

APPENDICES

Appendix I: Translation Qur'an

An-Nahl verse 125	Indonesian Translation	English Translation
<p style="text-align: center;"> أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ </p>	<p>Ajaklah (manusia) ke jalan Tuhanmu dengan hikmah dan ajaran yang baik serta debatlah mereka dengan cara yang lebih baik. Sesungguhnya Tuhanmu Dialah yang lebih mengetahui siapa yang sesat dari jalan-Nya dan Dia (juga) yang lebih mengetahui siapa yang mendapat petunjuk.</p>	<p>Invite 'all' to the way of your Lord with wisdom and kind advice, and only debate with them in the best manner. Surely your Lord 'alone' knows best who has strayed from His Way and who is 'rightly' guided.</p>

Appendix II: Observation Field Notes

Fieldnotes of the teaching and learning, which is developed from steps in implementing Flipped Classroom by (Ruiz, 2021) and elements of Flipped Classroom by (Reidsema, 2017).

Semi-structure in-classroom observation			
Group/Class :			
Meeting :			
Date :			
No.	Stages of Peer-Instructional FC	Lecturers' Activities	Notes and Reflection
1.	Pre-Class	<p>Preperation Activities</p> <ul style="list-style-type: none"> ▪ Lecturer prepares and send teaching materials to students which can be in the form of videos/audio/reading texts concerning the material to be studied. ▪ Lecturer asks students to record questions about teaching materials that have been distributed in parts that students do not understand. 	
2	In- Class	<p>Peer-Instruction and Guided Activity</p> <p>Peer instruction is a teaching method that facilitates a student-centered learning environment by replacing part of the classroom time previously spent with teacher instruction with student-centered activity.</p>	

Appendix III: Interview Guide

A. Interview guideline: Flipped Classroom Model Implementation

It deals with the lecturer experiences of enacting and element design of Flipped Classroom Model in teaching Grammar at Intensive English Program at Language Development Unit Learning UIN Antasari Banjarmasin. This interview guideline is designed based on features of (Bergmann & Sams, 2012) and (Reidsema, 2017).

No.	Interview Questions	Response
1.	Curriculum	
	<p>a. How is the Grammar integrated into the syllabus? (possible) probes:</p> <ol style="list-style-type: none"> 1) How many Grammar meetings in this semester? 2) When did you held the Grammar meeting to students? Weekly or appropriate the textbook? 3) What are the materials will be studied in Grammar this semester? Could you show me the list of material/ syllabus? <p>b. Does the learning context within the subject cover the foundations that your student will develop later in the degree program? (possible) probes: Does the grammar material have match to university level and student needs?</p> <p>c. Are learning objectives in teaching Grammar built on previous/courses/knowledge/skills? (possible) probes:</p> <ol style="list-style-type: none"> 1) Is the Grammar material linked to previous textbook material? 2) Does learning objectives have fulfilled in teaching grammar by using FC model learning? <p>d. Do you have a "specific goal" with the reverse class that you apply in your Grammar learning class? (possible) probes:</p> <ol style="list-style-type: none"> 1) During this implementation, did you achieve the goals you set before? 2) If not, why do you think this happened? <p>e. With your application of reverse class, what benefits can you take? (possible) probes:</p> <ol style="list-style-type: none"> 1) By implementing flipped classroom in your Grammar class, are there any benefits for you as an instructor? 2) With the implementation of flipped classroom in your Grammar class, do your students get and have time to be more active in learning or practicing during class? With that, can you provide more individual assistance to students during your Grammar class? Please describe. 3) With the implementation of the flipped classroom in 	

	your Grammar class, have you found and noticed an increase in problem solving skills, deeper learning, increased quality of student work, or more active student engagement?	
2.	Students	
	How many students do you have in the class? (possible) probes: a. What is the percentage of international and/or non-native English speakers in your class? b. Are they at any level: beginner, intermediate, advanced, etc.? c. Do they also have previous application experience with FC?	
3.	Digital Technology Integration	
	a. How digital technology that integrate to FC? (possible) probes: 1) Is it easy for you and your students to use? 2) How can it help access to teach Grammar in FC model learning? b. What is your opinion of integrating digital technology tools in FC model learning ? (possible) probes: 1) Do you find any challenges in using technology in FC model learning in Grammar class? 2) If any, what is it (are they)?	
4.	Resources	
	a. What are the requirements for the tools you choose and use to help you deliver Grammar content, enable your communications to convey material, assessments, etc.? (possible) probes: What do you choose and what do you need to use? b. For Pre-Learning, what resources do you need to be able to structure the learning at this stage? (possible) probes: In addition to the resources you provide, can students find their own resources? is this part included in the assignment? c. Is there any necessary preparation for the Facilitation Session? (possible) probes: How important is it for students to complete Pre-Learning before Facilitated Sessions conducted in face-to-face classes or can they access it afterward?	
5.	Components	
	a. How appropriate is FC for your grammar class? (possible) probes: 1) What information do students need to receive in your particular class' Grammar material? Is it a pattern, etc? 2) How will you cover the material (e.g video/audio/reading	

material)?	
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No.	Pertanyaan Wawancara	Tanggapan
	<p>a. Bagaimana Tata Bahasa diintegrasikan ke dalam silabus? (mungkin):</p> <ol style="list-style-type: none"> 1) Berapa banyak pertemuan Tata Bahasa pada semester ini? 2) Kapan Anda mengadakan pertemuan Tata Bahasa kepada siswa? Mingguan atau sesuaikan buku teks? 3) Materi apa saja yang akan dipelajari pada Tata Bahasa semester ini? Bisakah Anda menunjukkan daftar materi/silabusnya? <p>b. Apakah konteks pembelajaran dalam mata pelajaran tersebut mencakup dasar-dasar yang akan dikembangkan siswa Anda nantinya di program gelar? (mungkin): Apakah materi tata bahasa sudah sesuai dengan tingkat universitas dan kebutuhan mahasiswa?</p> <p>c. Apakah tujuan pembelajaran dalam pengajaran Tata Bahasa dibangun berdasarkan/mata kuliah/pengetahuan/keterampilan sebelumnya? (mungkin):</p> <ol style="list-style-type: none"> 1) Apakah materi Tata Bahasa ada kaitannya dengan materi buku teks sebelumnya? 2) Apakah tujuan pembelajaran dalam pengajaran tata bahasa dengan menggunakan pembelajaran model FC sudah terpenuhi? <p>d. Apakah Anda mempunyai “tujuan tertentu” dengan kelas kebalikan yang Anda terapkan di kelas pembelajaran Tata Bahasa Anda? (mungkin):</p> <ol style="list-style-type: none"> 1) Selama implementasi ini, apakah Anda mencapai tujuan yang Anda tetapkan sebelumnya? 2) Jika tidak, menurut Anda mengapa hal ini terjadi? <p>e. Dengan penerapan kelas terbalik, manfaat apa yang dapat Anda peroleh? (mungkin):</p> <ol style="list-style-type: none"> 1) Dengan menerapkan kelas terbalik di kelas Tata Bahasa Anda, apakah ada manfaatnya bagi Anda sebagai instruktur? 2) Dengan penerapan flipped class di kelas Grammar Anda, apakah siswa Anda mendapatkan dan mempunyai waktu untuk lebih aktif dalam belajar atau berlatih di kelas? Dengan itu, bisakah Anda memberikan lebih banyak bantuan individual kepada siswa selama kelas Tata Bahasa Anda? Tolong jelaskan. 3) Dengan penerapan kelas terbalik di kelas Tata 	

