

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the research tries to analyze the teacher's Flipped Classroom method in English class 7 at MTsN 5 Hulu Sungai Selatan. The results of the research and discussion are the results of the analysis of data collected during the research process. Data collection is done based on the results of documentation, observation, distribution of questionnaires, and interviews conducted with the English teacher.

#### A. Findings

This chapter discussed the findings of the research about the teacher's implementation of the flipped classroom. The data was obtained from observation and interviews.

##### 1. Teaches Implementation in Flipped Classroom Method

The researcher got the data by observing the class with WhatsApp because this is Pandemic Covid-19. Four observations were conducted by the researcher and based on the teacher only uses WhatsApp for implementing flipped classroom in pre-activity to evaluate their knowledge. The school have 3 classes 7a, b and c for meeting have four meeting a classes. So this meeting for the all have 12 meeting for observation class.

Table 4.1 Result of Classroom Observation

Meeting	Rememberings	Understanding	Analyzing	Applying, Creating and Evaluating
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1	Material Introducing	about	Asked understanding about introducing	to	Asked observe Introducing	to	Answer questions by the teacher	the given
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				about introducing
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On March 13 2021 the teacher talked about “Introducing”. The teacher sends a material in which the material is taken from a book and sent to the WhatsApp group class 7a. After that, students try to understand the material sent by the teacher. In the WhatsApp 7a group students tries to state what is not understand and the teacher responds to the student’s ignorance. Next, the teacher gives a question about introducing and students are asked to answer it then take a photo of the answer sent by the students to the teacher via group chat. The questions are:

Hello, my name is ...

I am ... years old.

I am a student of ... I

live in ...

I like ...

My favorite color is ...

My favorite food is ...

Nice to meet you.

Next, the teacher checks the student’s vocabulary writing errors, and the teacher provides feedback by accompanying the group on what students make mistakes when writing vocabulary.

Table 4.2 Result of Classroom Observation (Second Meeting)

Meeting	Remembering	Understanding	Analyzing	Applying, Creating and Evaluating
2	Material about the Alphabet A-Z	Asked to understand the Alphabet A-Z	Asked to observe the alphabet A-Z	Pronunciation of nicknames with spelling using English via Whatsapp voice notes.

On March 19 2021 the teacher talked about “Alphabet A-Z”. The teacher sent a learning video about Alphabet A-Z taken on youtube after that it was shared in the 7a grade WhatsApp group. The teacher asked students to understand the video and the teacher asked students to ask what things they did not understand. After that, the teacher asked students to send voice note by spelling nicknames using English for example “Ahid = ei-eit-ae-di” and students were asked to practice and then send the results of voice note to the class group from there it looks like there are some students wrong in pronunciation or improper spelling, for example the pronunciation of a, i, e and o.

Table 4.3 Result of Classroom Observation (Third Meeting)

Meeting	Remembering	Understanding	Analyzing	Applying, Creating and Evaluating
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3	Material about Days, Month and Year.	Asked to understand about days, months and year	Asked to observe about days, months and year	Make introductions of names, nicknames and also places of birth such as
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				videos sent in group
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On March 25, 2021, the teacher talked about “Days, Months, and Year”. The teacher sends a material about the names of the day, month, and year which students are asked to write down in their respective books and the teacher invites students to ask if there is something they don’t understand. The teacher also asked to pay attention to the writing of English and the writing of the letters should not be wrong. Next, the teacher sent a video of a girl which is the content of the video

“Assalamualaikum, let me introduce myself. My name is Aulia Khaerunnisa, people usually call me Aulia. I was born in Cilacap on 7 September 2004 and this year I am 16 years old”. After that the teacher gives the task to the students to make a video introduction of the name, nickname, and also the place of birth date like the video example above and collect the video in the group.

Table 4.4 Result of Classroom Observation (Fourth Meeting)

Meeting	Remembering	Understanding	Analyzing	Applying, Creating and Evaluating
4	Material about Family Tree	Asked to understand about Family Tree	Asked to observe about Family Tree	Make a family tree starting with the names of grandparents

On April 5, 2021, the teacher talked about “Family Tree”. The teacher sends a material about family trees taken from books, in which students are asked to pay attention to the picture in activity 9 about family trees. The teacher also asks students any questions? and some

students who ask “What is it mom? “Teacher also answered, “observe and understood the picture in activity 9 about the family tree? If someone doesn’t understand the picture, you can ask”. After that the teacher gives a task in the form of making a family tree which starts with the names of grandparents, and then takes a photo and sends the assignment to the class group. They also sent their assignment to the group.

