ARTICLE

THE EFFECT OF FLIPPED CLASSROOM TO ELEVENTH GRADE STUDENTS' LISTENING COMPREHENSION AT SENIOR HIGH SCHOOL SMA NEGERI 6 KEDIRI IN THE ACADEMIC YEAR 2017/2018

By:
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STATEMENT LETTER
ARTIKEL SKRIPSI TAHUN 2017/2018

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b. articles have been researched and approved for publication by advisor I and II.

So this statement letter I make with the truth. If later find discrepancy in the data with this statement and or any claim from another side, I am willing to be responsible and processed in accordance with the applicable provision.

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THE EFFECT OF FLIPPED CLASSROOM TO ELEVENTH GRADE STUDENTS' LISTENING COMPREHENSION AT SENIOR HIGH SCHOOL SMA NEGERI 6 KEDIRI IN THE ACADEMIC YEAR 2017/2018

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Abstract
EFL learners should acquire four English skill which one of them is listening, receptive activities that listeners must interpret what speaker says to make sense the communication. Not only interpreting but also constructing meaning what they heard (listening comprehension) is one of listening activities that makes students get low score, main reasons of this because students cannot recognize retain chunks, distinctive sounds, detect given information and generalization while teaching learning process is conducted: less of concentration and time limit could put them down. Flipped classroom such an approach combining teaching learning process with technology could be considered to help students face their difficulties. This research’s aim, to find out whether any effect of flipped classroom to students’ listening comprehension. The study found out that the post-test result is higher than the pre-test it also supported by the result of SPSS analysis that pre – post is -9.313 and t-test is lower than t-table (-6.150 < 2.048) significant 5%. It proved that flipped classroom affect the eleventh-grade students’ listening comprehension at senior high school SMA Negeri 6 Kediri in the academic year 2017/2018.

Keywords: Flipped Classroom, Listening Skill, Listening Comprehension

I. Introduction

Listening comprehension is the way listeners construct the information of what they have heard in order to scan the certain information they need without pay attention to the whole passage. But that is not easy because students also face their difficulties such as: cannot understand retain chunks of language of different length in short-term memory, cannot detect such relations as given information and generalizations, also cannot discriminate among the distinctive sounds of English. In additional, listening elements such as vocabulary, pronunciation and meaning...
also affect students lack of succeed in listening. Beside those factors, many students found themselves stuck in listening, it is because they are rarely being taught of listening, teachers choosing unsuitable approach and bad quality of listening (audio, speaker and classroom used for conducting listening activities).

Flipped classroom offers some advantages that may help both teachers and students. Integrated with technology, flipped classroom could create a virtual classroom called Learning Media System (LMS) such as: Schoology, Whatsapp, Edmodo and many more. This class help teachers to give extra time for students to comprehend the audio before coming to the real classroom. Teachers were helped in giving feedback. Teacher could be closer to whom students that need more attention. It also helps students that have many activities in the school no more left the lesson. Therefore, the flipped classroom allows educators to have more chances to engage with the students actively and the result of teaching learning process might be increased.

II. Methodology

This research is using quantitative approach conducted at Senior High School SMA Negeri 6 Kediri which the sample of this research is 32 students, consists of 22 female students and 10 male students. The instrument used is test, listening cloze (5 questions) and true/ false question (10 questions). The test is intended to measure the students’ listening comprehension in pre-test and post-test and has two meeting in between. Getting the mean of pre and post-test results and using SPSS to find out the effect of implementing flipped classroom to student’s listening comprehension.

III. Finding and Discussion

Scoring the pre-test and post-test are the first step that must be done before analyzing the data. Each correct answer will be scoring 10 in true/ false questions and the wrong will get 0. Then there are scoring level in cloze listening such as 20 (meaning and spelling are correct), 10 (wrong spelling but correct meaning or vice versa), 5 (meaning and spelling are wrong), 0 (do not answer). So, the amount of correct answer is 200 after the total score divided by 2.

