JURNAL

Efektivitas Flipped Classroom untuk Meningkatkan Pemahaman Mendengar Siswa Kelas Sebelas di SMK Muhammadiyah 1 Kediri Tahun Akademik 2016/2017

The Effectiveness of Flipped Classroom to Improve the Eleventh-Grade Students' Listening Comprehension at SMK Muhammadiyah 1 Kediri in Academic Year 2016/2017.

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PROGRAM STUDI BAHASA INGGRIS

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS NUSANTARA PGRI KEDIRI

2017

SURAT PERNYATAAN

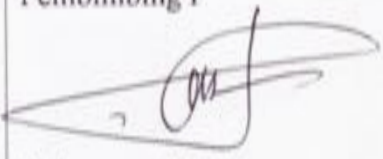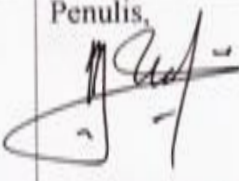## ARTIKEL SKRIPSI TAHUN 2017

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ABSTACT

The present research aimed at investigating the effect of Flipped Classroom toward the eleventh-grade students' listening comprehension. The method applied in this research was quantitative research. Experiment design was employed in the implementation of the method. This research took place at SMK Muhammadiyah 1 Kediri. The subject of this research was the eleventh-grade students of SMK Muhammadiyah 1 Kediri which consists of 22 students. For intending the effect of Flipped Classroom on the eleventh-grade students, the study took up pre-test and post-test design to measure students' listening comprehension. The technique of data analysis used was T-test using SPSS. The findings showed that the mean of students' listening comprehensions significantly increased 10.0. In addition, the teacher can maximize the best use of class time for students to be learner-centered. On the basis of the results achieved, it is recommended that Flipped Classroom can be benefitted in improving students' listening comprehension.

KEY WORDS : Listening Comprehension, Flipped Classroom

I. INTRODUCTION

Out of the four language skills listening, speaking, reading, and writing - listening is naturally considered as the primary skill in the acquisition of the language as axiomatic term which nothing should be spoken before it heard (Alexander, 1975: xiii; Cahyono & Widiati, 2009: 194). Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11 - 16%; and writing, about 9% (Mendelsohn, 1994). Furthermore, listening skill is tested as part of standardize test in national examination for the level of Senior High School - included Vocational Senior High School- (BSNP, 2016) which makes the teachers then have no reasons to ignore and skip teaching listening (Adnan, 2012).

Nation and Newton (2009, p. 37) cite on Nunan (1998) states that "it has been claimed that over 50 percent of the time that students spend functioning in a foreign language will be devoted to listening." However, it seems that, for a long time, the skill of listening didn't receive adequate acknowledgement as a skill in its own right. Field in his first chapter (2008: 1)

clearly argue that there are still plenty of evidences that prove listening is undervalued followed by several cases. First, when there is pressure on contact hours, it is often the listening session that is cut, so students are rarely assessed on their listening skills, and the problems of many weak listeners pass undiagnosed. Second, the methodology of the listening lesson has been little discussed, researched or challenged; and there is a tendency for teachers to work through well-worn routines without entire conviction (Field, 2008). In conclusion, listening skills have been rendered the least researched of all four language skills and being downgraded to a hasty topic-driven session crammed between speaking, reading and writing, which tend to be regarded as more manageable skills.

In her research, Liao (2013) found that those evidences also encountered by Taiwanese EFL teachers in senior high. Most of them have tight, test-focused teaching schedules in class which rarely emphasize the importance of listening ability, and most teachers have fewer teaching strategies for listening comprehension, which also affects their teaching motivation. There are two traditional teaching methods that actually restrain students' listening proficiency used by the teachers. The first one is that most teachers only use tape recorders for their classroom listening practice, and students just sit back and listen without thinking. The second traditionally teaching method requires students to think and discuss after listening to a script, without giving them any guidance about what specific information they should listen for (Liao, 2013). In the end, the old-fashion teaching method and strategies in teaching listening lead the teacher to nothing but stress out the students with the monotonous test-focused class.