Table 4.5 Result of Classroom Observation (First Meeting for 7B Classes)

Meeting	Rememberings	Understanding	Analyzing	Applying, Creating and Evaluating
1	Material about Introducing	Asked to understanding about introducing	Asked to observe about Introducing	Answer the questions given by the teacher

				about introducing
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The teacher talked about “Introducing”. The teacher sends a material in which the material is taken from a book and sent to the WhatsApp group class 7b. After that, students try to understand the material sent by the teacher. In the WhatsApp 7b group students tries to state what is not understand and the teacher responds to the student’s ignorance. Next, the teacher gives a question about introducing and students are asked to answer it then take a photo of the answer sent by the students to the teacher via group chat. The questions are:

Hello, my name is ...

I am ... years old.

I am a student of ... I

live in ...

I like ...

My favorite color is ...

My favorite food is ...

Nice to meet you.

Next, the teacher checks the student’s vocabulary writing errors, and the teacher provides feedback by accompanying the group on what students make mistakes when writing vocabulary.

Table 4.6 Result of Classroom Observation (Second Meeting 7B Classes)



Meeting	Remembering	Understanding	Analyzing	Applying, Creating and Evaluating
2	Material about the Alphabet A-Z	Asked to understand the Alphabet A-Z	Asked to observe the alphabet A-Z	Pronunciation of nicknames with spelling using English via Whatsapp voice notes.

On March 19 2021 the teacher talked about “Alphabet A-Z”. The teacher sent a learning video about Alphabet A-Z taken on youtube after that it was shared in the 7a grade WhatsApp group. The teacher asked students to understand the video and the teacher asked students to ask what things they did not understand. After that, the teacher asked students to send voice note by spelling nicknames using English for example “Ahid = ei-eit-ae-di” and students were asked to practice and then send the results of voice note to the class group from there it looks like there are some students wrong in pronunciation or improper spelling, for example the pronunciation of a, i, e and o.

Table 4.7 Result of Classroom Observation (Third Meeting 7B Classes)

Meeting	Remembering	Understanding	Analyzing	Applying, Creating and Evaluating

3	Material about Days, Month and Year.	Asked to understand about days, months and year	Asked to observe about days, months and year	Make introductions of names, nicknames and also places of birth such as
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				videos sent in group
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The teacher talked about “Days, Months, and Year”. The teacher sends a material about the names of the day, month and year which students are asked to write down in their respective books and the teacher invites students to ask if there is something they don’t understand. The teacher also asked to pay attention to the writing English and the writing of the letters should not be wrong. Next, the teacher sent a video of a girl which is the content of the video

“Assalamualaikum, let me introduce my self. My name is Aulia Khaerunnisa, people usually call me Aulia. I was born in Cilacap on 7 September 2004 and this year I am 16 years old”. After that the teacher gives the task to the students to make a video introduction of the name, nickname and also the place of birth date like the video example above and collect the video in the group.

Table 4.8 Result of Classroom Observation (Fourth Meeting 7B Classes)

Meeting	Remembering	Understanding	Analyzing	Applying, Creating and Evaluating
4	Material about Family Tree	Asked to understand about Family Tree	Asked to observe about Family Tree	Make a family tree starting with the names of grandparents

On April 5, 2021, the teacher talked about “Family Tree”. The teacher sends a material about family trees taken from books, in which students are asked to pay attention to the picture in activity 9 about family trees. The teacher also asks students any questions? and some

students who ask “What is it mom? “Teacher also answered, “observe and understood the picture in activity 9 about the family tree? If someone doesn’t understand the picture, you can ask”. After that the teacher gives a task in the form of making a family tree which starts with the names of grandparents, and then takes a photo and sends the assignment to the class group. They also sent their assignment to the group.

Table 4.9 Result of Classroom Observation (First Meeting for 7C Classes)

Meeting	Rememberings	Understanding	Analyzing	Applying, Creating and Evaluating
1	Material about Introducing	Asked to understanding about introducing	Asked to observe about Introducing	Answer the questions given by the teacher

				about introducing
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The teacher talked about “Introducing”. The teacher sends a material in which the material is taken from a book and sent to the WhatsApp group class 7c. After that, students try to understand the material sent by the teacher. In the WhatsApp 7c group students tries to state what is not understand and the teacher responds to the student’s ignorance. Next, the teacher gives a question about introducing and students are asked to answer it then take a photo of the answer sent by the students to the teacher via group chat. The questions are:

Hello, my name is ...

