

**THE INFLUENCE OF USING FLIPPED CLASSROOM IN TEACHING  
GRAMMAR (SIMPLE PAST TENSE) IN THE TENTH GRADE AT THE  
SECOND SEMESTER IN SMA N 1 GADINGREJO PRINGSEWU IN THE  
ACADEMIC YEAR OF 2022/2023**

**A Thesis  
Submitted in Partial Fulfilment of the Requirements for S1-Degree**

**By  
ANGGIYA WIGUNA  
NPM. 1811040137**



**FACULTY OF TARBIYAH AND TEACHER TRAINING  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2023**

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**Study Program : English Education  
Supervisor : Iwan Kurniawan, M.Pd  
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**FACULTY OF TARBIYAH AND TEACHER TRAINING  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2023**

## ABSTRACT

“The Influence of Using Flipped Classroom in Teaching Grammar (Simple Past Tense) in the tenth grade at the second semester in the Academic Year of 2022/2023” a thesis by Anggiya Wiguna. This research discusses problems regarding the constraints of the English learning process related to time which this problem causes other problems in the tenth-grade semester 2 students at SMA N 1 Gadingrejo Pringsewu. Lack of learning time in class can have an adverse impact. In learning English, students are provided with predetermined material and in every existing material, there is grammar that is very important but sometimes not taught by most teachers. This is also happened to the tenth-grade second semester at SMA N 1 Gadingrejo Pringsewu 2022/2023. The teacher at the school has an excuse, namely, not enough time to have in class. Teachers expect students to learn independently however, students' awareness of responsibility for themselves is very low. When faced with tasks that require knowledge and grammatical ability, they end up having difficulty and fail to answer properly and finally, they find English and grammar are difficult then their interest in learning decreases. Even when given an initial test of easy grammar such as simple past tense, their knowledge and abilities are far from enough. Therefore, researcher presents and brings a learning model called Flipped Classroom. Flipped Classroom introduces a modern way of teaching and learning. Flipped Classroom is learning in reverse mode. When the teacher applies Flipped Classroom, the explanation of the material will not be explained in class anymore but at home, while the exercises will be done in class.

The method of this research is quantitative by using quasi-experimental design. The researcher uses this method because in this study the researcher wants to see how Flipped Classroom influence Grammar learning or Simple Past Tense and more precisely is the problem of time ineffectiveness when learning English of the students in the tenth-grade in the 2<sup>nd</sup> semester at SMA N 1 Gadingrejo, Pringsewu in the academic year of 2022/2023. Moreover, researcher uses the Cluster Random Sampling technique to take the sample. Then the classes obtained are two classes; class X IPA 8 as an experimental class and X IPA 6 as a control class. Those classes are insisted with 33 students. In addition, there is an instrument used by researcher, namely the instrument test.

Based on the data analysis calculated used SPSS v.25, it was obtained that Sig. (2-tailed) of the equal variance assumed was 0.00 and  $\alpha = 0.05$ .  $H_a$  is accepted if Sig.  $< \alpha = 0.05$  and  $H_o$  is accepted if Sig.  $> \alpha = 0.05$ . It means that, Sig.  $0.00 < \alpha = 0.05$ , so  $H_a$  accepted. Based on the result, it can be concluded that there is a significant influence of using Flipped Classroom in Teaching Grammar (Simple Past Tense) in the tenth-grade at the second semester in SMA N 1 Gadingrejo, Pringsewu in the academic year of 2022/2023.

*Keywords: Grammar ability, Learn English by Flipped Classroom, Quasi Experimental Design.*

## DECLARATION

I hereby:

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Students' Number : 1811040137

I stated that this thesis entitled "The Influence of Using Flipped Classroom in Teaching Grammar ( Simple Past Tense) in the Tenth Grade at the Second Semester in SMA N 1 Gadingrejo, Pringsewu in the Academic Year of 2022/2023" is entirely my own work and is based on my own research. I also declare that all materials and sources consulted in the preparation of this thesis, by the articles, be the books and my other kinds of document, are properly acknowledge in the footnotes and bibliography.

Pesawaran, 18<sup>th</sup> June 2023

Declared by



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**ADMISSION**

A thesis, entitled: **The Influence of Using Flipped Classroom in Teaching Grammar (Simple Past Tense) in the Tenth Grade at the Second Semester in SMA N 1 Gadingrejo Pringsewu in the Academic Year of 2022/2023** by **Anggiya Wiguna, NPM: 1811040137**, Study Program: **English Education**. Was tested and defended in the examination session held on: **Thursday, July, 20<sup>th</sup> 2023**.

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## MOTTO

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَافًا خَافُوا عَلَيْهِمْ  
فَلْيَتَّقُوا اللَّهَ وَيَقُولُوا قَوْلًا سَدِيدًا

*Dan hendaklah takut (kepada Allah) orang-orang yang sekiranya mereka meninggalkan keturunan yang lemah di belakang mereka, yang mereka merasa khawatir terhadap (kesejahteraan)nya. Oleh karena itu, hendaklah mereka bertakwa kepada Allah, dan hendaklah mereka berbicara dengan tutur kata yang benar. – (Q.S An-Nisa: 9)<sup>1</sup>*



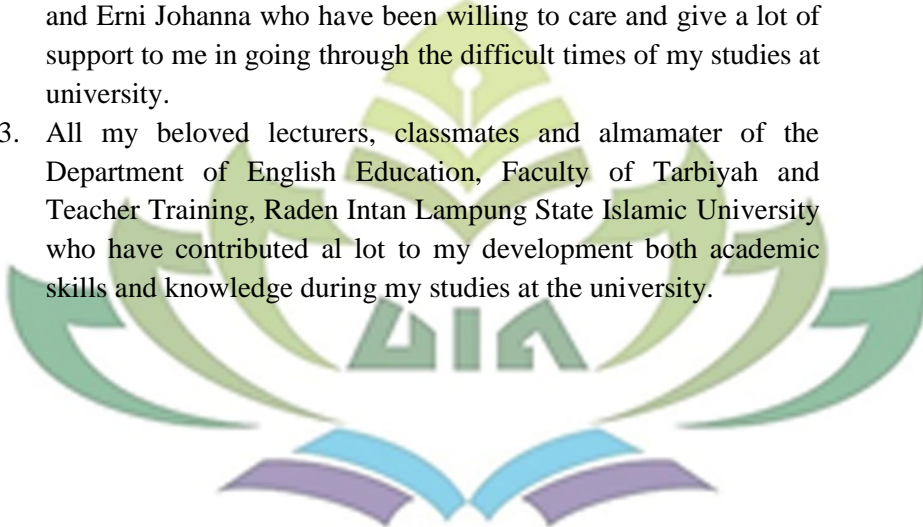
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<sup>1</sup> Muhamadaljawi, An-nisa dan Tafsir, 2022, [√ PDF An nisa dan Tafsir \(Arab, Latin, Artinya\) - Islamiques.net](#) accessed on 18<sup>th</sup> June, 2023

## DEDICATION

Praise and gratitude to Allah SWT, for his abundant blessing for me and from the depth of my heart, this thesis is dedication to everyone who cares and loves me. I want to dedicate for:

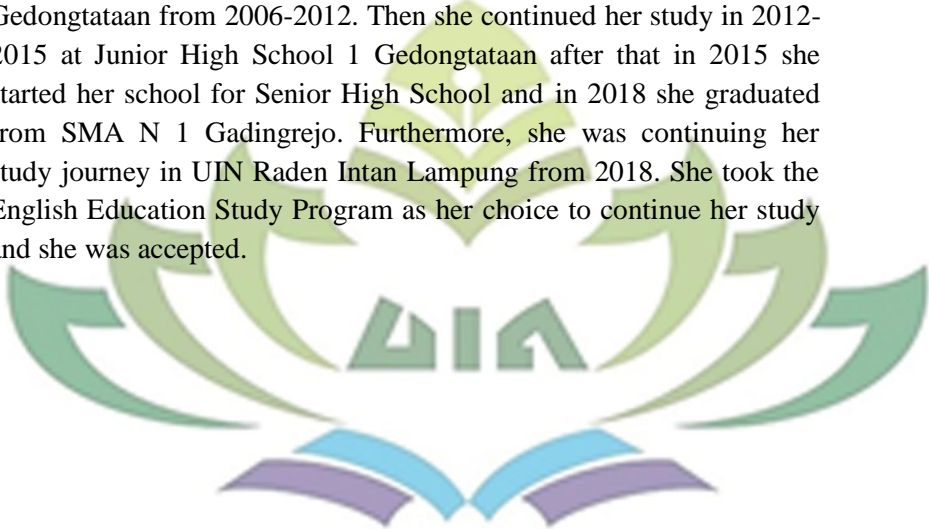
1. My beloved parents, Mr. Johandi Latif and Mrs. Siti Marwiyah, S.Pd, who have provided me with unconditional loves and never-ending supports, not only for the completion of my study but also for the success of my life. I am so thankful for having you by my side, and this thesis is absolutely dedicated to you Mam and Dad.
2. My beloved brother and sister, Alvan Noufal, Anggun Alvionita, and Erni Johanna who have been willing to care and give a lot of support to me in going through the difficult times of my studies at university.
3. All my beloved lecturers, classmates and almamater of the Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan Lampung State Islamic University who have contributed al lot to my development both academic skills and knowledge during my studies at the university.





## CURRICULUM VITAE

The writer of this thesis is a female that born in Bernung, Pesawaran on 2<sup>nd</sup> October 2000. She loves writing a story and once got the second position on writing a short story event when she was in Senior High School. Everyone calls her Anggi, yet she has a lot of nicknames but she would rather just mention 1 nickname, Anggi because she thinks other are cringe. She has parents, her father is Mr. Johandi Latif and her mother is Mrs. Siti Marwiyah she blessed with one beloved brother Noval and two beloved sisters Erni and Anggun. The writer began her study in Elementary School at SD N 1 Bagelen Gedongtataan from 2006-2012. Then she continued her study in 2012-2015 at Junior High School 1 Gedongtataan after that in 2015 she started her school for Senior High School and in 2018 she graduated from SMA N 1 Gadingrejo. Furthermore, she was continuing her study journey in UIN Raden Intan Lampung from 2018. She took the English Education Study Program as her choice to continue her study and she was accepted.



## ACKNOWLEDGMENT

First, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the writer during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled “The Influence of Using Flipped Classroom in Teaching Grammar ( Simple Past Tense) in the Tenth Grade at the Second Semester in SMA N 1 Gadingrejo, Pringsewu in the Academic Year of 2022/2023”. This thesis is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfil a part of students’ task in partial fulfilment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

Therefore, the writer would like to express the deepest sense of gratitude to:

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11. All my friends H class of English Department 2018, I am thankful for your supports and for our friendship.
12. My Almamater UIN Raden Intan Lampung.

Finally, nothing is perfect neither this thesis. Any corrections, comments and suggestions for the goodness of this thesis were always open-heartedly welcome. Furthermore, this thesis is expected that can be useful for the other writers particularly and the reader generally, especially for those who involved in the English teaching profession.

Pesawaran, 18<sup>th</sup> June 2023



Anggiya Wiguna  
(1811040137)

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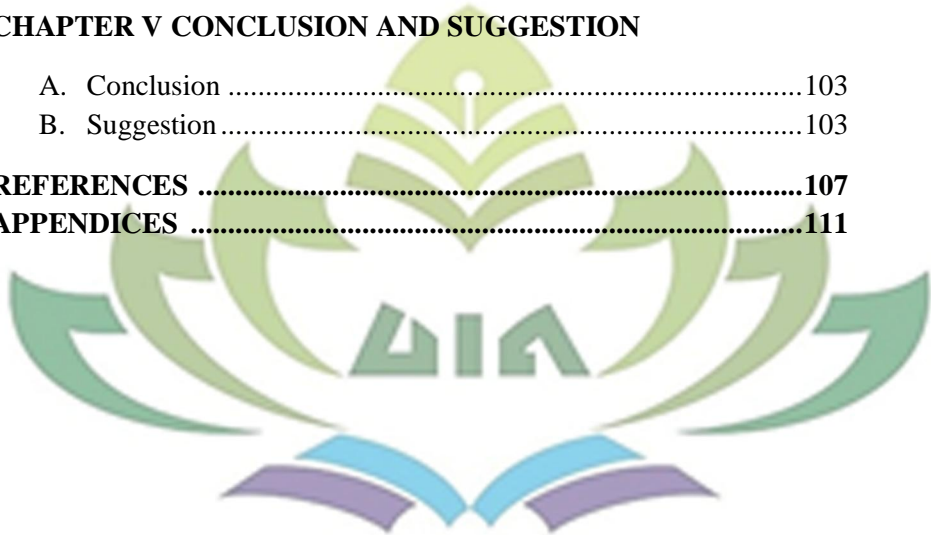
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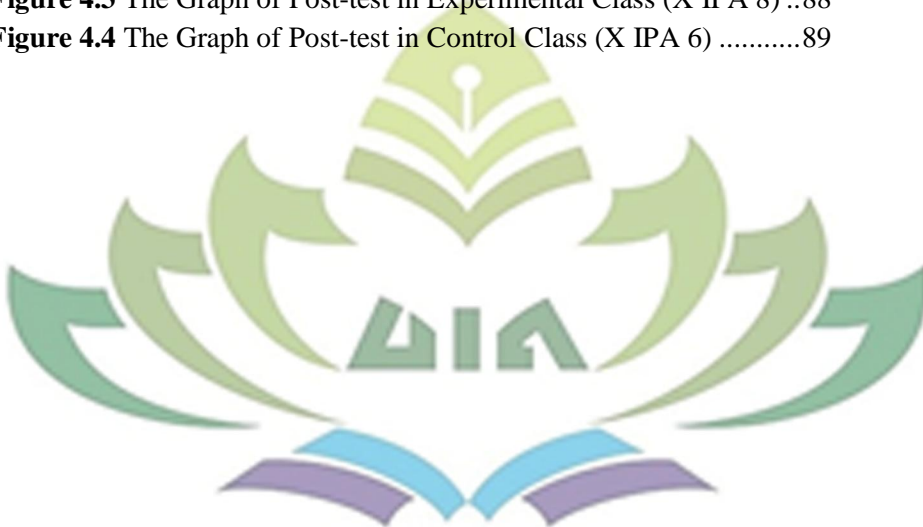


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## CHAPTER I INTRODUCTION

### A. Title Confirmation

Research must be clear and firm so that there is no misunderstanding in it. Therefore, a little explanation was needed regarding the research title stated above with the aim of confirming and affirming the title raised, "The Influence of Using Flipped Classroom in Teaching Grammar (Simple Past Tense) in the Tenth Grade at the Second Semester in SMA N 1 Gadingrejo Pringsewu in the Academic Year of 2022/2023". In the Big Indonesian Dictionary that the researcher read, influence is a power that exists or arises from something (person, object) that helps shape of person's character, belief, or action.

