

The Implementation of Flipped Classroom Learning Model to Improve Vocabulary Mastery at the Tenth Grade Students' of SMA Negeri 14 Bone

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ABSTRACT

Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan model flipped learning berbasis multimedia dapat meningkatkan pemahaman kosakata siswa dan juga untuk mengukur aktivitas siswa ketika aktif di kelas selama kegiatan belajar bahasa Inggris menggunakan instrumen penelitian berupa tes dan lembar observasi. Penelitian tindakan kelas menggunakan 2 siklus, menggunakan model Kurt Lewins dan subjek penelitian adalah kelas X.4 di SMA Negeri 14 Bone. Hasil penelitian ini dikatakan berhasil dengan menunjukkan peningkatan nilai rata-rata siswa dari pre tes ke siklus 1 sebesar 30,3% dan peningkatan dari pre-test ke siklus 2 yaitu 58,1%. Kemudian dari hasil observasi, dapat disimpulkan bahwa penerapan model pembelajaran flipped classroom berbasis multimedia dapat meningkatkan kemampuan pemahaman kosakata siswa kelas X.4 SMA Negeri 14 Bone.

The purpose of this study was to determine whether the application of a multimedia-based flipped learning model can improve students' vocabulary comprehension and also to measure student activity when they are active in class during English learning activities using research instruments in the form of tests and observation sheets. Classroom Action Research uses 2 cycles, using the Kurt Lewins model and the subject of the study is class X.4 at SMA Negeri 14 Bone. The results of this study were said to be successful by showing an increase in the average value of students from the pre-test to cycle 1, which was 30.3% and an increase from the pre-test to cycle 2, which was 58.1%. Then from the results of the observation, it can be concluded that the application of the multimedia-based flipped classroom learning model can improve the vocabulary comprehension skills of class X.4 students of SMA Negeri 14 Bone.



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INTRODUCTION

Education is a crucial factor in the progress of a nation, aiming to form individuals with quality and character so that they can contribute effectively to society. Through quality education, individuals can achieve their goals, adapt to the environment, and continue to develop in various aspects of life. One of the main goals of education is to develop intelligence, personality, noble character, and skills needed for the progress of oneself and the nation. Language also plays an important role as a means of communication that connects humans in interacting and exchanging ideas. English, as one of the most widely used languages in the world, opens up great opportunities for individuals to access various knowledge and communicate globally. However, for Indonesian people, learning English is a challenge due to linguistic and cultural differences, as well as the dominance of regional languages in everyday life.

English language skills consist of four main skills: listening, speaking, reading, and writing, all of which are supported by elements such as vocabulary, grammar, and pronunciation. Among these elements, vocabulary plays a very important role because it is the basis for mastering other language skills. According to Nurgiyanto (2013), vocabulary mastery is divided into receptive skills (understanding words in reading and listening) and productive skills (using words in speaking and writing). Therefore, effective and interesting learning strategies are needed to improve students' vocabulary mastery. Based on observations conducted in class X of SMA Negeri 14 Bone in 2023 through the PLP II program, it was found that many students had difficulty in mastering English vocabulary. Several factors that cause this problem include less relevant teaching methods and the use of more dominant regional languages, so that students are less motivated to learn new vocabulary. In addition, teacher-centered learning methods cause low student involvement, which ultimately reduces their interest in learning.

To overcome this problem, researchers propose the implementation of the flipped classroom learning model as a strategy to improve students' vocabulary mastery. This model reverses the traditional learning process, where students study the material independently at home before taking part in interactive activities in class, such as discussions, group assignments, and clarification of difficult concepts. This approach encourages active participation, collaboration, and critical thinking, because students can discuss the material they are studying with friends or teachers.

Based on this observation, the researcher conducted a study entitled "The Implementation of Flipped Classroom Learning Model to Improve Vocabulary Mastery at the Tenth Grade Students of State High School 14 Bone." This study aims to explore how the flipped classroom model can create a more engaging learning environment, increase students' active participation, and improve their vocabulary mastery, thereby overcoming the challenges faced in learning English.

