

**FLIPPING WRITING CLASSROOM AT
SECONDARY SCHOOL: EFL STUDENTS'
PERCEPTION AND PERFORMANCE**

THESIS

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



by:

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Title : **FLIPPING WRITING ENGLISH CLASSROOM AT
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Wassalamu'alaikum wr. wb.

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MOTTO

وَلِلْآخِرَةِ خَيْرٌ لَّكَ مِنَ الْأُولَىٰ

“And the next life is certainly far better than this one”

ABSTRACT

Title : Flipping Writing Classroom at Secondary School: EFL students' Perception and Performance
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This thesis aimed at investigating students' perception and performance of the flipped writing classroom. The participants were 25 of 845 students' of SMPN 6 Bora. This study was a descriptive qualitative study in which the main data were obtained through interviews, observation and documentation. The data analysis in this study included the stages of data reduction, data display and conclusion. The findings of the research showed that the implementation of the flipped writing classroom at 7th grade SMPN 6 Bora completed the four phases of the ideal implementation of the flipped classroom and allowed the students learn independently and actively. The students have positive perception on the flipped writing classroom. After engaging the flipped writing classroom, the researcher proved the improvement of their writing performance. They confirmed that there were many factors that supported to improve their English writing performance, these factors were: immediate feedback, student – teacher interaction and more preparation time. The implication of this study was the use of flipped classroom can give the students more responsibility to their own learning and the students can learn independently based on their needs.

Keyword: flipped writing classroom, student's perception, student's performance

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First of all, I would like to express gratitude to Allah SWT, the Almighty God of blessing kindness and leading me to accomplish the final project entitled Flipping Writing Classroom at Secondary School: EFL students' Perception and Performance. Sholawat and salam always be given to our Prophet Muhammad who brings us from the darkness to brightness.

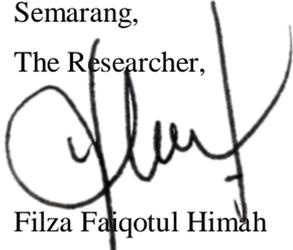
I realize that I cannot complete this final project without help from others. Many people have helped me during writing this final project and it would be impossible to mention all of them. In this chance, the writer would like to express the deep appreciation to:

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Finally, I realize that this thesis is still far from the being perfect, therefore, I will happily accept constructive criticism in order to make this thesis better. I hope that this thesis would be beneficial to everyone, Amen

Semarang,
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CHAPTER 1

INTRODUCTION

A. Background of the Research

Writing is one way for people to communicate with one another. It means that we may use textual communication to communicate and share our thoughts, opinions, and feelings. Writing is a skill that allows us to convey ideas, feelings, and thoughts in word, phrases, and paragraphs.¹ Writing plays an important role in communication because not all information can be provided orally, some information must be delivered in written form, such as paper, text, or a variety of other formats.

Writing is one of the language skills that pupils must master when learning English. Another skill (listening, reading, and speaking) that determines the effectiveness of learning English is writing skill. Writing in English is seen as a difficult skill for language learners, particularly when working with foreign language learners. Foreign language learners believe that writing in the English language is challenging because it needs a variety of forms of knowledge, including language knowledge, vocabulary knowledge, and understanding of writing procedures. This instills

¹ Hang Su and Lei Zhang, 'Local Grammars and Discourse Acts in Academic Writing: A Case Study of Exemplification in Linguistics Research Articles', *Journal of English for Academic Purposes*, 43 (2020), 100805 <<https://doi.org/10.1016/j.jeap.2019.100805>>.

unfavorable attitudes in pupils about English writing classes and the process of writing itself, resulting in poor English writing outcomes.²

In order to write the text in English, students must use detail sentences to describe or explain a specific person, place, or thing. Students must also make the structure and language features. When students are describing or explaining anything, they must make certain that the sentence they write is suitable.

Besides that, students must understand vocabulary, grammatical roles, correctness, concept construction, and learning condition in order to write the text. Students require some type of environment that will make them feel at ease and improve their interest in the content. Students should feel at ease since it will make it easier for them to accept the stuff presented by the teacher.

Students could use their creativity or expertise to practice creating descriptive prose to improve their writing skills. However, it is not easy to write because some students still struggle. In general, students struggle to relate stories and generate paragraphs. It's due to a lack of vocabulary, grammar, spelling, and other skills. Many students still have difficulty with topic, organizing vocabulary, and grammar when they undertake the assignment of writing descriptive text, according to the writer's observations during teacher training

² Dana Adas and Ayda Bakir, 'Writing Difficulties and New Solutions : Blended Learning as an Approach to Improve Writing Abilities PhD in Teaching English Language Methods , AL-Quds Open University ', *International Journal of Humanities and Social Science*, 3.9 (2013), 254–66.

(PPL). When students were asked to write, they took a long time to consider what they should write. This problem arose as a result of students lack of enthusiasm for writing. As a result, the students are unable to compose an effective story.

To encourage students in writing effectively, the writing teacher should be able to be more creative. The teacher can employ an appropriate strategy to enhance the teaching learning process and make writing more engaging for the students. By employing new teaching and learning strategy, experienced teachers must first touch students' hearts before touching their minds. In the Iraqi context, the Ministry of Higher Education and Scientific Research has recently encouraged teachers and students to use various technologies when teaching and learning English. Google Classroom, Zoom, and Google Meet are examples of these technologies used as platforms for learning and sharing learning experiences. E-learning, blended learning, and flipped learning are all examples of how these internet platforms are employed.

Education has recently promoted new and more learner-centered teaching methods. One example of this transition is the flipped classroom, in which instructors and students take on new roles. Flipped classroom as a set of pedagogical approaches that shift information-transmission teaching out of the classroom, use class time for active and social learning, and require students to complete pre- and/or post-class activities in order to fully benefit from in-class

work. In most situations, technological developments such as video lectures, which are combined with in-class active learning to create meaningful student-instructor and student-student interactions, enable the delivery of course information. The flipped classroom, as defined above, is a pedagogical paradigm that encompasses a wide range of implementations, both in terms of out-of-class and in-class activities.³

The flipped classroom is a student-centered approach to teaching and learning that stresses active learning and student interaction rather than the traditional classroom. This form of instruction is known for being transmissive and passive, with minimal opportunity for student interaction.⁴ The flipped classroom, on the other hand, is thought to promote student engagement and active learning through pre-class preparation, such as films, and students being more engaged during class time.⁵ The instructor's role in the flipped classroom shifts from that of a content provider to that

³ Lakmal Abeysekera and Phillip Dawson, 'Motivation and Cognitive Load in the Flipped Classroom: Definition, Rationale and a Call for Research', *Higher Education Research and Development*, 34.1 (2015), 1–14 <<https://doi.org/10.1080/07294360.2014.934336>>.

⁴ Anna Therese Steen-Utheim and Njål Foldnes, 'A Qualitative Investigation of Student Engagement in a Flipped Classroom', *Teaching in Higher Education*, 23.3 (2018), 307–24 <<https://doi.org/10.1080/13562517.2017.1379481>>.

⁵ Jacqueline O'Flaherty and C Phillips, 'The Use of Flipped Classrooms in Higher Education: A Scoping Review ☆', 2015 <<https://doi.org/10.1016/J.IHEDUC.2015.02.002>>.

of a facilitator. As a result, students' ownership of their own learning and self-regulatory skills are mediated. This educational method can be advantageous for a variety of reasons: students can study at their own pace, availability to technology such as videos allows students to engage with material whenever they want, and class time is dedicated to debates and group work.

The method overcomes physical limitations (such as time and space) and allows students to study class materials at any time and from any location as long as they have access to the Internet. "The flipped classroom provides students with a personalized education," Bergmann and Sams added.⁶ Students' higher order thinking abilities (e.g., application, analysis, synthesis, and assessment) may benefit from the flipped classroom, as opposed to their lower order thinking skills (e.g., knowledge, understanding).⁷

According to the Alaa Ismaeel Challob (2016) stated that flipped classroom influence the students' English writing performance and the interactive nature of the learning environment, time and place flexibility, teacher and peer feedback, and a variety of learning sources were most important factors in assisting students in improving their English writing performance. Ramyar O. Qader

⁶ Aaron Sams and Oregon Washington, *Jonathan Bergmann Flip Your Classroom*, 2012. P.18

⁷ Given Lee and Amanda Wallace, 'Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions', *TESOL Quarterly*, 52.1 (2018), 62–84 <<https://doi.org/10.1002/tesq.372>>.

(2019) studied the effect of using flipped classroom on EFL learners' writing skill. This study conducted the study in Salahuddin University College of Languages English Department.

There were several researches conducted about EFL students' perception in flipped classroom, such as the perception about differences between traditional classroom and flipped classroom in undergraduate students. There have been limited studies on how the students' perception and performance after engaging in flipped writing classroom. This study aims to fill the research gap and bridge the widening gap of English levels between pre-university students and secondary school students, deal with the problems of insufficient learning time and needs of learning writing for EFL learners by investigating students' perception and performance of flipped writing classroom. Based on the pre-observation in Junior High School 6 Bora, the implementation of the flipped classroom at SMP 6 Bora has been implemented but not evenly distributed in all subjects, but in English subjects it has been implemented. In learning using the traditional classroom model is very boring for students. The principal hopes for the teacher to be able to apply the flipped classroom to every subject. By using the flipped classroom model, learning process will be more active, efficient, and fun. The teachers are asked to innovate in presenting teaching materials to students to attract students' interest in learning.

In this research, the researcher will investigate the implementation of flipped writing classroom, students' perception on flipped writing classroom and students' performance after engaging flipped writing classroom.

Based on the description above, the researcher is interested in conducting research by the title "Flipping Writing Classroom at Secondary School: EFL students' Perception and Performance"

B. Question of the Research

1. How is the implementation of flipped writing classroom at secondary school?
2. What are the perceptions of EFL learners on the flipped writing classroom?
3. How are the students' written language performances after engaging in the flipped writing classroom?

C. The Objective of the Research

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

1. This study is aimed to explain the implementation of flipped writing classroom at secondary school.
2. To investigate the students' perception about flipped writing classroom
3. To investigate the students' performance after engaging in flipped writing classroom

D. Pedagogical Significance

1. Theoretical Benefit

The result of this research will reveal the students' perception and performance after engaging in the flipped writing classroom

2. Practical Benefit

a. For students

The result of this study can give insight about learning writing on the flipped classroom.

b. For the teachers

The result of this study can give useful information and contribution to the teacher. The teacher can understand about the students' perception and performance on the flipped writing classroom. One of the most innovative ways for teaching writing skill is flipped classroom.

c. For the next researcher

The result of this study can be used to guide as a starting point to the next researcher who wants to do similar research in flipped writing classroom, especially for English Education Department students.

E. Scope of the Research

In order to avoid irregularities in this study, the researcher limited the issues of this study focused on the students' perception and performance in flipped writing classroom at Eight grade of

SMPN 6 Blora. Moreover, the researcher wants to know the differences between traditional and flipped classroom.

CHAPTER 2

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presented previous research and review several theories of literature related to this research. It presented some important terms to comprehend detail information concerned to this research. This subtitle defined about perception, performance, and flipped writing classroom. The last of this chapter was a conceptual framework.

A. Previous Research

The first was conducted by Alaa Ismael Challob (2021) by the title “The Effect of Flipped Learning on EFL Students’ Writing Performance, Autonomy, and Motivation”. The aim of conducting this study was to find out the effect of flipped learning on students’ English writing performance, autonomy, and motivation in learning English writing. Triangulation of pre- and post-study writing tasks, post-study interview, diaries, and observation were employed in a qualitative case study research design. Content and topic analysis were used to assess the data qualitatively. According to the findings, this learning environment influences students’ English writing performance, autonomy, and motivation. Furthermore, findings revealed that the interactive nature of the learning environment, time and place flexibility, teacher and peer feedback, and a variety of learning sources were the most important factors in assisting students

in improving their English writing performance, autonomy, and motivation. Due to the extensive language and writing skills obtained, the study concluded that flipping English writing sessions offered a user-friendly collaborative learning environment. As a result, students' English writing performance, autonomy, and motivation improved as they gained confidence in their ability to write. From the previous research above, the researcher is inspired and motivated to conduct the study about the effect of implementing flipped writing classroom. The researcher identifies that are some similarities and differences between my research and this research, the similarity is students' performance in flipped writing classroom that want to be examined by the researcher.

