**	.199	.754**
	Sig. (2-tailed)	.463	.003	.000	.067		.026	.336	.005	.000	.292	.000
	N	30	30	30	30	30	30	30	30	30	30	30
P06	Pearson Correlation	.385*	.111	.325	.482**	.405*	1	.405*	.119	.565**	.555*	.632**
	Sig. (2-tailed)	.036	.560	.079	.007	.026		.026	.531	.001	.001	.000
	N	30	30	30	30	30	30	30	30	30	30	30
P07	Pearson Correlation	.422*	.101	.094	-.158	.182	.405*	1	.404*	.375*	.631**	.514**
	Sig. (2-tailed)	.020	.594	.620	.405	.336	.026		.027	.041	.000	.004
	N	30	30	30	30	30	30	30	30	30	30	30
P08	Pearson Correlation	.159	.583**	.356	-.126	.504**	.119	.404*	1	.333	.270	.609**
	Sig. (2-tailed)	.401	.001	.054	.507	.005	.531	.027		.073	.149	.000
	N	30	30	30	30	30	30	30	30	30	30	30
P09	Pearson Correlation	.528**	.421*	.525**	.435*	.668**	.565**	.375*	.333	1	.528**	.837**
	Sig. (2-tailed)	.003	.021	.003	.016	.000	.001	.041	.073		.003	.000
	N	30	30	30	30	30	30	30	30	30	30	30
P10	Pearson Correlation	.612**	.040	.115	.147	.199	.555**	.631**	.270	.528**	1	.598**
	Sig. (2-tailed)	.000	.835	.546	.439	.292	.001	.000	.149	.003		.000
	N	30	30	30	30	30	30	30	30	30	30	30
Total	Pearson Correlation	.502**	.637**	.738**	.479**	.754**	.632**	.514**	.609**	.837**	.598**	1
	Sig. (2-tailed)	.005	.000	.000	.007	.000	.000	.004	.000	.000	.000	
	N	30	30	30	30	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics

Cronbach's Alpha	N of Items
.829	10

APPENDIX 15

SPSS VALIDITY AND REABILITY DIGITAL LITERACY

		Correlations										Total
		P01	P02	P03	P04	P05	P06	P07	P08	P09	P10	
P01	Pearson Correlation	1	.024	.465**	.249	.184	.369*	.541**	.305	.569**	.568**	.716**
	Sig. (2-tailed)		.899	.010	.184	.331	.045	.002	.101	.001	.001	.000
	N	30	30	30	30	30	30	30	30	30	30	30
P02	Pearson Correlation	.024	1	.265	.318	.599**	.144	.345	.366*	.167	.285	.549**
	Sig. (2-tailed)	.899		.157	.087	.000	.449	.062	.047	.376	.127	.002
	N	30	30	30	30	30	30	30	30	30	30	30
P03	Pearson Correlation	.465**	.265	1	.181	.523**	.315	.261	.239	.318	.483**	.639**
	Sig. (2-tailed)	.010	.157		.339	.003	.090	.163	.203	.086	.007	.000
	N	30	30	30	30	30	30	30	30	30	30	30
P04	Pearson Correlation	.249	.318	.181	1	.315	-.006	.655**	-.117	.549**	.024	.544**
	Sig. (2-tailed)	.184	.087	.339		.090	.976	.000	.539	.002	.899	.002
	N	30	30	30	30	30	30	30	30	30	30	30
P05	Pearson Correlation	.184	.599**	.523**	.315	1	-.033	.386*	.241	.309	.582**	.649**
	Sig. (2-tailed)	.331	.000	.003	.090		.865	.035	.199	.096	.001	.000
	N	30	30	30	30	30	30	30	30	30	30	30
P06	Pearson Correlation	.369*	.144	.315	-.006	-.033	1	.148	.293	.202	.466**	.465**
	Sig. (2-tailed)	.045	.449	.090	.976	.865		.434	.116	.284	.009	.010
	N	30	30	30	30	30	30	30	30	30	30	30
P07	Pearson Correlation	.541**	.345	.261	.655**	.386*	.148	1	-.065	.738**	.260	.737**
	Sig. (2-tailed)	.002	.062	.163	.000	.035	.434		.731	.000	.164	.000
	N	30	30	30	30	30	30	30	30	30	30	30
P08	Pearson Correlation	.305	.366*	.239	-.117	.241	.293	-.065	1	-.127	.502**	.390*
	Sig. (2-tailed)	.101	.047	.203	.539	.199	.116	.731		.504	.005	.033
	N	30	30	30	30	30	30	30	30	30	30	30
P09	Pearson Correlation	.569**	.167	.318	.549**	.309	.202	.738**	-.127	1	.326	.700**
	Sig. (2-tailed)	.001	.376	.086	.002	.096	.284	.000	.504		.078	.000
	N	30	30	30	30	30	30	30	30	30	30	30
P10	Pearson Correlation	.568**	.285	.483**	.024	.582**	.466**	.260	.502**	.326	1	.718**
	Sig. (2-tailed)	.001	.127	.007	.899	.001	.009	.164	.005	.078		.000
	N	30	30	30	30	30	30	30	30	30	30	30
Total	Pearson Correlation	.716**	.549**	.639**	.544**	.649**	.465**	.737**	.390*	.700**	.718**	1
	Sig. (2-tailed)	.000	.002	.000	.002	.000	.010	.000	.033	.000	.000	
	N	30	30	30	30	30	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).
* . Correlation is significant at the 0.05 level (2-tailed).