METHOD

Research Design

The method in this research was Classroom Action Research (CAR). CAR can be said to be a continuous experimental research. Classroom Action Research (CAR) was experimental research, because it began with planning, treatment of research subjects, and evaluation of the results achieved after treatment. The development of classroom action research in Indonesia began to be recognized in the late 80s. This research is widely conducted by educators as an effort to solve problems and improve the quality of education and learning. Through Classroom Action Research (CAR) educators can find solutions to problems that arise in their own classroom. Classroom Action Research (CAR) is a form of reflective study by the perpetrator of the action carried out to improve the rational stability of the actions taken and improve the conditions in which the learning practices are carried out.

The research is divided into 2 cycles, where each cycle consisted of four stages. The cycles are described through the research stages scheme as follows:

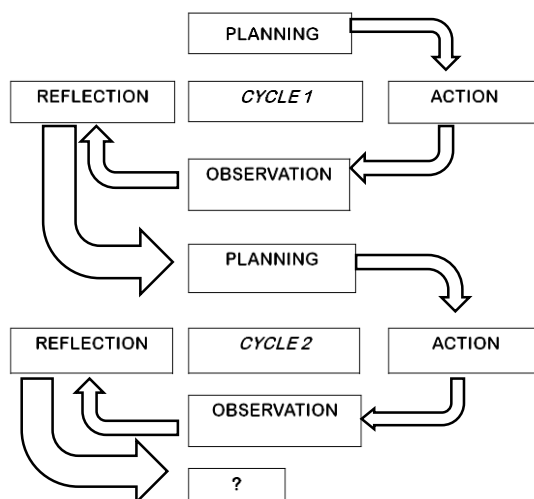


Figure 1. Research Design

Research Subjects and Actions

The This Classroom Action Research (CAR) was conducted on students of class X.4 UPT SMA Negeri 14 Bone in the odd semester of the 2023-2024 academic year. The subjects of the study consisted of 35 students, consisting of 15 males and 20 females. Based on Suharsimi Arikunto's theory, CAR consists of four main stages, namely planning, action, observation, and reflection. Planning is carried out after identifying problems in learning, then continued with the implementation of actions by the teacher accompanied by observations to monitor the process. After that, reflection is carried out to evaluate the results and determine steps for improvement.

This research was carried out in two cycles. The first cycle began with preliminary research, including observations of English learning activities in the classroom and interviews with teachers and students to understand the level of vocabulary understanding, learning activities, and obstacles faced. After that, action planning was carried out, the application of the multimedia-based flipped classroom model, observation of the learning process, and reflection on the results obtained. The second cycle was carried out to correct the shortcomings found in the first cycle. By following the same stages—planning, action, observation, and reflection this research aims to improve learning outcomes and achieve the desired goals. This approach ensures that each cycle is a systematic and continuous step in improving the quality of learning.

Research Instruments and Data Collection Techniques

The instruments used in this study consisted of two types, namely tests and observation sheets. Tests were used to measure students' vocabulary understanding and to assess the success of the multimedia-based flipped classroom learning model in improving these skills. Tests were conducted orally and in writing, where students were asked to present their assignments in front of the class to evaluate their understanding of new vocabulary. In addition, researchers also used observation sheets during the implementation of classroom action research (CAR). This observation aims to collect data on student responses and levels of activity in the learning process. Observation sheets were prepared in each cycle as a tool to record student reflections on learning activities and identify the effectiveness of the multimedia-based flipped classroom model. By using a combination of tests and observation sheets, this study was able to obtain accurate data on the development of students' vocabulary understanding and the effectiveness of the learning methods applied.