The second previous research was from Ramyar O. Qader, Fadime Yalcin Arslan (2019) by the title "The Effect of Flipped Classroom Instruction in Writing: A Case Study Iraqi EFL Learners". The researcher studied about the effect of using flipped classroom on EFL learners' writing skill. Salahaddin University's College of Languages English Department had 66 students participate. The study collected data in a variety of ways, including pre- and post-writing tests, a questionnaire for both groups, and interviews with the experimental group. Depend on the conclusion of this research, the results showed that there was a statistically significant difference between the control and experimental groups, and that the experimental students did better on the writing

examinations than the control students. The researcher identifies that there are some similarities and differences between my research and this research. The similarity is on the skill that wants to be examined by the researcher, that is flipped writing classroom. The difference is on the data collection, the researcher will use interview, pre and post study writing tasks, learning diaries and observation, whereas from the previous research used questionnaire.

The third previous research was from Rebecca Lee Su Ping and friends (2020) by the title “Tracing EFL Students’ Flipped Classroom Journey in A Writing Class: Lessons from Malaysia”. The study looked into the perspectives and experiences of low-proficiency English as a Foreign Language (EFL) students who were enrolled in a structured flipped writing program at a foreign university branch campus in Malaysia. It looked into the areas where students improved as a result of flipped classroom learning. Most students had positive experiences with the flipped classroom, reporting increased time preparation before class, increased practice, engagement, interaction, motivation, and immediate feedback during class, and a higher level of self-efficacy after class, according to qualitative data collected from semi-structured interviews with a sample of 18 students. This method had a few drawbacks, including boredom and the fact that it was time-consuming. The researcher notices certain similarities and contrasts between my research and this research based on past research. The similarity is on the

students' perception in flipped writing classroom and the difference is on the data collection, the researcher will use interview and observation, whereas from the previous research used questionnaire.

The fourth study was conducted by Lori Ogden (2015) by the title "Students Perception of the Flipped Classroom in College Algebra". The researcher studied about the implementation flipped classroom on the 3rd semester of a College Algebra. The researcher used Qualitative method to describe how student perceived the instruction of their College Algebra. From the finding of the research, the students felt that the instruction of the teaching approach enabled them to ask more question in class, the course component worked together to foster increased student learning, and the course design facilitated self-placed instruction. Based on previous study, the researcher observes some similarities and differences between my research and this research. The similarity is the implementation of flipped classroom. The difference is the object of the research. The previous research used the 3rd semester of a College student and my object research is 8th grade student.

The fifth study was from Jalil Fathi (2020) by the title "Examining the impact of flipped classroom on writing complexity, accuracy, and fluency: a case of EFL students". The study aimed at exploring the impact of flipped classroom on EFL students' global writing performance and writing complexity, accuracy, and fluency through quasi-experimental research design. This study conducted in

Iranian University, the participants of this study was 24 and 27 students. The result of this study is the flipped classroom developed and outperformed the non-flipped classroom on EFL Students' global writing performance.

The sixth study was conducted by Hamzeh Haghghi (2019) by the title "Impact of flipped classroom on EFL learners' appropriate use of refusal: achievement, participation, and perception". This study aimed to investigate the impact of a flipped classroom on enhancing EFL learners' pragmatic competence. The finding revealed that the participants of the flipped classroom group were more engaged and enjoyed learning English in a flipped learning environment. The author presents insights into impact of flipped classrooms on appropriate use of English refusals, the participants' perception of the flipped learning experience, their level of participation inside and outside the class.

B. Review of Related Literature

The theoretical review and previous research were highlighted in this chapter. The theoretical review that followed provides a detailed explanation of the study title. The previous study contained a description of the theory and finding from previous research that assisted as preference and research activities.

1. Flipped Classroom

a. *Concept of Flipped Classroom*

Technology in education can be viewed as a student-centered approach in the twenty-first century. The flipped classroom is a pedagogical concept that inverts traditional teaching strategies by reversing the lecture and homework components of a course. This means that lecturing, which is generally done within the classroom, is transferred outside the classroom, while homework, which is normally done outside the classroom, is brought inside the classroom. According to Herried and Schiller, what is generally done in class and what is usually done as homework is flipped or inverted in a flipped classroom. Instead of listening to a lecture on genetics in class and then returning home to work on a set of given tasks, students read genetics-related literature and watch videos before coming to class, and then engage in active learning in class utilizing case studies, labs, games, simulations, or experiments.¹

The flipped classroom is taught and reflects a shift from passive to active learning in order to emphasis on higher-order thinking skills including applying, analyzing, evaluating, and producing (Bloom's Taxonomy learning objectives). Using these

¹ Herried, C. F., & Schiller, N. A. (2013). Case Studies and the Flipped Classroom. *Journal of College Science Teaching*, 42(5), 62–66. <http://www.jstor.org/stable/43631584>

publicly available materials, many teachers and educators begin flipping their classrooms. Students can see the films or screencasts whenever and wherever they choose such as at home, during study hall, on the bus, or even in the hospital as many times as they want, allowing them to go to class better prepared. Teachers can provide extra time for students to integrate and apply their information by implementing a variety of student-centered, active learning tactics such as undertaking research or working on projects with peers. Teachers can also use class time to check on each student's comprehension and, if necessary, assist them in improving their fluency.

According to the above explanation, a flipped classroom is a learning technique that allows students to study independently using learning materials such as text or articles, video learning, or presentation slides supplied by the teacher to web media that allows for file sharing and quick download. The internet media could be an online classroom.

b. The Process of Flipped Classroom

The flipped classroom is a strategy for teachers to make class time more efficient and successful. The flipping classroom modifies standard teaching strategies by presenting lessons outside of the classroom and bringing assignments back into the classroom, giving teachers more time to help students with their questions and provide one-on-one support

Bloom's Taxonomy in a Flipped Classroom

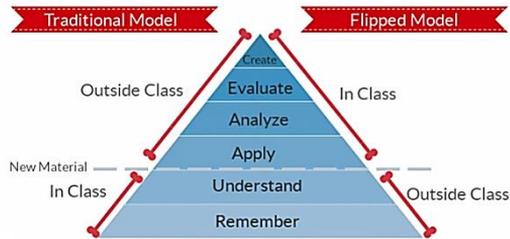


Figure 2 Anderson/Krathwohland Flipped Classroom

In the flipped classroom strategy, lessons and Power Point slides are pre-recorded. Before coming to class, the teacher assigns pupils the responsibility of watching the recorded PowerPoint slides or reading the reading material or articles. When pupils arrive in class, the teacher's job has shifted from content presenter to learning mentor. Rather than providing knowledge during class, teachers spend time conversing with students about the topic, having classroom discussions, working in pairs, and working in small groups. Students who have a good comprehension of the material will be able to work with other students to assist them achieve the same level of understanding.

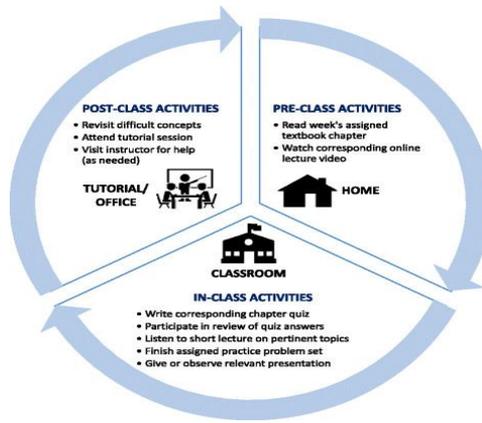


Figure 3 The Concept of Flipped Classroom

There are three steps to do flipped classroom. The first step, create flipped content, a teacher begins the flip class by doing their best to convey the content through video, PowerPoint slides, or reading text. The connection, the fun, and the step of effective teaching are all part of the learning content (for the video, teacher can use their creativity to make the video teaching easier to understand for the students). Teachers can use a variety of examples and demonstrations, just like they would in the classroom, such as a whiteboard, photographs from the internet, or anything else that can help with the teaching process.

The second step, share the content to the students. After the instructor has finished preparing the learning materials, the teacher distributes the materials to the students via online media. The learning content can be uploaded to an online class such as

Edmodo or Schoology, or to other media such as Google Drive, Facebook, a WhatsApp group, or Twitter by the teacher. Then, before class, students can download the learning materials and study at home. This method allows students to choose where and when they want to learn, as well as engage with the learning material in an atmosphere that is comfortable for them. Students can study the instructional materials alone, with friends, or with their parents. Students can read or watch the instructional material on any device, including their iPhone, smartphone, laptop, and so on. They can pause, take notes, and watch the video again to have a better knowledge of the subject.

The third step, spend class time differently, after the students have completed their homework, class time can be used to apply the lesson in fun, practical, and collaborative ways. While others are working in groups, the teacher can assist students according to their needs and provide an individual explanation to students who are still having difficulty understanding the learning content. As a result, students spend less time sitting and listening and more time doing and learning in class, and the flipped model is making class time more entertaining, productive, and engaging for students and teachers all around the world.

c. *The Advantages of Flipped Classroom*

The benefits of a flipped classroom were that students had more time to acquire and comprehend the subject, as well as more opportunities to express and debate what they had learned. There were various benefits to using a flipped classroom, according to Bergmann and Sams, students received assistance with difficult topics, improving teacher-student interaction.²

d. *The Disadvantages of Flipped Classroom*

Learners who have been exposed to traditional education may be resistant to this new model. The teacher or instructional designers may find developing or distributing communicative classroom assets such as films during the model's implementation process to be excessively burdensome. Teachers may be dubious of whether or not their pupils are watching the films, and they may believe that engagement during individual learning processes is insufficient. Also, students who arrive to school without watching the course content while others are conducting in-class activities, as well as students' varying speeds in the activities, can be problematic for teachers, as the early finishers may become bored, while the others may become frustrated. Furthermore, due

² Sams and Washington.

to limited feedback, teachers may have worries about whether pupils gained new knowledge during the video sessions.³

2. Perception

a. *Concept of Perception*

Perception is a crucial psychological feature for humans in responding to numerous characteristics and symptoms in their environment. The Latin words *perceptio* and *percipio* indicate receiving, collecting, activity of taking possession, and apprehension with the mind or senses, respectively.⁴ According to the Oxford definition, perception is the ability to see something, as well as the technique of perceiving or comprehending something.⁵

Another explanation comes from Allport, who defines perception as our judgment or evaluation of others. Perception, according to Eggen and Kauchak, is the process by which humans give meaning to their experiences. This is consistent with Forgas'

³ Aydın Betül and Veysel Demirer, 'Flipping the Drawbacks of Flipped Classroom: Effective Tools and Recommendations', *Journal of Educational and Instructional Studies in the World*, 6.1 (2016), 2146–7463.

⁴ OU Qiong, 'Studies in Literature and Language', *Studies in Literature and Language*, 15.4 (2017), 18<<https://doi.org/10.3968/10055>>.

⁵ *Learner's Pocket*, 4th edn, 2008.

view that perception promotes all processes related to sensory information recognition, transformation, and organization.⁶

Perception can be defined as the way or process of receiving, gathering, or evaluating something through experiences, based on the previous theories of perception.

