

THE INFLUENCE OF THE FLIPPED CLASSROOM LEARNING MODEL ON ENGLISH LITERATURE STUDENTS' IN POETRY ANALYSIS

Dyah Kristyowati ^(a*), Resty Widya Kurniasari ^(a)
Universitas Pakuan, Bogor, Indonesia

(*) Email correspondence: dyahkris225@gmail.com

Article history : accepted : February 25, 2023 revised : March 19, 2023 approved : May 20,2023

ABSTRACT

This study aims to investigate the application of the flipped classroom learning model to influence class-A students' assesment in the English Literature Study Program at Pakuan University, Bogor. This type of research employs classroom action research with 50 students in class A and B during the odd semester of 2022/23 enrolled in Poetry class . The collection of data was conducted with the use of speaking tests and observation sheets. Analyzing the data, an average score of 80% of students who had problems with speaking because they did not reach the passing standard value established in the lecture contract, and only 17% of students who were able to achieve the passing grade standard were obtained in the pre-action phase. The cycle I graduation rate increased to 46%, and in cycle II, 100% of students achieved the standard passing score. The results of this study indicate that the flipped classroom learning model can influence students' assesment .

Keywords: *Poetry Analysis, Flipped Classroom Learning Model, Assesment*

I. INTRODUCTION

Various factors influence the quality of education, including the quality of students, lecturers, learning and teaching materials, curriculum, facilities, and classroom management. A learning process will work efficiently and efficiently if students are pleased, at ease, and appreciate what they are studying. The Internet is one of the technological innovations that may be used to help the learning process in schools nowadays. The Internet is a communication channel that enhances the learning experience for students who are actively engaged in learning activities. In addition to the internet, other information technology applications include computers and smartphones. The learning model is one of the most influential elements of learning outcomes. Thus, the selection of the appropriate learning model is one of the most essential skills a lecturer must possess. Students are required to actively develop their own knowledge under the currently recommended learning model (student-centered). The Flipped Classroom learning model or reverse class is an example of an active-learning model that needs student

participation (Subagia, 2017). Applying the Flipped Classroom learning approach is one of the approaches in which a lecturer might work to improve students' competence.

Flipped classroom, also known as reverse class, is a learning activity or the art of teaching in which students acquire teaching material through a video before attending class, while in-class activities focus on questions, group discussions, and debriefing. Using different video recorder software applications, lecturers can record their own videos or share learning films received from the internet in this learning approach (Zainuddin & Perera, 2018). By utilizing the internet network, this flipped classroom is the opposite of traditional classroom learning, in which learning material is conducted in class and assignments related to learning material are completed at home, whereas in Flipped Classroom learning, students study learning material at home in the form of text or video that the lecturer has published via an online media tool. Then, in class, the lecturer and students address content that students have not grasped as a consequence of their home study. The difficulty of answering questions in class

is larger than the difficulty of answering questions individually at home (Carl Reidsema, 2017).

Flipped classroom is a learning model that combines indirect or online learning with direct or face-to-face learning, according to (Herreid, 2013). The purpose of online learning is to give students with materials, explanations, and tasks that will be completed in class or face-to-face. In face-to-face learning, conversations about assignments, case studies, or problem-solving are conducted, which fundamentally stimulates students and gives a wide learning experience or SCL (Student Centered Learning). This learning model will be more successful since students will be able to access the subject matter through internet network facilities at any time and from any location.

By inverting the usual learning setting and presenting learning information outside of the classroom, flipped classroom is a learning model that employs a type of blended learning approach or blended learning. During face-to-face sessions in class, conversations occur, or the lecturer can ask the class to discuss test-related questions. As class activities, lecturers also watch streaming video lectures and participate in online discussions under the careful supervision of the facilitator. Flipped Classroom is applicable to a variety of fields. This is aimed at a time-saving measure to make it easier for lecturers to examine information with students, rather than beginning each discussion of learning material individually. The flipped classroom is a method to teaching and learning in which students view video courses through distance learning outside of the classroom and engage in activities directly in class. (Zamzami & Hajar, 2015) Students are advised that the flipped classroom is a component of blended learning, which mixes face-to-face learning in the classroom through group discussions with distant learning outside the classroom through the viewing of video tutorials.

