

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of the research, and it is divided into two sections. The first section presented and described the examined data from classroom observation. The data found related to how are the procedures of using flipped classroom on student's self-learning in online class.

The second section presented and described the examined data from interviews with the students. This section provides an explanation of the problems and solutions for the student's learning in the flipped classroom.

A. Findings

After conducting the research, the researcher obtained the data about procedure flipped learning in online learning.

The following table presents the result of data from the observation checklist who filled by the researcher. Based on the results of the processed data, it was found that there are any procedures that miss by the teacher.

1. The procedures of using flipped classroom in SMKN 1 Martapura

In SMKN 1 Martapura, the teacher used the flipped classroom as a method for online learning with google classroom as a learning application. Below the researcher find that the data of procedure in using flipped classrooms:

First, the teacher send messages in the Whatsapp group, ask students to opened google classroom application and read the material *“silahkan buka google classroom kalian, isi absen dan silahkan dibaca dan dipahami materi yang sudah bapak kirim”*.

Second, the teacher ask the students to click zoom link that the teacher send in Whatsapp group.

Third the teacher ask the students to turn on their camera and audio *“Semuanya nyalakan kamera dan audio zoomnya, kecuali yang sedang berada di tempat ribut yaa. Cari tempat yg tenang lalu nyalakan”*.

Forth, the teacher explain the material about determiner.

Fifth, the teacher asked the students to ask interesting question on in class and from the question the teacher to determine whether these students have watched learning videos or read the material is from the question which will be asked during the lesson *“Kata benda itu seperti buku, meja, misalkan Fidela. Manusia itu kata benda jua. Kata Kerja itu seperti menulis, apa lagi?”* Students answer *“berlari, melukis”*

Sixth, the teacher giving assignment individually.

Next, the teacher asked to students is there a difficult in understanding the material *“Ada yang kurang paham menjawab soalnya?”*. Some students had difficulty do the assignment *“Bapa, misalkan kaini bujurlah pa?”*

Then, the students do exercise and helped the students how to do the exercise.

Last, The teacher asked the students to explain the material that they got in the meeting and direct students to make notes about the importance of the learning.

At the next observation meeting offline class in the school, the teacher explains the procedure . The procedures are:

First, The Teacher opened the class by greeting and checked the attendance of students *“Ya, oke. Assalamualaikum warahmatullah wabarakatuh. Selamat siang semuanya. Akhirnya kita bisa melakukan pembelajaran tatap muka. Baik bapa absen dulu”*.

Second, teacher explain the material, the material is introduce myself *“Baik, karna ini pertemuan pertama kita, maka kita akan mengulang kembali satu materi yaitu introduce myself atau memperkenalkan diri”*.

Third, the teacher asked the students to ask interesting question on in class *“keyapa ada yang kada pahami?”*. And then students answer *“paham paaak”*.

Forth, the teacher giving assignments individually *“bagus ai mun sudah paham semua, silahkan kalian bikin kalimat perkenalan sesuai materi kita hari ini dan nanti satu per satu maju ke depan memperkenalkan dirinya”*.

Fifth, the teacher asked to students is there a difficult in understanding the material *“Ada yang ditanyakan?”*, student said that *“bahasa inggrisnya alamat apa pak”*, and the teacher answer *“Bahasa inggrisnya alamat tu address”*

Next, teacher do exercise and helped the students how to do the exercise. *“ya, sekarang silahkan maju ke depan satu persatu dan introduce yourself”*

Last the teacher closed the meeting *“ya Alhamdulillah sudah habis waktunya, semoga pembelajaran hari ini bisa dipahami semua yaa. Bapak tutup wassalamualaikum warahmatullah wabarakatuh”* and students answer *“waalaikumsalam warahmatullahi wabarakatuh, terima kasih bapaak”*.

2. The Students' Problem and Solutions

a. Students' Problems

In this part, the researcher explains the student's problem in the flipped classroom in online learning. The researcher conducts the interview with 28 students. There were several problems that researcher found from the interview with students.

First, the problem was about students self-motivation. This result showed by the interviewed answer from 28 students, and 12 them stated they had difficulty to understand the material that the teacher gave, DN stated that *“rancak tuh jaringan pang ka ai yang lelet jadi ulun kada ngarti penjelasan bapanya”*. The same problem also felt by AM *“ulun mahir mandangarkan penjelasan bapanya ja”*.

Second, the problem was about the family environment. This result showed by the interviewed answer from 28 students, and 3 of them stated they had noisy family environment. FL said that *“rancak ading ribut bila ulun belajar”*.

Last, the problem was about the community environment. This result showed by the interviewed answer 28 students, 7 of them said that they have

disturbed by the community environment, JA said that “dihiga rumah ulu nada penyinsuan kayu, kadang orang menyinsu kayu”.

B. Discussion

Based on the data presented above, which is gained through observation checklist and interview, have explained the procedures and the barriers used flipped learning in online learning English at SMK 1 Martapura. Here is the discussion:

1. The Procedures of using flipped classroom in SMKN 1 Martapura

According to Bergman and Sams, the procedures or steps for implementing flipped learning in the classroom have 9 steps and in this research, the writer wants to know procedures or steps for implementing the flipped learning in online learning based on theory from Bergman and Sams.

First, the teacher did not teach the students how to access the material before the meeting which does not follow the theory of Bergman and Sam (2012) in Anastyasari which states that teaching students how to access or watch videos or material. The most important thing before doing classroom learning is teaching students how to access learning videos or material.