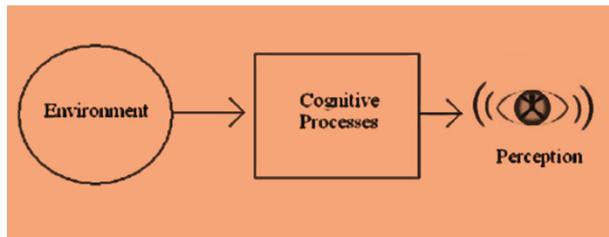


Figure 1 Concept of Perception

b. *Process of Perception*

There are three steps to the perception process. Selection, arrangement, and interpretation. The selection stage of the perception process is when we convert environmental stimuli into meaningful experiences. We are continually inundated with such a wide variety of information in our daily lives that we may meet these stimuli in a blink of an eye: the words we are hearing, a witness to an accident, the ticking of a clock, to mention a few. Because our universe encompasses everything, sensory organs are

⁶ Setya Resmini, 'EFL Students' Perception Towards The Use of Bahasa', *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, 7.1 (2019), 13.

simultaneously processing information. There are several stimuli bombarding our senses. We cannot perceive all of the information available to us because this result in information overload and disorder. Through a selective process, we only perceive bits of the information from the environment or experience. To avoid overburdening ourselves, we focus our attention on the most vital components of what we're doing.⁷

The arrangement stage of the perception process is the second stage. Following the collection of data from the outside world, we must organize it in some way by identifying meaningful patterns. This stage is accomplished by categorizing various objects or people. As a result, some studies have dubbed this stage categorization. Our general knowledge can be structured and given coherence through organization. This stage has two distinct characteristics. The organizing process, for starters, gives human perception its structure. Raw sensations from the outer world are always incorporated into structured meaningful experiences. Second, the procedure demonstrates that human perception is consistent. That is to say, after selecting

⁷ OU Qiong, 'Studies in Literature and Language', *Studies in Literature and Language*, 15.4 (2017), 18<<https://doi.org/10.3968/10055>>.

stimuli and categorizing them, the stimuli chosen become durable.⁸

The third step of perception is interpretation, which is the process of giving meaning to the stimuli that have been chosen. We try to make sense of the selected stimuli by attributing meanings to them after they have been categorized into structured and stable patterns. However, different people may process the same stimulus differently. People have been given a perceptual lens that profoundly determines how we understand and evaluate what we receive from the outside world due to different interpretations.⁹

c. *The Two Dimensions of Perception*

Perception is an internal operation in which we choose stimuli and process them through our nerve systems and brains until we generate structure, stability, and meanings for them, according to the analysis of perception process. To comprehend how perception occurs, we must consider the two essential components of perception: the physical and psychological dimensions.¹⁰

⁸ OU Qiong, 'Studies in Literature and Language', *Studies in Literature and Language*, 15.4 (2017), 18.

⁹ OU Qiong, 'Studies in Literature and Language', *Studies in Literature and Language*, 15.4 (2017), 18.

¹⁰ OU Qiong, 'Studies in Literature and Language', *Studies in Literature and Language*, 15.4 (2017), 20.

d. *Factors Influencing Perception*

Internal factors: Interests and motives include feelings, attitudes, and individual personalities, bias, desire or hope, attention (focus), learning process, physical state, psychiatric problems, values, and requirements.

External factors: background family, information obtained, knowledge and needs in the environment, intensity, size, resistance, repetition of motion, new things, and familiar or inconvenient the object; intensity, size, resistance, repetition of motion; intensity, size, resistance; intensity, size, resistance; repetition of motion; repetition of motion; repetition of motion; repetition of motion.¹¹

e. *Indicator of Perception*

According to Bimo Walgito, perception has the following indicators:

Selecting

The stimulus or object is absorbed or received by the five senses, either sight, hearing, touch, smell, and taste alone or together. From the results of absorption or acceptance by the senses, you will get a picture, response, or impression in the brain. These images can be singular or plural, depending on the

¹¹ Hasanal Abdurrahman, 'Persepsi Masyarakat Pada Implementasi Perda Nomor 12 Tahun 2008 Bab III Pasal 3 Tentang Ketertiban Sosial (Studi Kasus Pemberian Sumbangan)', *Jom Fisip*, 3.2 (2016), 1–12.

object of perception being observed. In the brain, images or impressions are collected, both old and newly formed. Whether or not the picture is clear depends on whether or not the stimulus is clear, the normality of the senses and time, recently or it has been a long time.

Recognizing

After an image occurs in the brain, the image is organized, classified, compared, and interpreted, so that the understanding or understanding is very unique and fast. The meaning formed depends also on the old image that the individual previously had.

Evaluating

After the understanding or understanding is formed, there is an individual assessment. The individual compares the newly acquired understanding or understanding with the criteria or norms that the individual has subjectively established. Individual judgments are different even though the object is the same.

3. Students' Learning Performance

The amount to which a student makes progress in his or her studies is referred to as learning performance. In terms of added value, progressive learning is important in reaching educational goals. During the educational process, knowledge and skills are developed. Students' education. Our study's focus is on performance, which is concerned with the efficiency which the student's learning process or experience is carried out.

Learning performance is frequently linked to a more favorable attitude toward the environment, specifically the course and teachers.¹² Teachers will be more inclined to commit themselves to their students if students have positive attitudes toward learning achievements, which will cause students to view their teachers' techniques more positively.

As student, progress through the phases of learning, their education level rises: comprehension, application, analysis, synthesis, and evaluation.¹³ Mont and King found that teachers in field preparation have both positive and bad effects on students' achievement when it comes to learning and teaching resources.

According to these reasons, learning and teaching are intended to favorably meet a learner's goals in an institution. Students express positive and negative attitudes in response to good and bad learning environment. With a positive attitude towards their learning environment, students learn with a high level of motivation and, without a doubt, do better; they overlook the physical challenges of learning.

¹²Charles R. Duke, 'Learning Outcomes: Comparing Student Perceptions of Skill Level and Importance', *Journal of Marketing Education*, 24.3 (2002), 203–17 <<https://doi.org/10.1177/0273475302238043>>.

¹³Charles R. Duke, 'Learning Outcomes: Comparing Student Perceptions of Skill Level and Importance', *Journal of Marketing Education*, 24.3 (2002), 203–17

CHAPTER III

RESEARCH METHOD

Research method is needed to help the researcher to find the result of the research. Research method, which deals with the ways we conduct the research is really helpful for the researcher in solving the problem. Besides, the subject matter will be clear and easy to understand if we apply an adequate method. This chapter clarified the description of the steps that explained related to this research. The description of the step is research design, setting of the research, subject of the research, the way for collecting the data is data collecting technique and the tools for collecting the data is instruments, and analyzing the data using data analysis technique.

A. Research Design

For this study, the researcher used a descriptive qualitative research design. Descriptive qualitative research was a research approach based on post-positivist philosophy that was used to investigate the natural state of an object, with the researcher acting as the principal instrument, purposively sampling the data source.¹ This study used a qualitative descriptive design, which entails research processes that provide descriptive data on people and behaviors that may be witnessed in the form of spoken or written words. The data in this study was in the form of all writing performance and all

¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2013).

students' perception on flipped writing classroom employed by students in writing class solely when communicating with their teacher and peers.²

B. Data Source and Setting

The data source of this research was the whole classrooms of 25 students of grade 7th Junior High School 6 Blora. In this case, the students learned English as a foreign language.

The research was conducted in 7th grade student of Junior Highschool 6 Blora, which is located at Jl. A Yani, Karangjati, Blora.

C. Method of Collecting Data

1. Interview

The study followed the trustworthy strategies for qualitative research studies and used a semi-structured interview method to learn about the students' flipped classroom experiences. Semi-structured interviews were chosen as the data collecting method because they were ideally suited for exploring respondents' experiences and perspectives on complex and often sensitive problems in the flipped language classroom.³

² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*

³ Andrew K. Shenton, 'Strategies for Ensuring Trustworthiness in Qualitative Research Projects', *Education for Information*, 22 (2004), 63–75 <<https://doi.org/10.1109/IranianCEE.2013.6599777>>.

Based on the explanation above, the interview was conducted face-to-face with the students in Bahasa Indonesia. The list of question has been prepared by the researcher.

2. Observation

In Cresswell's book, Angrosino stated that observation was the act of noting a phenomenon in the field setting, often with an instrument and recording it for specific purposes. Observation classified into four types, such as:

- a. Complete Participant, in this procedure, the researcher is fully engaged with the people he or she is observing.
- b. Participant – as – observer, the researcher is participating in the activity at the site. The participant role is more silent than the research role.
- c. Observer – as – participant, the researcher is an outsider of the group under the study, watching and taking field notes from a distance. The researcher may interact with another participant.
- d. Complete Observer, the researcher is neither seen nor noticed by the people under the study.⁴

In this case, the researcher used complete observer to get the data because the researcher is going to observe the way the teacher teached English writing using flipped classroom.

3. Documentation

⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*

According to Bogdan & Bilken, the main data source of a study was a participant observation or interviewing, but documents that refer to materials such as photographs, videos, film, memos, diaries, can be used as additional information. Therefore, documentation method was a technique of collecting data that is indirectly given to research subject. In this case, the researcher made a note and take photographs as proof of teaching-learning activity and support the data collection from observation and interview.

D. Instrument

The researcher used interview guidelines, observation guideline and document study guideline as the instrument of research.

1. Interview Guideline

The researcher provided semi-structured interview to investigate students' perception on flipped writing classroom at secondary school. According to Bimo Walgito, perception has the following indicators:

a. Selecting

The stimulus or object is absorbed or received by the five senses, either sight, hearing, touch, smell, and taste alone or together. From the results of absorption or acceptance by the senses, you will get a picture, response, or impression in the brain. These images can be singular or plural, depending on the object of perception being observed. In the brain, images or impressions are collected, both old and newly formed. Whether or not the picture is clear depends on whether or not the

stimulus is clear, the normality of the senses and time, recently or it has been a long time.

b. Recognizing

After an image occurs in the brain, the image is organized, classified, compared, and interpreted, so that the understanding or understanding is very unique and fast. The meaning formed depends also on the old image that the individual previously had.

c. Evaluating

After the understanding or understanding is formed, there is an individual assessment. The individual compares the newly acquired understanding or understanding with the criteria or norms that the individual has subjectively established. Individual judgments are different even though the object is the same.⁵

In this research, the researcher interviewed the participants by asking their perception of using flipped writing classroom at Junior High School 6 Blora. This interview conducted face-to-face with the participants in Bahasa Indonesia. Researcher recorded interview with the students using audio recorder. After receiving the data, the researcher transcribed and translated from spoken word into written text. The interview used list of question to interview the participant. **–Refer to appendix 1**

⁵ Bimo Walgito, *Pengantar Psikologi Umum*, (Yogyakarta: Andi Offset, 1989), p. 26

2. Observation Guideline

The observation of this research focused on the learning process of writing skill using flipped classroom at Junior High School 6 Blora. The researcher observed and made the observational notes about the implementation of flipped writing classroom at secondary school.

The ideal implementation of flipped classroom based on Bishop:

- a. Phase 0 (students learn independently)
Before learning is carried out, student self-study at home about the material for the next meeting with learn the teaching materials that have been given by the teacher at the end learning.
- b. Phase 1 (Come to class to carry out teaching and learning activities and doing related tasks) in class learning, students are divided into several groups at random to do the same task related to the material that has been studied at home and also given a quiz at home the beginning of learning to measure students' initial understanding when studying at school.
- c. Phase 2 (Applying student skills in other projects and simulations in class) Students have discussions with their groups. Teacher's role is to facilitate the discussion. In addition, the teacher also prepares some questions from the material. While what is meant by the project in this

learning strategy is an activity sheet carried out by students to apply their understanding ability.

- d. Phase 3 (Measuring students' understanding in class at the end of the material lesson) Previously, the teacher had conveyed if a quiz would be conducted on at the end of each meeting so that students really understand each process what they have learned in class. The teacher's role here is as facilitator. – **Refer to appendix 2**

3. Document Study Guideline

In this research, the researcher used document study to investigate how the students' performance after engaging flipped writing classroom at secondary school.

Glass (2005) outlines five components that must be assessed in an article. The five components are

- a. Content
- b. Organizations,
- c. Word choice,
- d. Grammar
- e. Mechanic

In addition, each weight had a gradation and quality rating or category such as excellent to very good, good to average, fair to poor, and inadequate. – **Refer to appendix 3**

E. Method of Analyzing Data

To analyze the data, the researcher used Miles and Huberman's data analysis model in Sugiyono. There were three stages in data analysis, namely data reduction, data presentation or data display,

and conclusion drawing. Data analysis was a process to find out and arrange the data system that had been taken from observation, interview, field notes and other supporting materials.