According to Anita Hall and Leverage in their journal, influence is defined as "a force one person (the agent) exerts on someone else (the target) to induce a change in the target, including changes in behaviors, opinions, attitudes, goals, needs and values" and "the ability to affect the behavior of others in a particular direction." While, Johan Zaaiman said that defining influence is complex since the words as such do not intrinsically have a specific meaning<sup>1</sup>. In essence, influence is a power that can shape or change something else. In addition, influence is also defined as a condition where there is a reciprocal relationship, or a causal relationship between what affects and what is affected. On the other hand, influence is a force that can trigger something and make something change. Moreover, if one of the so-called influences changes, then there will be consequences of it<sup>2</sup>. Based on the opinions above, it can be concluded that influence is something that arises or appears through people, objects or things which can form something or produce something on the influence of people, objects and things. This influence can be linked to the Flipped Classroom which become the learning model that was investigated by the researcher.

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<sup>1</sup> Johan Zaaiman, "Power and Influence: Assessing the Conceptual relationship", (South Africa, 2020), P.2.

In general, Flipped Classroom is a model of learning in inverse. Especial for this research the researcher used the Flipped Classroom as the model. Well to implement it, what the researcher needed to do first was the students were given material (usually in the form of learning videos) the day before class start. That means they learn and understand the material at home and when they meet face-to-face, the teacher gave practice questions or tasks to ensure their understanding of the material that has been given. In addition, the teacher could also ask the students to have discussions through the Flipped Classroom (if it is possible). There were so many tools that can be used, while in this research the researcher used Google Classroom and WhatsApp application.

Through this model, the researcher conducted trials in a field, namely grammar. There were so many problems in learning English included in SMA N 1 Gadingrejo Pringsewu, especially after going through such a long home school. The quality and interest in learning of the students in Indonesia has also got down. On the other hand, grammar is something that is very important in a language. A language cannot stand alone without grammar. Grammar has a very broad scope, such as tense, conjunction, type of sentence and others. The researcher took one as the topic from grammar, and it was tense. But there is something need to know that in grammar there are more than one form of tense, yet in this research the researcher only focused on the simple past tense. Because researcher had to conduct research according to what was on the school syllabus and simple past tense became a goal or topic of the grammar. This was also because based on the research schedule, researcher got teaching materials for research on recount text. Background of the Problem

Flipped Classroom is a form of technological advancement. In the other hand, Flipped Classroom is a student-centered approach to learning that increases active learning for the student compared to traditional classroom-based instruction. Transformation in student demographics, economic climate, and Internet technologies had made the contemporary educational environment different than it was. Due to that thing, a lot of educators are checking up for newer models of

instruction to produce successful graduates in today's society<sup>3</sup>. Flipped classroom had been widely applied in many educational settings. In order to avoid the students who missed the material/learning, teachers in various countries had tried to use the Flipped Classroom as a learning model. In Indonesia, Flipped Classroom had been discussed a lot, including by the ministry of education which was discussed in the article "*Ayo Guru Berbagi*" with the title "*Blended Learning - Flipped Classroom: Alternatif Mengurangi Kejenuhan Belajar Siswa*". That means over time, Indonesia had known what the Flipped Classroom model is even though the spread was not too wide yet.

The Flipped Classroom model refers to the concept that the lectures and explanations of the materials would no longer be executed in class but at home, while the project and assignment would be executed in the class time<sup>4</sup>. In the Flipped Classroom system, the teacher can provide an explanation of the material in the form of video(s), reading source(s), or even teacher could give mini quiz as learning materials outside class. As one of the facilities, teachers could use Google Classroom, Edmodo, e-learning and others. In addition, the rule in the Flipped Classroom model is the students must understand the material given at home and when they are at school the teacher will no longer explain the material, even the teacher can directly provide training for them. That is why teacher explains the material in the form of videos or other things, when the students are at school, they will be given know that they were going to do the tasks related to the material they had watched of read and it will really help the learning process. Moreover, the accommodation or facilities for this learning model, there was not much of a concern for the researcher because the whole world had just experienced a corona virus pandemic where the students had been studying online or studying from home for approximately 2 years, means that the

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<sup>3</sup> Cristina Rotellar, PharmD and Jeff Cain, "Research, *Perspectives, and Recommendations on Implementing the Flipped Classroom*", in the American Journal of Pharmaceutical Education, vol 80(2), 2016 Maret 25, America, P.34.

<sup>4</sup> Bergmann, Jonathan. & Aaron, Sams. "Flip Your Classroom: Reach Every Student in Every Class Every Day". Washington, DC: International Society for Technology in Education (2012). P. 13-14

teachers did not have to worry about whether the students have smartphones (as a facility) or not.

In the world of education, it is something reasonable even a must if the teacher explores the problems of various factors in the student learning process. This was also what the researcher do in preliminary research. As the result the problem of students in SMA N 1 Gadingrejo Pringsewu when studying, especially learning English, was a time constraint which causes various other problems. Besides, from the researcher itself, the priority of Flipped Classroom was overcoming about time constraint problem and it could be said that this Flipped Classroom was the right one for it. In English lesson maybe it is enough if only discuss the main topic of the material. But, in learning a language there is a grammar that often missed by the teachers. How come teacher let that thing happens many times while grammar is one of the most important things in language.

Grammar is a rule that every language must have. In the other hand, grammar makes language meaningful and understandable whenever people speak, write, read, and listen. Kerr states that grammar is the core of the language as well as a tool to assist learners to comprehend the target<sup>5</sup>. Based on the experience of the researcher, the students in Indonesia think that grammar is one of the parts in English that is so difficult and always complain when given grammar material in the classroom. Al-Hamlan and Baniabdelrahman maintain that many students find some challenges in mastering grammar<sup>6</sup>. Grammar provides a challenge for the students, it gives them a challenge for every skill in English, whether speaking, reading writing and listening. And not infrequently the students in Indonesia are always troubled about grammar in all four skills exist.

Furthermore, schools in Indonesia do not have subjects or specific class to grammar. Yet, each chapter of the English material is designed to have at least one grammar rule (only for grammar that

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<sup>5</sup> Li-Li Lin, "The Role of Grammar Teaching in Writing in Second Language Acquisition language", (California, November 12<sup>th</sup> 2008), p.13.

<sup>6</sup> Al-Hamlan, S., & Baniabdelrahman, A. A Needs Analysis Approach to EFL Syllabus Development for Second Grade Students in Secondary Education in Saudi Arabia: A Descriptive Analytical Approach to Students'Needs. American International Journal of Contemporary Research, 5(1) (2015), p. 118-145.

has a relation with the material in a chapter) but in fact, the students only got a little time to learn the grammar. Because in English subjects at the junior and high school level grammar is just a complement. In reality, grammar has always been their problem and should be taught more in school. This is what makes almost all students underestimate grammar, because they rarely research grammar in English class. Moreover, if the teacher rarely comes to the class and only gives assignments to them, it is a really bad example of the case.

When the researcher did the preliminary research in the SMA N 1 Gadingrejo. It was found that the main problem was about the constraint of time which was causes various other problems. Furthermore, there was a problem regarding grammar learning for tenth grade students at SMA N 1 Gadingrejo Pringsewu was when the students must create a sentence about the past, where the tense needed was simple past tense. In order to be able to make a good sentence about the past the students must understand the tense and the rules. If in the perfection way the teacher must be careful enough to teach about tense, starting from the rules how to determine whether to use tense A or tense B. However, explaining the things that must be contained in a text itself has taken time so if teacher must explain the tense until the student understands the teacher probably will not have the opportunity to it. Even in this case it turns out that it is still related with a limited time problem.



**Figure 1.1 The Graph of survey results in one of the 10th grade science students at SMA N 1 Gadingrejo, Pringsewu**

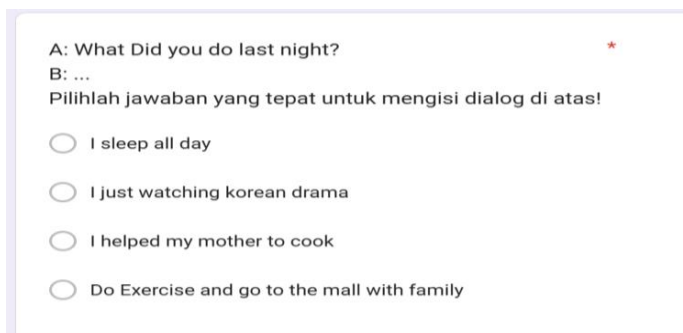
Based on the figure 1.1 it showed that the researcher did the survey via Google forms as the media in a class consist of 33 students. However, it should be known that researcher did not only survey one class but the entire population of this research, figure 1.1 was only one of the examples of the result of that survey test. On the other hand, according to the figure 1.1 it showed that the students who passed the test with good score was only about 5 students. Below was the result of all populations.

**Table 1.1 The students' score in simple past tense test**

No	Class	Total of the students passed the test			Total
		Passed with good score	Passed in standard score	Not passed	
1.	XII MIPA 1	5	14	14	33
2.	XII MIPA 2	6	16	14	36
3.	XII MIPA 3	5	14	17	36
4.	XII MIPA 4	5	14	17	36
5.	XII MIPA 5	6	15	14	35
6.	XII MIPA 6	5	12	16	33
7.	XII MIPA 7	3	17	16	36
8.	XII MIPA 8	5	13	15	33
<b>Number of the Students</b>		<b>40</b>	<b>115</b>	<b>123</b>	<b>278</b>

Based on the table above, it could be concluded that the number of students who pass the test with good score scores was still too small. Additionally, the students were asked to answer some questions and the test given by the researcher was a very easy and simple test for the students who were already in high school where the students were asked to answer some questions in the context of

simple past tense. Furthermore, one of the examples of the question was in figure 1.2 as follows.



A: What Did you do last night? \*

B: ...

Pilihlah jawaban yang tepat untuk mengisi dialog di atas!

I sleep all day

I just watching korean drama

I helped my mother to cook

Do Exercise and go to the mall with family

**Figure 1.2 The example of survey test question**

Moreover, based on the table 1.1 it showed that the students' knowledge of grammar (precisely simple past tense) was still lacking. Because the results of the survey made the researcher even more determined her intention to conduct research in SMA N 1 Gadingrejo Pringsewu in the tenth grade at the second semester, besides that it was also related to the purpose of the study, which was to know the influence of the Flipped Classroom learning model on the lack of students' abilities especially in simple past tense.

In addition, limited time to learn in the class makes the student's lack of knowledge where the students mastery of a material is not the responsibility of the teacher. Students must have the responsibility of their own-self. Briefly, students also have a responsibility to expand their knowledge by learning independently. If only rely on teachers to improve knowledge will not be effective. However, the lack of study time actually makes them underestimate English which causes a lack of motivation to learn and it makes students' awareness thinner to study independently. While when the researcher interviewed the teacher, he said that the students nowadays are a lazy student and called as "*kaum rebahan*" and the teacher also said that their grammar ability were so lack and low. It is approved by the simple test of Simple Past Tense as a survey. According to Richards that quoted by Firdausa in her thesis, learner autonomy is learners

‘principle in which they have responsibility for what they learn and how they learn it to make learning more focused and personal in order to attain preferable results of learning<sup>7</sup>. It means that the students must be more active and begin to grow a sense of self-awareness of responsibility for themselves including abilities and knowledge.

Those were the other various problems in SMA N 1 Gadingrejo, Pringsewu. It became the strong reasons why did the researcher want to apply the Flipped Classroom learning model in learning grammar as main problem in the researcher’s research. By using the Flipped Classroom learning model, it was expected to be able to overcome the problem of time so that there was a hope that other problems will be resolved as well. Also, the implementation of the Flipped Classroom model became mutually beneficial for both the teachers and the students.

## **B. Identification of the Problem**

Based on the explanation on the previous background, where there were several problems in teaching and learning grammar that could be identified as follows:

1. Flipped Classroom is a means of technological advancement to teach grammar with modern learning model.
2. The ineffectiveness of learning was due to limited time at school.
3. The effectiveness of the application of the Flipped classroom to know the influence of it to the student’s grammar.

## **C. Limitation of the Problem**

According to the identification of the problem above, the researcher made boundaries of the problem, so that this research would not widen or spread to the other topics and only focused on the problem to be studied so that this research carried out properly.