The researchers are interested in investigating the influence of the flipped classroom learning model on English Literature students' skill in Speaking III

Course at Pakuan University based on the description provided above. Most students who are studying English, particularly English speaking skill, find it difficult, and are hesitant to make pronunciation errors. The majority of pupils lacked confidence when completing practice English tests, preventing them from speaking effectively enough to meet the requirements for getting grades in speaking class III. Using interview techniques and questionnaires, observations of speaking III course students revealed that the learning tools or teaching materials utilized for teaching and learning activities included module books, LMS, and PowerPoint presentations. In a flipped classroom, students work independently through the basic knowledge stage, control their learning process, construct their knowledge system, and complete the assigned learning tasks, which are considered to foster autonomous student learning. In addition, because each student works at his or her own speed, their anxiety level decreases, and their excitement for learning and self-assurance rise. Due to the self-learning environment, students study in a pleasant setting where they feel protected, resulting in more self-assurance and a higher desire to learn.

II. RESEARCH METHOD

From September through November in 2022, this research was done through the English Literature Study Program at Pakuan University. 30 class-A students in Poetry class III during the 2022-2023 academic year were the subjects of the study. The collecting of data included both test and non-test methods. Test procedures included pre-action, end of cycle I, and cycle II tests, whereas non-test techniques included observation of student activities, observations of learning from subject lecturers, and questionnaires on student responses to classroom learning. As a benchmark for this research, it was determined if the class's average skill level exceeds the standard value. The indicators of success (benchmarks) for this classroom action study were as follows: a). If at least 85% of students

accomplished a minimum score of 70 with a score range of 0 to 100. b). Increased student activity in the learning process, if the student activity score accomplished a minimum of 85%. The procedure of this research includes four stages repeated in cycles. Hence, there are four primary actions in each cycle: 1) planning, 2) action, 3) observation and 4) reflection. Observation is followed by reflection.

The stages in this research can be described as follows:

This initial observation was conducted to evaluate the students' initial speaking skills, based on a speaking test by providing opinion material while paying attention to text structure, grammar, and appropriate linguistic features. The results of this initial observation serve as the foundation for the next two steps of this research procedure, namely: 1) Cycle 1 Planning based on the early observations' conclusions: Syllabus, Semester Learning Plan, Learning Videos, YouTube, Student Worksheets, Learning Management System (LMS), Assessment Systems, and Assessment Instruments are required for planning. 2) Implementation of Action: Early on, the students were provided with a concise explanation of the work to be done. In this exercise employing the Flipped Classroom model, the students were instructed to do the reverse of what is often done in class, i.e., the lecturer uploads learning videos to their own YouTube channel and content summaries to the LMS. The students then were ordered to work according to the lecturer's directions. This activity was carried out during the course of three meetings. 3) Observation: Using the flipped classroom model: an evaluation/observation was conducted to establish the degree of students' speaking skills, lecturers, and teaching assistants supporting the researchers at this stage. 4) Reflection: the researchers examined the implementation of learning actions and discusses the obstacles to learning outcomes in the first stage of the learning process and served as a reference for the implementation of the second stage.

III. RESULTS AND ANALYSIS

This research was conducted at the English Literature Study Program at Pakuan University from September 2022 to November 2022. The research subjects were 30 class A students in the Poetry Analysis course for the 2022/2023 Academic Year. Data collection was carried out using test and non-test techniques. Test techniques include tests on pre-action, end of cycle I, and cycle II, while the non-test includes observation of student activity, observation of lecturer learning and questionnaires on student responses to learning English Poetry Analysis course. As a benchmark for this study, if the average score of students' skills in the class reaches above the assessment standard. Indicators of success (benchmarks) of this classroom action research are: a). If at least 85% of students get a minimum score of 70 with a score range of 0 to 100. b). Increased student activity in the learning process, that is, if the minimum student activity score reaches 85%.