From the post-test’ paper analyzed, less students still difficult on discriminate among the distinctive sounds of words but most of them already understand the retain chunks of phrases and they can get it from the audio. Then, satisfaction result comes...
from true/false questions. Students can detect the given information and generalization it proves by 1/2 questions of 10 ten were wrong and the rest they were correct.

This results proved that there is a good move from the pre-test’s paper analyzed whom many of them difficult to find the correct words through listening. It proves by, many of them wrong answering 3 of 5 questions at cloze listening. The same thing happened at recognizing retain chunks of phrases, they also got low score because 1 of 2 questions none of them got the answer through listening. While true/false questions analysis said that they were difficult to answer 2 of 5 questions which relate with getting general information from the text. The other indicator at true/false questions was getting specific information in the text, from 4 of 5 questions students difficult to get the answer.

From the pre-test result, the highest score is 77.5 and the lowest score is 42.5 which has total score 2,054.9 and the mean score 59.9. Meanwhile, from the post-test result, the highest score is 75.0 and the lowest score is 60.0 which has total score 2,169 and the mean score 69.8. The table below showed the comparison between those result.

<table>
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<th>Students' number</th>
<th>Pre-test</th>
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<tr>
<td>1</td>
<td>50.0</td>
<td>60.0</td>
</tr>
<tr>
<td>5</td>
<td>60.0</td>
<td>70.0</td>
</tr>
<tr>
<td>9</td>
<td>70.0</td>
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<td>13</td>
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<td>17</td>
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<tr>
<td>21</td>
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<tr>
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</tr>
<tr>
<td>29</td>
<td>120.0</td>
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It shows that most of students have been struggling and succeed increasing their score in order to prove that their listening ability better than before even though only a few of them can get the standard which is 75. There are 3 students can not join the post-test which the reason are: a students was sick, another has to leave because there is a volleyball competition (she is a volleyball athlete) and the others must leave because there is an urgent thing relate with school organization (he is a candidate of school organization’s leader).

From that table, the mean of pre-test is 59.5 and the mean of post-test is 69.8 so there is 85% rising from pre-test to post-test.

From the SPSS result, the table below explained that the mean of pre-test is 60.5 with standard deviation 9.1705 then the post-test’s mean is 69.8 with standard deviation 4.0051. Here is the detail information:
There are different number of students in pre-test and post-test, so here using the less number of students which is 29. There is a correlation of 0.458 with the significant value 0.012 which drew the result that there is any correlation between students listening ability on pre-test and post-test.

From Paired Samples Test table above, it showed that t-test is -6.150 and the t-table with degree of freedom 28 is 2.048 at the level of significance 5%. It means t-test is lower than t-table (-6.150 < 2.048) and P value from the table is 0.000 with the level of significance 5%. From those explanation, researcher conclude that Ho is rejected because t-test is lower than t-table and P value t-test is lower than level of significance 5% (0.000 < 0.50). So that, Ha is accepted, it proves that the result of this research is affecting students listening comprehension. So that, researcher conclude that the flipped classroom affects the eleventh grade students’ listening comprehension at senior high school SMA Negeri 6 Kediri in the academic year 2017/2018.

Conclusions

As one of receptive skill of English, listening seems very hard to be mastered by students. The factors that affect it because of students’ behaviour itself, feeling lazy, less of motivation, worried about time makes them not ready to listen at classroom. While doing this research, researcher found the strength and weaknesses. The strenght is the approach makes the teaching learning process runs well and the benefits of flipped classroom can be felt by both teacher and students at classroom. In the other hand, the weakness is sometimes students feel shy, afraid and worried communicating their works to their friends.

From the result of the research above, researcher stated some suggestions such as: prepare the audio as well as the tape to make sure the listening activity runs well it will decreased the students’ anxiety when the process of listening clear enough to be
heard, this research conducted in the classroom when there is no tape available so it will much better conduct the research in the language laboratory where it will guarantee students listening activity more focus, do not over pushed the students to be engaged with the activity let them learn by the time they discuss with their friends.

Bibliography


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