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<sup>7</sup> Firdausa Fadhilah. “Fostering Students’ Grammatical Competence through Flipped Classroom”. (Syarif Hidayatullah State Islamic University Jakarta: Tangerang, 2020). P.2



Besides, the researcher focused or limited the problem of this research was to find out whether the flipped classroom model was able to overcome the problem of time constraints when teaching grammar.

#### **D. Formulation of the Problem**

The researcher formulated the problem in this research as follows: “Is there any significant influence of using Flipped Classroom in teaching grammar (Simple Past Tense) at the tenth-grade students in second semester students in SMA N 1 Gadingrejo Pringsewu in the academic year of 2022/2023?”

#### **E. Objective of the Research**

Build upon the explanation of the background, research focus and research question that had been listed above, the objective of this research was: “To know the influence of Flipped Classroom in teaching grammar (Simple Past Tense) at the tenth-grade in the second semester students in SMA N 1 Gadingrejo Pringsewu in the academic year of 2022/2023.”

#### **F. The Significance of the Research**

By implementing this learning model, the significance of the research was intended to provide some significant benefits and contributions to:

##### **1. The Students**

In research, especially if the students were the subject of research, the research would certainly provide various benefits. In this research was useful for making the students improve their grammar skills and helping the students to be better in mastering grammar and understand by implementing the Flipped Classroom. They would get the benefit and had fun with this learning model especially in this modern era.

## 2. The Teachers

In this research, the researcher hoped that this research could help the teachers to find teaching solutions that were much better, effective and interactive. One of which was by using the flipped classroom model as a choice of learning media while making technological progress a positive use. In addition, the more teacher implements various learning model the more teaching learning looked fun, creative and innovative.

## 3. The Future Researchers

For the researcher itself, through the research, it was hoped that the researcher could add knowledge and insight, as well as become a source of knowledge on how to develop students' potential, including their grammar skills. The researcher wished this learning model could be used in the future when the researcher success to be a teacher or even lecturer.

## 4. The School

For the school where research had been carried out, namely SMA N 1 Gadingrejo, Pringsewu, it was hoped this research could be useful for the school itself, this school would get some new perspectives and references to new learning model for them to apply in other subjects besides English. This research could provide progress for the school, and help improve the quality of good learning. In this era the more teacher at the school utilizes the technology in various learning model the more progress of the school happening. Which that is something good to compete and be better.

## 5. The Students of English Education Program

For the English Education Program itself, the significance of this research was to provide new research that was full of benefits and new knowledge. This research could be used as a reference for the further research. Became reading material for those who wanted to do research and identified what problems that had not been carried out in this research. From one topic could be developed into several other problems and others will have the same opportunity to do further research.

#### 6. The English Education Program

Likewise, the benefits obtained from school in this research that was adding references to new learning model. Not only the school could apply this learning model, but English education program can do the same. However, this learning model is effective enough to continue to be used and developed. In the other hand, the researcher wants to add the sense of pride generated by the students from the English Education Program itself.

### G. Relevant Research

The following is the review of the relevant research about applying Flipped Classroom for grammar in English Lesson in a journal form and also the previous research in a thesis form.

1. “The Najwa Ahmad Saleem Khasawneh had published his journal in 2021 with the title : “The Effectiveness of a Flipped Classroom Strategy in Developing Grammatical Concepts Among Fifth Grade Primary School Students”. This research used quasi-experimental design and the objective of this research is to explores the potential effect of using the flipped classroom strategy in developing grammar concepts among fifth grade elementary school students in Irbid, Jordan. The question problem is “What is the effectiveness of using the flipped classroom strategy in developing grammatical concepts skills among fifth grade Female primary school students?” and the results are:
  - a. It was found from their mean scores that the flipped classroom strategy was effective in developing grammatical concept.
  - b. Flipped-class provides feedback to students by the teacher in the classroom and also encourages communication between students because it uses small participation groups. it also closes the knowledge gap often caused by absenteeism from class.

- c. This strategy helps the teacher in knowing the weaknesses and strengths of students' understanding so that the teacher can handle it properly.
- d. This flipped-classroom strategy has helped and solved major problems faced by students in learning grammatical concepts.

Thus, this research shows a significant indication of the effectiveness of the flipped classroom strategy in developing grammatical concept in Arabic grammar. The use of this strategy provides students with instant access to learning materials anytime and anywhere by relying on technology that can be accessed online about

2. Nazmi DİNÇER and Mustafa POLAT made an Asian Journal with the title “The Use of Flipped Learning in EFL Grammar Instruction”. This research used quantitative and qualitative research methods. This research was conducted to investigate the impact of Flipped Learning in English learning for EFL and of course for grammar learning. This study took respondents from east Europe state university. In addition, researchers used instrument tests and questionnaires to collect the data. Here are the highlights of the journal:

- a. What are already known about this topic:
  - 1) Flipped Learning has been growing rapidly in higher education.
  - 2) Flipped learning has been utilized to enhance foreign language education.
  - 3) Flipped learning promotes more time
- b. Implications for theory, practice and/or policy:
  - 1) Flipped learning should be used with rich multimedia resources.
  - 2) Flipped learning requires a higher time investment at the beginning.
  - 3) In-class activities should be based on higher cognitive tasks to benefit from flipped learning.

- 4) Flipped learning does not necessarily mean creating video lectures

Meanwhile here were the research question:

1. Does flipped learning enhance the development of learners' grammar competency compared to a traditional lecture-based classroom?
2. What are the attitudes of learners in the experimental group towards flipped grammar classroom?
3. What are the participants' overall experiences in flipped classroom?

The results of the study claimed that Flipped Learning was confirmed as an effective instructional approach by the participants specifically teaching English grammar. In addition, this study showed clear evidence of better development of learners' grammatical competence compared to traditional lecture-based classrooms. In addition, the results of this study are consistent with other empirical studies in the same context. In the other hand, class time is used more effectively with student-centered activities such as discussions, brainstorming, role plays, etc. The findings also fit well with the characteristics of active learning theory. The study showed a high level of positive attitudes towards learning videos watched by students, which could be interpreted as quite accountable because flipped instruction had been said to create a flexible learning environment and was coherent with other similar studies because ready-made YouTube videos were found to help learners learn better and engage with the content. The students' attitudes also reinforce the argument that YouTube had tremendous potential to improve Language learning. The experience for the students themselves with Flipped Learning was about adjustment which took time and good preparation for teachers however, when they got used to it Flipped Learning was very much liked by them. In general, this study revealed that flipped grammar classroom model with

its potential as an innovative and transformative instructional approach in teaching and learning motivated EFL learners to study grammar structures, improved learners' grammar competency, and engaged them in collaborative activities during class time by setting aside more time for in-class tasks. Thus, the study yielded positive results on students' engagement, involvement, and performance. It contributes to the literature by expanding the application of the flipped learning model to specifically grammar teaching in EFL.

3. Lina Marlina Heryana, MoblIt and Iwan Ridwan released a journal in 2022 and the title is: "Engaging Flipped-Classroom Model in An Indonesia EFL Grammar Instruction". This research used qualitative approaches and design case study and this research aimed to investigate the process of using flipped classroom models in grammar teachings and to find out students' perceptions of grammar teaching using flipped classroom model. Here the following result of this research:

- a. The flipped classroom model is effective in distance learning and helps them a lot in learning grammar, especially simple present tense material. In other words, students feel helped by this model because they can express their ideas in group discussions while solving problems.
- b. In a flipped classroom, it helps students self-regulate in learning material anytime and anywhere, such as noting important points, asking questions, etc. With this model, during learning grammar students become more active in class.
- c. Students feel helped by the flipped-classroom model because they can participate in group discussions and are responsible for group assignments when solving problems, helping them understand the use of the simple present tense.

In conclusion, the application of the flipped classroom model can create a flexible learning environment that keeps students active in class. In students' perceptions, having discussions, collaborating with friends in solving problems helps students understand the material by watching learning videos. It means, the flipped classroom model helps the learning process become faster and easier.

4. Amanda, Fauzi Miftakh and Yousef Bani Ahmad released a journal in 2022 with the title: "The Flipped Classroom Model in Learning Grammar: Students' Response". This study used a qualitative approach with case study as a research design. For data collecting technique used observation and interview. The aim of this research focuses on the use of flipped classroom model in grammar learning: students' responses, and the following below is the result of this research:
  - a. The use of the flipped classroom model in grammar learning in using 3 activity steps, namely before the class, in the class and post class makes it easier for students and teachers in the learning process.
  - b. Students are helped by the flipped classroom model because students can study material before class which can cause students to understand the material better because the teacher will explain the material in depth.
  - c. The use of a flipped classroom makes students more actively participate in learning and also helps students in better relationship with classmates.
  - d. The use of the flipped classroom model can foster student learning independence and student motivation in learning in front of the class.

In summary, the use of the flipped classroom model can be one of the innovative learning models where teachers can use technology to make it easier for students to learn grammar. In addition, the flipped classroom model has a

positive impact on students because they have an awareness of preparing themselves to learn grammar.

5. Elih Sutisna Yanto had published his journal with the title: “Engaging Students in a Flipped Classroom Instruction: Junior High School Grammar Program” The present research reports students’ perception on flipped classroom mode in learning English grammar. The question as the problem in the research was; what are students’ perceptions of the flipped classroom mode in learning grammar?

It was using the qualitative research design and here the results:

- a. All of the students enjoyed watching the video materials and had an interest in using them for learning grammar;<sup>8</sup>
  - b. The use of the flipped classroom mode in learning grammar made the students independent and active in learning grammar;
  - c. Flipped classroom engaged them in learning grammar in different discourse contexts;
  - d. Flipped classroom mode motivated students in learning grammar.
6. S. Singay had completed his research journal in 2020 with the title “Flipped Learning in English as a Second Language Classroom: Bhutanese Student’s Perceptions and Attitudes of Flipped Learning Approach in Learning Grammar “. The present research was undertaken to examine Bhutanese the students’ attitudes and perceptions toward the flipped learning approach in a second language context.
    - a. What are students’ attitudes and perceptions after learning by the flipped learning approach?<sup>9</sup>

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<sup>8</sup> Elih Sutisna Yanto, Engaging Students In A Flipped Classroom Instruction: Junior High School Grammar Program (in Research and Innovation in Language Learning Vol. 3(2) May 2020), p. 135.



- b. What are some important themes emerge from the flipped learning experience?

In his research was using Qualitative and Quantitative design (Explanatory sequential design) and the results were:

- 1) The students were able to develop their grammar competence after learning using flipped learning
  - 2) The student's attitude and perception toward the flipped learning approach was positive at the end of the semester
  - 3) Finding some important themes, such as conducive learning atmosphere, the use of more technology, a better relationship and collaboration
7. Saidah did research which had been compiled into writing in the form of a journal in 2019 with the title "The Effectiveness of Flipped Classroom in Teaching Grammar of EFL Students" in his research has the aim to investigate the effect of using the flipped classroom strategy to students' grammar mastery with the question of problem: "Do the students taught by flipped classroom have better grammar mastery than those taught by traditional method?" In this research was using Experimental design and the results are:
- a. The researcher conducted this research to investigate if the flipped classroom gave significance different in the experimental and the control groups' grammar mastery among the students of Islamic university students.<sup>10</sup>
  - b. There was effectiveness of using flipped classroom in teaching grammar which was found that the flipped classroom strategy improved students' grammar knowledge, as the result of the mean score of the experimental group is higher than the scores of the control group

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<sup>9</sup> S. Singay, Flipped Learning in English as a Second Language Classroom: Bhutanese Student's Perceptions and Attitudes of Flipped Learning Approach in Learning Grammar (Vol. 9 No. 3, January 2020), p. 671.

<sup>10</sup> Saidah, the Effectiveness of Flipped Classroom In Teaching Grammar Of EFL Students (vol. 4 No. 2 October 2019), p. 202.

- c. The students also give positive attitude to the using of flipped classroom for teaching grammar in their class.
  - d. In flipped classroom the students access more videos from youtube to develop their grammatical performance, becoming less dependent on the teacher and they preferred to share their problem with their peer, having more time to watch the video at home if they had not understood the lessons they could repeat watching as many as possible, Peer interaction and student–teacher interaction were more attractive in class.
8. Esperval Cezhar H. Cadio Philippinesa and Ma. Joji B. Tan made an international journal in 2020 and the title was “Effectiveness of Using a Flipped Classroom in Improving English Grammar Proficiency”. This research was using mix method (qualitative and quantitative) in experimental. Moreover, the main goal of this research was to find out the effectiveness and the influence of flipped classroom.

Results:

- a. Based on the qualitative data analysis results, the use of the Flipped Classroom in improving the English grammar proficiency provided significant learning experiences among the Grade 9 learners. The result of this research has two implications. One is for theory and the other one is for teaching practices. This research promotes the Constructivist Theory which encompasses the idea of learning as an active process wherein the learners are able to form new ideas based on their current and past knowledge.
- b. The use of the Flipped Classroom significantly improved the English grammar proficiency of the Grade 9 learners as indicated in their mean scores.
- c. The use of the Flipped Classroom was effective and appreciated by the participants. The participants also expressed collaboration and skillful mastery in the activities

to practice and improve their performance in the English subject.<sup>11</sup>

- d. Four perceptions of the Grade 9 learners emerged in the thematic analysis. (1) The Flipped Classroom makes it easy to learn English grammar. With the English grammar lessons made into videos, the learners had the ease to replay, pause, or repeat some parts which they deem difficult. Having this feature and the supplemental activities done inside the classroom, the learners found an easy way to learn English grammar. (2) The Flipped Classroom taps the interest of the learners in multimedia technology.