Those evidences are typically same with Adnan's finding a year before discovered in Indonesia in which the teachers tend to ignore to teach this skill by skipping it even though it is clearly stated in curriculum. Many reasons are mentioned by the teachers for not teaching listening, such as lack of teaching material, lack of school facilities, the speakers in the recorded material speak too fast, the students do not understand the vocabularies and the sentences used by the speakers (Adnan, 2012:1). In teaching listening, an authentic material is needed, however, not all of teachers able to get the appropriate listening material even if there are many podcasts in the internet, teacher still have to select and modify the material to be suitable to the lesson. Moreover, there are many schools without proper

facilities to conduct the listening class such as sound system, tape recorder, audio player, etc. which makes the teacher then tend to skip teaching listening. Besides, students accustomed to their teachers' slow speech pace often get difficulty to keep in track with the speaker speech which speak in native pace of speech. Not only the lack of vocabularies but idioms usage also causes the students cannot figure out the content of the sentences used by the speakers. Finally, sum up with tight academic schedule, most teachers decide to left the listening section behind and favorably move to the more valued standardized skills (speaking, reading, and listening).

Facing those issues, there must be a way to teach listening which can maximize the best use of class time with the learners so that the teacher can give motivation to reach all learners and apply engaging teaching strategies to improve learners' listening comprehension in more effective and engaging way. As the respond, the researcher decides to take an experiment using Flipped Classroom. Flipped Classroom is a new pedagogical method which suggest the use of technology to deliver asynchronous direct instruction with the intention of freeing up class time for student-centered learning which encourage user –teacher- to adapt, and

personalize it so that it could be good teaching practice (Bergmann & Sams, 2012; Cockrum, 2014). This pedagogical model proposes to reverse the typical lecture and homework elements of a course that traditionally using Short video lectures viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions (Educause, 2012).

Two rural Colorado chemistry teachers, Bergmann and Sams as the pioneer of Flipped Class (2012) reported that after they flipped their classroom, students began interacting more in class, and because class time could be used more flexibly, students who were left behind received more individual attention while advanced students continued to progress. Bishop and Verleger (2013) conducted survey research in Flipped Classroom where as the combination of in-class and out-of-class activities was evaluated to determine whether the study actually represented a flipped classroom. Despite differences among studies, general reports of student perceptions were relatively consistent to be positive, but there were invariably a few students who strongly disliked the change. The closest Flipped Classroom research in EFL or ESL subject comes from Nicolosi (2012) in his journal 'Grammar Lessons with the Flipped

Classroom Method' with the finding that he gets more aware of his students' metacognition abilities, on the other hand has provided the students with the most significant learning opportunity; their teacher's support when needed. Cockrum - a middle school language arts teacher in Indianapolis- (2014) also states in his book that many good improvements happen after he has implemented flipped classroom, some of them are: can free up his class time so it makes him be more available for his students, more responsible students, significance reduction of negative classroom behaviors, and more high order thinking of his students. To sum up, Flipped Classroom is proved to be an effective and engaging pedagogical method in teaching across fields of study, however, there is still poverty of research in ESL/EFL teaching learning context especially in teaching listening comprehension.

II. RESEARCH METHOD

The method applied in this research was quantitative research. Sugiyono (2013: 14) states that quantitative research approach is research approach used to examine certain population or sample and the result of the study is organized by numeric and statistical analysis. This research implemented pre-experimental

design. According to Sugiyono (2013: 110), there are three types of pre-experimental design, they are one-shot case study, one-group pretest-posttest design, and intact group comparison. Specifically, this research used one-group pretest-posttest design since it was not sufficient to randomly assign subjects to treatments. Sugiyono (2013: 110) defines the one-group pretest-posttest design as a type of pre-experimental research design where one group of participants as the dependent variable is pre-tested and then post-tested after have been given the treatment condition. In this design, the effect of the independent variable to the dependent variable is accumulated from the difference between the pre-test and post-test scores. Thus, the result of pre-test and post-test scores were calculated to compare the eleventh-grade students' listening comprehension at SMK Muhammadiyah 1 Kediri before and after given the treatment by using Flipped Classroom.

Ary (2010: 148) states that a sample is a portion of a population. In addition, the sample of the research must be representative. Since, the population of eleventh-grade students at SMK Muhammadiyah 1 Kediri which has the particular set of characteristics that the researcher was interest in is typically

small, therefore, in this research the researcher took the sample by using total population sampling. The total population sampling is a type of purposive sampling technique which took the entire population as sample. Thus, the researcher decided to select the sample from the whole eleventh-grade active departments; multimedia, accountant, and nursery with the total of the student is 22.