The codification stage was the stage where the researcher given a name to research result. at this stage, the researcher sorted out the important and insignificant information that had been obtained in the field. At this stage, the researcher transcribed the recorded interview with the informants. After the notes were neatly written, the researcher then sorted out the important and unimportant information by providing signs or codes. After that, the researcher interpreted the important information that had been sorted out.⁶

After that, the researcher conducted the data presentation stage. In qualitative research, the presentation of data that used was narrative text. According to Miles and Huberman, the most frequent form of display data for qualitative research data in the past has been narrative text.⁷

The third step was drawing conclusions or verification, which is the stage where the researcher concludes the data findings. This was the researcher's interpretation of the interview results or documents obtained. After carrying out this stage, the researcher has

⁶ Djam'an Satori & Aan Komariah, *Metode Penelitian Kualitatif*, (Bandung: Penerbit Alfabeta, 2017), p. 146 & 148

⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Penerbit Alfabeta, 2016), p. 249

obtained research findings based on the data analysis that has been carried out.⁸

CHAPTER 4 FINDINGS AND DISCUSSION

The purpose of this research is to figure out the students' perception about flipped writing classroom, student' performance after engaging flipped writing classroom and the implementation of flipped writing classroom at secondary school. This chapter discusses the result finding based on the data gained from the interview, observation and documentation.

A. Finding

Primary data of this research were obtained from interview, observation and documentation. Twenty students from 7th grade students of Junior High School 6 Blora were involved in the interview. The data was divided and addressed in three section. The three sections are. 1.) The Implementation of Flipped Writing Classroom at Secondary School. 2.) The Students' Perception of Flipped Writing Classroom. 3.) The Students' Performance after

⁸ Afrizal, *Metode Penelitian Kualitatif*, (Jakarta: PT Raja Grafindo Persada, 2014), p. 180

Engaging Flipped Writing Classroom. To find the complete result, data analysis will be presented as follows:

1. The Implementation of Flipped Writing Classroom at SMPN 6 Blora

The findings of the observation with Mrs. Dewi Hajar Larasati, S.Pd, on 12th May 2022 to determine the implementation of flipped writing classroom at secondary school. Classroom observation was conducted in English teaching and learning at SMPN 6 Blora. The result of observation was indicated that there were some ways to get the proof about the implementation of flipped classroom at secondary school. The researcher would like to describe the activities by the English teacher based on the result of the observation.

The first observation, the material is descriptive text in 7A at 07.00 – 07.40 WIB. There were 25 students in the classroom. There were three section in flipped writing classroom, before class, in-class and after class.

In this step, the teacher shared the material through WhatsApp Group and asked the students to learn the material and write the difficult things. Second, the activity in the class was began with opening, first of all, the teacher greetings to all students in the classroom. The teacher conveyed the learning objectives and main point of the material. Then, the teacher divided the students into 4 groups. The main activity In-Class

began with question and answer related to the material shared before and teacher gave the time for the students to answer the question. Most of the students still look confused. Then, the teacher asked to the students to answer. There were students who want to answer but feel embarrassed of being wrong. Students are asked to identify the adjective and types of tenses that used in the sentence. The teacher gave some worksheet related to the material (Descriptive text) and all group discussed it. The teacher role was facilitator in this discussion. The teacher facilitated the students to write the idea based on the topic. Continuing in the next activity after students had finished the story, the teacher asks volunteer from one of the groups to present the result of the discussion and the other group gave feedback/comment. The last activity in-class was quiz to check the students' understanding. The teacher closing the meeting at 07.40 and gave the video and material for the next meeting

The second observation was on 3th September 2022, the material was talking about member of family. In this material the student learned individually before class by watching the video shared by the teacher through WhatsApp Group. The activity in the class began with greeting. The first activity after greeting was question and answer about the material learned by the students from the video last day. Some students asked to the teacher about the difficult thing they found in the video. After question and

answer, the teacher asked the students to drill the vocabulary they found in video with group. In this activity, the students in group drilled vocabulary related to the material “Member of Family”, the leader of the group lead the member of the group to repeat the vocabulary after him. After drilling with group, the teacher gives worksheet related to the vocabularies that have been recognized. Then, the students with their own group do the task and present the result of the discussion. The last activity in class was individual task to check the students’ understanding to the material. The teacher gave worksheet to all students, then the students done the task individually, after all the students done the task, the teacher asked the students to drill the vocabularies again. The last, the teacher gives the video to the students related to the next material and closed the class with greeting.

2. Students’ Perception on Flipped Writing Classroom at 7th grade of SMPN 6 Blora

The findings of the interview are to find out the students’ perception on the flipped writing classroom. There are several indicators of to find out perception including Selecting, Recognizing and Understanding. All that would be discussed following the result of interview conducted by researcher on 25 students in 7th grade of SMPN 6 Blora which has been learned using flipped classroom

a. Selecting

To find out someone's perception about learning in flipped classroom, the respondent who would answer the researcher's questions should understand the information through five senses, either sight, hearing, touch, smell and taste alone or together. Based on the interview that by watching video before activity in the classroom can stimulate themselves or foster a sense of interest in participating in the learning process.

One of the key benefits mentioned during the interviews was that the students believed that watching the video lectures gave them a better knowledge and more preparation for the class.

Table 1 Selecting

“Sebelum pelajaran di kelas, saya menonton video dan mencatat hal hal baru dan sulit”	S1, S5, S7, S9, S11, S12, S16, S17, S18, S23, S25.
“Sebelum pelajaran Bahasa Inggris, Saya menonton video yang diberikan guru”	S2, S3, S4, S6, S10, S13, S14, S15, S24.
“Sebelum pelajaran di kelas, saya menonton video berulang ulang dan merangkum materi dan mempersiapkan pertanyaan yang ingin disampaikan kepada guru saat di kelas”	S8, S19, S20, S21, S22.

Based on experienced by students' of 7th grade of SMPN 6 Blora, has a response that the students considered that the

flipped classroom was advantageous because the instructional videos allowed them to take note. As a result, watching videos before lesson in the class is a useful way for students to prepare their comprehension of writing principles and prepare their writing practice in the classroom.

b. Recognizing

Based on students' answer to the question raised by the researcher about flipped writing classroom, it can be seen that they recognized the activities during learning in flipped writing classroom.

The students mentioned in their interview that the flipped classroom learning increased the opportunities to receive feedback from the teacher or classmate.

Table 2 Recognizing

“Ketika sedang berdiskusi dengan kelompok, guru berkeliling untuk mengecek dan memberikan masukan kepada siswa”	S1, S20, S21.
“Pada awal pembelajaran, guru mengajak siswa untuk tanya jawab tentang materi yang telah ditonton sebelum pelajaran, kemudian diskusi”	S2, S3, S4, S8, S9, S12, S13, S22.
“Tanya jawab, diskusi kelompok, dan presentasi hasil diskusi”	S5, S6, S7, S10, S11, S14, S15, S16, S17, S18, S19, S23, S24, S25.

Immediate feedback is beneficial for students, especially in writing. Students share the information via peer feedback. The quality of feedback is useful because not all students face

the same challenges in writing. Some students might struggle with vocabulary, while others might need help with grammar.

c. Evaluating

After two indicators above were formed, there was an individual assessment. The student compared traditional classroom and flipped classroom after learning in flipped classroom.

Table 3 Evaluating

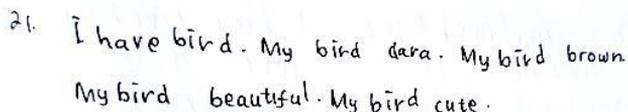
“Di kelas tradisional guru lebih sering menjelaskan dari awal sampai akhir, sedangkan di flipped classroom, guru membuat video materi, menyiapkan lembar kerja untuk diskusi”	S1, S6, S9, S10, S11.
“Guru tradisional menjelaskan dengan ceramah, sedangkan di flipped classroom guru memberi penjelasan melalui tanya jawab.”	S2, S18.
“Di kelas tradisional guru menjelaskan semua materi dengan ceramah, sedangkan flipped classroom guru menjelaskan materi dengan media video dan mudah dimengerti”	S3, S5, S14, S15, S16, S17, S19, S23, S24, S25.
“Di kelas tradisional saat belajar terasa sangat membosankan karena hanya mendengarkan penjelasan guru sedangkan flipped classroom guru mengajar dengan cara yang menarik”	S4, S7, S8, S12, S13, S20, S21, S22.

Based on the interview, the students mentioned in their interview that the flipped classroom learning increased the student-teacher interaction. Students commented positively about the teachers’ interaction with students in a flipped classroom.

3. Students' Performance after engaging in flipped writing classroom

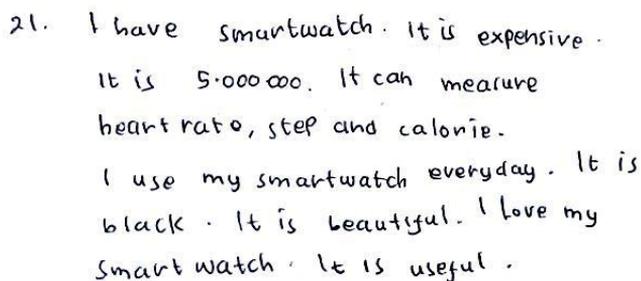
To explain students' writing performance after engaging flipped writing classroom, the students' writing before engaging flipped writing classroom were compared with students' writing after engaging flipped writing classroom. Accordingly, finding revealed that 25 students noticed the improvement in their writing performance.

As shown in figure 4 and figure 5, S21 indicated that this student got an improvement in his writing knowledge after engaging flipped writing classroom. Before engaging flipped writing classroom, this student's writing performance did not use grammar correctly. After engaging flipped writing classroom, this student's writing performance get an improvement, he used grammar correctly. He also gets improvement in content and organization of the sentence.



21. I have bird. My bird dara. My bird brown.
My bird beautiful. My bird cute.

Figure 4 S21 before engaging flipped writing classroom



21. I have smartwatch. It is expensive.
It is 5.000.000. It can measure
heart rate, step and calorie.
I use my smartwatch everyday. It is
black. It is beautiful. I love my
smart watch. It is useful.

Figure 5 S21 after engaging flipped writing classroom

Aspect:	Description:	Note:
<p>Content:</p> <p>a. Before and after engaging flipped writing classroom, the student writes with suitable topic</p> <p>b. Before engaging flipped writing classroom, the students don't write suitable topic and after engaging flipped writing classroom, they write suitable topic.</p>	<p>All students</p>	<p>All students wrote descriptive text based on the topic "describe thing, person, or place"</p>
<p>Organization</p> <p>a. Before and after engaging flipped writing classroom, the students write with complete generic structure</p> <p>b. Before and after engaging flipped writing classroom, the students don't write with complete generic structure.</p>	<p>SW3, SW5, SW6, SW7, SW8, SW9, SW10, SW15, SW17, SW20, SW22, SW23, SW24</p> <p>SW1, SW2, SW4, SW11, SW12, SW13, SW14, SW16, SW18, SW19,</p>	<p>12 students wrote the descriptive text without conclusion.</p>

Aspect:	Description:	Note:
	SW21, SW25	
<p>Grammar</p> <p>a. Before engaging flipped writing classroom, the students' writing use wrong grammar. After engaging flipped writing classroom, the students' writing use correct grammar.</p> <p>b. No improvement</p>	<p>All students get improvement by using grammar correctly in their writing after engaging flipped writing classroom</p>	<p>Before engaging flipped writing classroom, some students use wrong grammar. Example SW1, before engaging flipped writing classroom, SW1 used wrong verb (cat <u>eat</u> fish).</p>
<p>Mechanic</p> <p>a. Get improvement (spelling, punctuation, capitalization) Before engaging in the flipped classroom, the students don't pay attention to spelling, punctuation and capitalization, after engaging in flipped writing classroom the students pay attention to the spelling, punctuation and capitalization.</p> <p>b. Before and after engaging the flipped writing classroom, the students don't pay attention to the spelling, punctuation and capitalization.</p>	<p>SW2, SW3, SW4, SW5, SW6, SW8, SW9, SW10, SW12, SW16, SW17, SW18, SW19, SW20, SW21, SW22, SW23, SW24, SW25</p> <p>SW1, SW7, SW11, SW13, SW14, SW15</p>	<p>The wrong in mechanic part is because they didn't pay attention to the capitalization.</p>

Note:

SW: Student's Writing

All students indicated that they improved in their learning performance. To conclude, the findings obtained from students' interview, students' writing task and observation were all in harmony. They confirmed that students improved their writing performance due to the comfortable and flexible. This means that the amount of knowledge learned by the students in a flexible learning environment supported the students to write individually.