9. Ishaq Salim Al-Naabi right two last years in 2020 Ishaq also conducted research with the title “Is it Worth Flipping? The Impact of Flipped Classroom on EFL Students’ Grammar” and his research became a journal. In addition, in his research he had purposes to investigate the impact of flipped learning on Omani EFL learners’ grammar and to examine students’ perceptions on the flipped classroom. The results were:

- a. The results indicated that flipped learning had a positive impact on improving students’ knowledge and usage of grammar.
- b. The results of this research indicate that the students have a positive attitude towards the flipped learning approach because of its various benefits.
- c. The findings of this research are in line with Pudín’s findings that the students liked watching grammar video lessons and found them more engaging and useful than reading from the textbook.
- d. This research, however, shed light on some issues with the flipped learning approach. However, shed light on some issues with the flipped learning approach. The students reported that flipped learning could be time consuming and

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<sup>11</sup> Esperval Cezhar H. Cadioa Philippinesa and Ma. Joji B. Effectiveness of Using a Flipped Classroom in Improving English Grammar Proficiency (Volume 51 No 2 2020), p. 54.

difficult. They also noted that the videos were lengthy. It can be assumed that the difficulty of the videos was related to some students' overall weak language level.<sup>12</sup>

10. Zeynep Kocoglu from Yeditepe University, Turkey released his international journal titled “The Flipped Classroom’s Effect on EFL Learners’ Grammar Knowledge”. The research was conducted with two intact groups in a vocational school (two-year degree) offering naval education in Turkey in 2017. Two intact groups pre-test post-test design was used owing to the administrative regulations, which placed the students in classes based on their educational background, a hand-eye coordination test and university entrance exam results.

The following research questions (RQ) were posed for the current research:

1. Does the flipped classroom model have a positive impact on EFL learners’ grammar achievement?
2. How do the students in a flipped grammar class perceive the flipped methodology?<sup>13</sup>

The results:

1. Results showed that both of the groups increased their mean scores in the post-test, however; the experimental group achieved higher scores than the control group did and, this increase is statistically significant.
2. An fc perception survey was given out to the participants of the flipped group and almost all the answers were positive towards the method adopted regarding its effectiveness.

11. Teaching English Using Flipped Classroom Startegy: Its Effect on students’ Grammar Ability at MA PPMTI Tg. Berulak, a thesis by

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<sup>12</sup> Ishaq Salim Al-Naabi, Ishaq Salim Al-Naabi. “Is it Worth Flipping? The Impact of Flipped Classroom on EFL Students’ Grammar (2020) p. 68.

<sup>13</sup> Zeynep Kocoglu. The Flipped Classroom’s Effect on EFL Learners’ Grammar Knowledge (Yeditepe University, Turkey Volume 12 No 4 October-December 2020). p. 77-78.

Nursyazwani (2021). In addition, this research was done in MA PPMTI and based on preliminary research she found that the students had difficulty on tenses, they did not know the rule to use subject, to be, verb and time in forming simple present tense and simple past tense. This research was done to know the effect of teaching English using Flipped Classroom Strategy on the students' grammar ability in both tense simple present tense and simple past tense at second grade of MA PPMTI Tg. Berulak. This research used quasi-experimental design. Here was the research question of the research:

- 1) How is the students' Grammar Ability taught without using flipped classroom strategy?
- 2) How is the students' Grammar Ability taught using flipped classroom strategy?
- 3) Is there any significant difference of the students' grammar ability taught by using and without using flipped classroom strategy?
- 4) How large is the effect of flipped classroom strategy on students' grammar ability?

The following were the result and conclusion of the research:

- 1) The students' grammar ability taught without using flipped classroom at second grade of MA PPMTI Tg. Berulak is categorized into "poor" level with highest percentage "57.14%".
- 2) The students' grammar ability taught by using flipped classroom at second grade of MA PPMTI Tg. Berulak is categorized into "good" level with highest percentage "38.46%".
- 3) There is a significant difference of students' grammar ability taught by using flipped classroom strategy and taught without using flipped classroom strategy at the second grade of MA PPMTI Tg. Berulak. It also can be seen that the sig (2-tailed) value is 0.029. It can be stated that  $0.029 < 0.05$ . It means that null hypothesis ( $H_0$ ) was rejected, while the alternative hypothesis ( $H_a$ ) was accepted.

- 4) There is a significant effect of students' grammar ability by using flipped classroom strategy. Eta square was "0.17" referring to the table of effect size guidelines, the effect of using flipped classroom on students' grammar ability was categorized as "large" effect.

Based on the explanation above it could be concluded that there was a good effect of teaching grammar using Flipped Classroom Strategy.

12. Fostering Students' Grammatical Competence Through Flipped Classroom a thesis by Firdausa Fadhilah, she was a student from Syarif Hidayatullah State Islamic University. This thesis realised on 2020. On the other hand, this research was done at SMA N 4 Tangerang Selatan in the academic year of 2019/2020. Furthermore, this research aimed to improve the grammar competence of these students through the Flipped Classroom strategy and to find out how this strategy could increase student grammar competence. Moreover, the method used were quantitative and qualitative with Classroom Action Reaction (CAR) in two cycles as research design. This research used test, observation, questionnaire, and interview instruments. In addition, it was known that the grammar section taken for this study were; present & presents future tenses dan too enough & ability (can, could, be able). Here were the Research Questions from her research:
1. Is the Flipped Classroom strategy able to foster students' grammar competence?
  2. How does the Flipped Classroom strategy foster students' grammar competence?

Result and conclusion:

The results showed that by implementing the Flipped Classroom strategy could improve students' grammatical competence and many other advantages. First, the students found it more enjoyable and more courageous to ask questions and express their thoughts and discuss with their peers which made them more active and enthusiastic in learning English grammar.

Second, by integrating technology such as materials in the form of videos, reading resources, quizzes, etc., they were more interested and it helped them learn the material at home before coming to class. Third, they were used to independently managing their learning before coming to class. Fourth, they could understand and master grammar material and use grammar correctly in written and oral form. The increase was also evidenced by quantitative data in her research. In brief it could be concluded that Flipped Classroom Strategy could help to increase students' grammar competence way more modern and effective.

13. The Effectiveness of Flipped Classroom Model by Using Google Classroom Application to Increase Students' Listening Skill, a thesis by Nurul Wafiqah a student from Universitas Muhammadiyah Makassar 2022. The purpose of this study was to find out whether the Flipped Classroom model with the Google Classroom application improves student learning outcomes in listening skills at SMKN 6 Bone. This study used a quasi-experimental method with a non-equivalent design of group control designed and applied in two classes with two different learning models. Experimental classes with the Flipped Classroom learning model using the Google Classroom application and control classes with the Teacher Centered Learning model. The results showed that there was an increase in the listening skills of students from the University of Muhammadiyah Makassar 2022.

## **H. Systematics of Research**

The systematics of writing in this proposal were organized as follows:

Chapter I introduction, this chapter consisted of title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significant of research, relevance studies, and writing system.

Chapter II frame of theory and hypothesis, in the second chapter was composed of theories the concept of grammar, simple past tense, and concept of flipped classroom. Moreover, it was also consisted with the research concept framework, thinking framework and hypothesis.

Chapter III research design, filled with array of the design of research and those were time and place of research, research design, population sample and data collection technique, definition of variable operational, research instrument, validity and reliability of the instrument, fulfillment of the assumption, and hypothesis testing.

Chapter IV findings and discussion, in this chapter contained data description, result of analysis both pre-test and post-test. Then, the data analysis contains normality test, homogeneity test, and hypothetical test.

Chapter V conclusion and suggestions, this chapter filled with the conclusion from the researcher for the research and the suggestions for students, teacher, school and others.





## CHAPTER II FRAME OF THEORY AND HYPOTHESIS

### A. Theory

#### 1. Concept of Grammar

##### 1) The Overview of Grammar Competence

There were so many experts had expressed their varied opinions about grammar. Not only stating the meaning according to their point of view but also about the importance of a grammar. In the literature, grammar holds a central position<sup>14</sup>. That means it is enough to explain that grammar is an important component of language. However, a grammar can be defined as the sound, structure, and meaning of the language system of the language that exists in all languages<sup>15</sup>. In addition, Crystal said that grammar is about how we make a sentence, pronounce it according to our intentions and how we express it by changing the word order<sup>16</sup>. So, in essence grammar is a language rule that has a structure and order system which through those things can occur fluency in communicating in a language.

To learn the grammar people, need thing called competence. According to Lehmann competence involves the knowledge and ability to overcome a problem in the field<sup>17</sup>. Means that in competence ability was needed to do or carry out work or carry out something that also requires knowledge. In essence, competence is an ability possessed which in that competence requires knowledge

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<sup>14</sup> Penny Ur. "Handbook of Research in Second Language Teaching and Learning Volume II". (New York 2011). P. 507.

<sup>15</sup> Firdausa Fadhilah. "Fostering Students' Grammatical Competence through Flipped Classroom". (Syarif Hidayatullah State Islamic University Jakarta: Tangerang, 2020). P.6.

<sup>16</sup> David Crystal. English as a Global Language. New York: Cambridge University Pres. 2013) P. 157

<sup>17</sup> Christian Lehmann. "Linguistic Competence", 39th Annual Meeting of the Societas Linguistica Europaea Bremen. (Bremen 2007). P. 2.

and skills. A student will be able to have a good ability to produce sentences in a language if they have good grammatical competence<sup>18</sup>. In essence, grammatical competence is knowledge that will play a role in a person's ability to compose sentences. Furthermore, it could be concluded that if someone has grammatical competence, then they will have good ability in creating or compiling a sentence whose purpose is to communicate.

## 2) The Role of Grammar in Language Teaching

Grammar plays an important role not only in language but also in language teaching itself<sup>19</sup>. It could be said that by studying grammar a person would be able to compose good and corrected sentences with fluent and good communication as a result. The role of the process of grammar is very important to understand for teachers or language examiners, especially in assessing classrooms<sup>20</sup>. In learning grammar there were two processes that needed to know, namely explicit grammatical knowledge and implicit grammatical knowledge. Explicit means clear, when a student wanted to be able to speak a foreign language, they can go through two processes, either explicit or implicit grammatical. If it was explicit, they would learn grammar with various rules from various types of sentences. Indirectly they had to memorize the grammar formulas of the sentence structure, about how the sentence can be structured. In explicit they will learn about it. As with the implicit grammatical process, the

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<sup>18</sup> Moh. Rofid Fikron. "Grammatical Competence within L2 Communication: Language Production, Monitor Hypothesis, and Focus on Forms Instruction". (Malang, Indonesia 2018). P. 101.

<sup>19</sup> Firdausa Fadhilah. "Fostering Students' Grammatical Competence through Flipped Classroom". (Syarif Hidayatullah State Islamic University Jakarta: Tangerang, 2020). P.7

<sup>20</sup> James E. Purpura, "Assessing Grammar", (New York, 2004), P. 9.

implicit process is the process of learning English, especially grammar, indirectly.

Ellis stated that implicit grammatical knowledge is knowledge that naturally occurs in language such as conversation<sup>21</sup>. This means that implicit is a natural process that humans have in learning a language. For the example, the students could immediately learn the language by listening to the conversations. Indirectly they would learn about how the sentences are spoken from natives in the conversation. Both implicit and explicit are a great learning process that, it is according to the needs of students that learn the foreign language. In brief, people can learn grammar by explicit process if want to deepen your knowledge about grammar, while learning grammar in implicit way is switch for those that have a goal learn foreign language but the focus is to be able speak in English for daily life.

### 3) The Role of Grammar in Language Learning

The role of Grammar is as a core system in the quality of communication in making the wording of the language itself<sup>22</sup>. After all, grammar is studied in language learning for meaningful and efficient communication. Just as Richard and Rodgers said that mastering the grammatical component can participate in communicating effectively<sup>23</sup>. Along with a good mastery of vocabulary and phrases, grammar is a support in speaking and writing English. Even Thornsbury said that grammar is a sentence-making machine, that is how important the role of grammar in language learning is<sup>24</sup>. As a result, grammar played an important role in language learning.

English has four skills that must be learned and those are, listening, speaking, reading and writing. These four

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<sup>21</sup> James E. Purpura, Loc Cit, P. 42.

<sup>22</sup> Firdausa Fadhilah. Loc Cit. P.8.

<sup>23</sup> Ibid P.8.

<sup>24</sup> Ibid P.8

skills, grammar plays an important role, without grammar a student cannot listen and even understand conversations on a recorder well, without grammar students are unable to get meaning in the text when reading, without grammar students are unable to speak, compose words well enough and grammar plays an important role in writing skills, because without understanding the grammatical structure a written work will not be precise or even beautiful or perfect. When people speak maybe the grammar mistakes are not that visible, but when people write it in a sentence of paragraph the grammar mistakes will be recorded in writing forever. It means that the reader will see the mistakes made in the paper. That is the important role of studying grammar in language learning.

The role of grammar in language learning makes the English students inevitably and like it or not, having to try to master grammar so that their foreign language learning is effective and produces something tangible, one of which is the ability to speak English quite well. Producing a grammatically good sentence structure will be a matter of pride for language learners.

## **2. Concept of Simple Past Tense**

### **1) Simple Past Tense**

Simple past tense is a tense that gives an explanation of time in a sentence and simple past tense is a tense that is used for events that begin and end in the past.<sup>25</sup> Furthermore, according to Betty the simple past tense is used to talk about activities or situations that began and ended in the past (e.g., yesterday, last night, two days ago, in 1999)<sup>26</sup>. In essence, it means we can use the simple past tense to explain or tell events and activities that occurred and ended in the past and simple past tense has

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<sup>25</sup> Tira Nur Fitria. "Error Analysis Foundin Students' Writing Composition in Simple Past Tense of Recount Text". (Surakarta, November 2020). P.142.