According to Sugiyono (2013: 148), research instrument is a device used by the researcher to help collecting the data so the better result can be obtained, completed, and systematic arranged for the data analysis process. In addition, Brown (2004: 3) states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. Based on the explanation above, the researcher chose match, cloze, and multiple choices test items as the instrument of this research. The instrument both of pre-test and post-test consists of 15 items about telephone messaging. The test items consist of questions about: (a) identify the specific information of the text, (b) identify the details information of the text, (c) identify the main idea of the text, which are also set as indicator. The correct answer is scored 1 and the wrong answer is scored 0.

The treatment employed the teaching material of telephone messaging taken from listening exercise books, ESL website, and YouTube which served in the forms of text, audio, and video. Flipped Classroom applied into three stages; Explore, Flipped, and Apply. In the explore stage, the students were given a problem as brainstorming to collect their thinking. The lesson then was continued at home known as Flipped stage. Online media such as WhatsApp was used as the mediator for teacher to inform the students about the material and flipped assignments, and for students to submit and share their works. The last stage was done in the class which the main activity was applying what students had learnt in the previous stage.

After getting the data from the score of pre-test and post-test, the data were prosessed by using SPSS software. The researcher used t-test to find out if there is significant effect of teaching listening comprehension to the eleventh-grade students at SMK Muhammadiyah 1 Kediri by using Flipped Classroom.
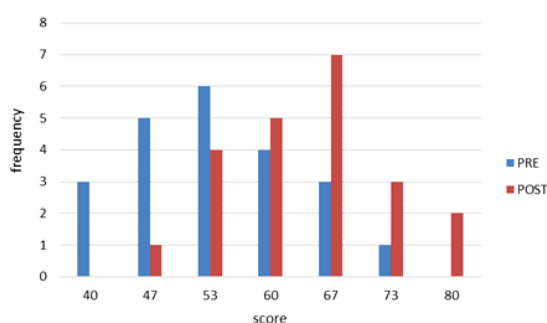
III.   FINDING AND CONCLUSION
Finding

After analyzing the result of the data using IBM SPSS version 21, the researcher gets the result that Flipped Classroom affects the students' listening

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comprehension. From the score frequency of pre-test, it shows there are 21 students who can't pass the test and only 1 students who pass the test. In the pre-test, it can be seen that the lower score is 40 and the highest score is 73 with most of the students get 53 score. Despite, the score frequency of post-test shows that there are 17 students who cannot pass the test and 5 students can pass the test. In the post test, the lower score is 48 and the highest score is 80 with most of the students get 67 score. There is also an increasing number of score in the three indicators / aspects of listening comprehension, they are: Identifying main idea increases up to 27 points, identifying specific information increases up to 133 points, and identifying details information increases up to 60 points. In conclusion, the number students who pass the test after taught using Flipped Classroom are higher than the students' pre-test scores. The comparison of pre-test and post-test score frequency is presented in the following chart.

Diagram Score Frequency of Pre-test & Post-test

It is also supported by the mean score of pre-test which is lower than the mean of post-test. The means of pre-test score is 53.95 with the total score is 1187, while the means of post-test score is 63.95 with the total score is 1407. By comparing the means of pre-test and post-test, it can be concluded that the means of students' listening comprehension before being taught using Flipped Classroom is low and it is increased up to 10.00 points after being taught using Flipped Classroom.

The researcher presents the hypothesis testing of the research based on the T-Test analysis result and its interpretation. It is purposed to find out which hypothesis is accepted. The result of this processes can be seen in the following table:

Table Statistical Computation of Using T-Test

d.b	T-Score	T-Table 1%		Hypothesis	
		1%	5%	Ha	Ho
22	13.487	2.819	2.074	Very Significant	Rejected

Based on the table above, the result of this research shows that t-score is 13.487 at degree of freedom 22 and t-table is 2.819 at the level of significance of 1%. It means that t-score (13.487) > t-table at the level of significance 1% (2.819). It means that t-score is higher than that of t-table or can be concluded that the result of the research is very significant. Since the t-

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score is higher than that of the t-table, thus, the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. So, it can be concluded that there is very significant effect of using Flipped Classroom to improve eleventh-grade students' listening comprehension at SMK Muhammadiyah 1 Kediri.