Reliability Statistics	
Cronbach's Alpha	N of Items
.817	10

APPENDIX 16

SPSS DESCRIPTIVE STUDENT ENGAGEMENT

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PretestExperiment	31	20.00	41.00	30.7419	4.25807
PosttestExperiment	31	35.00	43.00	40.0968	2.10325
PretestControl	31	15.00	48.00	31.5806	6.35492
PosttestControl	31	27.00	40.00	32.5484	3.04235
Valid N (listwise)	31				

APPENDIX 17

SPSS DESCRIPTIVE DIGITAL LITERACY

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PretestExperiment	31	21.00	37.00	29.5484	3.74022
PosttestExperiment	31	35.00	45.00	39.6774	2.68809
PretestControl	31	21.00	45.00	31.3226	5.17292
PosttestControl	31	16.00	45.00	31.6774	5.39374
Valid N (listwise)	31				

APPENDIX 18

SPSS NORMALITY TEST STUDENT ENGAGEMENT AND DIGITAL LITERACY

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PretestExperiment	.094	31	.200 [*]	.986	31	.955
PosttestExperiment	.159	31	.044	.937	31	.066
PretestControl	.171	31	.021	.944	31	.104
PosttestControl	.146	31	.090	.969	31	.482

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

a. Lilliefors Significance Correction

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PretestExperiment	.129	31	.200 [*]	.963	31	.351
PosttestExperiment	.193	31	.005	.932	31	.050
PretestControl	.120	31	.200 [*]	.968	31	.475
PosttestControl	.151	31	.070	.938	31	.073

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

a. Lilliefors Significance Correction

APPENDIX 19

SPSS TEST HOMOGENITY OF VARIANS STUDENT ENGAGEMENT AND DIGITAL LITERACY

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	2.478	3	120	.065
	Based on Median	1.975	3	120	.121
	Based on Median and with adjusted df	1.975	3	100.276	.123
	Based on trimmed mean	2.420	3	120	.069

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	2.618	3	120	.054
	Based on Median	2.364	3	120	.074
	Based on Median and with adjusted df	2.364	3	84.772	.077
	Based on trimmed mean	2.599	3	120	.055

APPENDIX 20

SPSS LINEARITY TEST PRE- TEST AND POST-TEST STUDENT ENGAGEMENT

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
StudentEnga * StudentEnga	Between Groups	(Combined)	61.367	14	4.383	.757	.697
		Linearity	2.538	1	2.538	.438	.517
		Deviation from Linearity	58.829	13	4.525	.782	.669
	Within Groups		92.633	16	5.790		
	Total		154.000	30			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
StudentEnga * StudentEnga	Between Groups	(Combined)	199.382	16	12.461	2.290	.063
		Linearity	63.582	1	63.582	11.687	.004
		Deviation from Linearity	135.799	15	9.053	1.664	.174
	Within Groups		76.167	14	5.440		
	Total		275.548	30			

APPENDIX 21

SPSS LINEARITY TEST PRE- TEST AND POST-TEST DIGITAL LITERACY

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Digital Literacy * Digital Literacy	Between Groups	(Combined)	52.808	10	5.281	.644	.760
		Linearity	.005	1	.005	.001	.980
		Deviation from Linearity	52.802	9	5.867	.716	.689
	Within Groups		163.967	20	8.198		
	Total		216.774	30			