<sup>26</sup> Betty Schrampher Azar, *Fundamental of English Grammar*, (3rd Ed), (Longman, Washington, 2003), p.25

characteristics and that is the adverb of time. As we know that there are 16 tenses in English and the simple past tense is part in it.

Before went deeper into studying the simple past tense, it is necessary to know that English has two types of verbs, namely irregular and regular verbs. In both verbs there will be a change and the changes in word form depending on the tenses used. Regular verbs are regular verbs whose second and third forms of verbs end with –ed. Meanwhile, irregular verbs are verbs whose second and third verb forms change or do not change at all. As a result, because the simple past tense is used for past events, the word change is the second verb (verb 2). For example, regular verbs will get additional –ed or –d at the end of the word; *talk* becomes *talk-ed* or *use* becomes *use-d*. While for irregular verbs the changes of the two verbs are very different or even do not change at all, for example; *awake* to *awoke* or *put* to *put* (stay or the same) for the verb “put” there is no word change at all.

In this research the researcher done the research to find out the influence of ability of the students’ grammar in simple past tense by giving the recount text material. Because the tense that needed to make the recount text was simple past tense. According to Cowan that quoted by Tira in her journal, the English students will usually be asked to write a recount text by their teacher with the simple past tense form and they have to know what the past tense is<sup>27</sup>. Because in general, the students were often given learning about various kinds of texts in English and one of them was recount text. There were several texts in English that used the tense form from the simple past tense, namely; recount text, narrative text, news item text, anecdote text, and spoof text. Especially for news item text and anecdote text, both could use past tense or other

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<sup>27</sup> Tira Loc Cit P.144.

types of tense depending on the content of the text that was delivered.

## 2) Form of Simple Past Tense

All tenses have their own form, form can help every tense has the characteristics and easy to be known. Here were the time signals for Simple Past Tense that become one of the characteristics of Simple Past Tense itself.

**Table 2.1 The Signal of the Time of Simple Past Tense**

Yesterday	An hour ago	In (+ year). e.g “In 2000”
Last week	A month ago	This morning
Last year	A moment ago	Two days ago
Last month	A few minutes ago	Couple months ago
A year ago	A few weeks ago	Etc

*Source: Betty Schramper Azar, Fundamental of English Grammar, 1996*

The uses:

- 1) To indicate the completed activity in the past event and the time known.  
For example; Mr. Tori lived in Palembang for two years.
- 2) To indicate the activity or situation began and ended at a particularly time in the past.  
For example: Rafa visited me a few minutes ago.
- 3) To indicate the habitual action in the past time.  
For example: Celina never drank coffee<sup>28</sup>.

The simple past tense is used to express idea that an action started and finished at specific time in the past. There were some examples for simple past tense in a sentence. It was described in the table 3 below:

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<sup>28</sup> Betty Op Cit

**Table 2.2 Expressing Past Time**

a. Mary <b>walked</b> downtown yesterday. b. I <b>slept</b> for eight hours last night.	The simple past is used to talk about activities or situations that began and ended in the past.
c. Bob <b>stayed</b> home yesterday morning. d. Our plane <b>arrived</b> on time.	Most simple past verb are formed adding – <b>ed</b> to a verb, as in a, c, and d.
e. I <b>ate</b> breakfast this morning. f. Susi <b>took</b> a taxi to the airport.	Some verbs have irregular past forms, as in b, e and f.
g. I <b>was</b> busy yesterday. h. They <b>were</b> at home last night.	The simple past form of <b>be</b> are <b>was</b> and <b>were</b>

Source: Betty Schramper Azar, *Fundamental of English Grammar*, 1996

From the explanation before, it could be concluded that the formula of verbal and nominal sentence as follows:

### 1. Verbal Sentence

#### a. Positive Form

Formulas: Subject + Past Tense (Verb 2) + O

For example: I – You – She – He – It – We – They **worked** yesterday.

#### b. Negative Form

Formulas: Subject + did + not + infinitive (Verb 1) +O

For example: I – You – She – He – It – We – They **did not work** yesterday.

#### c. Interrogative Form

Formulas: Did + Subject + infinitive (Verb 1) + O

For example: **Did** I – You – She – He – It – We – they **work** yesterday?

## 2. Nominal Sentence

The past of be (Was/were)

### a. Positive Form

Formulas : Subject + Was/Were + Complement

For example : I – She – He – It **was** in class yesterday.

We – You – They **were** in class yesterday.

### b. Negative Form

Formulas : Subject + Was/Were + not + Complement

For example : I – She – He – It **was not** in class yesterday.

We – You – They **were not** in class yesterday.

### c. Interrogative Form

Formulas : Was/Were + Subject + Complement

For example : **Was** I – She – He – It in class yesterday?

**Were** we – You – They in class yesterday?<sup>29</sup>

Based on the explanation above, the students' simple past tense mastery in this research was their ability to construct and correct sentences using the right form of time signal and verb, both in verbal and nominal sentence in positive, negative, and interrogative sentences. To make a sentence in the simple past tense, use past form (V2) for positive statement and for negative statement, use auxiliary did + based form (V1). The example of the past form and base form for regular and irregular verbs are in the following chart<sup>30</sup>.

<sup>29</sup> Ibid 26

<sup>30</sup> Betty Schramper Azar, Understanding and Using English Grammar, (3rd Ed), (New York: Longman, 1999), P. 19.



**Table 2.3 Some Examples of Regular and Irregular Verb**

	Simple Form	Simple Past	Past Participle	Present Participle
Regular verb	Hope Stop Listen Study Start	Hoped Stopped Listened Studied Started	Hoped Stopped Listened Studied Started	Hopping Stopping Listening Studying Starting
Irregular verb	Break Come Find Hit Swim	Broke Came Found Hit Swam	Broken Come Found Hit Swum	Breaking Coming Finding Hitting Swimming

Source: Betty Schramper Azar, *Fundamental of English Grammar*, 1996

From the table above, simple past tense is an activity or situation began and ended at a particular time in the past, to indicate the habitual action in the past. However, the researcher concluded that the students' simple past tense mastery was the students' ability to recognize and use simple past tense in positive, negative, and interrogative also both verbal and nominal form by using the right kinds of formula and also used the time signals accurately.

### 3. Concept of Recount Text

#### 1) Definition of Recount Text

Recount text become one of the text that was learned by the students in Senior High School especially in SMA N 1 Gadingrejo Pringsewu based on the syllabus and could be seen in the appendix page. Usually, Recount Text being taught in the tenth-grade. But what is Recount Text? According to Anderson that Quoted by Putri Aisah in her thesis recount text is a text that retell the past events<sup>31</sup>. In essence recount text used to tell a story or something about the past like experience and also to write

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<sup>31</sup> Putri Aisah Ningsih. "The Influence of Teaching Writing Recount Text by Using Facebook. (Repository UIN Syuarif Hidayatullah: Jakarta. 2015). P. 9

or tell someone's biography. The purpose of the text is usually to give the readers an event description. Moreover, most common purposes are to entertain and to inform. Recount text includes eyewitness account, newspaper report, letter, conversation, television interviews, and speeches<sup>32</sup>. Those are where the reader, audience or people can find the recount text.

## 2) The Kind of Recount Text

There are three classifications of Recount Text based on UC High School Kaleen Writing Handbook<sup>33</sup>:

### e. Personal Recount

A personal recount is where the writer is recounting the personal event that they were involved directly. It means that the writer is actively involved in the activity of the event. The purpose of personal recount text is to inform and to entertain readers. Following is the example of personal recount.

#### **Please Send Me a Card**<sup>34</sup>

Postcards always spoil my holidays. Last summer, I went to Italy. I visited museums and sat in public gardens. A friendly waiter taught me a few words of Italian. Then he lent me a book. I read a few lines, but I did not understand a word.

Every day I thought about postcards. My holidays passed quickly, but I did not send any cards to my friends. On the last day I made a big decision. I got up early and bought thirty-seven cards. I spent the whole day in my room, but I did not write a single card!

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<sup>32</sup> Ibid P.9

<sup>33</sup> University of Canberra, UC High School Kaleen Writing Handbook, (Canberra: University of Canberra, 2011), P.26

<sup>34</sup> L.G. Alexandir, Practice and Progress: An Integrated Course for Pre-Intermediate Students, (England: Longman, 1990), P.17

f. Factual Recount

A factual recount is a list of record of a certain event. It can be used to retell the particular incident or event. Such as an accident report, eyewitness, science experience, historical events, and newspaper report. Its purpose is just to inform the reader about what was going on in the past. Here is the example of factual recount from Putri Aisah's thesis that she quoted from the Text Type in English book by Anderson and Katty.

**The X Files**<sup>35</sup>

The X Files is one of television's most popular shows watched each week by millions of people in over sixty countries.

The show was created by Chris Carter a former magazine editor, who always wanted to make a cool and scary television series. His idea for The X Files came after he saw the result of a survey that said three of every hundreds Americans believed that aliens had captured them.

Carter's next step was to produce a pilot episode, which was to be the beginning of the series. When it was shown on American television, it received poor reviews. After a while the audience grew and The X Files became popular with both adults and teenagers. By this time Carter was able to spend more on production.

The X Files has been nominated for many awards and continues to attract a growing audience.

Based on the syllabus of SMA N 1 Gadingrejo Pringsewu in this research the researcher would take

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<sup>35</sup> Putri Aisah Ningsih, Op Cit P.11

the factual recount text and made the historical recount text as the theme of it. Furthermore, in the historical it was certain that it did use simple past tense form.

g. Imaginative Recount

An imaginative recount retells an imaginative story through the eyes of a fiction character. It means, the event that happened in the text do not occur in the real life. Its purpose is usually to entertain, and it usually can be found in textbook. From those three kinds of recount text, it can be seen that there is one typical characteristic that is the text is retell the event in the past chronologically.

**As it happened<sup>36</sup>**

One very spooky encounter with UFO (unidentified flying object) occurred in May 1974 involving a couple driving from Zimbabwe to South America. As they carefully drove throughout the night they saw a flashing blue-white light that was going on an off in a slow, steady rhythm. Shortly after noticing this, the car was covered in a bright circle of light.

Inside the car it suddenly became very cold. The couple wrapped themselves in thick blankets and turned on the heater but they still shivered. Then their car began to act very strangely. Suddenly the headlights went off, the brakes failed, the steering wheel locked and the fuel gauge showed empty. Next the car began speeding up and raced along the road at 190 kilometers an hour. To one side of the car, the UFO continued to follow.

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<sup>36</sup> Ibid P. 12

The driver and his passenger lost consciousness. When they awoke they were near the small town of Fort Victoria. The car's odometer showed that only 12 kilometers had been traveled, yet the distance from where they first saw the UFO to Fort Victoria was 290 kilometers.

Although the couple's description of what happened contained plenty of details, many people find it hard to believe that UFOs do exist.

### 3) Generic Structure of Recount Text

To make an effective recount text needs standard that was used to guide a writer to make a good writing. Recount text has several significant characteristics which the writer may use. Based on Putri Aisah' thesis about the generic structures of recount text that she quoted from "Primary Framework Support for Writing, non-Fiction" book it is consist of: orientation, sequence of events, and reorientation<sup>37</sup>:

#### a. Orientation

Recount begins by telling the reader who was involved, what happened, where the event took place, and when it happened. Orientation gives reader background information needed to understand the text, and the reader will recognize about scene setting and context of the text.

#### b. Sequence of Events

Event is the main activities that occurred in the story of the text. In writing recount text, events are ordered in a chronological sequence. Sometimes, additional detail is added to the text to give some information for reader.

#### c. Reorientation

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<sup>37</sup> Ibid P. 13

Reorientation is a closing statement that may include elaboration. Some recount texts also have a concluding paragraph. In this concluding paragraph, the writer can give his/ her personal comment or statement, but it is optional one.

**Table 2.4 Example of Generic Structure of Factual Recount Text**

Title	The X file <sup>38</sup>
Orientation	The X Files is one of television's most popular shows watched each week by millions of people in over sixty countries.
Sequence of Events	The show was created by Chris Carter a former magazine editor, who always wanted to make a cool and scary television series. His idea for The X Files came after he saw the result of a survey that said three of every hundreds Americans believed that aliens had captured them. Carter's next step was to produce a pilot episode, which was to be the beginning of the series. When it was shown on American television, it received poor reviews. After a while the audience grew and The X Files became popular with both adults and teenagers. By this time carter was able to spend more on production.
Reorientation	The X files has been nominated for many awards and continues to attract a growing audience.

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<sup>38</sup> Ibid P.14

#### 4) Language Feature of Recount Text

There are some language features of recount text, as follows<sup>39</sup>:

- a. Usually written in the past tense. Some forms may use simple present tense, e.g. informal anecdotal storytelling (Just imagine -I'm in the park and I suddenly see a giant bat flying towards me!).
- b. Words that show the order of events (then, next, first, afterwards, just before that, at last, meanwhile).
- c. The subject of a recount tends to focus on individual or group participants (third person: they all shouted, she crept out, it looked like an animal of some kind).
- d. Personal recounts are common (first person: I was on my way to school ... We got on the bus).
- e. Using action verbs and circumstance such as adverb of place and adverb of time to show the action and detail information of events that occur in the story.