	Bahasa Anda, apakah Anda menemukan dan memperhatikan peningkatan keterampilan pemecahan masalah, pembelajaran yang lebih mendalam, peningkatan kualitas pekerjaan siswa, atau keterlibatan siswa yang lebih aktif?	
	Siswa	
	<p>Berapa banyak siswa yang Anda miliki di kelas? (mungkin):</p> <ol style="list-style-type: none"> Berapa persentase penutur bahasa Inggris internasional dan/atau non-pribumi di kelas Anda? Apakah mereka ada di level mana pun: pemula, menengah, lanjutan, dll.? Apakah mereka juga mempunyai pengalaman melamar dengan FC sebelumnya? 	
	Integrasi Digital Teknologi	
	<ol style="list-style-type: none"> Bagaimana teknologi digital yang terintegrasi ke FC? (mungkin) probe: Apakah mudah digunakan oleh Anda dan siswa Anda? Bagaimana cara membantu akses pengajaran Tata Bahasa dalam pembelajaran model FC? Apa pendapat Anda tentang pengintegrasian perangkat teknologi digital dalam pembelajaran model FC? (mungkin) probe: <ol style="list-style-type: none"> Apakah Anda menemukan tantangan dalam penggunaan teknologi dalam pembelajaran model FC di kelas Grammar? Jika ada, apakah itu (apakah itu)? 	
	Sumber	
	<ol style="list-style-type: none"> Apa persyaratan alat yang Anda pilih dan gunakan untuk membantu Anda menyampaikan konten Tata Bahasa, memungkinkan komunikasi Anda menyampaikan materi, penilaian, dll.? (mungkin): Apa yang Anda pilih dan apa yang perlu Anda gunakan? Untuk Pra-Pembelajaran, sumber daya apa yang Anda perlukan untuk dapat menyusun pembelajaran pada tahap ini? (mungkin): Selain sumber daya yang Anda berikan, dapatkan siswa menemukan sumber daya mereka sendiri? apakah bagian ini termasuk dalam tugas? Apakah ada persiapan yang diperlukan untuk Sesi Fasilitasi? (mungkin): Seberapa pentingkah siswa menyelesaikan Pra-Pembelajaran sebelum Sesi yang Difasilitasi dilakukan di kelas tatap muka atau dapatkah mereka mengaksesnya setelahnya? 	

Komponen	
Seberapa tepatkah FC untuk kelas tata bahasa Anda? (mungkin):	
1) Informasi apa yang perlu diterima siswa dalam materi Tata Bahasa di kelas Anda? Apakah itu sebuah pola, dll?	
2) Bagaimana Anda akan meliput materi tersebut (misalnya video/audio/bahan bacaan)?	

b. Interview guideline to the lecturers: Steps of Peer-Instruction Flipped Classroom Model in Teaching Grammar

The interview questions deal with the stages of implementing Peer-Instruction Flipped Classroom. This interview guideline is designed based on steps of implementing Peer-Instruction Flipped Classroom by (Bergmann & Sams, 2012), (Reidsema, 2017) and (Veres & Muntean, 2021)

No	Stages of Flipped Classroom Model	Interview Question	Response
1.	Pre-Class Activity	<p>a. In practice, how can students access Pre-Learning? (possible) probes:</p> <ol style="list-style-type: none"> 1) Does Pre-Learning take place individually or collaboratively? 2) How important is it for students to complete their Pre-Learning? 3) If it is very important, then how do you ensure they get it done (such as online quizzes/assessments/peer debriefings in active sessions)? <p>b. Is the material effective and relevant for the presented topic? (possible) probes:</p> <ol style="list-style-type: none"> 1) How the students have access to the material? 2) Do the students know how to use the material? 3) Where does the video material given to students before class come from? 4) Why choose the video? 5) If you use the same YT channel, why choose that? 6) What is the reason for taking an existing video instead of making a video about the material to be taught? 	

		7) How much time is allowed before class starts? Is it always the same time?	
2.	Class Activity	<p>a. What must be achieved in the Class Facilitation Session? (Is it like applying content from the Pre-Learning module, deepening common misconceptions about the material studied which is usually complicated/difficult, or developing or deepening competencies like students like tests. (possible) probes:</p> <ol style="list-style-type: none"> 1) What types of activities do you use to develop student learning needed during class (such as collaborative work/case study discussions/project-based problem solving and others)? 2) Can students direct the session themselves and thus increase their understanding? 3) If it is possible that some students have not completed the Pre-Learning, how do you speed things up? In many cases we found that the initial exercises directly addressing Pre-Learning knowledge helped these students and deepened the understanding of students who had to explain what had gone before. <p>b. How can you, as a class and learning facilitator, encourage intra-class communication (such as using the whiteboard to write a collection of student questions or presenting student work that has been done using a document visualizer such as PPT or other)? Maybe it's not that important, (possible) probes:</p> <ol style="list-style-type: none"> 1) What do you provide to encourage students to participate in the facilitated sessions? 2) How do you ask your students to demonstrate their results? Is some form of assessment also necessary? 	

		<p>3) If an assessment is required, will you do it during the facilitation session or after?</p> <p>c. How is the learning focused on? (possible) probes:</p> <ol style="list-style-type: none"> 1) How is the learning focused on? (Are you learning focused on students/ Tutors/ combining students and Tutors)? 2) How is the interaction between students and Tutors? How do you make students active? (Does the Tutor provide feedback for students to be active in the facilitated session?) <p>d. How do you maintain communication with students? (Possible) probe:</p> <ol style="list-style-type: none"> 1) How do you promote the full participation of the students/ group of students? 2) How does the interaction in this presentation stage happen? 3) What is (are) the digital platform(s) that you use? 4) In what way does the discussion happen? 	
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No	Tahapan Flipped Classroom	Pertanyaan Wawancara	Tanggapan
1.	Kegiatan Sebelum Kelas	<p>a. In practice, how can students access Pre-Learning? (possible) probes:</p> <ol style="list-style-type: none"> 1) Does Pre-Learning take place individually or collaboratively? 2) How important is it for students to complete their Pre-Learning? 3) If it is very important, then how do you ensure they get it done (such as online quizzes/assessments/peer debriefings in active sessions)? <p>b. Is the material effective and relevant for the presented topic? (possible) probes:</p> <ol style="list-style-type: none"> 1) How the students have access to the material? 2) Do the students know how to use the material? 	