B. Discussion

The data was successfully gathered by the writer. After conducting the research, it could be seen that there are many perceptions of the participants. Based on the finding above, the writer concluded some important points as parts of the research question. The focus of this study was about first, the implementation flipped writing classroom at 7th grade SMPN 6 Blora. Second, students' perception of flipped writing classroom at 7th grade SMP N 6 Blora. Third, the students' performance after engaging flipped writing classroom at 7th grade SMPN 6 Blora.

1. The Implementation of Flipped Writing Classroom at 7th grade SMPN 6 Blora

Based on Bishop, the phase of flipped classroom is four phases. In the phase 0 the students learn independently, phase 1 the students come to the class to carry out teaching learning activity and doing related task, phase 2 the students do the

simulation in the class for example doing the task in group, phase 3 the teacher measures the students' understanding. The implementation of the flipped writing classroom at 7th grade SMPN 6 Bora is complete 4 phases of the ideal implementation of the flipped writing classroom.

The implementation of the flipped writing classroom at 7th grade SMPN 6 Bora was success. Based on the concept of the flipped classroom, there are three steps to do flipped classroom: pre-class activities, in-class activities and post-class activities. At 7th grade SMPN 6 Bora has been complete the three steps of the flipped classroom.

Based on Herried and Schiller, what is generally done in class and what is usually done as homework is flipped or inverted in a flipped classroom. The flipped writing classroom at 7th grade SMPN 6 Bora allowed the students to study independently and actively.

2. Students' Perception on the Flipped Writing Classroom at 7th Grade SMPN 6 Bora

The main research objective of this study was about students' perception of flipped writing classroom at 7th grade SMPN 6 Bora. There were several indicators to determine perception including selecting, recognizing, and evaluating. The researcher gives further interpretation and discussion as follow:

a. Selecting

According to Bimo Walgito, the first indicator of perception is selecting. The object is received through the five senses, either sight, hearing, touch, smell, and taste alone or together.⁹

Based on the result of students' analysis perception of using flipped writing classroom, it can be seen that students received the information through the five sense. That was evidence through the result of the interview that have been obtained by the researcher. Based on the data in Appendices code S1 responds that "*Satu hari sebelum pelajaran Bahasa Inggris, saya menonton video atau materi yang diberikan oleh bu Dewi, biasanya saya mencatat hal hal penting yang saya dapatkan dalam video.*" Further responses can be seen in the appendices code S21, that "*Menonton dan memutar ulang video sehari sebelum pembelajaran di kelas agar bisa merangkum materi yang ada di dalam video. Kemudian mencatat beberapa bagian yang belum saya pahami.*"

From those responses of students have links with the first indicator according to Bimo Walgito which states that the students received or absorbed the stimulus by watching video before class and take note the important information from the video.

⁹ Bimo Walgito, *Pengantar Psikologi Umum*, (Yogyakarta: Andi Offset, 1989), p. 26

b. Recognizing

According to Barry in his study revealed that the perception is the set of process by which we recognize, organize, respond and make stimuli in our environment.¹⁰

In flipped writing classroom has process that have to be recognized and then understood from the experience on the flipped writing classroom. Based on the interview result of researcher in the appendices with code S3 said *“Kegiatan di kelas yang saya suka pada saat tanya jawab dengan guru pada saat awal dimulai pembelajaran. saya senang belajar dengan flipped classroom. Kami bisa lebih aktif untuk bertanya dengan guru tentang materi yang belum paham, bisa bertanya dengan teman juga pada saat diskusi kelompok.”*. The result of other interviews can be seen in Appendices code S22 said *“Saya ingat. Pada saat guru mengajak siswa untuk tanya jawab tentang materi yang telah dikirimkan, diskusi dengan kelompok, presentasi hasil diskusi. Belajar dengan flipped classroom seru, karena bisa menonton video pelajaran yang ada animasinya, jadi tidak cepat bosan saat belajar.”*

Based on the results of the researcher interviews, it can be concluded that the experience on flipped writing classroom

¹⁰ Barr, *A Study of Students Perception in English Class* (1998), Vol. 33 No2.

has benefits not only for the teacher but also for students. With this way the students were not boring and free to discuss with peer.

c. Evaluating

After the recognizing is formed, there was an individual assessment. The individual judgements are different even though the object is same.¹¹

From this indicator, student gave some different answer produce the following responses with code S9 “*Guru pada flipped classroom harus lebih kreatif dalam mempersiapkan materi dibandingkan guru kelas tradisional. Interaksinya sama saja, bisa sama sama bertanya kepada guru kalua ada materi yang belum dipahami. Di kelas tradisional saya merasa kurang mendapatkan masukan ketika mengerjakan lembar soal di kelas.*”. Code S13 “*di kelas biasa belajar sangat membosankan karena hanya menyimak penjelasan guru mulai awal sampei akhir pelajaran. Interaksi dengan guru sangat santai di flipped classroom, di kelas biasa interaksi dengan guru sangat terbatas, karena tidak ada kegiatan tanya jawab seperti pada flipped classroom. Di kelas biasa saya merasa kurang aktif kalua di flipped classroom saya merasa lebih aktif bertanya dan berdiskusi.*”.

¹¹ Bimo Walgito, *Pengantar Psikologi Umum*, p. 26

Furthermore code S18 “*Hampir sama, guru di kelas tradisional menjelaskan materi dari awal sampe akhir dengan ceramah, kalau guru di flipped classroom menjelaskan materi melalui video kemudian menjelaskan kembali pada saat sesi tanya jawab. Interaksinya sama saja. Di kelas tadisional saya merasa lebih pasif dan di flipped classroom saya lebih aktif belajar dan mencari informasi.*”

It can be concluded that the students felt bored in traditional class and they felt more active on flipped classroom. On flipped writing classroom, the interaction between student and teacher can be more effective and active. The function of the interaction between teacher - student or students-student can increase immediately feedback.

3. Students’ performance after engaging in flipped writing classroom at 7th grade of SMPN 6 Blora

The finding of qualitative analysis of the data collected by the use of interview, observation and document study indicated that the flipped writing classroom has influential impact on supporting students’ English writing performance. Regarding the students’ writing performance, the finding of the current study is in agreement with some previous studies.¹² This improvement in students’ writing performance might be attributed to knowledge related to the language

¹² Bumen & Orkuzkudis, ‘Flipping the writing classroom: *Using grammar videos to enhance writing.* *Journal Education and Future*, 15 (2019)

aspects and writing aspects gained by the students when they were working in group.

In addition, findings revealed that there were many factors that supported students improve their English writing performance. These factors were: immediate feedback, student – teacher interaction and more preparation time.

4. Pedagogical Implication

a. Change the teacher's role and student's role

One of the benefits of flipped classroom is give the students to be more responsible to their own study. Outside of the classroom, the students can learn independently based on their own skill to absorb the information. So, learning activity in the classroom focuses on student-centered learning. Flipped classroom allows teachers to dedicate more time in class to engaging and interactive learning activities or projects that are more practical in nature.

b. Learning can be adapted to the needs of each student

With more time spent practicing in class, teacher have more opportunities to observe their students understanding a material and to be able identify their strengths and weakness. In traditional classrooms, the teacher's focus will be on students who are active and always respond to the teacher's questions. Meanwhile, those who are passive and do not understand the material will find it to catch up. In the flipped classroom method, the teacher will focus more on students who have difficulty while students who can apply the material wwell

are asked to work independently or help their friends who are still having difficulty understanding the material or also known as peer-tutoring. This can ensure personalized lessons and differentiated assignments for each learner.

c. Learners have higher self-confidence and involvement in learning

Learners take more responsibility for their own learning. So, they can develop more effective individual learning skills. When facing a problem in the learning process, they must find a solution and solve the problem independently. This independence can lead to an increase in self-confidence in the classroom which can have a positive impact on a higher level of engagement.

CHAPTER V CONCLUSION AND SUGGESTION

In this chapter presents conclusion and suggestion from the researcher. The conclusion is concluded based on the data analysis that have been discussed in the Chapter IV.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher drew the conclusion as follow:

The implementation of flipped writing classroom at 7th grade of SMPN 6 Bora is complete the four phases of the ideal implementation of the flipped classroom. The implementation of the flipped classroom allows the student to study independently and actively.

Students' perception on flipped writing classroom at 7th grade of SMPN 6 Bora based on the indicator of perception including selecting, recognizing and evaluating can be seen that flipped writing classroom support them to prepare the understanding to the material with more time, learn actively and more chance to interact with teacher and peer. Students believed that being better prepared for the lesson before class via the viewing of videos led to greater engagement to participate in classroom. This study found that EFL learner had positive perception in flipped writing classroom.

Students' performance after engaging in flipped writing classroom is getting better. Through collaboration and group interaction, students can get immediate feedback from other students or teacher that help them overcome many of their language and writing problems and achieve the desired goals of the writing task.

B. Suggestions

From the findings presented in chapter four, there are a number of suggestions as follow:

1. Teachers are expected to be apply effective learning techniques for example flipped writing classroom.
2. For the next researcher, hopefully it can help the next researcher on arranging their research. the next researcher can continue the research about pronunciation by reading this research as a reference.

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APPENDIX I

INTERVIEW GUIDELINES

Students' perception on the flipped writing classroom

Date :

Name :

Variabel:	Indicator:	List of Question:
Students' perception on flipped writing classroom	Selecting	<ol style="list-style-type: none">1. What do you like or dislike about the flipped classroom?2. What kind of preparation do you do?
	Recognizing	<ol style="list-style-type: none">1. Do you remember any activity that you did in the flipped classroom?2. How would you describe your flipped classroom experience?
	Evaluating	<ol style="list-style-type: none">1. How does the role of the teacher differ in both traditional and flipped classroom and how you are affected?2. How do you interact in both the traditional and flipped classroom?3. How would you compare the traditional classroom with the flipped classroom?

INTERVIEW TRANSCRIPTION

Code : S1

Female/male : Female

Researcher	What do you like or dislike about flipped classroom?
Student	Ya, saya suka belajar dengan model flipped classroom
Researcher	What kind of preparation do you do?
Student	Satu hari sebelum pelajaran Bahasa Inggris, saya menonton video atau materi yang diberikan oleh bu Dewi, biasanya saya mencatat hal hal penting yang saya dapatkan dalam video.
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Ya, saya ingat. Ketika kita sedang melakukan diskusi, guru berjalan mengelilingi siswa untuk mengecek dan memberikan masukan kepada siswa. Saya suka jika diberikan masukan secara langsung oleh guru
Researcher	How would you describe your flipped classroom experience?
Student	Menurut saya, belajar dengan menggunakan flipped classroom sangat membantu saya untuk memahami materi pelajaran secara berulang ulang, pembelajaran ketika berdiskusi juga seru, bisa bekerja sama dengan teman dan bertanya jawab dengan guru.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Berbeda sedikit. Di kelas yang biasa guru akan lebih sering menjelaskan materi dari awal sampai akhir. Sedangkan di flipped classroom, guru membuat video/PPT materi sebelum mulai pembelajaran kemudian guru juga menyiapkan lembar kerja untuk dikerjakan pada saat diskusi.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Interaksi dengan guru dan teman pada saat kelas

Researcher	biasa sangat sedikit. Karena kami jarang melakukan diskusi, sedangkan di flipped classroom kami sering berdiskusi dan sering bertanya jawab dengan teman dan guru.
Student	How would you compare the traditional classroom with the flipped classroom? Di kelas biasa kami belajar di kelas dengan cara mendengarkan penjelasan guru, ketika kita tidak memahami maka kita akan ketinggalan informasi. Sedangkan dengan flipped classroom kami bisa memutar ulang video yang telah diberikan oleh guru, jadi ketika kurang paham kita bisa mengulang ulang video tersebut sampai paham.