#### 4. Learning Model

##### 1) Definition of Learning Model

There was one common problem in school that still used traditional model was that the students have low knowledge. Therefore, researcher used model to teach the material more efficiently. According to Socrates that had been quoted by Triana in her thesis, learning models offer instructor with an organized system for constructing a suitable studying atmosphere and arranging lesson plan to create activities in class.<sup>40</sup> It means, learning model is learning environment that is systematically organized and in it can be created a learning instruction as students learning activities in

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<sup>39</sup> Ibid P.15

<sup>40</sup> Triana Dewi, "The Influence Of Using Flipped Classroom Model Towards Students' Speaking Ability At The First Semester Of The Eleventh Grade Of Sman Bhakti Mulya In Academic Year 2020/2021", (UIN repository, Bandar Lampung (2021), P. 20

class. In the other side, Soekamto in Mukharomah argues if learning model is systematic concept maps in organizing learning experience to achieve learning goals, and has functions as a role model or basis for learning designs and determining learning activities in the class.<sup>41</sup> It means, learning model is a concept of teaching and learning procedures that indirectly the concept will provide a learning experience.

The concept was used by the teacher as a reference for education activities to get learning goals. Based on the theories above, it could be concluded that learning model is systematically regulated learning environment in which there are procedures or syntax as a reference for teaching and learning. According to Arends in Trianto, if teaching model refers to a particular approach to education process that consist of aims, procedures, atmosphere and control system.<sup>42</sup> Therefore, learning model has more large meaning than technique, strategy or method.

## 2) Characteristics of Learning Model

There are four characteristics of learning model, the characteristics as follows:

- a. Developer or creator as constructor of logical theories
- b. What and how the learners learn be the rationale for learning objectives
- c. Create the learning behavior to see the model is work successfully or not
- d. Learning atmosphere to know learning aim can be achieved<sup>43</sup>.

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<sup>41</sup> Laelatul Mukharomah, "The Use Of Discovery Learning Model To Improve Students" Descriptive Text Writing", ( a thesis for Gaining The Degree of Bachelor of English Language Education, 2015), P. 27.

<sup>42</sup> Trianto, Model-Model Pembelajaran Inovatif Berorientasi Konstruktik, (Jakarta: Prestasi pustaka, 2007), p. 5.

<sup>43</sup> Ibid P 5-6



## 5. Concept of Flipped Classroom Model

### 1) The Overview of Flipped Classroom Model

As time goes by, people in the world are getting to know technology that is familiar with modernity and are starting to think that the facilities of technology are things that they are already so familiar with. Technology is useful in any field, even technology in the world of education can really help make the learning process more efficient and effective. Andiek said educational technology became a very interesting conversation in the 90s<sup>44</sup>. Because at that time educational technology was used as a solution in solving problems in education. Today's the students are categorized as millennial and also gen Z. They are said as millennial because according to Firdausa Fadhillah thesis was written, they can be called as millennial if they were born at the end of the 20th century to the beginning of the 21st century. This opinion is the same as Howe and Strauss's opinion that Millennial are those who were born from 1982 to 2005<sup>45</sup>. Even though many years ago technology was still not well known by many people, especially those from developing countries who were still far from the word technology. However, with the development of time little by little the existing technology began to spread to all corners of the world, especially in the year 2022 at this time.

Advances in technology can be utilized and can be regarded as a good opportunity for educators such as teachers and lecturers. There is a learning model that is facilitated by technology, namely Flipped Classroom. What exactly is meant by Flipped Classroom? Basically, this learning model is a reverse learning technique. In other words, it is reversing learning

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<sup>44</sup> Firdausa Fadhillah. "Fostering Students' Grammatical Competence through Flipped Classroom". (Syarif Hidayatullah State Islamic University Jakarta: Tangerang, 2020). P.11.

<sup>45</sup> Ibid P.11

activities in class that are usually done by the students. If the students generally study at school, then they are given exercises to do at home. However, with the Flipped Classroom, teachers can do the opposite. It means, the students will be given the material at home a day or a few hours before class starts. They will study the material at home with the help of an application which can be sufficient and when they are in class, they will only work on practice questions. Or in other words, the teacher will test their knowledge about what they have got from the material given before entering the class. As said by Bergmann and Sams, the explanation of material will not be done in class anymore, but will be obtained by the students when they are at home and assignments will be obtained in class<sup>46</sup>.

The explanation of the material that will be obtained by the students is generally in the form of videos, although not all of them. The teacher can take a video or link from a video and use it as an attachment in a certain application, an application that is a facility of Flipped Classroom. There are so many applications that can be used, such as Google Classroom, Edmodo and others. Which will be used by the researcher itself is Google Classroom. From the article that the researcher reads, Google classroom itself is a platform developed by Google and released in 2014. In addition, the Flipped Classroom model can also be used as a forum for group discussions. However, based on the explanation above, it does not mean that Flipped Classroom is an analog that takes over the role of the teacher<sup>47</sup>. Flipped Classroom is only a means for the students to get material explanation and the teacher

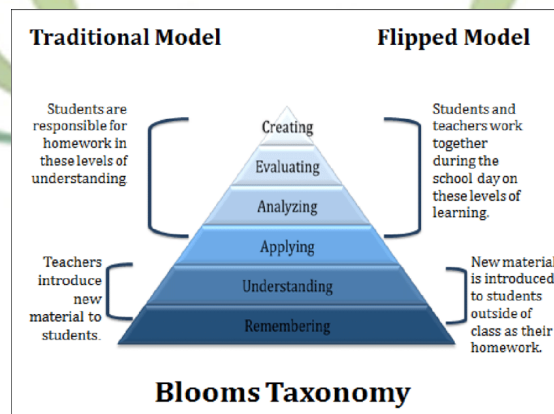
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<sup>46</sup> Ibid P.12

<sup>47</sup> Firdausa Fadhilah. "Fostering Students' Grammatical Competence through Flipped Classroom". (Syarif Hidayatullah State Islamic University Jakarta: Tangerang, 2020). P.12.

will have a side role or additional role, namely “a student instructor” and no longer a source of material.

The term Flipped Classroom was coined by two science teachers named Jonathan Bergman and Aaron Sams, both of whom are high school teachers in Woodland Park, Colorado, United States. In addition, Bergmann & Sams also became the first figures to promote the Flipped Classroom model. In addition, Alison King indirectly mentions Flipped Classroom in his work entitled "From Sage on to Stage to Guide on the Side" in his work he reveals how important time effectiveness is<sup>48</sup>. Which is in tandem with the Flipped Classroom that indirectly aims to overcome ineffective time when studying. Alison King argues that using face-to-face time to build understanding is far more important than just the transfer of information.<sup>49</sup> Building understanding in the sense of doing assignments and exercises with the aim of deepening the lesson.



**Figure 2.1 Bloom's revised taxonomy between traditional and Flipped Classroom**

(Source: Firdausa Fadhillah's Thesis 2016)

<sup>48</sup> Ibid P.12

<sup>49</sup> Ibid P.12

In Firdausa's thesis, she quoted Zainudin and Haili's state that Flipped Classroom learning has a relationship with the revised cognitive domain theory of Bloom's Taxonomy which presents six levels of learning.<sup>50</sup> It is in line with Brame that Firdausa has quoted in her thesis, Brame said that the students perform (outside of class) cognitive level i.e. remember and understand and perform higher level in class such as apply, analyze, evaluate and create<sup>51</sup>.

In addition, Bergmann & Sams said, with the Flipped Classroom the students can be responsible for themselves. Besides, the students and the teachers can have more time to communicate in class<sup>52</sup>. This is in accordance with the problems that will be investigated by the researcher where students must become independent students and are responsible for knowledge for themselves, Flipped Classroom will help as long as the students have a sense of desire and self-awareness.

## 2) Characteristics of Flipped Classroom Model

Characteristics are not only owned by humans or other living things, even strategy, learning model, have their own characteristics. Flipped Classroom also has characteristics. On the other hand, the learning model using the Flipped Classroom is implemented by minimizing the number of direct instructions by the teacher to the students in teaching the material and maximizing the time to interact with each other in discussing related problems. Flipped Classroom

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<sup>50</sup> Ibid P.12.

<sup>51</sup> Firdausa Fadhillah. "Fostering Students' Grammatical Competence through Flipped Classroom". (Syarif Hidayatullah State Islamic University Jakarta: Tangerang, 2020). P.14

<sup>52</sup> Bergmann, Jonathan. & Aaron, Sams. "Flip Your Classroom: Reach Every Student in Every Class Every Day". Washington, DC: International Society for Technology in Education (2012). P. 21

learning emphasizes more on the use of time inside and outside the classroom so that learning is of higher quality and it can improve the students' understanding of the material. According to Abeysekera and Dawson, the characteristics of the Flipped Classroom learning model that distinguish it from ordinary learning models are:

1. Change in the use of class time.
2. Change in the use of time outside the classroom.
3. Do activities that are traditionally considered homework in class.
4. Do activities that are traditionally considered in the classroom, outside the classroom.
5. Activity in the classroom emphasize active learning, peer learning and problem solving.
6. Pre and post class activities.
7. Use of technology, and video as the media.<sup>53</sup>

Furthermore, in the application of the Flipped Classroom model the class will become more interactive and collaborative with the inclusion of technology in the learning process such as the use of videos or other sources for activities outside the classroom. As Brame said, before the class starts the students will have the opportunity and time to understand the material. However, before the activities in the classroom begin, the class must be prepared properly<sup>54</sup>. In essence, the preparation means everything and Flipped Classroom can be said that the successful is depend on how far the preparation is.

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<sup>53</sup> Lakmal Abeysekera & Philip Downson, "Motivation and Cognitive Load in the Flipped Classroom: Definition, rationale and a Call for Researcher", Routledge Taylor and Francis Group. Higher Education Research and Development, Vol 34 No 1, (2015) P. 3

<sup>54</sup> Suwarna Rani Subramaniam, Balakrishnan Muniandy. "Concept and Characteristics of Flipped Classroom". (Malaysia, 2016). P. 4668.

a. Video

In learning using the Flipped Classroom model which relies on technology, it also required the result of the progress of the times, namely media in the form of video. Video is a form of technology for recording, capturing, processing and transmitting and rearranging moving images. The video could be stored using signals from film, video, television, video tape or other non-computer media.

In this research the researcher would use video as a media that would help the Flipped Classroom itself work. It should be underlined that the researcher made the own video without taking other people's learning videos. The researcher did this because it feels more comfortable and fit when making video learning by herself.

b. Youtube

Based on the researcher's literature result Youtube is an application that has been made in 2000'. Youtube has become a source of learning and a sharing tool for those who want to share knowledge. In this case the researcher would upload the video that was made and copy the link from the video and then shared it by the Google Classroom.

c. Google Classroom

Google classroom is a learning facility that had helped students and teachers a lot during the Covid-19 pandemic. Google classroom can be a download application or can also be accessed via Safari or Google Chrome and other media browsing. The researcher would use Google Classroom as the forum to share the link of the video made.

### 3) The Advantages and Disadvantages of Flipped Classroom Model

#### a. Advantages of Flipped Classroom

Through Flipped Classroom there are so many benefits and according to Fulton the most important is the increase in the interactive period in the classroom. Furthermore, Felton said that the advantage of Flipped Classroom also when the students can access learning materials anytime and anywhere, they have the opportunity to speed up their learning<sup>55</sup>. In brief, it could be said that Flipped Classroom could help the students to be more interactive and the learning become more innovative and the most important is Flipped Classroom makes the learning process easier. There were so many benefits of Flipped Classroom that has been taken from Firdausa's thesis and here those are.

#### a) Flipping today's student lifestyle standards

Technological advances that were increasingly rapidly spreading in every corner of the world make today's students inseparable from gadgets, laptops, iPads and others. Today's students are tightly bound by an object called a mobile phone. What's more, the world has experienced a pandemic that is so horrendous that for almost 2 years several countries including Indonesia have been carrying out learning and teaching activities from home. It means, almost all the students already have a gadget as their main facility to gain knowledge. Therefore, the Flipped Classroom model is a very effective to continue teaching the students with their lifestyle in the current era, an era filled with millennial and gen Z. As said by Bergmann & Sams, they grew up with

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<sup>55</sup> Fezile Ozdamli, Gulsum Asiksoy. "Flipped classroom approach". (Nicosia, July 20, 2016). P. 103.

internet access and online sources. Moreover, the students can still use their gadgets for real reasons; learning through digital technology.<sup>56</sup> Apart from that, it also made digital devices more useful and schools would no longer prohibit those things. But again, it depends on school policy.

b) Flipping increases material engagement

In the Flipped Classroom concept, before the class starts, the students will be given material first, when they entered the class they would have a stock of knowledge so as to facilitate the learning process and became more effective. Thus, the students would not come empty-handed because of the knowledge they had gained from the videos they watched. This in line with Brame that Firdausa had quoted in her thesis, a strategy to make the students had the opportunity to expose learning material through themselves before the class actually start. It would make the engagement of the material more alive, interactive and various<sup>57</sup>. It means that Flipped Classroom once again give the positive benefit to the learning process. To be able to master a material students need an engagement to the material.

c) Flipping favors all different abilities students to outdo

Based on Firdausa's experience, in one class the probability of an intelligent student was only about 35-45 percent or even less than 35. With the help of videos through the Flipped Classroom, students

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<sup>56</sup> Bergmann, Jonathan. & Aaron, Sams. "Flip Your Classroom: Reach Every Student in Every Class Every Day". Washington, DC: International Society for Technology in Education (2012). P. 19-21

<sup>57</sup> Firdausa Fadhilah. "Fostering Students' Grammatical Competence through Flipped Classroom". (Syarif Hidayatullah State Islamic University Jakarta: Tangerang, 2020). P.14



could help students with the limited abilities.<sup>58</sup> If the material was delivered using video and for some students who were deficient in their abilities, then they could watch the video many times until they got the points from the material regardless of time, shyness and hesitation to ask the teacher. It is in line with what Bergmann & Sams said, students that have special needs can watch the video more and more until they understand the material.<sup>59</sup> It could be concluded that Flipped Classroom could be a learning model that understand the student's needs.

d) Flipping allows students to interrupt and rewind their teacher

Sometimes teachers spoke too fast in teaching, explaining and delivering material<sup>60</sup>. However, in fact not all students cannot accept learning easily if the delivery it too fast. Bergmann & Sams argue that Flipped Classroom is a revolution to give students the ability to interrupt their teachers<sup>61</sup>. When the teacher taught the teacher would ask whether the students had understood or not, it was likely that there will be students who answered that they did not understand, the teacher may indeed be willing to repeat the explanation of the material. However, for students who already understood they would get tired of hearing re-explanations otherwise it would waste their time in class. In the Flipped Classroom model, the kit would generally use video, if students did not understand the material explained in the video, they could repeat it many times. If the

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<sup>58</sup> Ibid P. 14

<sup>59</sup> Bergmann, Jonathan. & Aaron, Sams. "Flip Your Classroom: Reach Every Student in Every Class Every Day". Washington, DC: International Society for Technology in Education (2012). P. 22-24

<sup>60</sup> Firdausa Fadhilah, Loc cit P.14

<sup>61</sup> Bergmann, Jonathan. & Aaron, Sams. Op cit P. 24

students still did not understand, from the book *Flip Your Class* by Bergmann and Sams, it said that students can convey it through the application they use and the teacher can create a discussion forum in the application or create a discussion forum when they are in class.