I am ... years old.

I am a student of ... I

live in ...

I like ...

My favorite color is ...

My favorite food is ...

Nice to meet you.

Next, the teacher checks the student’s vocabulary writing errors, and the teacher provides feedback by accompanying the group on what students make mistakes when writing vocabulary.

Table 4.10 Result of Classroom Observation (Second Meeting 7C Classes)

Meeting	Remembering	Understanding	Analyzing	Applying, Creating and Evaluating
2	Material about the Alphabet A-Z	Asked to understand the Alphabet A-Z	Asked to observe the alphabet A-Z	Pronunciation of nicknames with spelling using English via Whatsapp voice notes.

The teacher talked about “Alphabet A-Z”. The teacher sent a learning video about Alphabet A-Z taken on youtube after that it was shared in the 7a grade WhatsApp group. The teacher asked students to understand the video and the teacher asked students to ask what things they did not understand. After that, the teacher asked students to send voice note by spelling nicknames using English for example “Ahid = ei-eit-ae-di” and students were asked to practice and then send the results of voice note to the class group from there it looks like there are some students wrong in pronunciation or improper spelling, for example the pronunciation of a, i, e and o.

Table 4.11 Result of Classroom Observation (Third Meeting 7C Classes)

Meeting	Remembering	Understanding	Analyzing	Applying, Creating and Evaluating
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3	Material about Days, Month and Year.	Asked to understand about days, months and year	Asked to observe about days, months and year	Make introductions of names, nicknames and also places of birth such as
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				videos sent in group
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The teacher talked about “Days, Months, and Year”. The teacher sends a material about the names of the day, month and year which students are asked to write down in their respective books and the teacher invites students to ask if there is something they don’t understand. The teacher also asked to pay attention to the writing English and the writing of the letters should not be wrong. Next, the teacher sent a video of a girl which is the content of the video

“Assalamualaikum, let me introduce my self. My name is Aulia Khaerunnisa, people usually call me Aulia. I was born in Cilacap on 7 September 2004 and this year I am 16 years old”. After that the teacher gives the task to the students to make a video introduction of the name, nickname and also the place of birth date like the video example above and collect the video in the group.

Table 4.12 Result of Classroom Observation (Fourth Meeting 7C Classes)

Meeting	Remembering	Understanding	Analyzing	Applying, Creating and Evaluating
4	Material about Family Tree	Asked to understand about Family Tree	Asked to observe about Family Tree	Make a family tree starting with the names of grandparents

The teacher talked about “Family Tree”. The teacher sends a material about family trees taken from books, in which students are asked to pay attention to the picture in activity 9 about family trees. The teacher also asks students any questions? and some



students who ask “What is it mom? “Teacher also answered, “observe and understood the picture in activity 9 about the family tree? If someone doesn’t understand the picture, you can ask”. After that the teacher gives a task in the form of making a family tree which starts with the names of grandparents, and then takes a photo and sends the assignment to the class group. They also sent their assignment to the group.

There are several questions adapted from Rodriguez (2017, p.118) the learning used by the teacher, namely the flipped classroom.

1. How do you define flipped classroom?

Answer: The Flipped classroom is a learning model which can be used at home and also at school, first the material can be sent on social media so that students learn it first and practice it at school.

2. What media do you use to teach English using Flipped Classroom?

Answer: The media that I use is usually social media like Whatsapp.

3. How do you apply the Flipped Classroom model in learning English?

Answer: Application using theory, namely the theory of bloom taxonomy which consists of remembering, understanding, applying, analyzing, evaluating, and creating.

Follow-up questions:

- How did you prepare for the pre-classroom session?

Answer: First, find out what material you want teach.

- What did you do after preparing the materials?

Answer: Try it on yourself first, whether or not it can be applied to students.

- What did you do for the in-classroom session?

Answer: Because in a pandemic situation they have never met face to face so they don't know how students deal with it.

- What did you do after reviewing the online materials?

Answer: Evaluate students so that in the future it is easier to understand.