Code : S2
Female/male : Female

Researcher	What do you like or dislike about flipped classroom?
Student	Ya, saya suka
Researcher	What kind of preparation do you do?
Student	Sebelum pelajaran Bahasa Inggris, saya menonton video atau materi yang diberikan oleh bu Dewi
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Ya, saya ingat. Pada awal pembelajaran Bu Dewi mengajak kita untuk tanya jawab tentang materi/video yang telah kita tonton sebelum pelajaran, setelah itu diskusi dengan kelompok.
Researcher	How would you describe your flipped classroom experience?
Student	Menurut saya, belajar dengan menggunakan flipped classroom sangat membantu saya untuk memahami materi pelajaran secara berulang ulang, pembelajaran ketika berdiskusi juga seru, bisa bekerja sama dengan teman dan bertanya jawab dengan guru.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?

Student	Berbeda, guru lebih aktif menjelaskan dengan ceramah di kelas biasa, dan di flipped classroom, guru memberi penjelasan melalui pertanyaan yang belum dipahami oleh siswa
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Lebih sering berinteraksi dengan guru dan teman saat menggunakan flipped classroom. Karena di kelas biasa kami hanya datang, duduk dan mendengarkan kemudian pulang.
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Kalau di kelas biasa kami lebih banyak diam dan mendengarkan, sedangkan di flipped classroom kami lebih aktif belajar sendiri dari menonton video dan diskusi bersama kelompok

Code : S3

Female/male :Male

Researcher	What do you like or dislike about flipped classroom?
Student	Suka
Researcher	What kind of preparation do you do?
Student	Saya menonton video yang diberi Bu Dewi
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Ingat, kegiatan di kelas yang saya suka pada saat tanya jawab dengan guru pada saat awal dimulai pembelajaran.
Researcher	How would you describe your flipped classroom experience?
Student	Saya senang belajar dengan flipped classroom. Kami bisa lebih aktif untuk bertanya dengan guru tentang materi yang belum paham, bisa bertanya dengan teman juga pada saat diskusi kelompok.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
	Hamper sama, guru di kelas yang biasa menjelaskan

Student	semua materi dengan cara ceramah, sedangkan flipped classroom guru menjelaskan materi melalui video kemudian menjelaskan kembali saat tanya jawab.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Pada saat di kelas biasa saya lebih sering diam dan tidak bertanya tentang materi yang saya belum paham. Tetapi di flipped classroom saya selalu mempersiapkan pertanyaan yang saya dapatkan ketika saya menonton video dan masih belum paham.
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Di kelas biasa kita jarang sekali melakukan diskusi dan tanya jawab. Di flipped classroom kita sering melakukan itu dan menjadikan saya lebih aktif belajar dan mencari tahu yang belum saya pahami.

Code : S4
Female/male : Male

Researcher	What do you like or dislike about flipped classroom?
Student	Saya suka
Researcher	What kind of preparation do you do?
Student	Menonton video sebelum pembelajaran di kelas.
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Saya ingat. Pada saat guru mengajak siswa untuk tanya jawab tentang materi yang telah dikirimkan.
Researcher	How would you describe your flipped classroom experience?
Student	Belajar dengan flipped classroom seru, karena bisa menonton video pelajaran yang ada animasinya, jadi tidak cepat bosan saat belajar.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Berbeda, di kelas biasa belajar sangat membosankan karena hanya menyimak penjelasan guru mulai awal

Researcher	sampeai akhir pelajaran. How do you interact in both the traditional classroom and flipped classroom?
Student	Interaksi dengan guru sangat santai di flipped classroom, di kelas biasa interaksi dengan guru sangat terbatas, karena tidak ada kegiatan tanya jawab seperti pada flipped classroom
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Di kelas biasa saya merasa kurang aktif kalua di flipped classroom saya merasa lebih aktif bertanya dan berdiskusi.

Name :S5

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Suka
Researcher	What kind of preparation do you do?
Student	Sebelum pembelajaran dimulai saya belajar melalui video yang dikirim oleh guru dan merangkum materi yang penting.
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Tanya jawab dengan guru, diskusi dengan kelompok, presentasi hasil diskusi.
Researcher	How would you describe your flipped classroom experience?
Student	Enak sekali soalnya bisa diulang ulang videonya kalua masih belum paham dengan materinya.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Kelas biasa guru hanya menjelaskan dari awal sampai akhir. Pada flipped classroom, guru membuat video dan lembar tugas untuk diskusi dan menjelaskan pada waktu tanya jawab.
Researcher	How do you interact in both the traditional classroom and flipped classroom?

Student	Lebih banyak interaksi dengan teman dan guru pada flipped classroom dibandingkan di kelas biasa.
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Di kelas biasa lebih banyak diam dan pasif. Di flipped classroom ssaya merasa lebih aktif karena banyak kegiatan seperti diskusi dan tanya jawab.

Name :S6

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Saya lebih suka kelas yang biasa
Researcher	What kind of preparation do you do?
Student	Menonton video yang dishare oleh Bu Dewi
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Question and answer, diskusi, presentasi hasil diskusi.
Researcher	How would you describe your flipped classroom experience?
Student	Menurut saya, belajar dengan menggunakan flipped classroom sangat membantu saya untuk memahami pmateri pelajaran secara berulang ulang, pembelajaran ketika berdiskusi juga seru, bisa bekerja sama dengan teman dan bertanya jawab dengan guru. Tetapi saya kurang bisa memahami materi yang disampaikan melalui video. Saya lebih paham jika dijelaskan langsung oleh guru di kelas.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Berbeda, di kelas yang biasa guru akan lebih sering menjelaskan materi dari awal sampai akhir. Sedangkan di flipped classroom, guru membuat materi dalam bentuk video untuk dikirimkan kepada siswa di hari sebelum hari 0elajaran Bahasa Inggris.
Researcher	How do you interact in both the traditional classroom and flipped classroom?

Student	Interaksi di kelas biasa lebih sedikit. Dan sebaliknya
Researcher	
Student	How would you compare the traditional classroom with the flipped classroom?
Student	Di kelas biasa kami belajar di kelas dengan cara mendengarkan penjelasan guru, saya merasa lebih paham dan jelas ketika dijelaskan dengan guru di kelas biasa karena saya kurang bisa memahami video yang saya tonton.

Name :S7
Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Saya suka
Researcher	What kind of preparation do you do?
Student	Menonton video sebelum pembelajaran di kelas dan menulis poin penting yang saya temui dalam video.
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Saya ingat. Pada saat guru mengajak siswa untuk tanya jawab tentang materi yang telah dikirimkan kemudian diskusi kelompok, lalu mempresentasikan hasil diskusi kelompok.
Researcher	How would you describe your flipped classroom experience?
Student	Menonton video pembelajaran dengan animasi dan suara sangat seru dan lebih mudah saya pahami karena penjelasannya simple.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Berbeda, penjelasan guru di kelas biasanya sangat Panjang jadi cepat bosan dan susah menerima dan merekam informasi yang diberikan.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Di kelas biasa dan flipped classroom interaksi dengan tema sama saja, tetapi dengan guru lebih banyak di flipped classroom.

Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Kalau kelas tradisional guru sangat aktif menjelaskan, sedangkan siswa pasif, mendengarkan saja.

Name :S8

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Ya, saya suka
Researcher	What kind of preparation do you do?
Student	Menonton video, mempersiapkan pertanyaan untuk ditanyakan pada guru tentang hal yang belum dipahami.
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Saya ingat. Pada saat guru mengajak siswa untuk tanya jawab tentang materi yang telah dikirimkan.
Researcher	How would you describe your flipped classroom experience?
Student	Saya suka belajar dengan menonton video terlebih dahulu kemudian diulas kembali dengan guru pada saat di kelas dengan tanya jawab.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Berbeda, guru di kelas tradisional mengajr dengan cara yang membosankan, sedangkan di flipped classroom guru mengajar dengan cara yang menarik dengan membuat video.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Sama saja, karena sama sama bertemu di kelas dan tanya jawab ketika ada materi yang belum dipahami.
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Kelas tradisional sangat membosankan, flipped classroom seru karena bisa belajar dengan menonton video dengan gambar yang menarik

Name :S9

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Saya suka
Researcher	What kind of preparation do you do?
Student	Menonton video dan merangkum materi dari
Researcher	video
Student	Do you remember any activity that you did in the flipped classroom and you liked it?
Researcher	Ya ingat, kegiatan di kelas seperti tanya jawab dan diskusi dengan kelompok.
Student	How would you describe your flipped classroom experience?
Researcher	Belajar dengan video pembelajaran yang ada gambar dan suaranya sangat seru dan tidak membosankan dan mudah saya terima
Student	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Researcher	Berbeda, karena guru pada flipped classroom harus lebih kreatif dalam mempersiapkan materi dibandingkan guru kelas tradisional.
Student	How do you interact in both the traditional classroom and flipped classroom?
Researcher	Interaksinya sama saja, bisa sama sama bertanya kepada guru kalau ada materi yang belum dipahami
Student	How would you compare the traditional classroom with the flipped classroom? Di kelas tradisional saya merasa kurang mendapatkan masukan ketika mengerjakan lembar soal di kelas.

Name :S10

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Suka
Researcher	What kind of preparation do you do?
Student	Menonton video
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Ingat, sebelum belajar di kelas saya menonton video yang dikirim oleh bu Dewi, kemudian di kelas kegiatan pertama yaitu tanya jawab tentang materi yang telah dipelajari dari video, kemudian diskusi dengan kelompok, lalu presentasi hasil diskusi kelompok dan guru memberikan komentar dari presentasi itu.
Researcher	How would you describe your flipped classroom experience?
Student	Dengan belajar di flipped classroom, saya merasa lebih aktif dan mandiri karena belajar melalui video dan kemudian mencari dan mencatat hal hal penting dari video. Ketika tidak paham baru menanyakan kepada guru pada saat kegiatan tanya jawab di kelas.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Berbeda, guru kelas tradisional mengajar dengan ceramah dari awal sampai akhir dan membosankan. Guru pada flipped classroom sangat kreatif dalam membuat materi yang akan disampaikan ke siswa.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Interaksi dengan guru sangat berbeda, karena di kelas tradisional tidak ada kegiatan khusus tanya jawab dengan guru seperti yang ada di flipped classroom
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Kelas tradisional sangat membosankan sedangkan flipped classroom sangat meningkatkan keaktifan saya dalam belajar secara mandiri dan termotivasi untuk semangat belajar.

Name :S11

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Suka
Researcher	What kind of preparation do you do?
Student	Menonton video dan mencatat
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	QnA, berkelompok untuk diskusi, presentasi dan komen dari guru dan teman
Researcher	How would you describe your flipped classroom experience?
Student	Pada flipped classroom, sehari sebelum pelajaran di kelas, bu Dewi mengirimkan video untuk dipelajari. Kemudian saya menonton video dan mencatat poin penting dari video tersebut, kemudian di hari pertemuan di kelas dimulai dengan QnA mengenai materi yang sudah dipelajari dari video, setelah itu ada diskusi dengan kelompok untuk mengerjakan lembar tugas dari bu Dewi, setelah selesai berdiskusi dengan kelompok, satu per satu kelompok mempresentasikan hasil diskusi kemudian guru dan teman kelompok lain memberi masukan.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Sama saja, hanya bedanya di flipped classroom guru harus membuat materi dalam bentuk video, sedangkan guru di kelas tradisional tidak.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Sama sama bisa berinteraksi antar teman dan guru dengan baik.
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Enaknya di flipped classroom ketika merasa ada bagian yang belum paham, saya bisa mencari jawabannya di video yang diberikan guru. Kalau di kelas biasa, ketika ketinggalan informasi yang disampaikan guru jadi susah mengikuti.

Name :S12

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Suka
Researcher	What kind of preparation do you do?
Student	Menonton dan merangkum materi dari video
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Ingat, di flipped classroom kami melakukan tanya jawab di awal pelajaran dan diskusi kelompok.
Researcher	How would you describe your flipped classroom experience?
Student	Menonton video pembelajaran tetapi tidak membosankan, jadi bisa menonton kembali kalau lupa materinya.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Berbeda, di kelas biasa belajar sangat membosankan karena hanya menyimak penjelasan guru mulai awal sampai akhir pelajaran.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Sama saja, karena sama sama dibebaskan untuk bertanya dan berinteraksi dengan guru dan teman.
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Saya merasa ada banyak perubahan ketika saya belajar mandiri dengan menonton video. Sedangkan di kelas tradisional saya merasa bosan dan terlalu banyak diamnya.