- e) Flipping provides two-way communication between student and teacher

Flipped Classroom does rely on technology, but teachers would never be replaced. On the other hand, Bergmann & Sams created Flipped Classroom with the aim of increasing engagement between students and teachers. After read the book “*Flip Your Class*” by Bergmann and Sams the researcher concluded that in Flipped Classroom students and teachers would be able to communicate in two ways, both online and offline, which in other words is blended learning<sup>62</sup>. That way will build positive things, including building a close relationship between teachers and students.

- f) Flipping allows teachers to recognize their students better

The teacher is an educator and the teacher means that the teacher does not only teach his students about the science of the subject but also educates them. In the Flipped Classroom, there is another advantage that it can be a medium between students and teachers to become closer<sup>63</sup>. As stated by Bergmann and Sams that Flipped Classroom in

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<sup>62</sup> Bergmann, Jonathan. & Aaron, Sams. “*Flip Your Classroom: Reach Every Student in Every Class Every Day*”. Washington, DC: International Society for Technology in Education (2012). P. 25

<sup>63</sup> Firdausa Fadhilah. “*Fostering Students’ Grammatical Competence through Flipped Classroom*”. (Syarif Hidayatullah State Islamic University Jakarta: Tangerang, 2020). P.15

their book, it said that it can build a positive atmosphere between teacher and student. Because they can communicate anytime and anywhere, teachers can become mentors, listeners, advisors and even friends. Students can freely tell their complaints<sup>64</sup>. This is proven in several studies and research that examines Flipped Classroom that it turns out that Flipped Classroom can build and improve student attitudes. Through intense communication, teachers can get to know their students well.

Those were some of the advantages of the Flipped Classroom model which were summarized and developed based on the opinions and thoughts of Bergmann & Sams. Flipped Classroom is able to make the bond between teacher and student better, create a positive atmosphere and provide space for intensive communication. There is no learning model that is not useful, through considerations and strategies that are arranged the teacher is able to provide the best.

#### b. Disadvantages of Flipped Classroom Model

Based on the results of the literature from the researcher, there are some cons or disadvantages of Flipped Classroom, two of which are created or caused by a digital divide and the learning result is relies on the preparation and trust.

Flipped Classroom is a learning model to make the students more active but it is necessary for all the educators that this learning model also has the difficulties and disadvantages. On the other hand, if look at the point of view of Indonesia education itself, the weaknesses that can be predicted to the students in

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<sup>64</sup> Ibid P.15

SMA N 1 Gadingrejo tenth-grade by the researcher were possibly regarding signals and data quotas which was it was include in the context of digital divide that has mentioned before. Because not all students have the same signal speed etc. But this concern can be reduced because the government has equitable distribution of digital infrastructure development since the last pandemic covid-19. The government had tried to maximize the signal or network in facilitating learning from home, even though the successful is not 100% yet.

Furthermore, other disadvantage of Flipped Classroom is the least likely thing of not having facilities to access video or do not having a gadget or laptop and something like that. However, the researcher will try to ensure these all. What the researcher did before starting learning with the Flipped Classroom model the researcher would discuss whether they had sufficient quota and a good signal and if not, then the researcher would send videos via Bluetooth or airdrop. Or transferred using a USB cable from the laptop to the cellphone. Therefore, the researcher needed to do a very thorough preparation.

Moreover, in general the difficulties that can be the weakness or disadvantage of Flipped Classroom had been described by Herreid and Schiller in their journal “Case Studies and the Flipped Classroom”. While one of those is, students who are new to this learning model probably need adaptation because of independent learning at home, consequently they are not ready for active learning in the classroom<sup>65</sup>. However, at this point Herreid and Schiller already

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<sup>65</sup> Clyde Freeman Herreid and Nancy A. Schiller, “Case Studies and the Flipped Classroom”, *Journal of College Science Teaching* Vol 42 No.5, (Buffalo, New York: Mei 2013), P. 63

made the solution for this disadvantage that what the teacher can do, give the mini quiz for the students either online or offline in class by giving a homework that references information that can only be obtained from the learning video or reading source.

In addition, the researchers Ash, Rivera, Sams & Bergaman, and Thoms have given their statement on some of the problems teachers face in Flipped Classroom<sup>66</sup>. One of them is that teachers are suspicious whether that their students watch videos or read the material shared or not. They also say that if there are some students who come to in class activities without watching learning videos and some who watch it will interfere with the learning process and learning becomes ineffective as a result.

#### 4) The Procedure of Using Flipped Classroom Model

Before implementing the Flipped Classroom model, there are some principles from Kim and Miller that quoted from Erlinda Journal. These principles must be considered before teacher wants to apply the Flipped Classroom<sup>67</sup>. First, the course content must be meaningful. Teacher has to consider the right course content related to the students' need. The course content must creative and can involvement of the students and relevant to their needs. Second, teacher must decide what technology that will be used in implementing the Flipped Classroom. Because, Flipped Classroom model need that technology. Third, the students' flexible to arrange time and place to watch the lesson video, teacher has to consider when and where students have to access it before the class time

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<sup>66</sup> Velsey Demirer, "Flipping the Drawbacks of Flipped Classroom; Effective Tools and Recommendations", *Journal of Educational and Instructional Studies in the World*, Vol 6 no 4, (Isparta Turkey, February:2016), P. 34.

<sup>67</sup> Rita Erlinda, "Flipped Classroom: An Inventive Learning Approach In Engaging 21stcentury Learners In Digital Age", (IAIN Batu Sangkar: SumSel 2018), P.27

began. It is also called as the pre-class activities. Teacher must encourage the students to watch the video lecture to create the meaningful of the pre-class.

Fourth, teachers' preferences in using strategy to apply knowledge in-class activities should facilitate the students acquire content into experience contextually. Student-centered approach with constructivist and behaviorist learning models, like project-based learning, inquiry-based learning, group interactive model, discovery learning model, and project-based learning will be beneficial. Finally, the last one is teacher has to have the expectation. The teacher has to expect every lesson video can give the awareness to the students and can obtain the knowledge from the lecture video. Therefore, the well plan is needed because it is will reflect the learning result.

After the teacher understands and considers the principles of Flipped Classroom, then the teacher can start taking steps or procedures to apply Flipped Classroom model to the students. **First**, video lesson. Teacher has to prepare the video lesson. They can make it by themselves or take it from someone's published lesson video. To ensure whether the students comprehend the lesson video the teacher will ask two or more questions to make the students more prepared before attending the class. The students will send the answer to the link provided by the teacher. **Second** is in-class short oral quiz. Teacher checks students' overall comprehension by a short oral quiz for the example teacher can ask the students to demonstrate any material and asking students to identify its main properties.

**Third**, active learning session. Students get to apply their knowledge from all the previous stages and demonstrate what they have learned individually or via collaborative group work. Therefore, discussion, creative projects or presentations are encouraged to extend learners' knowledge beyond the lesson which can be related to their everyday lives. For example, students are

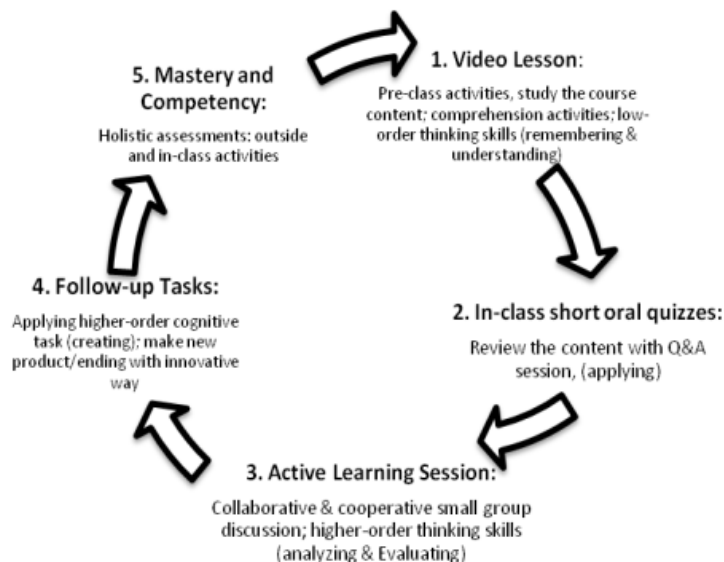
organized into small groups and are given a case study task with the teacher's instruction (e.g. they come up against a problem selecting a material for a purpose which is specified). Students discuss their solutions in the groups, then, present their feedback to the class. **Fourth**, follow up task. The teacher asks the students to review their peers' work based to the assessment criteria outlined by the teacher. Fifth or the last one, mastery and competency. Mastery and competency are confirmed with individual and small team graded exercises and exams. Regarding the assessment process, teacher aims to develop a type of continuous assessment throughout the academic year. The goal is to achieve a type of assessment that advances in juxtaposition with the learning process, which raises relevant questions among students while also encouraging them to learn from their mistakes.

Type of assessment must be as follows:

- Integral i.e. that encompasses the work carried out both in and outside the classroom.
- Responsible, i.e. that lets the students carry out part of the assessed activities outside the classroom without the direct guidance of the professor.
- Thoughtful, i.e. that analyzes and synthesizes the information.
- Shared, i.e. that includes co-assessed activities among students, which promote a cooperative and co-responsible learning.
- Competence-related, i.e. that includes theoretical and practical activities that do not rely on the student's memory, but rather on his/her practical problem-solving skills.<sup>68</sup>

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<sup>68</sup> Ibid, P 27



**Figure 2.2 Cycle of Flipped Classroom Approach Implementation with modification.**  
(Source: Rita Erlinda' Thesis 2018)

Those are the one of the procedures took by Erlinda's thesis and has been modified from Flores&Silva and Gunyou (nd), & Kvashnina & Martynko. The application of flipped classrooms is not always as described above, there are so many presudes that have been modified and others from experienced experts. But chances are the steps won't be much different.

#### 5) The Procedure of the Flipped Classroom Model to Teach Grammar

Bellow was the result of Firdausa's thought of applying the Flipped Classroom model in her thesis which was adopted and adapted through the book Flip Your Classroom by Bergmann & Sams. However, from her thesis it said that the procedure has been modified for teaching Grammar in the Indonesian context. The



followings are the procedure of Flipped Classroom model in grammar class:

a. Videos as Homework

The first thing the teacher can prepare is preparing video(s), reading source(s), or quiz (es) related to the topic that will be discussed in the class later<sup>69</sup>. The source material must be related to the learning material and if the teacher wants to provide source material through video, the teacher must prepare a video with high quality and the level of ease of understanding must be in accordance with the ability of the student. Teachers can get these videos through YouTube or can even make their own creative learning videos<sup>70</sup>. For the time of providing material resources, the teacher can provide one day or several hours before the class starts. Whenever it is, as long as the time is sufficient for the student.

b. Class Time

When it is time for face-to-face classes to start, the teacher must have prepared everything, both mentally and for the needs of the teaching and learning process. In addition, when the in-time class teacher is not recommended to give direct instructions because this is only done when the outside class activity. Here is the procedure when in-time class<sup>71</sup>.

1. Form several discussion groups and conduct discussions with the topic of discussion from the material they read or watch before entering class.

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<sup>69</sup> Firdausa Fadhilah. "Fostering Students' Grammatical Competence through Flipped Classroom". (Syarif Hidayatullah State Islamic University Jakarta: Tangerang, 2020). P.16

<sup>70</sup> Ibid P. 16

<sup>71</sup> Firdausa Op Cit P. 17

2. After the discussion ends, the teacher can give a project to the students and they must implement the knowledge they have gained to complete the project.
3. The teacher will monitor his students, such as going around and paying attention to them for feedback sessions when students are working on projects.
4. Next, the teacher will record the condition of the class and the students. Moreover, the teacher will provide feedback in the form of clarification if there are misconceptions about the grammar they are discussing.

c. Evaluating Time

The teacher evaluated each progress session in the class. Evaluation is done through a post test to see if there is an increase in the grammar knowledge they have learned and there is mastery or not<sup>72</sup>. By giving the post-test the researcher will see the result of whether learning using Flipped Classroom in grammar class success or not.