Research Instruments and Data Collection Techniques

The researcher analyzed the data in several steps. First, the assessment of students' answers in the pre-test and post-test and the scores obtained are then classified into categories of learning outcomes based on the measurement scale, such as very good, good, enough, lacking, and very poor according to the reference of (Ngalim, 2009).

The researcher would get the mean of student's by using the formula (Ridwan, 2010):

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} = Mean score

$\sum x$ = The sum all scores

N = The number of students

To get the class percentage, the researcher would use the formula (Sudijono, 2012):

$$P = \frac{F}{N} \times 100\%$$

P = The class percentage

F = Total percentage score

N = Number of students

To analyze the increase in student scores from pre-test to post-test in cycle 1 and cycle 2, the researcher used the percentage improvement formula. This formula compares the results of the pre-test with the results of post-test 1 and with the results of post-test 2.

The number of cycles carried out in this PTK depends on the resolution of the problem under study. Indicators of success that indicate the success of the action if there is an increase in vocabulary

understanding from students learning outcomes in each cycle and 75% of students achieve the indicators that have been determined based on institutional regulations. The the research will be stopped.

RESULTS AND DISCUSSION

Results

Before Implementation of CAR

The results of initial observations and pre-tests were conducted to understand the conditions of class X.4 before the study began. Observations showed that this class has a fairly conducive learning atmosphere, with a clean environment and adequate learning facilities. In addition, students in this class are quite pleasant. However, it was found that some students often felt bored and less interested during the learning process. This makes it difficult for teachers to attract students' attention, so that the material is not fully absorbed properly. As a result, the effectiveness of learning decreases because most students are less actively involved in the learning process.

In the pre-test stage conducted on Thursday, July 11, 2024, 35 students took the test to measure their initial ability to understand vocabulary. The calculation results showed that the average class score only reached 57.1%, which was considered inadequate. The highest score obtained by students was 65, while the lowest score was 45. These results indicate that students' vocabulary understanding still needs to be improved to achieve better learning outcomes.

Table 1. The Result of Pre-Test

	Score	Classification	Percentage
\bar{X}	57,4	Fair	57,1%

Then the calculation of the percentage of students who passed the minimum score of 75, the researcher calculated using the formula. then From the calculation results, the percentage of student scores on the pre-test was 57,1%. It can be concluded that the level of understanding of student vocabulary at SMA Negeri 14 Bone is low.

The Implementation of Classroom Action Research

This research uses the Classroom Action Research (PTK) method with two cycles, each consisting of three meetings. The first cycle involves the stages of planning, action, observation, and reflection. In planning, the researcher collaborates with teachers to identify students' problems in understanding vocabulary and develop a lesson plan and their supporting needs. At the action stage, the researcher carried out learning according to the plan, taught recount text material, gave assignments, and involved students in discussions and evaluations.

Observations show that at first some students are still less interested and less active in learning. However, as the meeting progressed, student interest and participation began to increase, although it was not evenly distributed throughout the class. The results of the first cycle showed improvement, but students as a whole still needed to increase their engagement in the learning process.

Table 2. Students activity in teaching learning process 1

No.	Assessment components	Yes	Percentage	No	Percentage
1.	Prepare themselves before starting class	25	71%	10	28%
2.	Pay attention when the teacher explains the material	21	60%	14	40%
3.	Actively asking questions in class	19	54%	16	45%
4.	Able to cooperate in groups	23	65%	12	34%
5.	Skillful in explaining new ideas	17	48%	18	51%
6.	Able to present the results of group discussions well and clearly	23	65%	12	34%
7.	Follow the teacher's directions well	25	71%	10	28%
8.	Able to complete tasks given by the teacher	25	71%	10	28%
	Total	178	63%	102	36%

In the reflection stage, the researcher found that the learning outcomes of students in cycle 1 had not reached the Minimum Completeness Criteria (KKM) score. Only 74.8% of students managed to achieve KKM, so the researcher reflected on the actions that had been taken. The obstacles found include

some students who do not pay attention to explanations and listening materials during the learning process. Therefore, in the next cycle, researchers will focus more on helping students who experience learning difficulties.