		<ol style="list-style-type: none"> 3) Where does the video material given to students before class come from? 4) Why choose the video? 5) If you use the same YT channel, why choose that? 6) What is the reason for taking an existing video instead of making a video about the material to be taught? 7) How much time is allowed before class starts? Is it always the same time? 	
2.	Aktivitas di kelas	<ol style="list-style-type: none"> a. Apa yang harus dicapai dalam Sesi Fasilitasi Kelas? (Apakah seperti menerapkan materi dari modul Pra-Pembelajaran, memperdalam kesalahpahaman umum tentang materi yang dipelajari yang biasanya rumit/sulit, atau mengembangkan atau memperdalam kompetensi seperti siswa seperti tes. (mungkin): <ol style="list-style-type: none"> 1) Jenis kegiatan apa yang Anda gunakan untuk mengembangkan pembelajaran siswa yang diperlukan selama kelas (seperti kerja kolaboratif/diskusi studi kasus/pemecahan masalah berbasis proyek dan lain-lain)? 2) Apakah siswa dapat mengarahkan sendiri sesinya sehingga meningkatkan pemahamannya? 3) Jika ada kemungkinan ada siswa yang belum menyelesaikan Pra-Pembelajaran, bagaimana cara mempercepatnya? Dalam banyak kasus kami menemukan bahwa latihan awal yang secara langsung membahas pengetahuan Pra-Pembelajaran membantu para siswa dan memperdalam pemahaman siswa yang harus menjelaskan apa yang telah terjadi sebelumnya. b. Bagaimana Anda, sebagai fasilitator kelas dan pembelajaran, dapat mendorong komunikasi intra kelas (seperti menggunakan papan tulis untuk menulis kumpulan pertanyaan siswa atau 	

		<p>mempresentasikan hasil karya siswa yang telah diselesaikan menggunakan visualisator dokumen seperti PPT atau lainnya)? Mungkin itu tidak terlalu penting, (mungkin):</p> <ol style="list-style-type: none"> 1) Apa yang Anda berikan untuk mendorong siswa berpartisipasi dalam sesi yang difasilitasi? 2) Bagaimana Anda meminta siswa Anda untuk mendemonstrasikan hasilnya? Apakah suatu bentuk penilaian juga diperlukan? 3) Jika diperlukan penilaian, apakah Anda akan melakukannya pada saat sesi fasilitasi atau setelahnya? <p>c. Bagaimana focus pembelajarannya? (mungkin):</p> <ol style="list-style-type: none"> 1) Bagaimana fokus pembelajarannya? (Apakah pembelajaran Anda terfokus pada siswa/Tutor/menggabungkan siswa dan Tutor)? 2) Bagaimana interaksi antara Siswa dan Tutor? Bagaimana cara membuat siswa aktif? (Apakah Tutor memberikan feedback agar siswa aktif dalam sesi yang difasilitasi?) <p>d. Bagaimana cara Anda menjaga komunikasi dengan siswa? (Kemungkinan):</p> <ol style="list-style-type: none"> 1) Bagaimana cara mendorong partisipasi penuh siswa/kelompok siswa? 2) Bagaimana interaksi dalam tahap presentasi ini terjadi? 3) Platform digital apa yang Anda gunakan? 4) Bagaimana diskusi itu terjadi? 	
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Semi-structure in-classroom observation			
Group/Class : 6 Meeting : 1 Date : 20 th and 21 st March 2023			
No.	Stages of Peer-Instructional FC	Lecturers' Activities	Notes and Reflection
1.	Pre-Class (in 20 th March 2023)	Preparation Activities <ul style="list-style-type: none"> ▪ Lecturer prepares and send teaching materials to students which can be in the form of videos/audio/reading texts concerning the material to be studied. ▪ Lecturer asks students to record questions about teaching materials that have been distributed in parts that students do not understand. 	<ul style="list-style-type: none"> ▪ Tutor sends link Youtube about Graamar with the material about Simple Future Will and be Going to at Ellii . ▪ The tutor asks students to watch the video that has been given.
2	In- Class (in 21 st March 2023)	Peer-Instruction and Guided Activity Peer instruction is a teaching method that facilitates a student-centered learning environment by replacing part of the classroom time previously spent with teacher instruction with student-centered activity.	<ul style="list-style-type: none"> ▪ The teacher enters the class (06.35 am) ▪ The teacher asks students about their day (06.35 am) ▪ Teacher open the class (06.41 am) ▪ There is students enter the class (06.42 am) ▪ Teacher asks students about the learning (06.42 am) ▪ Teacher sends a link google form to WA Group (06.45 am) ▪ There is student who just arrive the class. ▪ Teacher asks students ti do the task by 10 minutes ▪ Teacher asks students have they answer the test (06.55 am) ▪ Several students not finished yet. ▪ Teacher add 2-3 minutes again. ▪ Teacher asks students to mention their score. ▪ Teacher guides students to discuss the test 1 (07.00 am) ▪ Most of students active in the class, thet ask to the teacher, theat asks to their friend. ▪ Teacher guides the students to discuss some question in LCD around 25 question in form of grammar about Simple Future.

			<ul style="list-style-type: none"> ▪ Teacher checks their understanding again. ▪ Teacher give test 2 (07.45 am) ▪ Teacher asks students to finish the test (07.57 am) ▪ Teacher asks students score ▪ Teacher guides the students to answer briefly the discussion of the test 2 ▪ Teacher closes the class and summerizing the material (08.15 am) ▪ Teacher asks students to ready to close the class. ▪ Students close the class
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Semi-structure in-classroom observation			
Group/Class : 6 Meeting : 2 Date : 13 rd and 14 th April 2023)			
No.	Stages of Peer-Instructional FC	Lecturers' Activities	Notes and Reflection
1.	Pre-Class (in 13 rd April 2023)	Preperation Activities <ul style="list-style-type: none"> ▪ Lecturer prepares and send teaching materials to students which can be in the form of videos/audio/reading texts concerning the material to be studied. ▪ Lecturer asks students to record questions about teaching materials that have been distributed in parts that students do not understand. 	<ul style="list-style-type: none"> ▪ Tutor sends link Youtube about Graamar with the material about Present Progressive. ▪ The tutor asks students to watch the video that has been given.
2	In- Class (in 14 th April 2023)	Peer-Instruction and Guided Activity Peer instruction is a teaching method that facilitates a student-centered learning environment by replacing part of the classroom time previously spent with teacher instruction with student-centered activity.	<ul style="list-style-type: none"> ▪ The teacher enters the class (06.38 am) ▪ The teacher asks students about their day. ▪ Teacher opens the class (06.41 am) ▪ Teacher reminds several students that late in the previous meeting must to sings in the front of class or memorize some of vocabularies in front of class, but th enend of the class.

			<ul style="list-style-type: none"> ▪ Teacher asks students about the video, asks students and checks the students by several questions. ▪ Students don't have questions. ▪ Teacher sends the link of the Gform through WA Group at 06.45 am ▪ Teacher gives 10 minutes to finish the task/ ▪ Teacher asks students have finished or not. ▪ All of students have finished the questions (06.55). ▪ Students discussion (06.56 am) ▪ Teacher guide the students to play the game (07.35 am) ▪ Teacher asks to do the test 2. ▪ Teacher close the test at 07.58 am ▪ Teacher discusses the answer as briefly way to the students. ▪ Teacher closes the class ▪ Teacher asks students that late in the last meeting to sing in the front of the class. ▪ Teacher closes the class and let the students to close the classroom (08.20 am).
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Semi-structure in-classroom observation			
Group/Class : 6			
Meeting : 3			
Date : 20 th and 21 st April 2023			
No.	Stages of Peer-Instructional FC	Lecturers' Activities	Notes and Reflection
1.	Pre-Class (in 20 th April 2023)	Preparation Activities <ul style="list-style-type: none"> ▪ Lecturer prepares and send teaching materials to students which can be in the form of videos/audio/reading texts concerning the material to be studied. ▪ Lecturer asks students to record questions about 	<ul style="list-style-type: none"> ▪ Tutor sends link by WA Group. ▪ The tutor asks students to watch the video that has been given as previous meeting about grammar Modals.