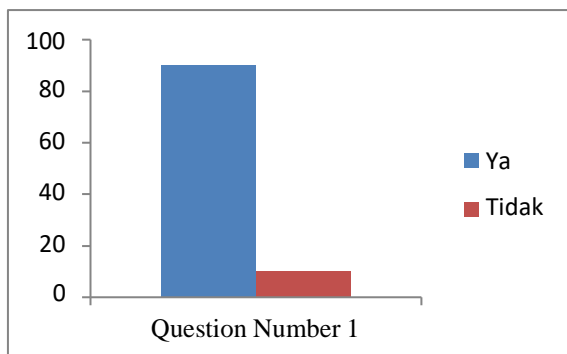
## 2. The Obstacles of Student's Implementing Flipped Classroom

In collecting data in this section, the writer makes questionnaire for the students. There were several questions made to find out students about implementing flipped classrooms by adapting and modified from (Afrilyanti, Cahyono, & Astuti, 2017).

Based on the questions above, the questionnaire was made via google form <https://forms.gle/ENDCjQJG2hw9dL2s6> and the answered by the seventh-grade students between A, B and C, it is known that only a few people feel constrained in learning English using the Flipped Classroom method, this may be because the application is only online so students cannot understand it too deeply by learning English using a Flipped Classroom.

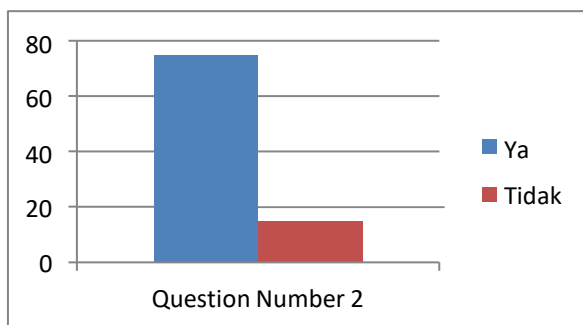
On the one hand, the teacher has done as much as possible to provide learning that makes it easier for students, but on the other hand, some students who do not understand learning with this method.

From data question number 1 which contains the use of technology-based media in the flipped classroom learning model, it makes me more motivated to learn, on average I answered yes and some did not.



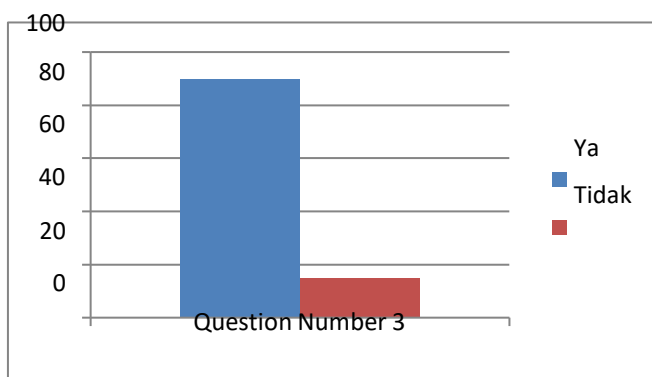
Picture 4.1 *Result of Question 1*

For data question number 2 which contains online material used by teacher that affects my understanding in the learning process, the average answer is yes and how many people answer no.



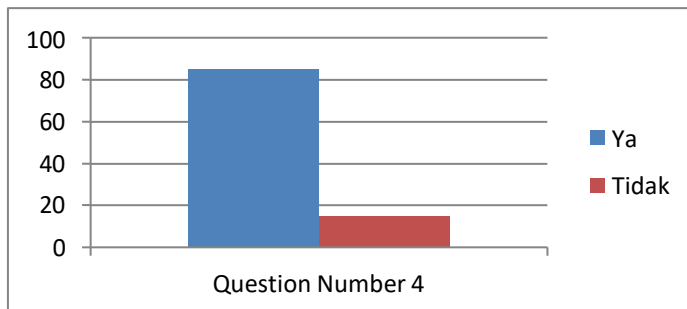
Picture 4.2 *Result of Question 2*

Data number 3 about providing material online before or outside class learning made me more prepared to take part in learning sessions in the classroom, there were some who answered no.