Name :S13

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Saya suka
Researcher	What kind of preparation do you do?
Student	Menonton video sebelum pembelajaran di kelas.
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Saya ingat. Pada saat guru mengajak siswa untuk tanya jawab tentang materi yang telah dikirimkan.
Researcher	How would you describe your flipped classroom experience?
Student	Belajar dengan flipped classroom seru, karena bisa menonton video pelajaran yang ada animasinya, jadi tidak cepat bosan saat belajar.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Berbeda, di kelas biasa belajar sangat membosankan karena hanya menyimak penjelasan guru mulai awal sampai akhir pelajaran.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Interaksi dengan guru sangat santai di flipped classroom, di kelas biasa interaksi dengan guru sangat terbatas, karena tidak ada kegiatan tanya jawab seperti pada flipped classroom
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Di kelas biasa saya merasa kurang aktif kalau di flipped classroom saya merasa lebih aktif bertanya dan berdiskusi.

Name :S14

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Saya suka
Researcher	What kind of preparation do you do?
Student	Menonton video
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Awal pelajaran dimulai dengan tanya jawab antar guru dan siswa, saya sering menanyakan hal yang belum saya pahami setelah menonton video, kemudian diskusi dan presentasi.
Researcher	How would you describe your flipped classroom experience?
Student	Menyenangkan dan semangat kalau mau belajar soalnya nonton video yang seru dan bagus jadi tidak cepat bosan
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Berbeda, guru pada flipped classroom sangat kreatif dalam menjelaskan, jadi tidak cepat bosan seperti jika dijelaskan di kelas tradisional yang hanya mendengarkan saja.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Interaksi di kelas tradisional dan flipped classroom berbeda sedikit, di flipped classroom saya bisa lebih banyak tanya kepada guru atau teman.
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Kelas tradisional sangat membosankan, flipped classroom sangat bervariasi cara belajarnya jadi seru dan tidak cepat bosan.

Name :S15

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Iya saya suka
Researcher	What kind of preparation do you do?
Student	Menonton video saja
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Tanya jawab, diskusi dan presentasi
Researcher	How would you describe your flipped classroom experience?
Student	Belajar dengan menonton video sangat seru dan menyenangkan, tidak membosankan.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Sama saja, sama sama menjelaskan dan mempersiapkan materi dengan baik.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Interaksinya sama saja, bisa sama sama bertanya kepada guru kapan saja
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Di flipped classroom pada saat saya mengerjakan soal dari guru, guru pasti berkeliling untuk memberi masukan dan komentar pada siswa, dan siswa bisa bertanya kalau ada yang ingin ditanyakan kepada guru.

Name :S16

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Suka
Researcher	What kind of preparation do you do?
Student	Menonton video dan meringkas materi
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Diskusi, tanya jawab dan presentasi sama menonton video sehari sebelum pelajaran.
Researcher	How would you describe your flipped classroom experience?
Student	Dengan flipped classroom saya bisa belajar kapanpun saya mau dan bisa diulang ulang sampai paham
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Berbeda, karena guru pada flipped classroom harus lebih kreatif dalam mempersiapkan materi dibandingkan guru kelas tradisional.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Interaksinya sama saja
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Di flipped classroom bisa lebih banyak diskusi dengan teman dan guru

Name :S17

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Saya suka
Researcher	What kind of preparation do you do?
Student	Menonton video dan merangkum materi dari video
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Menonton video sehari sebelum pelajaran di kelas, waktu di kelas ada tanya jawab, presentasi dan diskusi dengan kelompok
Researcher	How would you describe your flipped classroom experience?
Student	Menonton video pembelajaran yang seru jadi semangat belajar, tidak bosan. Bisa diulang ulang videonya kalau ada materi yang belum paham.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Sama, sama sama menjelaskan materi dengan baik
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Sama, sama sama bisa interaksi dengan teman dan guru, saling bertukar informasi dengan teman dan guru
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Di kelas tradisional saya tidak bisa mendapatkan komen atau masukan secara langsung oleh guru ketika mengerjakan soal. Sedangkan di flipped classroom pada saat diskusi, guru berkeliling untuk memberikan komentar kepada kelompok.

Name :S18

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Suka
Researcher	What kind of preparation do you do?
Student	Menonton video pembelajaran yang dikirim oleh guru, kemudian memahami materinya.
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Ingat, sehari sebelum pelajaran, saya menonton video dan merangkum materi yang saya dapat dari video dan memahami materi yang akan dibahas besok.
Researcher	How would you describe your flipped classroom experience?
Student	Belajar dengan video pembelajaran yang ada gambar dan suaranya sangat seru dan tidak membosankan dan mudah saya terima
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Hamper sama, guru di kelas tradisional menjelaskan materi dari awal sampe akhir dengan ceramah, kalau guru di flipped classroom menjelaskan materi melalui video kemudian menjelaskan kembali pada saat sesi tanya jawab.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Interaksinya sama saja
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Di kelas tadisional saya merasa lebih pasif dan di flipped classroom saya lebih aktif belajar dan mencari informasi.

Name :S19

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Saya suka
Researcher	What kind of preparation do you do?
Student	Menonton video dan merangkum materi dari video
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Kegiatan sebelum masuk kelas menonton video dan memahami materi yang disampaikan di video kemudian di kelas ada sesi tanya jawab dengan guru,
Researcher	diskusi dan presentasi
Student	How would you describe your flipped classroom experience?
Researcher	Belajar dengan video pembelajaran yang ada gambar dan suaranya sangat seru dan tidak membosankan dan mudah saya terima
Student	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Researcher	Berbeda, karena guru pada flipped classroom harus lebih kreatif dalam mempersiapkan materi dibandingkan guru kelas tradisional.
Student	How do you interact in both the traditional classroom and flipped classroom?
Researcher	Interaksinya sama saja, bisa sama sama bertanya kepada guru kalau ada materi yang belum dipahami
Student	How would you compare the traditional classroom with the flipped classroom? Di kelas tradisional saya merasa kurang mendapatkan masukan ketika mengerjakan lembar soal di kelas.

Name : 20

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Saya suka
Researcher	What kind of preparation do you do?
Student	Menonton video sebelum pembelajaran di kelas, menulis hal hal yang sulit dan belum saya pahami untuk ditanyakan pada guru ketika di kelas.
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Saya ingat. Pada saat guru mengajak siswa untuk tanya jawab tentang materi yang telah dikirimkan. Kemudian diskusi dengan kelompok, bisa bertanya langsung dengan guru atau guru kadang mengomentari hasil pekerjaan kelompok, jadi lebih mudah dimengerti.
Researcher	How would you describe your flipped classroom experience?
Student	Belajar dengan flipped classroom seru, karena bisa menonton video pelajaran yang ada animasinya, jadi tidak cepat bosan saat belajar.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Berbeda, di kelas biasa belajar sangat membosankan karena hanya menyimak penjelasan guru mulai awal sampeai akhir pelajaran.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Interaksi dengan guru sangat santai di flipped classroom, di kelas biasa interaksi dengan guru sangat terbatas, karena tidak ada kegiatan tanya jawab seperti pada flipped classroom
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Di kelas biasa saya merasa kurang aktif kalua di flipped classroom saya merasa lebih aktif bertanya dan berdiskusi.

Name : 21

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Sangat suka
Researcher	What kind of preparation do you do?
Student	Menonton dan memutar ulang video sehari sebelum pembelajaran di kelas agar bisa merangkum materi yang ada di dalam video. Kemudian mencatat beberapa bagian yang belum saya pahami.
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Ingat, di awal pembelajaran, guru mengajak siswa untuk melakukan tanya jawab sesuai dengan materi yang telah ditonton dari video, diskusi kelompok yang diawasi oleh guru. Presentasi hasil diskusi kemudian diberi kritik saran oleh teman dan guru.
Researcher	How would you describe your flipped classroom experience?
Student	Belajar dengan flipped classroom seru, karena bisa menonton video pelajaran yang bisa diulang ulang
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Berbeda, di kelas biasa belajar sangat membosankan karena hanya menyimak penjelasan guru mulai awal sampeai akhir pelajaran.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Interaksi dengan guru sangat santai di flipped classroom, di kelas biasa interaksi dengan guru sangat terbatas, karena tidak ada kegiatan tanya jawab seperti pada flipped classroom
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Di kelas biasa saya merasa kurang aktif kalau di flipped classroom saya merasa lebih aktif bertanya dan berdiskusi.

Name : 22

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Saya suka
Researcher	What kind of preparation do you do?
Student	Menonton video sebelum pembelajaran di kelas, merangkum materi dari video dengan mengulang ulang video berkali-kali sampai paham.
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Saya ingat. Pada saat guru mengajak siswa untuk tanya jawab tentang materi yang telah dikirimkan, diskusi dengan kelompok, presentasi hasil diskusi.
Researcher	How would you describe your flipped classroom experience?
Student	Belajar dengan flipped classroom seru, karena bisa menonton video pelajaran yang ada animasinya, jadi tidak cepat bosan saat belajar.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Berbeda, di kelas biasa belajar sangat membosankan karena hanya menyimak penjelasan guru mulai awal sampai akhir pelajaran.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Interaksi dengan guru sangat santai di flipped classroom, di kelas biasa interaksi dengan guru sangat terbatas, karena tidak ada kegiatan tanya jawab seperti pada flipped classroom
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Di kelas biasa saya merasa kurang aktif kalau di flipped classroom saya merasa lebih aktif bertanya dan berdiskusi.

Name :23

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Suka
Researcher	What kind of preparation do you do?
Student	Menonton video sebelum pembelajaran di kelas. Mencatat hal hal penting yang saya dapatkan dari video yang sudah saya tonton.
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Saya ingat. Tanya jawab di awal pembelajaran, diskusi kelompok dan presentasi hasil diskusi.
Researcher	How would you describe your flipped classroom experience?
Student	Belajar dengan flipped classroom seru, karena bisa menonton video pelajaran yang ada animasinya, jadi tidak cepat bosan saat belajar.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Di kelas tradisional kami lebih banyak diam dan mendengarkan penjelasan guru sepanjang jam pelajaran, sedangkan flipped classroom learning penjelasannya dengan tanya jawab guru dan siswa.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Interaksi dengan guru sangat santai di flipped classroom, di kelas biasa interaksi dengan guru sangat terbatas, karena tidak ada kegiatan tanya jawab seperti pada flipped classroom
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Di kelas biasa saya merasa kurang aktif kalau di flipped classroom saya merasa lebih aktif bertanya dan berdiskusi.

Name : 24

Female/male :

Researcher	What do you like or dislike about flipped classroom?
Student	Saya suka
Researcher	What kind of preparation do you do?
Student	Menonton video saja
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Saya ingat. Tanya jawab, diskusi, presentasi.
Researcher	How would you describe your flipped classroom experience?
Student	Belajar dengan flipped classroom seru, karena bisa menonton video pelajaran yang ada animasinya, jadi tidak cepat bosan saat belajar.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Di flipped classroom learning penjelasannya lebih mudah dipahami seperti menonton video dan tanya jawab dengan guru.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Interaksi dengan guru sangat santai di flipped classroom, di kelas biasa interaksi dengan guru sangat terbatas, karena tidak ada kegiatan tanya jawab seperti pada flipped classroom
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Di kelas biasa saya merasa kurang aktif kalau di flipped classroom saya merasa lebih aktif bertanya dan berdiskusi.