		teaching materials that have been distributed in parts that students do not understand.	
2	In- Class (in 21 st April 2023)	<p>Peer-Instruction and Guided Activity</p> <p>Peer instruction is a teaching method that facilitates a student-centered learning environment by replacing part of the classroom time previously spent with teacher instruction with student-centered activity.</p>	<ul style="list-style-type: none"> ▪ The teacher enters the class (06.39 am) ▪ The teacher asks students about the video that have send. ▪ Teacher sends the link of the Gform through WA Group at 06.43 am ▪ Teacher asks syudents have finished or not. ▪ Teacher brings the discussion the test 1 about modals ▪ Some students asks the teacher ▪ Students asks about the different between the modal present and past modal. ▪ Tecaer guides students to discuss in the classroom ▪ Teacher guides to discuss several question in LCD atound 25 questions based on the text book. ▪ Students answer the question together. ▪ Students mention their friends to answer the nexy question. ▪ Teacher brings students to do the test 2 ▪ Teacher asks students to stop to do the test 2. ▪ Teacher guide students to duscusses their answer briefly. ▪ Teacher closes the class(08.19 am).

Appendix V: Result of Interview

Table 1. Open Coding of Interview Transcript

SUBJECT	TRANSCRIPT	MAIN IDEA
CURRICULUM		
Researcher	Assalamualaikum wr.wb... let me start our interview right now, there are several aspects that I want to ask about the learning that you apply in your Grammar class using Flipped Classroom. Can we start the interview?	
Tutor	Sure.	
Researcher	Alright sir, I hope you can answer this interview question with an explanation.	
Tutor	Sure.	
Researcher	Okay...for the first question, how many Grammar meetings in this semester?	
Tutor	Well, <i>actually</i> , there're 40 meetings in this semester. But, for the meeting that spesifically discuss about Grammar only there are 9 meetings.	Intensive English Program
Researcher	When did you held the Grammar meeting to students? Weekly or approtiate the textbook?	
Tutor	Grammar meeting usually uncertain, depends on textbook.	Grammar Materials
Researcher	What are the materials will be studied in Grammar this semester? Could you show me the list of material/ syllabus?	
Tutor	Sure, <i>Langsung saya sebutkan saja ya</i> . Adjective Order, Deegre of Comparison, Countable and Uncountable, Simple Future, Present Perfect, Present Continious, Modal, Participal, and Past Continious.	Grammar materials
Researcher	Alright, thank you sir! Then, does the learning context within the subject cover the foundations that your student will develop later in the degree program? and does the grammar material have match to university level and student needs?	
Tutor	Okay, I guess the material will be match to students. <i>Grammar materials have arranged</i> to their level as well. Also, curriculum don't arrenge just to learn about the theory but also practically.	Grammar Material
Researcher	Are learning objectives in teaching Grammar built on previous/courses/knowledge/skills?	
Tutor	<i>Ya</i> , English textbook have arranged by UPB team based on deegre student needs.	Grammar Material
Researcher	Is the Grammar material linked to previous textbook material?	
	<i>Ya</i> , Grammar material appropriate and relate with the topic in each chapter.	Grammar material
Researcher	Does learning objectives have fullfilled in teaching grammar by using FC model learning?	
Tutor	Almost yes, so Flipped Classroom Model Learning that I apply in my class have appropariate and fullfilled. Basically, the learning objectives for grammar in curriculum ask	Grammar material

	students to mastery the grammar that relate about concept like a pattern mastery.	
Researcher	Is the Grammar material linked to previous textbook material?	
Tutor	Ya, the Grammar material always linked to textbook. For example, this chapter discuss about celebration, Grammar will discuss related about expression and support by grammar that related as well.	Grammar Material: Material connection: Material linked to previous textbook
Researcher	Does learning objectives have fullfilled in teaching grammar by using FC model learning?	
Tutor	Umm, Almost learning objectives have fullfilled cause Flipped Classroom model learning make the time duration more longer of learning, then my activity class will be variative.	Grammar material:Material compability: Learning Objective, learning objective fulfilled
STUDENTS		
Researcher	How many students do you have in the class?	
	There are 20 students in my class Which are 14 women and 6 men.	Students Characterisric
Researcher	(possible) probes: What is the percentage of international and/or non-native English speakers in your class?	
Tutor	Ummm, based on my appraoach and what I have learnt until right now there's no international or native English speakers in my class.	Students Charactericstic: students clasification
Researcher	Are they at any level: beginner, intermediate, advanced, etc.?	
Tutor	Well, I hold intermediate group this semester, in the last semester, they are in beginner level.	Characteristic Students: students level
Researcher	Do they also have previous application experience with FC?	
Tutor	In last semester yes, I have use Flipped Classroom in my grammar class.	Flipped Classroom Model: Flipped classroom experience
Researcher	(possible) probes Does the grammar material have match to university level and student needs?	
Tutor	Okay, I guess the material will be match to students and their level, the curriculum don't arrange just to learn about the theory but also practically.	Grammar Material: Grammar Material Compability: Match to students and arrange to theory and practically learning
Researcher	Are learning objectives in teaching Grammar built on previous/courses/knowledge/skills?	

Tutor	Yes, the English textbook have aarranged by Development Language Unit based on deegre student needs.	Teaching Material
Researcher	(possible) probes: Is the Grammar material linked to previous textbook material?	
Tutor	Yes, the grammar always appropriate and relate with the topic in each chapter.	Grammar Material: Grammar Material Compability: appropriate and relate with topic in each chapter
Researcher	Does learning objectives have fullfilled in teaching grammar by using FC model learning?	
Tutor	Almost yes, the FC model learing have strongest that is can apply more activity in class. Basically, the learning objectives for grammar in curriculum ask students to mastery the grammar can be as pattern	Grammar Material: Grammar Material Compability: Learning objectives: Learning: learning objective fullfilled
Researcher	Is the Grammar material linked to previous textbook material?	
Tutor	Yes, the Grammar material always linked to the textbook material. For example, the this chapter discuss about celebration, the Grammar will discuss related about expression and support by grammar that related as well.	Grammar Material: Grammar material compability: Grammar material linked to previous material
DIGITAL TECHNOLOGY INTEGRATION		
Researcher	How digital technology that integrate to FC?	
Tutor	Alright.... I understand the question, so actually, in my class I use technology to teach not only grammar, but in almost every meeting and material. Ummm...I also use technology such as PPT, then like... video from Youtube which I share to my students through the WA group.	Digital Technology Integration: Media and plaform in teaching Grammar: Youtube, WA Group, PPT and LCD
Researcher	(possible) probes: Okay, is it easy for you and your students to use?	
Tutor	Yes.. of course the technology that I apply in my class is very easy and also good for me and my stuents as an user. I mean...it will not be a burden for my students or me to apply it. We have know, basically the use of this technology helps us not makes it difficult for us, right?	Digital Technology Integration: Advantages using technology in Grammar Learning
Researcher	Sure, sir.. and how can it help acces to teach Grammar in FC model learning?	
Tutor	Well... I guess, Ya. Actually for Flipped Classroom I usually use Youtube media for teaching material which I convey through messages on the WA Group to students. Then, for	Digital Technology Integration: Media and Platform:

	assessments I usually use Google Form. Ya... my reason is because it's easier to assess. And when discussing questions, I will usually display the questions that have been discussed in PPT with help of projector so that students understand them more clearly.	Advantages using technology: Youtube, WA Group, Google Form, PPT and LCD
Researcher	What is your opinion of integrating digital technology tools in FC model learning ?	
Tutor	Okay... Ya it is very helpful, as I have said, this technology will helps us as users to do our jobs. For example, the media and applications that I use are easy to access and dont be a burden for my students or me, no subscription or payment required... ya....also...the media not difficult to use and really easy... free as well.	Digital Technology Integration: Advantages using technology
Researcher	Do you find any challenges in using technology in FC model learning in Grammar class?	
Tutor	Do you mean... when I teach Grammar with Flipped Classroom?	
Researcher	Yes, sir... what do think about it? If any, what is it (are they)?	
Tutor	Okay I see... so far, i think i don't found ant problem when using technoloy thtat I have explained before.	Digital Technology Integration: dont found any problem
RESOURCE		
Researcher	What are the requirements for the tools you choose and use to help you to deliver Grammar content, enable your communications to convey material, assessments, etc.?	
Tutor	Do you mean why I choose media or platform that I have applied in my class, right?	
Researcher	Yes, sir. Please give your reason about that, and how are you implement the media or platform when you applied it in your class?	
Tutor	Well... first, based on my experience in teaching and in applying the Flipped Classroom learning, as a class guide, I don't create the content myself... Ya.. because it is more widely available on internet sources such as Youtube and the quality is good enough, such as audio and visual are very good.. and interesting like I said before.. I also select the video... I select the video that using easy explanations, clear audio, presented with attractive visuals and sufficient duration, which is not too long and not too short. Then... ya, the link from Youtube that can be accessed... I will be shared with the WA Group one daybefore class, because if it is too long, students will probably forget about the material that has been presented. Then..., for presenting the assessment, I use the Google Form, because it is easy to use and has very good features and is suitable for practice and evaluation, the advantages include being easily accessible, being able to create questions in various forms such as multiple choice, fillings and essays which can be adapted to the integrity of the assessment to be given to students.	Teaching Source: Video Content Sources: criteria for video content. Stage to implementing digital technology: Youtube, WA Group, Google Form.

Researcher	Alright... thank you sir. Next question...what do you choose and what do you need to use?	
	PRE LEARNING	
Researcher	For Pre-Learning, what resources do you need to be able to structure the learning at this stage?	
Researcher	In addition to the resources you provide, can students find their own resources? is this part included in the assignment?	
Tutor	Umm..in teaching Grammar with Flipped Classroom that I have applied so far... so far i dont found it. I dont found any problem that related to my resource. I provide video content that must be watched before class, but if students want to access and explore material using other videos, it's better. Students watch videos for their own too, I don't make a list absent to anyone watching videos or anything like that... students know their own responsibilities and if they don't watch the video material it will also affect to their understanding and how they answer the first test.	Students responsibilities, Teaching Source: Video content:
Researcher	Is there any necessary preparation for the Facilitation Session?	
Tutor	Alright... so as a Tutor who apply Flipped Classroom, I have to provide video content as material that students must access before the class face-to-face.	Pre-learning: Video Content
Researcher	How important is it for students to complete Pre-Learning before Facilitated Sessions conducted in face-to-face classes or can they access it afterward?	
Tutor	Ya... sure. It's very important cause basically... I.. I use Flipped Classroom so that they learn the material on their own and later ask what are part of the material that they don't understand... and to make classes more varied... than just hearing lectures as a source in class. And.. why it was important.. really important... cause there will be the first test that asks them to work on questions related to the concepts that have been explained like videos.	Pre- Learning: Video content
Researcher	Have you found the lackness in Facilitation stage?	
Instructor	Umm... actually I dont know students watch video or not in outside of classroom.	Lackness Flipped Classroom
COMPONENTS		
Researcher	How appropriate is FC for your grammar class?	
Tutor	So far it's been good and very helpful to my class... and also approrite to grammar class.	Flipped Classroom Model compatibility
Researcher	What information do students need to receive in your particular class' Grammar material? Is it a pattern, etc?	
Tutor	I see... so..the content that I provide is usually an explanation of a grammar pattern and examples of its use. In the video that I have provided, it contains information about it.	Grammar Material: Grammar compatibility: Students need
Researcher	How will you cover the material (e.g video/audio/reading	

	material)?	
Tutor	Alright... as I explained, I use video media sourced from Youtube, the reason is because it is clearer than reading text and audio and is more visually interesting than boring and easy to understand.	Grammar Material, Teaching Source

Table 2. Activity Stage

PRE-CLASS ACTIVITY		MAIN IDEA
Researcher	In practice, how can students access Pre-Learning?	
	Pre-Learning can be accessed by students one day before Grammar meeting.	Pre-Learning Stage: Students access Pre-learning
Researcher	Does Pre-Learning take place individually or collaboratively?	
Teacher	It was individually, each student does it by themselves outside the classroom.	Pre-Learning Stage: Students access Pre-Learning
Researcher	How important is it for students to complete their Pre-Learning?	
Teacher	It's important, like I have said before here students will get the main information related to learning. If students feel difficulty regarding the material students can ask in the class. Then... it is important, they will be given the first test also while in this class it will be able to measure the level of students' understanding.	Pre-Learning Stage: Important Students complete Pre-Learning
Researcher	If it is very important, then how do you ensure they get it done (such as online quizzes/assessments/peer debriefings in Facilitation sessions)?	
Teacher	Yes... of course very important. Therefore, the teacher makes the first test at the beginning to find out students' understanding.	Pre-Learning Stage: Important Students Complete Pre-Learning
Researcher	Is the material effective and relevant for the presented topic?	
Teacher	Yes.. of course the material that I use is always related to the grammar that will be taught later.	Grammar Material: Material Compibility
Researcher	How the students have access to the material?	
Teacher	They can access it through the WA Group with the Youtube link that I sent.	Pre-Learning Stage: Students access Pre-Learning
Researcher	Do the students know how to use the material?	
	Of course, because it is very easy and does not make it difficult for students.	Pre-Learning Activity: Access material
Researcher	Where does the video material given to students before class come from?	
Teacher	From the Youtube platform. There is one Youtube channel	Content Source:

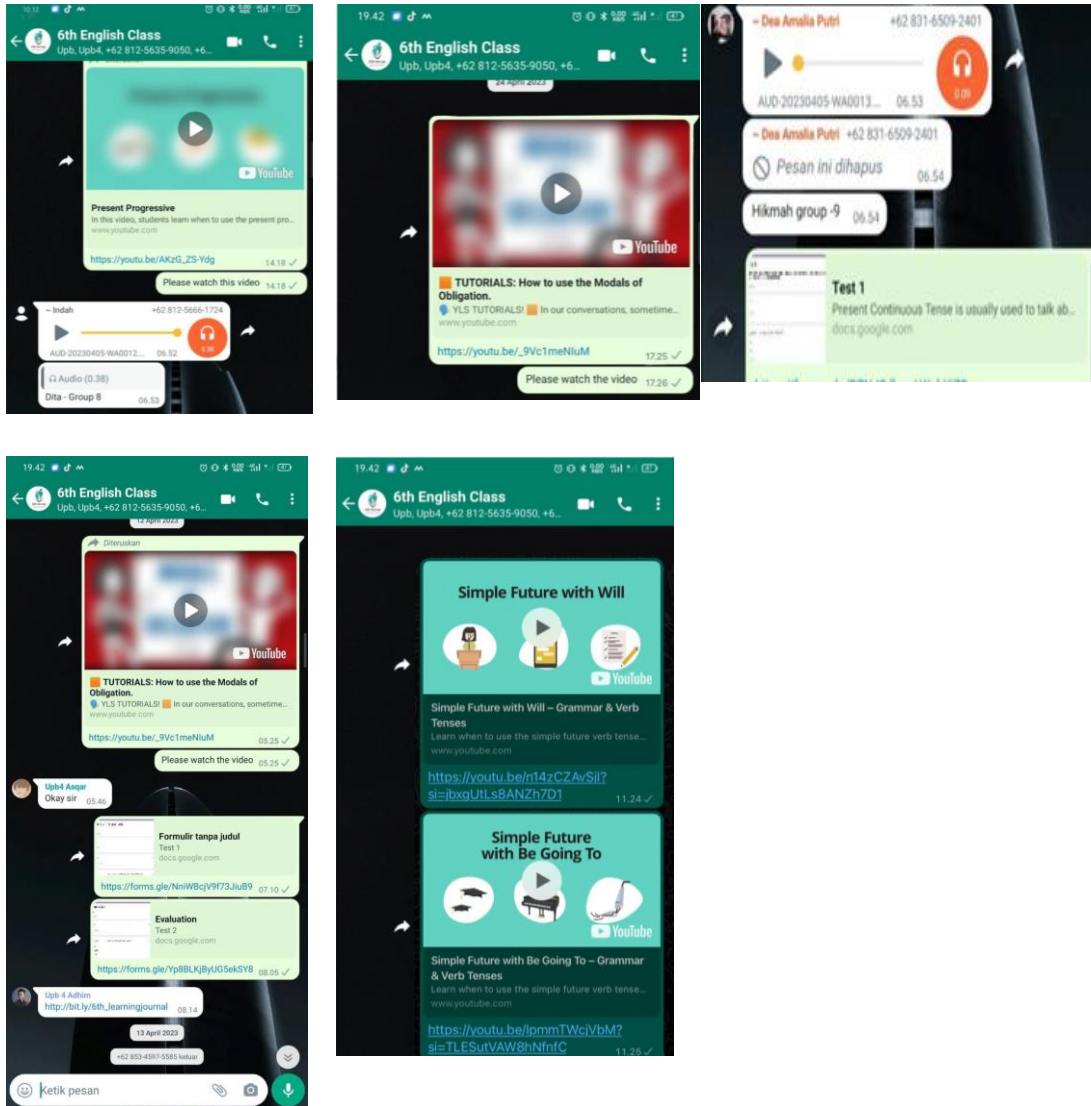
	that I chose because the quality is really good.	Youtube platform
Researcher	Why choose the video?	
Teacher	The explanations used are very easy to understand and the visual and audio quality is good. Contains patterns and examples that are simple enough to be understood by students.	Content Source: Youtube platform
Researcher	If you use the same YT channel, why choose that?	
Teacher	Because the videos on this channel are not difficult to understand. Students can easily access and students will also be happy because the visuals and audio that are used are of good quality.	Content Source: Youtube platform
Researcher	What is the reason for taking an existing video instead of making a video about the material to be taught?	
Teacher	It's more effective. Besides the videos already available in good quality, it doesn't take much time to make the same video. I consider that the available videos have been processed in such a professional creating.	Content Source: Youtube platform
FACILITATION SESSION		
Researcher	What must be achieved in the Class Facilitation Session? (Is it like applying content from the Pre-Learning module, deepening common misconceptions about the material studied which is usually complicated/difficult, or developing or deepening competencies like students like tests.	
Teacher	Okay... so.. in my Grammar class, I am more... actually...ask that students must to understand the concept well. Therefore, after understand the concept well, students can complete the assessment that I have provided. There are several tests actually, ya... the first test is used to measure student understanding, then... after that, discussing the questions and conducting questions and answers to students, then discussing the questions together with the screen and then doing next test until duration over.	Facilitation Session, Students Measurement, Learning Objective
Researcher	What types of activities do you use to develop student learning needed during class (such as collaborative work/case study discussions/project-based problem solving and others)?	
Teacher	Umm... Yes, beside applying Flipped Classroom in my the Grammar class, I also carry out discussions in my class, such as discussing some..some questions together with students. It will facilitate them to speak in my class. Then... I usually apply ice breaking. Ice breaking like game.. funny game.. ya.. that relate to sentence like guessing word or <i>tebak kalimat</i> doing in group with using Grammar that we have discuss.	Facilitation Session: Students activity, Intra-Class Communication
Researcher	Can students direct the session themselves and thus increase their understanding? If it is possible that some students have not completed the Pre-Learning, how do you speed things up? In many cases we found that the initial exercises directly addressing Pre-Learning knowledge helped these students and deepened the understanding of students who had to explain what had gone	

	before.	
Teacher	Of course...because I have chosen a video that I think is easy for them and appropriate to understand. Ya..before begining the class while waiting for the lesson to start, I usually remind students if they haven't watched the video that I gave they should watch it first. Ya...because the class not started yet and they still have time to watch it. Because basically the video that I sent is no more than 10 minutes... the duration.	Content Source: Youtube platform, Facilitation Session, beggining the class
Researcher	How can you, as a class and learning facilitator, encourage intra-class communication (such as using the whiteboard to write a collection of student questions or presenting student work that has been done using a document visualizer such as PPT or other)? Maybe it's not that important?	
Teacher	Ya.. sometimes I use several media in my class. I often using PPT and LCD in discussion section.. Then... sometimes I write in clipboard the highlight or important part. It's important to help students understand the material that was given..	Facilitation Stage: Learning Media
Researcher	What do you provide to encourage students to participate in the facilitated sessions?	
Teacher	Umm... sometimes I asks students to speak so they have the opportunity to speak, such as asking students what they think or directly pointing and mentioning their name.	Facilitation Stage: Intra-Class Communication
Researcher	How do you ask your students to demonstrate their results? Is some form of assessment also necessary?	
Teacher	Yes... for teaching Grammar I don't make the project assignments that require students to present their results, just discuss tests and discuss together existing sentences related to Grammar. Umm..maybe there is an ice breaking like a game.. game section. I told them to play a game of memorizing sentences with existing grammar patterns which would later be presented by one person at the end who guessed the sentence.	Faccilitation Stage: Discussion, Ice breaking, Intra-Class Communication
Researcher	If an assessment is required, will you do it during the facilitation session or after?	
	I made the assessment into a test, there was a first test and after we discuss the answer and ended with another test to see student understanding..	Students Assesment: Test
Researcher	How is the learning focused on?	
Researcher	How is the learning focused on? (Are you learning focused on students/ teachers/ combining students and teachers)?	
Teacher	Alright... I focus between the students and myself as the learning facilitator... I think I like... I don't want only me to speak, I want them to also be active in learning, both when discussing questions and discussing questions together... I	Intra-Class Communication: Learning Focused: Students and