Based on research in class X.4 of SMA Negeri 14 Bone, students' ability to understand vocabulary is still relatively low, with the percentage of students who achieved KKM by 57.4% in the pre-test and increased to 74.8% in cycle 1. Despite the improvement, the results have not shown significant progress.

Table 3. The Result of Post-Test Cycle 1

	Score	Classification	Percentage
\bar{X}	74,8	Enough	62,8%

From the results of the researchers' calculations using this formula, the percentage of student scores in the pre-test of 57.4 increased in the post-test cycle 1, which was 74.8. So the total increase from pre-test to cycle 1 was 17.4.

In cycle 2, the researcher continued the learning process with more focused planning to improve students' vocabulary understanding using the flipped classroom model. Preparation was carried out by compiling materials, tools, cycle 2 test questions, and observation sheets to measure improvements in learning outcomes and student responses to this learning model. In the action stage, learning focused on improving the process from cycle 1. The researcher began by asking students to memorize verb vocabulary as an initial step to improve their attention. Students were also encouraged to express their opinions and ask questions about the material that had been shared through the WhatsApp group. In addition, group discussions were held to strengthen understanding, where each group classified verbs based on their type and presented their results. Learning was closed with a cycle 2 test after a material review session.

In the observation stage, the researcher noted significant changes compared to cycle 1. Students looked more active and enthusiastic in the learning process. Based on the results of the observation, the indicators of learning success listed in the module had been achieved, and students gave a positive response to learning in cycle 2. Overall, cycle 2 showed a clear increase in student participation and their understanding of the material taught.

Table 4. Students activity in teaching learning process

No.	Assessment components	Yes	Percentage	No	Percentage
1.	Prepare themselves before starting class	29	82%	6	17%
2.	Pay attention when the teacher explains the material	27	77%	8	22%
3.	Actively asking questions in class	27	77%	8	22%
4.	Able to cooperate in groups	25	71%	10	28%
5.	Skillful in explaining new ideas	20	57%	15	42%
6.	Able to present the results of group discussions well and clearly	25	71%	10	28%
7.	Follow the teacher's directions well	29	82%	6	17%
8.	Able to complete tasks given by the teacher	29	82%	6	19%
	Total	211	75%	69%	24%

In the reflection stage of cycle 2, the observation results showed several positive things. The researcher managed to master the class well so that he was able to attract students' attention and deliver the material in an organized manner. This can be seen from the change in students' attitudes which have become more positive than before.

Students also become more active in class because they have studied the material at home before. That way, they can immediately discuss with classmates and teachers about things that they do not understand.

A significant improvement was also seen in students' ability to understand vocabulary. The percentage of students who achieved the minimum target score of 80% has been met, with an increase of 30.3% from pre-test to cycle 1, and a larger increase, namely 58.1%, from cycle 1 to cycle 2. This shows the success of the learning approach applied.

Table 5. The Result of Post-Test Cycle 2

	Score	Classification	Percentage
\bar{X}	90,8	Very good	80%

The Improvement Vocabulary Mastery At the Thenh Grade Student's

The table below shows the results of the researcher's findings on changes in the average score of students starting from the pre-test classified as a sufficient value with an average score of 57.4 and a percentage value of 57.1%. then continued with the student's post-test 1 score of 74.8 with a percentage value of 62.8 and classified as a sufficient value. then continued with the results of post test 2, namely with an average score of 90.8 and a percentage value of 80% so that it is classified as a good value. based on the following results, it can be concluded that the increase in students' vocabulary understanding is 58.1%.