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Digital Literacy * Digital Literacy	Between Groups	(Combined)	474.024	16	29.627	1.040	.475
		Linearity	4.743	1	4.743	.167	.689
		Deviation from Linearity	469.281	15	31.285	1.098	.433
	Within Groups		398.750	14	28.482		
	Total		872.774	30			

APPENDIX 22

SPSS ANCOVA PRE- TEST AND POST-TEST STUDENT ENGAGEMENT

Estimates

Dependent Variable: Posttest

Kelas	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
PretestPosttestExperimentClass	40.062 ^a	.452	39.158	40.966
PretestPosttestControlClasses	32.519 ^a	.452	31.615	33.423

a. Covariates appearing in the model are evaluated at the following values:
Pretest = 31,24.

Pairwise Comparisons

Dependent Variable: Posttest

(I) Kelas	(J) Kelas	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
PretestPosttestExperimentClass	PretestPosttestControlClasses	7.543 [*]	.640	.000	6.263	8.822
PretestPosttestControlClasses	PretestPosttestExperimentClass	-7.543 [*]	.640	.000	-8.822	-6.263

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Univariate Tests

Dependent Variable: Posttest

	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Contrast	878.200	1	878.200	139.111	.000	.702
Error	372.465	59	6.313			

The F tests the effect of Kelas. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

APPENDIX 23

SPSS ANCOVA PRE- TEST AND POST-TEST DIGITAL LITERACY

Estimates

Dependent Variable: Posttest

Kelas	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
PretestPosttestExperimentClass	40.132 ^a	.655	38.822	41.442
PretestPosttestControlClasses	31.223 ^a	.655	29.913	32.532

a. Covariates appearing in the model are evaluated at the following values:
Pretest = 30,44.

Pairwise Comparisons

Dependent Variable: Posttest

(I) Kelas	(J) Kelas	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
PretestPosttestExperimentClass	PretestPosttestControlClasses	8.910 [*]	.935	.000	7.039	10.780
PretestPosttestControlClasses	PretestPosttestExperimentClass	-8.910 [*]	.935	.000	-10.780	-7.039

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Univariate Tests

Dependent Variable: Posttest

	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Contrast	1183.174	1	1183.174	90.865	.000	.606
Error	768.255	59	13.021			

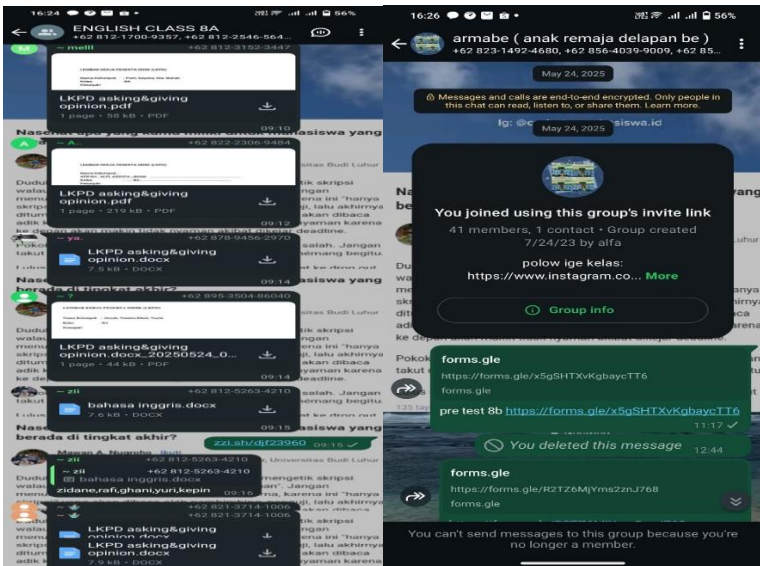
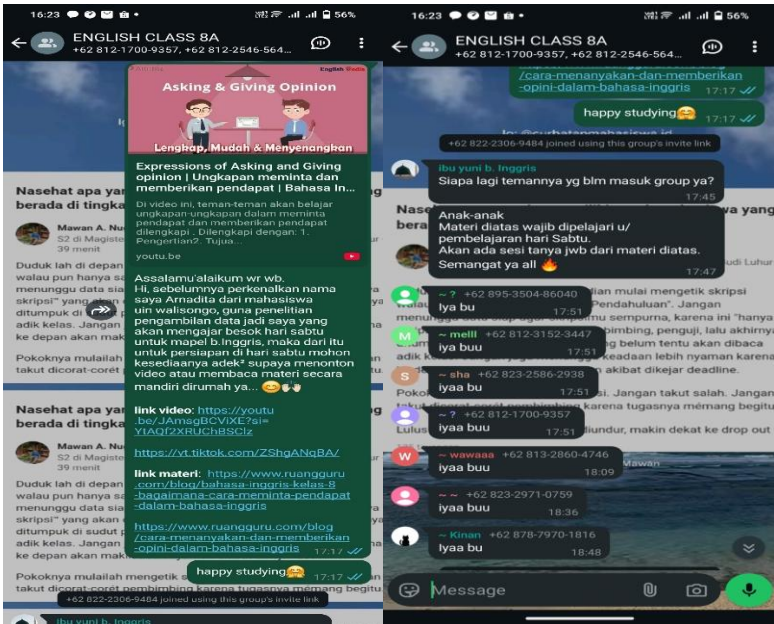
The F tests the effect of Kelas. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