Conclusion

Listening is one of receptive skills that must be mastered by the students to receive ideas and information deeply so that they can understand what others convey to them. However, the skill of listening didn't receive adequate acknowledgement as worth-valued skill followed by several cases. Therefore, the students are hardly engaged with the lesson and find listening is difficult to comprehend. One of ways can be applied to solve the problem is using Flipped Classroom. Flipped Classroom is a new pedagogical model which suggest the use of technology to deliver asynchronous direct instruction with the intention of freeing up class time for student-centered learning which encourage user -teacher- to adapt, and personalize it so that it could be good teaching practice. Therefore, the purpose of the research is to know how far the effectiveness of Flipped Classroom to improve the Eleventh-Grade Students'

Listening Comprehension of SMK Muhammadiyah 1 Kediri in the Academic Year of 2016/2017.

This research used experimental design and quantitative approach. The researcher was conducted at SMK Muhammadiyah 1 Kediri. The subject of this research was the eleventh-grade students which consisted of 22 students. The students were given pre-test, treatment, and post-test. The treatment was done in 2 class meeting followed by online media to know the effectiveness of Flipped Classroom to improve students' listening comprehension.

The data got from pre-test and post-test score were analyzed using Paired Sample T-Test SPSS. The result show that t-score (13.487) was higher than that of the t-table in the level of 5% (2.074), and 1% (2.819). The means of pre-test score is 53.95 with the total score is 1187, while the means of post-test score is 63.95 with the total score is 1407. There is also an increasing number of score in the three indicators / aspects of listening comprehension, they are: Identifying main idea increases up to 27 points, identifying specific information increases up to 133 points, and identifying details information increases up to 60 points. In conclusion, the number students who pass the test after

taught using Flipped Classroom are higher than the students' pre-test scores.

In summary, Flipped Classroom serves great advantages to the students because it can reduce the class time. Therefore, the teacher can provide more engaging activities which stick the students to the lesson, encourage the students to work in problem solving group for high order thinking, allow students to choose what they will learn and work on their project independently, and -importantly- give a chance for teacher reach every student. Based on the research finding, as the sequence of those all benefits, Flipped Classroom is proven to improve the students listening comprehension whereas it gives high amount of improvement in three chosen aspects of listening comprehension, they are identifying the main idea, specific information, and detail information of the text. Finally, it can be remarked that there is very significant effect of Flipped Classroom to improve eleventh-grade students' lisening comprehension at SMK Muhammadiyah 1 Kediri in academic year 2016/2017.

Suggestion

Based on the result of the research, the researcher would like to give some suggestions for the improvement of teaching and learning listening comprehension:

1. For the English Teacher

The English teacher should also take listening as prior skill just like other skills and change the test-like way of teaching listening to be more engaging that can make students to developed the learner-centered habits. Therefore, Flipped Classroom is suggested to be applied in teach listening since it gives the teacher a chance to free up the class time so the teacher can maximize the class activities into group work and problem solving, and be more available for the students personally. Not only that, but the usage of WhatApp as communication media in this teaching method makes the students catch up the lesson easier, and the autonomous given to students increases their interest in following the lesson.

Because the Flipped Classroom's goal is mainly to make the class be fresh, fun, and interesting so that it can seize the students' engagement and increase their desire to follow up the lesson, it is highly recommended to take advance of nowadays media and supporting devices such as LCD, video, laptop, internet connection, and smartphone. Even though this method mostly use video and technology stuff in the teaching learning process but it is not a must. The teacher

still can apply Flipped Classroom by giving a written material to the students to be learnt at home, change the online submission into manual submission, provide the material via offline to the students so that they don't need to browse on the internet, and others depend on the teacher creativity.

The main weakness of Flipped Classroom as stated by Cockrum is monitoring the students in the flip stage. Therefore, the researcher anticipated it by giving learning sheet to be filled by students after watching the material. Not only that, but the researcher also giving additional points for them who can submit immediately and minus points for them who did not submit or cheated. Because there is still some students who did not submit and cheated, it is suggested to the teacher to gives some penalty. The penalty also can be employed in the apply stage to push the students to submit and share their practice journal.

2. For Other Researchers

The other researchers are expected to be able to conduct a better research about teaching listening especially for those who using Flipped Classroom. The researcher suggests to increase the amount of treatment and try to developing the other Flipped Classroom models in order to prove the effectiveness of this pedagogical

model since the researcher only conducted the Explore-Flip-Apply model in a short class time meeting. The future researchers also hopefully are able to explore the other aspects of listening comprehension, exploits the other learning media such as more innovative video and other learning-system-managements beside of WhatsApp (Edmodo, Schoology, and others).

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