Name :25

Female/male :\

Researcher	What do you like or dislike about flipped classroom?
Student	Suka
Researcher	What kind of preparation do you do?
Student	Menonton video, memahami isi video, merangkum.
Researcher	Do you remember any activity that you did in the flipped classroom and you liked it?
Student	Saya ingat. Tanya jawab di awal pembelajaran, kegiatan diskusi kelompok dan presentasi hasil diskusi kelompok.
Researcher	How would you describe your flipped classroom experience?
Student	Belajar dengan flipped classroom seru, karena bisa menonton video pelajaran yang ada animasinya, jadi tidak cepat bosan saat belajar.
Researcher	How does the role of the teacher differ in both traditional classroom and flipped classroom?
Student	Di kelas biasa lebih banyak diam, sedangkan flipped classroom learning lebih banyak interaksi dengan guru seperti pada saat tanya jawab.
Researcher	How do you interact in both the traditional classroom and flipped classroom?
Student	Interaksi dengan guru sangat santai di flipped classroom, di kelas biasa interaksi dengan guru sangat terbatas, karena tidak ada kegiatan tanya jawab seperti pada flipped classroom
Researcher	How would you compare the traditional classroom with the flipped classroom?
Student	Di kelas biasa saya merasa kurang aktif kalau di flipped classroom saya merasa lebih aktif bertanya dan berdiskusi.

APPENDIX II

OBSERVATION GUIDELINE The Implementation of Flipped Writing Classroom (SMPN 6 Blora)

Date : Thursday, May 12th 2022
Class : 7B
Material : Descriptive Text
Teacher : Mrs. Dewi Hajar Larasati, S.Pd.

The researcher takes a good position to observe the learning process without disturbing the class activity

Excellent : 5
Good : 4
Enough : 3
Fair : 2
Less : 1

No.	Learning Step	Score				
		1	2	3	4	5
1.	Before Class					
	a. The teacher shares video about Descriptive Text through WhatsApp Group					√
	b. The students learn the material individually					√
	c. The students write the difficult thing and ask to the teacher through WhatsApp Group			√		
2.	In-Class (Opening)					
	a. The teacher conveys the learning objective					√
	b. The teacher conveys the main point of the material					√
	c. The teacher decides the students into 4-5 groups					√
	d. The Teacher gives motivation					√
3.	In-Class (Main Activity)					

No.	Learning Step	Score				
		1	2	3	4	5
	a. The teacher explains the video by discussion and question & answer					√
	b. Through Q&A with the students, the teacher strengthens the concept			√		
	c. The teacher gives some question related to the material. All groups discuss it.					√
	d. The teacher role is facilitator in this discussion. The teacher facilitates the students to be able write the idea based on the topic					√
	e. One of the groups presents the result of the discussion and another group give feedback/comment					√
	f. The teacher gives quiz to check the students' understanding					√
4.	Closing					
	a. The teacher and the student conclude the learning material and do the reflection to the learning material					√
	b. The teacher gives the video for the next meeting					√
	c. The teacher asks for praying and greeting before end the class					√

OBSERVATION GUIDELINE
The Implementation of Flipped Writing Classroom
(SMPN 6 Blora)

Date : Saturday, 3th September 2022
Class : 7B
Material : Descriptive Text
Teacher : Mrs. Dewi Hajar Larasati, S.Pd.

The researcher takes a good position to observe the learning process without disturbing the class activity

Excellent : 5
 Good : 4
 Enough : 3
 Fair : 2
 Less : 1

No.	Learning Step	Score				
		1	2	3	4	5
1.	Before Class					
	a. The teacher shares video about member of family through WhatsApp Group					√
	b. The students learn the material individually					√
	c. The students write the difficult thing and ask to the teacher through WhatsApp Group			√		
2	In-Class (Opening)					
	a. The teacher conveys the learning objective					√
	b. The teacher conveys the main point of the material					√
	c. The teacher decides the students into 4-5 groups					√
	d. The Teacher gives motivation					√
3	In-Class (Main Activity)					
	a. The teacher explains the video by discussion and question &					√

No.	Learning Step	Score				
		1	2	3	4	5
	answer					
	b. Through Q&A with the students, the teacher strengthens the concept			√		
	c. The teacher gives some question related to the material. All groups discuss it.					√
	d. The teacher role is facilitator in this discussion. The teacher facilitates the students to be able write the idea based on the topic					√
	e. One of the groups presents the result of the discussion and another group give feedback/comment					√
	f. The teacher gives quiz to check the students' understanding					√
4	Closing					
	a. The teacher and the student conclude the learning material and do the reflection to the learning material					√
	b. The teacher gives the video for the next meeting					√
	c. The teacher asks for praying and greeting before end the class					√

APPENDIX III

DOCUMENTATION

(Students' Writing Before and After Engaging in Flipped Writing Classroom)

SW 1 BEFORE

3

I have cat. I like cat. Cat is cute.

Cat have tail long. I love my cat.

Cat eat fish and meat.

SW 1 AFTER

1

My mom is Dina. She has 3 daughter.

She is beautiful. She is smart.

She is diligent. My mother has wavy hair and round eyes. I love my mother.

SW 2 BEFORE

2.
My favorite thing is handphone. My handphone is blue. I like my handphone. I use my handphone everyday. My handphone new.

SW2 AFTER

2. My ~~room~~ bedroom is my favorite place in my house. My bedroom is blue. My bedroom is in second floor. There is a big bed. I put some picture on my desk. There are family picture, my picture and my pet. I have one blanket, 2 bolster, and 2 pillow. I have one cupboard.

SW 3 BEFORE

3.

I have doll. My doll is pink. I like doll.
Doll is my favorite thing. Doll is cute.

SW 3 AFTER

3. I got a gift from my mother in my birthday.
It is a handphone. My handphone is new.
My handphone big. My handphone has good
speaker. I use my handphone for online
class and game.

SW 4 BEFORE

4.

This is pen. My pen is black. My pen
is long. My pen is new.

SW 4 AFTER

4. I have friend - She is Rosa. Rosa is
my classmate. We meet last year
Rosa is kind. She is very diligent.
She is tall. Her hair is straight.
Rosa is very beautiful

SW 5 BEFORE

5.
This is my bag. I love my bag. My bag
red. My bag good. My bag big.

SW 5 AFTER

5. Robi is my brother. Robi is cute
Robi has hair straight. He is
small. He like eating. Robi
always play with me. Robi
always smile. I love Robi

SW 6 BEFORE

6. My book is green. I write
In my book. My book square
My book cute.

SW 6 AFTER

b. I have cat. My cat is coco.
Coco is cute.
Coco is gray and black.
Coco is fat. Coco
like eating. I play
with coco everyday

SW 7 BEFORE

7

I Like laptop . My laptop is black .

My laptop big . My laptop toshiba .

SW 7 AFTER

7. I have doll . This is my favorite doll .

This is from my sister . This is big .

This is bear . This is brown .

My doll is cute . My doll is soft . I like
sleeping with my doll .

SW 8 BEFORE

8

I have bottle. My bottle is long.

My bottle blue. My bottle ..

beautiful.

8- I have bag. My father give me

a bag. My bag is blue. My bag

is big. I bring my bag to
school.

SW 9 BEFORE

3. This is chair. Chair is brown.

I have 2 chair in my bedroom.

I use chair everyday. My chair

new

SW 9 AFTER

3. My father is Superman. He is
doctor. He is smart - He is diligent.
He has curly hair. He has moustache
I Love my father.

SW 10 BEFORE

10. I have bedroom . My bedroom
big . My bedroom is pink .

My bedroom is comfortable .

I Love my bedroom .

SW 10 AFTER

10. I have bedroom . My bedroom
big . My bedroom is pink .

My bedroom is comfortable .

I Love my bedroom .

SW 11 BEFORE

11.

This is chair. Chair is Brown. I have two
chair in Bedroom.

SW 11 AFTER

11. I have playstation. I play playstation
everyday. My playstation is new.
My playstation is black. My parents
buy playstation for me. I play
game in playstation with friend
and my brother.

SW 12 BEFORE

12. I have table. My table is brown. My table long.

My table square.

SW 12 AFTER

12. I have bicycle. my bicycle is black.
I like my bicycle. I ride bicycle to school
everyday. My bicycle has 2 tire.

SW 13 BEFORE

13.

this is my Bottle. my Bottle is red. I like
my Bottle long

SW 13 AFTER

13.

I have dress. My dress is Beautiful.
My Dress is pink. I buy in Mall.
My dress is Expensive. I wear my
dress in my Birthday. I like
my dress. My dress has sparkle
sparkle. My dress long

SW 14 BEFORE

14. I have shoes. My shoes is new. I like shoes. My shoes is black. I use shoes to school.

SW 14 AFTER

No. _____

Date. _____

14. This is my bicycle. My bicycle is black. My bicycle is new. My mother buy my bicycle.

SW 15 BEFORE

15. I have fish . I love fish . I buy fish
In market . My fish is orange .
My fish  cute

SW 15 AFTER

15. I like friedrice . Friedrice is delicious .
Friedrice is hot . friedrice is
spicy . Friedrice is my ~~like~~
favourite food .

SW 16 BEFORE

16. I have clothe. clothe is black. My cloth
new. my cloth is expensive.

SW 16 AFTER

16. My favorite food is chocolate. chocolate
is brown. chocolate is delicious.
I buy chocolate in alfamart. I like chocolate

SW 17 BEFORE

17. This is skirt. I have skirt.

My skirt is green. I love
green. I love my skirt

SW 17 AFTER

17. Hoodie is my favorite ~~thing~~
thing. My hoodie  from
my uncle. My uncle gives me
for my birthday gift. My
hoodie is red. I like wear
hoodie. Thank -you my uncle.

SW 18 BEFORE

18. This is my jacket. My jacket is cute.

My jacket is red. My jacket is cheap.

SW 18 AFTER

8. I have sandal. It is black. My sandal is Eiger. I buy in Eiger store in Semarang. It is very comfortable and nice.

SW 19 BEFORE

19. This is blanket. My blanket is nice.

I love my blanket. I use blanket everyday.

SW 19 AFTER

19. T-shirt is my favorite thing.

I use t-shirt everyday. I have 5 t-shirt. My t-shirt blue, black, green, yellow and white.

SW 20 BEFORE

20. I like my pillow. My pillow is white. I have 2 pillow

SW 20 AFTER

20. I have trousers. I like jeans trousers. My trousers is blue. My trousers is new. My trousers is cool. I like wear trousers. I wear trousers every day.

SW 21 BEFORE

21. I have bird. My bird is Dara. My bird
is brown. My bird is beautiful. My bird is cute

SW 21 AFTER

21. I have smartwatch. It is expensive.
It is 5,000,000. It can measure
heart rate, step and calorie.
I use my smartwatch everyday. It is
black. It is beautiful. I love my
smartwatch. It is useful.

SW 22 BEFORE

22. I have TV. My TV is small. I like watching TV. My TV is black, My TV is old.

SW 22 AFTER

2. I am muslim. I wear veil everyday. I buy veil in online shop. I collect veil. My veil is blue, brown, pink, and black. It is useful.

SW 23 BEFORE

23. This is my chicken. I have
chicken. My chicken is brown.
My chicken big. My chicken strong
strong.

SW 23 AFTER

23. This is my ring. It is gold.
My mother buy for me.
I use in my finger. It is
beautiful. It is shiny.
I love my ring.

SW 24 BEFORE

24. I have rabbit. My rabbit is cute.
my rabbit is white. My rabbit
beautiful.

SW 24 AFTER

24. This my necklace - I buy necklace
in market - It is silver. It is
beautiful. I like use necklace
I love my necklace

SW 25 BEFORE

(25.) I have cat . My cat is fat . My cat
is coco . My cat beautiful .
My cat adorable

SW 25 AFTER

(25) I have flower . I love flower .
I have sun flower , rose and
jasmine . I take my flower
in front of my house - I buy
flower in florist . It is expensive



CURRICULUM VITAE

A. Personal Identity

1. Full Name : Filza Faiqotul Himah
2. Place and Date of Birth : Blora, 05 Februari 2000
3. Home Address : Bhayangkara Timur No. 10 RT
03 RW 03 Kec. Blora Kab. Blora
4. E-mail : himahfilza@gmail.com

B. Educational Background

Formal Education:

1. SDN 5 Karangjati Blora (2006-2012)
2. SMPN 1 Blora (2012-2015)
3. MAN 2 Rembang (2015-2018)
4. UIN Walisongo Semarang (2018-Now)

Semarang, 23 September 2022



Filza Faiqotul Himah