	want to create an active class. So, students be a center as well.	Instructor.
Researcher	How is the interaction between students and teachers? How do you make students active? (Does the teacher provide feedback for students to be active in the facilitated session?)	
Teacher	Yes... we discussed the test questions together after the students took the test... Then... I informed them whether the answer was right or wrong	Intra-class Communication
Researcher	How do you maintain communication with students?	
Researcher	How do you promote the full participation of the students/group of students?	Intra-class Communication: Maintaining Communication
Teacher	Well...that I will ask students to join discussion together and get them to talk more active by asking questions to the class... and mention the student's name.	Intra-class Communication: Maintaining Communication
Researcher	How does the interaction in this stage happen?	
Teacher	In class... In facilitation stage it run well... both between students and me as Teacher good enough. I will ask students to ask questions or answer my question.. and... sometimes.. For example... I will mention a name of student to answer then the next number will be answer by the one who her or him name mentioned by student before.	Intra-class Communication: Maintaining Communication
Researcher	Is there any problem in interaction along discussion?	
Instructor	Umm... Maybe some students just silent and don't answer when I ask the class, except I ask them by mentioning their name.	Intra-class Communication: Maintaining communication: passive students
Researcher	What is (are) the digital platform(s) that you use?	
Instructors	In class, use Google Form for student tests and PPT and LCD to share in class in discussion section..	Digital Platform Integration: Assesment Platform, Discussion Platform
Researcher	In what way does the discussion happen?	
Teacher	The discussion went in two directions, I as the teacher asked the students and the students answered and sometimes students could also ask about the material and I will answer their questions.	Intra-class Communication: Maintaining Communication
AFTER CLASS ACTIVITY		
Researcher	How to measure students' ability to master the material?	
Teacher	With tests, the first test is at the start of learning and then... the second test when the discussion is over.	Student Measurement: Test
Researcher	Was it done individually or in a group assessment? (What is the reason)?	

Teacher	The test is doing by individually.	Student Measurement: Test
Researcher	Do you have a special rubric for assessment? (What aspects are assessed)?	
Teacher	I refer to the Grammar concept that is learned and the next test on its application more difficult.	Student Measurement: Test
Researcher	Are there any special aspects to be assessed? (For example speaking skills)?	
Teacher	Nothing.	Student Measurement: Aspect test
Researcher	How do students and Teacher communicate understanding of the material?	
Teacher	Umm... I think with an active discussion.	Maintaining Communication
Researcher	Is what is tested on students in accordance with the assessment carried out?	
Teacher	Yes... in stages when watching videos that teach concepts.. then the first test will be easier than the second test.	Students Assesment, Learning Objective
Researcher	Are there other aspects that are assessed besides the grammar aspect?	
Teacher	When discussing Grammar, I will focus on Grammar, but sometimes it will also explain related matters such as word classes ya...and vocabulary also.	Students Assesment: Assesment Suitability
Researcher	What type test that you use to measure students understanding? Why you use the type of its test?	
Instructor	I use multiple choice for all of my test. I think... its more clear to measure students understanding.	Student Assesment: Type of Assesment

Appendix VI: Documentation of Whatsapp Group Screenshoot



Appendix VII: Documentation of Interview the Tutor

Appendix VIII: Documentation of Observation



Appendix IX: Certificate of Seminar



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SURAT KETERANGAN

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 N I M : 190101030997
 Jurusan/Prodi : Tadris Bahasa Inggris
 Alamat : Jl. Gatot IX, Gg. Pandu III.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

“IMPLEMENTATION OF FLIPPED CLASSROOM IN TEACHING GRAMMAR”

Pada Hari/Tanggal : Jum'at/ 24 Juni 2022
 Tempat : Online

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 08 Maret 2023

Ketua,


 Afifah Linda Sari

Appendix X: Research Approval Letter**SURAT PERSETUJUAN**

Skripsi yang berjudul : Peer-Instructional Type Flipped Classroom Model to Teach Grammar in Intensive English Program
Ditulis oleh : Tryana Arianti Putri
NIM : 190101030997
Jurusan : TBI
Semester : VIII (8)
Alamat : Jl. Gatot Subroto IX, Gg. Pandu III, Kel. Kebun Bunga, Kec. Banjarmasin Timur, Kota Banjarmasin

Setelah di teliti dan di adakan perbaikan seperlunya, kami dapat menyetujuinya untuk dilakukan riset.

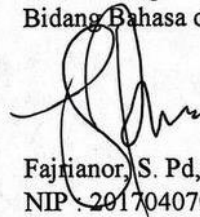
Banjarmasin, 27 Februari 2023

Pembimbing
Bidang Konten dan Metodologi



Dr. Hj. Raida Asfihana, M. Pd
NIP : 198311302006042003

Pembimbing
Bidang Bahasa dan Penulisan



Fajrianor, S. Pd, M. Pd
NIP : 201704070



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SURAT RISET

Nomor : B-~~904~~/Un.14/III.1/PP.00.9/03/2023

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Tryana Arianti Putri
 NIM : 190101030997
 Semester : VIII (Delapan)
 Alamat : Jl. Gatot Subroto IX, Gg. Pandu III, Kota Banjarmasin
 Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

Peer-Instructional Type Flipped Classroom Model to Teach Grammar in Intensive English Program

Tempat Penelitian : UIN Antasari
 Lamanya Riset : 2 (Dua) Bulan
 Dari Tanggal : 6 Maret 2023
 Sampai Tanggal : 6 Mei 2023

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 03 Maret 2023

Wakil Dekan Bidang Akademik dan Kelembagaan,


 Dr. Ahmad Muradi, M.Ag
 NIP. 197808082005011006

Mahasiswa yang bersangkutan,

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Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

03 Maret 2023

Yth.
.....
.....

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

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No HP : 082152056306

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Ahmad Muradi

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



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Yth. Kepala UIN Antasari
Kota Banjarbaru

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (I) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

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No HP : 082152056306

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



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Di-
 Banjarmasin

Assalamu'alaikum wr. wb

Menindaklanjuti surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Nomor : B-738/Un.14/III.1/PP.00.9/03/2023 tanggal 6 Maret 2023 tentang izin riset pada Unit Pengembangan Bahasa (UPB) UIN Antasari Banjarmasin dalam rangka penyusunan skripsi, maka dengan ini kami memberikan izin untuk melaksanakan riset kepada :

Nama : Tryana Arianti Putri
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 Semester : VIII (Delapan)
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Demikian Surat Keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Banjarmasin, 17 Maret 2023

Kepala

 Dr. Fatwiah Noor, M.Pd
 NIP. 19850624 201903 2 009



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 Jabatan : Kepala Unit Pengembangan Bahasa (UPB)
 Unit Kerja : UIN Antasari Banjarmasin

dengan ini menerangkan bahwa :

Nama : Tryana Arianti Putri
 NIM : 190101030997
 Fakultas : Tarbiyah dan Keguruan
 Semester : VIII (Delapan)
 Judul Skripsi :

“Peer-Instructional Type Flipped Classroom Model to Teach Grammar in Intensive English Program”

telah menyelesaikan riset di Unit Pengembangan Bahasa (UPB) UIN Antasari Banjarmasin mulai tanggal 06 Maret s.d 06 Mei 2023.