Second, the teacher directs the material at a meeting that is not following the theory of Bergman and Sam (2012) in Anastyasari which states that the teacher directs students to watch video or material which will be studied at the

next meeting. The important thing before doing classroom learning is direct students to watch videos or read the material in their home.

Third, also because the teacher directs the material at the meeting that is not following the theory of Bergman and Sam (2012) in Anastyasari which states that teachers direct students to study videos at home. The purpose is easier for teachers to minimalist time and evaluate the material at the online meeting.

Fourth, the teacher asked the students to ask an interesting question on in class in accordance with the theory by Bergman and Sam (2012) in Anastyasari stated that ask students to ask an interesting question in class.

Fifth, the teacher to determine whether these students were watching and read learning videos or material from the question which will be asked during the lesson is in accordance with theory by Bergman and Sam (2012) in Anastyasari stated that to determine whether these students have watched learning videos or not is from the question which will be asked during the lesson. From the question, students will discuss and answer each other questions.

Sixth, The teacher giving assignments both individually and in groups is in accordance with theory by Bergman and Sam (2012) in Anastyasari stated that Giving assignment both individually and in groups.

In the next step, the teacher asked students if there a difficulty understanding the material, doing exercises, and helped the students how to do the exercise is in accordance with the theory by Bergman and Sam (2012) in Anastyasari stated that Giving assignment aims to make students better

understand about the subject matter. In carrying out these assignments, the teacher as a facilitator to help students who have difficulties in understanding and doing the task.

Then, the teacher does not direct the students to help each other is in accordance with the theory by Bergman and Sam (2012) in Anastyasari stated Direct students help each other. As is explained, the focus of this learning is no longer on the teacher, but rather on the learning process itself, so it is possible for students to help each other if there are difficulties. Despite the role, teachers are still to further clarify the learning material.

Last, The teacher asked the students to explain the material that they got in the meeting and direct students to make notes about the importance of the learning in accordance with the theory by Bregman and Sam (2012) in Anastyasari stated Drawing a conclusion from the learning that has been implemented. After all, assignments can be done, the teachers and students together draw conclusions from the lesson that has been implemented. Teachers can direct students to make notes about the importance of the learning.

Based on the observation in offline meeting the researcher got seven procedures of flippef classroom in offline learning, there are:

First, the teacher do not teach the students how to access the material before the meeting because the teacher explain the material at the meeting that is not following the theory of Bergman and Sam (2012) in Anastyasari which states that teaching students how to access or watch videos or material.

Second, the teacher directs the material at a meeting that is not following the theory of Bergman and Sam (2012) in Anastyasari which states that the teacher directs students to watch video or material which will be studied at the next meeting.

Third, also because the teacher directs the material at the meeting that is not following the theory of Bergman and Sam (2012) in Anastyasari which states that teacher direct students to study videos at home.

Fourth, the teacher asked the students to ask an interesting question on in class in accordance with the theory by Bergman and Sam (2012) in Anastyasari stated that aks students to ask an interesting question in class.

Fifth, the teacher giving assignments individually standing up in the pride of the class, and introducing themselves is in accordance with the theory by Bergman and Sam (2012) in Anastyasari stated that giving assignments both individually and in groups. Based on theory by Bergman and Sam (2012) this statement number sixth, before this statement Bergman and Sam state that the teacher to determine whether these students have watched learning videos is from the question which will be asked during the lesson.

Sixth, the teacher asked students if there a difficulty understanding the material, doing exercises, and helping the students how to do the exercise is in accordance with the theory by Bergman and Sam (2012) in Anastyasari stated that Giving assignments aims to make students better understand about the subject

matter. In carrying out these assignments, the teacher is a facilitator to help students who have difficulties in understanding and doing the task.

Then, the teacher directs the students to help each other in accordance with the theory by Bergman and Sam (2012) in Anastyasari stated Direct students help each other. As is explained, the focus of this learning is no longer on the teacher, but rather on the learning process itself, so it is possible for students to help each other if there are difficulties. Despite the role, teachers are still to further clarify the learning material.

Last, The teacher direct students to make notes about the importance of the learning in accordance with the theory by Bregman and Sam (2012) in Anastyasari stated drawing a conclusion from the learning that has been implemented. After all, assignments can be done, the teachers and students together draw conclusions from the lesson that has been implemented. Teachers can direct students to make notes about the importance of the learning.

2. Students' Problem

a. Students' problem

First, 12 of 28 students said that they have a problem with self-motivation is in accordance with theory by Gumelar (2019) Self-Motivated, self-regulating learners usually have *high self-efficiency* with respect to their abilities to complete study assignment successfully. They using a variety of strategies to carry out tasks like make it more fun, remind yourself themselves the importance of doing well, or promises them a reward when they're done.

And then the factor of the problem because some of the location of students' house did not have good internet access. Another factor of the internet access problem is sim card that have different access in their location. In this case the problem is in accordance with theory by Sadikin and Hamidah (2020) cited by Utomo (2021) stated that in some hinterland area did not have good internet access for online learning, that the reason of their problem.

Second, 3 of 28 students said that they have problem with family environment in accordance with theory by Syah (2007) stated that parenting from the family, family management, and family tension, are factors that positively or negatively affect student learning processes and student achievement.

Last, 10 of 28 students said that they have problem with community environment is in accordance with theory by Syah (2007) stated that community environment of students during online involve neighbor around students' house.