Table 6. The Result of Pre-Test, Post-Test 1, and Post-Test 2

	\bar{X}	Percentage	Improvement Pre-Test → Cycle 1	Improvement Pre-Test → Cycle 2
Pre test	57,4	57,1%		
Post 1	74,8	62,8%	30,3%	
Post 2	90,8	80%		58,1%

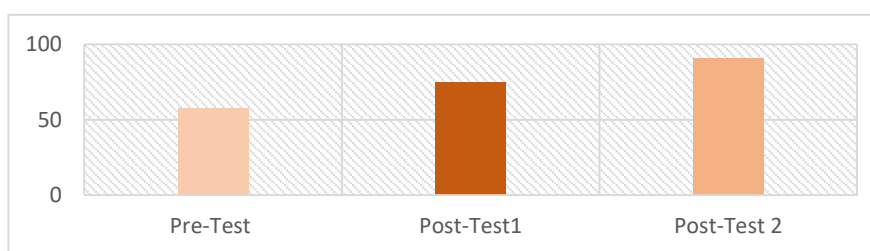


Figure 2. The Mean Score Pre-Test, Post test 1, Post test 2

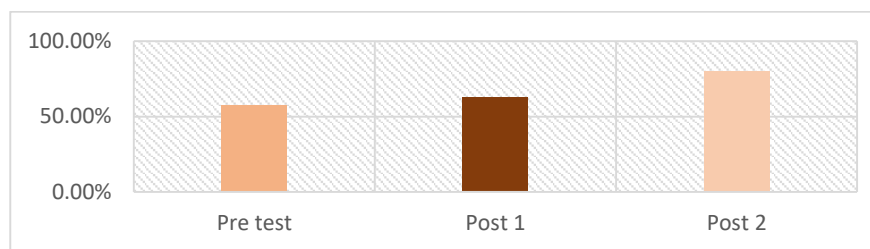


Figure 3. Percentage Pre test, Post test 1, Post test 2

Discussion

This study shows that the multimedia-based flipped learning model successfully improves students' vocabulary comprehension. The approach used is Classroom Action Research (CAR) consisting of four stages: planning, action, observation, and reflection, which are carried out in two cycles with six meetings. Before the implementation of this model, the learning method that tends to be lecture-based made students less interested and easily bored. In the first cycle, after implementing flipped learning, the classroom atmosphere became more positive, although the increase in the average student score was not too significant. Students were asked to study the material independently at home through WhatsApp groups and take a vocabulary test. Initially, the students' responses were less enthusiastic, but they began to actively discuss and ask questions.

In the second cycle, the researcher improved classroom management by focusing more on less active students, so that their participation increased. Students were more courageous in discussing and asking questions, and showed more positive responses. In addition, the researcher gave awards to the most active students, which further encouraged their participation. The results of the study showed an increase in student engagement from 63% in the first cycle to 75% in the second cycle. From the results of the observations, it can be concluded that the lack of student attention is the main obstacle to ineffective learning. By changing the learning model to be more interactive, student responses became more positive, so that the success criteria of this research were achieved.

CONCLUSION

Based on the results of the study, it can be concluded that this study successfully improved students' vocabulary comprehension. Before the intervention, the average score of students was relatively low, which was 57.4 in the pre-test, which was caused by low interest in learning English. Many students felt bored, considered English a difficult subject, and were reluctant to participate, so the learning process became less effective. After the implementation of classroom actions aimed at improving vocabulary comprehension, there was a positive change although not yet significant. Students began to be more active in learning, both when the researcher explained the material and in discussions. This was reflected in the increase in the average score to 74.8 in post-test 1 with a success percentage of 62.8%, indicating an increase of 30.3% from the pre-test.

In cycle 2, a more significant increase occurred, with an average score reaching 90.8 and a success percentage of 80%. Students became much more active in the learning process, no longer awkward to ask or answer questions from the researcher. This increase in activeness occurred because students began to be confident in the understanding they gained from independent learning before learning in the classroom took place. Thus, it can be concluded that the application of the flipped learning model can improve the vocabulary understanding of class X students at SMA Negeri 14 Bone effectively.

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