APPENDIX 24 DOCUMENTATION

The teacher give the treatment to the students







APPENDIX 25

Research Instruments skala likert 5 poin :

A. Keterlibatan Aktif (Behavioral Engagement)

No Statement

- 1 Saya aktif berpartisipasi mengikuti pelajaran bahasa inggris dengan aktif
- 2 Saya dengan antusias menjawab atau mengajukan pertanyaan dan menyampaikan ide baru kepada guru.
- 3 Saya aktif dalam diskusi kelompok terkait tugas yang diberikan oleh guru.
- 4 Saya aktif mencatat atau membuat rangkuman materi Bahasa inggris
- 5 Saya berusaha aktif di kelas saat guru memberikan tugas Bahasa Inggris.

B. Keterlibatan Emosional (Emotional Engagement)

No Statement

- 6 Saya merasa senang dan fokus saat belajar bahasa inggris, terutama dalam memahami penjelasan pada diskusi, presentasi.

No Statement

- 7 Saya senang mengikuti meningkatkan pengetahuan saya dengan mengikuti semua aktivitas pembelajaran Bahasa Inggris.
- 8 Saya merasa percaya diri saat diminta menjawab pertanyaan bahasa Inggris
- 9 Saya merasa nyaman belajar Bahasa Inggris dengan bantuan media digital.
- 10 Saya termotivasi untuk belajar Bahasa Inggris lebih baik dari sebelumnya.

A. Kemampuan Mengakses dan Menggunakan Sumber Digital Bahasa Inggris

No Statement

- 1 Saya merasa nyaman mencari informasi atau materi tentang topik bahasa Inggris di internet, youtube, tik tok, dll.
- 2 Saya dapat dengan mudah menemukan dan memahami sumber daya digital (video, e-book, artikel, dll) yang relevan untuk belajar Bahasa Inggris
- 3 Saya sering menggunakan kamus digital saat belajar Bahasa Inggris di smartphone, tablet, laptop.

- 4 Saya tahu cara dalam menggunakan platform pembelajaran online (seperti Google Classroom, Canva, Tik tok, Youtube, Quizlet, Kahoot!, Duolingo, Quiziz) untuk belajar bahasa inggris
- 5 Saya merasa percaya diri menggunakan alat digital untuk mendukung kompetensi saya dalam bahasa inggris

B. Penggunaan Alat Digital untuk Pembelajaran

No Statement

- 1 Saya sering menggunakan video Tik tok atau Youtube atau platform lain untuk memahami materi Bahasa inggris
- 2 Saya tahu cara membuat presentasi digital menggunakan alat seperti Powerpoint, Canva atau Google Slides.
- 3 Saya merasa bahwa pembelajaran Bahasa inggris di kelas akan membantu saya meningkatkan ketrampilan digital saya.
- 4 Saya sering berkolaborasi dengan teman sekelas menggunakan alat digital untuk tugas Bahasa inggris
- 5 Saya dapat memahami isi materi video bahasa inggris yang diberikan guru secara mandiri sebelum sesi kelas berlangsung.

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