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Banjarmasin, 21 Agustus 2023
 Kepala,

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Appendix XII: Letter of Thesis Title Change



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FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.fk.iain-antasari.ac.id

Nomor : B-731/Un.14/III.1.f/PP.00.9/09/2023
Lamp : -
Hal : **Perubahan Judul Skripsi**

Kepada Yth.
Sdr (i) Tryana Arianti Putri
NIM. 190101030997
Mahasiswa Jurusan TBI
di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

IMPLEMENTATION OF FLIPPED CLASSROOM IN TEACHING GRAMMAR

Berubah menjadi:

**PEER-INSTRUCTIONAL TYPE FLIPPED CLASSROOM MODEL TO TEACH
GRAMMAR IN INTENSIVE ENGLISH PROGRAM**

Menunjuk:

1. Dr. Raida Asfihana, M. Pd sebagai Dosen Pembimbing Konten dan Metodologi.
2. Fajrianor, M. Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

Banjarmasin, 25 September 2023

Ketua,

Alifah Linda Sari



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Nomor : B-738/Un.14/III.1.f/PP.00.9/09/2023
Lamp : -
Hal : **Perubahan Judul Skripsi**

Kepada Yth.
Sdr (i) Tryana Arianti Putri
NIM. 190101030997
Mahasiswa Jurusan TBI
di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**PEER-INSTRUCTIONAL TYPE FLIPPED CLASSROOM MODEL TO TEACH
GRAMMAR IN INTENSIVE ENGLISH PROGRAM**

Berubah menjadi:

**PEER-INSTRUCTION TYPE FLIPPED CLASSROOM MODEL TO TEACH
GRAMMAR IN INTENSIVE ENGLISH PROGRAM**

Menunjuk:

1. Dr. Hj. Raida Asfihana, M.Pd. sebagai Dosen Pembimbing Konten dan Metodologi.
2. Fajrianor, M. Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

Banjarmasin, 27 September 2023

Ketua,











Atifah Linda Sari

Appendix XII: Thesis Consultation Notes

THESIS CONSULTATION NOTES

Dr. Raida Asfihana, M.Pd

No.	Date	Consultation Notes	Signature
1.	November 16 th , 2022	<ul style="list-style-type: none"> - Tentukan main/ground theory - Perbaiki citation 	
2.	February 7 th 2023	<ul style="list-style-type: none"> - Case study dijabarkan - Perbaiki citation 	
3.	February 14 th 2023	<ul style="list-style-type: none"> - Instrument penelitian dilengkapi - Data analysis diganti menjadi Thematic analysis 	
4.	February 15 th 2023	<ul style="list-style-type: none"> - Turunkan plagiasi 	
5.	March 02 nd 2023	<ul style="list-style-type: none"> - Perbaiki pilihan kata pada judul - Tanda tangan <i>approval</i> penelitian 	
6.	May 12 th 2023	<ul style="list-style-type: none"> - Perbaiki <i>spelling</i> kata yang salah - Check Grammar 	
7.	May 30 th 2023	<ul style="list-style-type: none"> - Ubah urutan sub judul - Pengelompokan sub judul diperbaiki - Sumber kutipan harus disertakan dan jelas 	
8.	June 20 th 2023	<ul style="list-style-type: none"> - Lanjutkan bab 5 	



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 Email: ftk.anasari@gmail.com Web: www.ftk.uin-antasari.ac.id

LEMBAR BIMBINGAN THESIS

Nama : Tryana Arianti Putri
 NIM : 190101030997
 No. Telp : 082152056307
 Email : tryanaarnti02@gmail.com
 Judul Thesis : Peer-Instruction Type Flipped Classroom Model to Teach Grammar in Intensive English Program

Dosen Pembimbing Akademik : RAIDA ASFIHANA, M.PD
 Dosen Pembimbing Thesis 1 : RAIDA ASFIHANA, M.PD
 Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
 Bimbingan ke : 1. Cover - Chapter 1
 Berkas Thesis :

Catatan Bimbingan :

- Typo tahun, daftar isi, halaman, nama jurusan dan nama dekan.
- Research question diperhatikan, *preposition* harus sama, *term* harus sama.
- Satu paragraph minimal tiga kalimat.
- Nama *citation* diletakan diakhir.

Banjarmasin, 27 Feb, 2023 12:33 am

Pembimbing

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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Lembar Konsultasi Thesis

Nama : Tryana Arianti Putri
 NIM : 190101030997
 No Telp : 082152056307
 Email : tryanaarnti02@gmail.com
 Judul Thesis : Peer-Instruction Type Flipped Classroom Model to Teach Grammar in Intensive English Program

Dosen Pembimbing Akademik : DR. RAIDA ASFIHANA, M.PD
 Dosen Pembimbing Thesis 1 : DR. RAIDA ASFIHANA, M.PD
 Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
 Bimbingan ke : Chapter 2

Catatan Komsultasi

- Perbaiki Grammar, pertimbangkan antara aktif dan pasif
- Cek urutan sistematis
- Perbaiki *citataion*
- Bagian *significance of study* ditambahkan minimal tiga paragraph

Banjarmasin, 7/6/2023 8:20:22

Pembimbing

- *Wajib dibawa saat bimbingan langsung
- *Catat hasil konsultasi dan minta tanda tangan pembimbing



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 Dosen Pembimbing Thesis 1 : DR. RAIDA ASFIHANA, M.PD
 Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
 Bimbingan ke : Chapter 3

Catatan Komsultasi

- Diringkas bagian Case Study Stages.
- Diringkas bagian Thematic Analysis.

Banjarmasin, 8/16/2023 16:03:12

Pembimbing

Fajranor, M.Pd

- *Wajib dibawa saat bimbingan langsung
- *Catat hasil konsultasi dan minta tanda tangan pembimbing



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 Dosen Pembimbing Thesis 1 : DR. RAIDA ASFIHANA, M.PD
 Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
 Bimbingan ke : Chapter 4

Catatan Komsultasi

- Setting waktu pada *finding* dibuat lebih spesifik
- Sistematika penulisan kutipan langsung pada *finding* diperbaiki

Banjarmasin, 8/19/2023 8:29:25

Pembimbing

Fajriano, M.Pd

*Wajib dibawa saat bimbingan langsung



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 Dosen Pembimbing Thesis 1 : DR. RAIDA ASFIHANA, M.PD
 Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
 Bimbingan ke : Chapter 5-Appendices

Catatan Komsultasi

- Diperkecil bagian Instrument Guideline di Appendices agar tidak terlalu mengambil tempat.

Banjarmasin, 9/4/2023 15:00:45

Pembimbing


 Fajrianor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing

CURRICULUM VITAE

I. Personal Details

Name : Tryana Arianti Putri
Place and Date of Birth : Muara Teweh, January 18th, 2002
Gender : Female
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Parents : Muhammad Adam and Ramintan
Siblings : Andy Moch Rony and Anita Puspita Sari

II. Formal Educational Background

2005 - 2006 : TK Kemala Bhayangkari
2006 - 2013 : State Elementary School of Melayu 6 Muara Teweh
2013 - 2016 : State Junior High School of 2 Muara Teweh (SMPN 2 Muara Teweh)
2016 - 2019 : State Islamic Senior High School of Barito Utara (MAN Barito Utara)
2019 - 2022 : English Education Department of Antasari State Islamic University Banjarmasin

III. Organization Experience

2019-2020 : Member of SLKK Al-Banjari UIN Antasari Banjarmasin

IV. Academic Experience

2023 : Presenter at 7th BUAF at IAIN Palangkaraya

Banjarmasin, September 26th, 2023