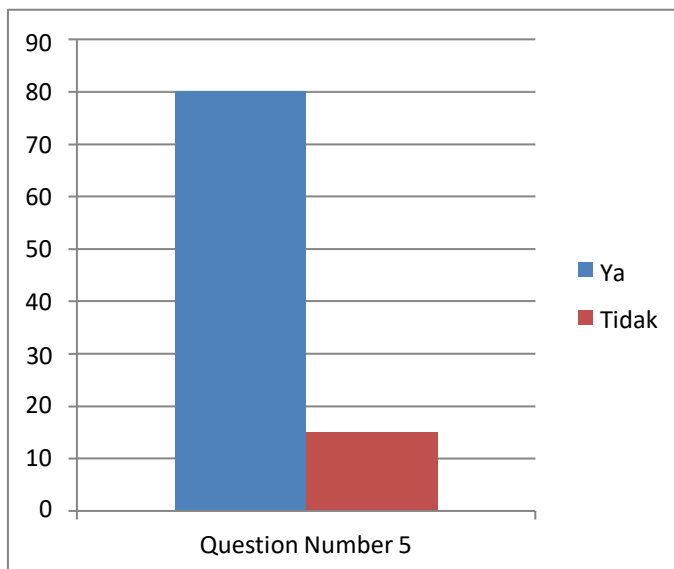
Picture 4.3 *Result of Question 3*

For number 4 which contains the teacher's review in class on the material and assignments that have been given online, it made me understand the material and clarify my previous understanding mistakes, the average student answered yes.



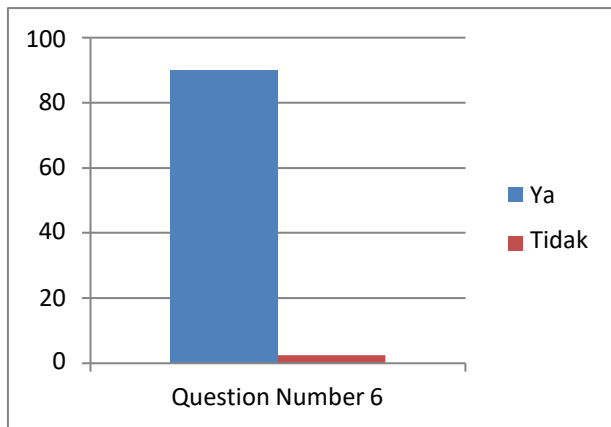
Picture 4.4 *Result of Question 4*

Furthermore, for number 5 which contains about me preferring to do exercises in groups with guidance from the teacher, on average the students answered yes.



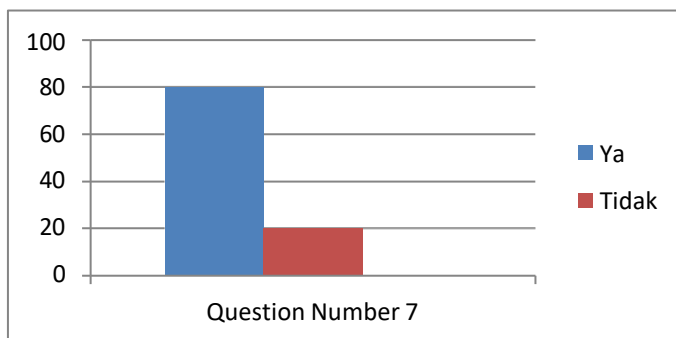
Picture 4.5 *Result of Question 5*

Data number 6 helped me with the guidance of the teacher when doing group exercises in class, on average the students answered yes.



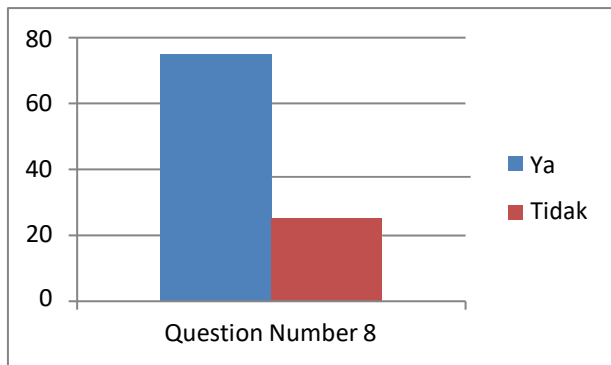
Picture 4.6 *Result of Question 6*

And for number 7 I was helped by discussion activities with group friends while doing exercises in class, there were some who answered no.

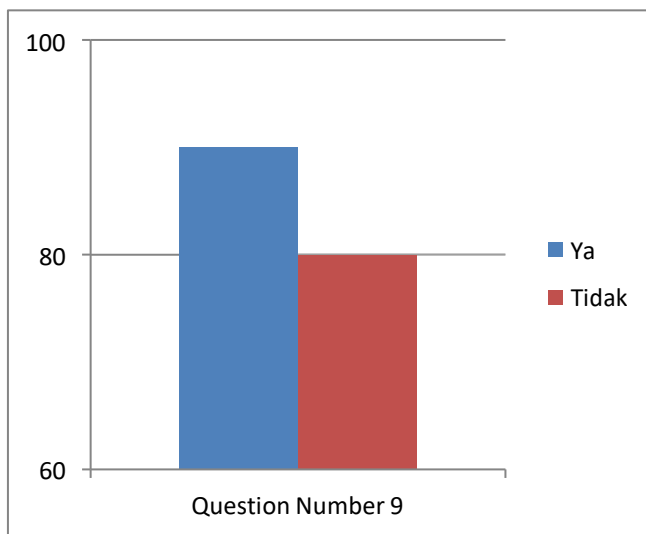


Picture 4.7 *Result of Question 7*

Data number 8 which contains the flipped classroom learning model helps me to be more active in learning, the average answer is yes and some are no and for number 9 which contains the flipped classroom learning model can overcome my learning barriers and difficulties, almost the same between yes and not.