## 6. The Concept of Discovery Learning Model

### 1) The Overview of Discovery Learning Model

Discovery learning is learning with discussion activities between students and students to find a conclusion. Appropriate to O'Brien in Prawerty, Discovery learning is students centered learning model where learning activities are dominated by discussion.<sup>73</sup> This model is from John Dewey and Jerome Bruner, which they are psychologist from Harvard. In the other hand, the statement of Piaget in Martaida which explain

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<sup>72</sup> Ibid P. 17

<sup>73</sup> Ringgi Candraning Prawerty, "The Effectiveness of Using Discovery Learning Method in Teaching Writing Skill Viewed from the Students Creativity", (a thesis to Obtain the Graduate Degree in English Education, 2014), p. 22.

that discovery learning is the process of educational where the instructor let the learners to get information by themselves that commonly informed. It means, students independently find information in the education process.

In addition, Djamarah and Zain in Prawerty, the conclusions of the learning material are sought by the learners themselves as a result of ongoing learning. It means, accomplishing the problem is done by the students, but still need the guidance from the teacher. The applying of accomplishing this trouble will do in their life. From the definition over, it is known that discovery learning model is a form with a discussion mode where students find their own information or material as discussion material and then concluded jointly by the students themselves but with the guidance of the teacher, and this conclusion as a result of learning.

## 2) Characteristics of Discovery Learning Model

There are three characteristics of discovery learning by Hosnan. They are:

- a. Students accomplish the trouble to construct knowledge
- b. Learners core
- c. Students merged the understanding with obtainable.<sup>74</sup>

## 3) Procedure of Using Discovery Learning model

- a. Introducing Activity
 

Teacher greeting, checking studnets's attendance and motivating the students. After that teacher can introduce the topic that they will learn that day.
- b. Core activity
  - 1) Observing: the teacher explains the stage of discovery learning model. After explaining the stage then students asked to observing, it can

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<sup>74</sup> Ibid P. 22

be video, reading resource, picture and so on. This stage is to make students motivated to explore the topic by themselves. This activity is called Stimulation Stage, the first stage of Discovery learning strategy.

- 2) Questioning: this stage requires students to prepare some questions about what they have observed in the first stage. The questions should be the combination of factual questions (questions that ask about fact) and hypothetic questions (questions that need proving). Here, the teacher will help students who have difficulties in making questions. After helping students prepare some question, the teacher will divide the students into several groups, and then give them the opportunity to write all of information that they have got from the observation activities. Then, the teacher will ask the students to discuss the information and choose some of them that they think is completely correct. This information will be used as the tentative answers of questions (hypothesis). This is what is called by problem statement, the second stage of discovery learning.
- 3) Information Collecting: in this stage, students will collect as many as information. The information can be obtained from watching videos, experimenting activities, reading the other sources, observing the object or event, interviewing, and browsing in the internet. The information later will be used to prove whether the tentative answer in hypothesis right or wrong.
- 4) Associating: in the association activity, the students who are still in group are asked to identify and process the information that has

been obtained from data collection stage (called by data processing stage). Then, they will compare that information with the tentative answers in hypothesis and identify whether the information right or wrong. After that, students together with teacher will start to process the text that has been given in the beginning of the teaching learning process and they will also try to identify the goals, social functions, generic structures, and language features of the text (called by verification stage).

- 5) In communication activity, students will make the conclusion of the text and the information that they got from all of previous activities. This is what is called by generalization stage. After making the conclusion, each of the group will present it in front of the class and have the other groups give comments and feedbacks.

c. Close activity

In this last stage the teacher together with students makes the summary of the lesson and provides feedback on the process and the outcomes of learning.<sup>75</sup>

4) Procedures of Using Discovery Learning Model in Teaching grammar

Appropriate to Mufida, Hafifah and Mayasari in discovery learning model there are six steps which is usually used in the classroom while education process. These steps are follows:

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<sup>75</sup> Yunisa Rahmi, Dr. Ratmanida, M.Ed. "The Use Of Discovery Learning Strategy In Teaching Reading Report Texts To Senior High School Students". (Padang Univerity: Journal of English language Teaching Vol. 3 No. 1 2014). P.184-185

a. Stimulation

The first thing, teacher stimulates the students to observing the object/ brainstorming about. Thus, the learners must think what object / brainstorming is about. In this stage the researcher will use the picture as the media.

b. Problem Statement

Then, learners discover some troubles related to the material and one of the problems that found from the students was formulated to be a hypothesis assisted by the instructor.

c. Data Collection

Students discuss to collect as much data as possible by observing picture, conducting an experiment, interviewing with resource and others to answer whether or not a hypothesis.

d. Data Processing

After collecting the data from some way, the students must it to be interpreted and classified with researcher's direction. Hence, they will get new knowledge about alternative solutions that need to get a logical proof of the hypothesis.

e. Verification

To get right hypothesis, students do review whether it related with the result of processing data. The aim of verification for the students is to find out the definition, understanding and theories from examples in their real life.

f. Generalization

Based on the result of verification, the students make a conclusion in group. This generalization process emphasizes students about how important mastery of learning is about the meaning and rules or broad principles that underlie a person's experience.<sup>76</sup>

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<sup>76</sup> Op Cit Rita Erlinda. P. 34

### 5) Advantages and Disadvantages of Discovery Learning Model

There are some advantages of Discovery Learning Model according to Marzano in Mukharomah, they are:

- a. Learners are active in classroom.
- b. Improve trouble solving do by the learners
- c. Help learners finish the troubles
- d. Create interaction between students to students and students to teacher
- e. Learners are embroiled directly in solve the troubles, so they will remember the material.
- f. Students study how to learn
- g. Appreciate their learning
- h. Motivate students to learn
- i. Remember the knowledge
- j. The outcomes this model has more transmit effect than other outcomes
- k. improve learners,, ability by think free
- l. Training students to solve the problem<sup>77</sup>

In addition, there are some disadvantages from discovery learning which stated by Murphy, Malloy, and O'Brien in Prawerti. These advantages are follows:

- a. Not easy to implement because students need to process cognitive skills.
- b. Many researchers assume that discovery learning as a universal and international instruction approach for beginning and intermediary students are not effective.
- c. Students confused if no initial framework is available

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<sup>77</sup> Laelatul Mukharomah, "The Use Of Discovery Learning Model To Improve Students" Descriptive Text Writing", ( A Thesis For Gaining The Degree Of Bachelor Of English Language Education, 2015), p. 33.

- d. Measurable students' performances are worse for most learning situations.
- e. Cause of misconceptions so that students get less knowledge after instruction
- f. Students must master the problem-solving strategy otherwise they will have difficulty in the learning process.
- g. Critics consider that discovery model is so incompetent and so hard to implemented successfully because in this model make too many demands for students which lack the background of knowledge.<sup>78</sup>

### **B. Thinking Framework**

Grammar is the most important part of a language, every language has a grammar. It is mandatory for every English student to master grammar, without grammar students cannot make sentence structures properly. The better the students' mastery of grammar, the better the formal sentence structure they make. When meeting new people and having conversations in English, if the sentence structure in English is good, it will give a good first impression.

Students in Indonesia think that learning grammar is a boring subject. However, grammar is not an easy problem, even many people are able to speak English fluently but there are still errors in their grammar. In fact, many students are afraid to speak English because they are afraid of being corrected by others and it makes their mentality go down.

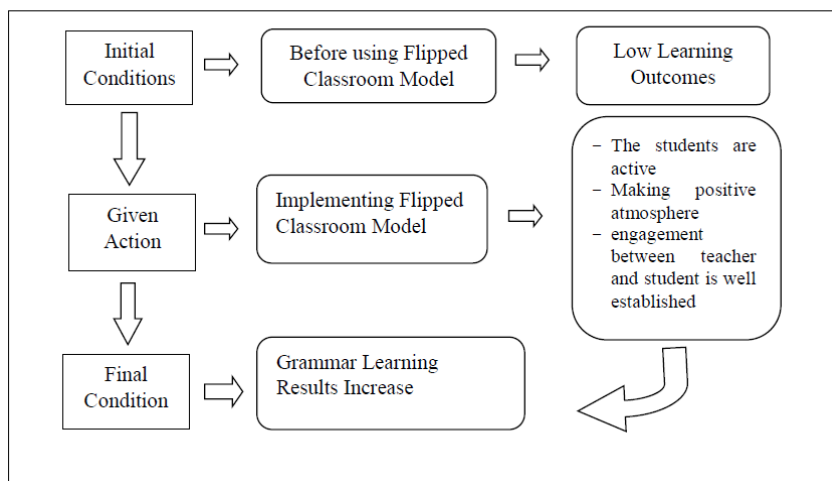
One of the learning models mixed with technology is the Flipped Classroom which will be used with the hope of being able to improve the grammar learning of students. Flipped Classroom model is one of the blended-learning models that integrates with technology. By adjusting the lifestyle of today's students where they cannot be separated from technology such as mobile phones,

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<sup>78</sup> Op Cit Ringgi Candraning Prawerty. P. 37-38.



ipads and others. In the world of education, teachers can take advantage of this, even more so after experiencing a fairly long pandemic that has changed the learning styles of students today. For the sake of convenience in carrying out research, the following framework will be used:



**Figure 2.3 Research Framework Chart**

In this research, it referred to Moore's theory where there were many advantages for teaching participants who build learning interactions between peers, interactions with teachers, teaching materials and technology media both in class and outside the classroom. In Flipped Classroom learning, students as teaching participants would also interact with these four elements. In the teaching and learning process, the interaction between students and instructors has a very important role to make the learning atmosphere active and lively<sup>79</sup>. Through the interaction of fellow teaching participants, the peer tutoring process will occur where each student who has advantages will share knowledge with their peers. Student-student interactions will also support the exchange of information between their peers, collaborate to solve problems

<sup>79</sup> Blau, I., & Shamir-Inbal, T. "Redesigned flipped learning model in an academic course: The role of cocreation and co-regulation. *Computers & Education*". (2017). P.115.

and help them understand the learning content<sup>80</sup>. In addition, through the interaction of teaching and learning participants, feedback from a teacher could be directly given to students so that they can immediately know the level of their learning outcomes. Errors and shortcomings from students can also be directly corrected by the teacher<sup>81</sup>.

All learning interactions including interactions with teaching materials and technology media would increase their understanding of the material they were studying. In this flipped classroom learning model, teaching participants not only interact with their friends or teachers face-to-face in class, but also outside the classroom through the use of digital media such as Facebook, Twitter, Blog, or Moodle<sup>82</sup>. This means that the flipped classroom learning model can build a learning culture that is not only temporary in class, but is continuous after the teaching and learning process in the classroom takes place. Interaction with teaching materials and technology media outside the classroom will be able to help teaching participants to learn the material independently through various sources such as online videos or websites<sup>83</sup>. Learners can also take notes about what they learn outside of class to bring and discuss during class. Bergmann and Sams mention that in the flipped classroom learning model, students not only watch teaching videos but also interact with videos such as being able to repeat the video several times if they have not mastered it. They can also interact with teaching videos anywhere and anytime before entering class.

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<sup>80</sup> Zainuddin, Z., & Perera, C. J. "Supporting students' self-directed learning in the flipped classroom through the LMS TES BlendSpace. *On the Horizon*, 26(4)", (2018). P. 281- 290.

<sup>81</sup> Esterhazy, R., & Damşa, C. "Unpacking the feedback process: an analysis of undergraduate students' interactional meaning-making of feedback comments. *Studies in Higher Education*, 44(2)". (2019). P. 260-274.

<sup>82</sup> Zainuddin, Z., & Perera, C. J. "Supporting students' self-directed learning in the flipped classroom through the LMS TES BlendSpace. *On the Horizon*, 26(4)", (2018). P. 281- 290.

<sup>83</sup> Lai, C., Hu, X., & Lyu, B. (2018). "Understanding the nature of learners' out-of-class language learning experience with technology. *Computer Assisted Language Learning*, 31(1-2)". P. 120.

The conceptual framework design of this research was based on Moore Theory and Hillman et al. to explore student learning interactions in Information Management and E-Administration courses using the flipped classroom learning model approach. According to Moore, three fundamental interactions must be established for the success of teaching and learning with technology-based learning: student-student interaction, student-teacher interaction and student-teaching material interaction. Hillman et al. adding interaction between students with technology media could be the fourth interaction to complete Moore's concept<sup>84</sup>. All of these interactions are very significant elements to be applied in the flipped classroom approach where technology is used as a medium to share teaching materials before entering class and build online interactions between fellow students outside the classroom.

### C. Hypothesis

Based on the frame of thinking, the researcher formulates the hypothesis of the research as follow:

Ha: There is significant influence of using Flipped Classroom model in teaching grammar (simple past tense) in SMA N 1 Gadingrejo Pringsewu in second semester tenth grade in the academic year of 2022/2023.

Ho: There is no significant influence of using Flipped Classroom model in teaching grammar (simple past tense) in SMA N 1 Gadingrejo Pringsewu in second semester tenth grade in the academic year of 2022/2023.

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<sup>84</sup> Zainuddin, Z., & Perera, C. J. "Supporting students' self-directed learning in the flipped classroom through the LMS TES BlendSpace. *On the Horizon*, 26(4)", (2018). P. 281- 290.

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