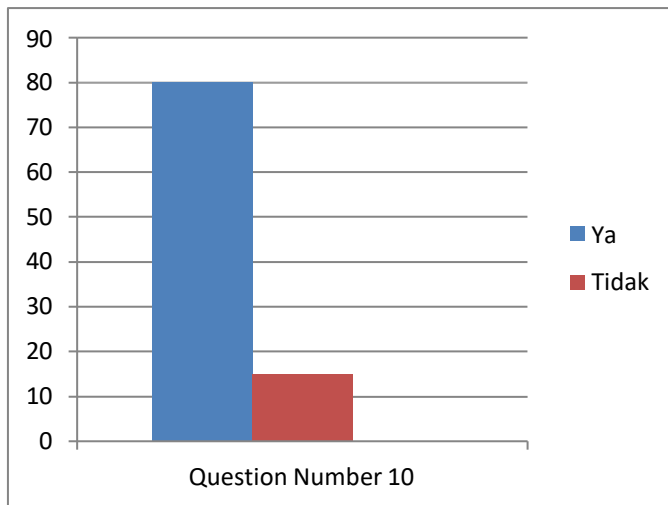


Picture 4.8 *Result of Question 8*



Picture 4.9 *Result of Question 9*

For the last question number 10 which contains in my opinion the flipped classroom is a fun learning model, the average answer is yes.



Picture 4.10 *Result of Question 10*

Therefore, to conclude that many students answered on average yes, because the flipped classroom learning model can provide good feedback, for those who answered it was impossible some students who did not understand what a flipped classroom was so that the obstacles experienced were more difficult.

## **B. Discussion**

After the data has been obtained and in the process like the description above, the researcher has written and analyzed the data that has been obtained at the findings. The researcher also describes the teacher purpose in implementing Flipped Classroom and obstacles use Flipped Classroom. The researcher tries to analyze the following factors for discussion to reveal a significant amount of detailed information for the study.

### 1. Teaches Implementation in Flipped Classroom Method

In this study, qualitative data revealed that the teacher carried out the flipped classroom learning process according to the Blooms Taxonomy theory, namely remembering, understanding, applying, analyzing and evaluating even though it was only done at home due to the covid 19 pandemic.



The teacher is trying as much as possible to do learning even though it is only through online classes, not only must create a method that can be done by all students, the teacher must also be patient so that students can easily understand especially those who in fact seventh grade students have never met.

The first meeting to the fourth I saw the teacher always send material on Whatsapp ranging from material through books, sending a youtube video link, even sending picture and from the four meetings I also saw that there were students who responded to learning in English class. Other than due to the covid-19 pandemic, students can't meet face to face immediately so by utilizing technology and also this method students can learn English. From the first meeting, I found that the students were slow to respond to the teacher, even though the teacher was fast in giving the material or evaluating it in the evaluation, the teacher also sent feedback again to the students so that the students knew what their mistakes were. For the second meeting, many students began to respond to this learning process and some were slow maybe due to embarrassment or other obstacles. For evaluation, the teacher continues to provide feedback for students. For the third meeting, the teacher gave a new nuance so that students recognized each other which they knew had never met face to face before during the covid 19 pandemic. Then at the fourth last meeting, to be more familiar the teacher gave the nuances of learning with a more approach in which students were asked to be creative so that they got to know each other again.

## 2. Obstacles use Flipped Classroom

### 1. For the teacher

The obstacles when using flipped classroom according to the teacher is the lack of vocabulary that can be understood by students so that the response is slow and it is also

possible that there are some students who don't have their own cellphones, so they are slow to respond to tasks given by the teacher.

## 2. For the students

There are several students who were interviewed via Whatsapp regarding the constraints of using Flipped Classroom, saying that the problems they often experience are network problems, because they mostly live in non-city areas and are also sometimes confused about what is being conveyed, so how many times do they have to understand.