The research procedure consists of four activities carried out in repeated cycles. There are four main activities in each cycle, namely 1) planning, 2) action, 3) observation, 4) reflection [7], [8] stated Cycle I, Cycle II, Planning II, Action II, Observation & Evaluation II, Reflection II, and Reporting. The stages in this study can be described as follows: 2. This initial observation was made to determine students' initial speaking abilities. The test used in this initial observation was a speaking test with instructions showing how to ask directions and give directions by paying attention to social functions, text structure, and appropriate and creative linguistic elements. The results of these initial observations served as the basis for Cycle 1. The Action Process for Cycle I included: 1) Planning Planning for Cycle 1 based on the findings of the initial observations. The planning that needs to be prepared includes: Syllabus, Lesson Plans, Learning Videos, Learning Blogs, Student Worksheets, Assessment Systems, and Assessment Instruments. 2) Action

Implementation. At the initial stage students are given a brief explanation of the task to be completed. In this activity using the flipped classroom method where students are directed to do the reverse class, namely the lecturer uploads learning videos through the lecturer's personal channel, uploads material summaries, and Student Worksheets via Unpak's LMS. Then students are directed to work according to the direction of the lecturer. The implementation of this action was carried out in three meetings. 3) Observation Evaluation/Observation was carried out to determine the level of students' speaking ability by applying the flipped classroom method, where at this stage the researcher was assisted by a teaching assistant. Reflection. After the evaluation/observation is carried out, the next stage is reflection, where at this stage the author examines the implementation of learning actions and discusses the obstacles to learning outcomes in the learning process in cycle I and becomes a reference for the implementation of cycle II. b. Cycle II Action Process 1) Planning Based on Cycle 1 reflections, prepare syllabus, learning plans, learning videos, learning blogs, student worksheets, assessment systems, and assessment instruments. 2) Action Implementation. At the initial stage students are given a brief explanation of the task to be completed. In this activity using the Flipped Classroom method where students are directed to do the reverse class, namely the lecturer uploads learning videos through the lecturer's personal channel, uploads material summaries and Student Worksheets through Unpak's LMS. Then students are directed to work according to the direction of the lecturer. Learning is emphasized on the problems that arise in the first cycle of reflection and is carried out in three meetings. 3) Observation Evaluation/ Observation in cycle II is the same as cycle I, where this stage is carried out to determine the level of students' speaking ability by applying the Flipped Classroom method, and the researcher is assisted by a teaching assistant. 4) Reflection After the evaluation/observation is carried out, the next stage is reflection, where at this stage the

writer examines the implementation of learning actions and discusses the obstacles to learning outcomes in the learning process cycle II.

Pre-cycle Findings and Pre-cycle action start with making initial observations. The purpose is to identify the class condition to get the action. The condition in consideration is the condition of students and the ensuing learning process. In the initial reflection based on observation, a number of advantages and disadvantages are identified in learning activities, including the smooth operation of the learning process, the lecturer's comprehensive use of the lecture method to convey the concept of the material, and the class's propensity to be passive in learning activities. Under the initial conditions, the student's analysis skill is quite low, and the students lack the motivation and enthusiasm to enroll in Poetry class. The students are less active. Hence, it is utilized as a benchmark to increase the student's motivation and enthusiasm in order to achieve better learning processes and outcomes, particularly in influencing Poetry analysis skills. This condition is a result of the typical method adopted by the lecturers, in which the students are not given the opportunity to prepare themselves for learning, locate a great deal of relevant information or develop their skills and have fun autonomously. The students have a tendency to just follow the lecturer's instructions when they are not well prepared. There are no references to prior knowledge or experience. As a result, the students struggle to apply the materials, and this culminates in poor speaking skills and class averages below the standard score (70).

Percentage By Category				
No.	Category	Value Range	Frequency	Percentage
1.	Very good	90-100	2	2%
2.	Good	80-89	0	0 %
3.	Enough	70-79	5	17 %
4.	Less	0-69	23	81 %

	Total		30	100 %
--	-------	--	----	-------

Cycle I Actions

Cycle I actions were carried out in three meetings, the first and second meetings were carried out by applying the flipped classroom method, while at the third meeting students were given a speaking test to find out whether the average score of students had increased after the flipped classroom method was applied. All data findings on the speaking test cycle I are presented in the following table.

No	Category	Value Range	Frequency	Percentage
1.	Very good	90-100	1	3 %
2.	Good	80-89	3	10 %
3.	Enough	70-79	12	40 %
4.	Less	0-69	14	47 %
	Total		30	100 %

Based on the data above, there has been a change in student scores from pre-action to cycle I, although the changes were not too significant from enough category to the good one. Hence, it can be continued into cycle II to further strengthen students' speaking skills.

Cycle II Actions

Cycle II actions furtherance the results of Cycle I, which utilized the flipped classroom model. During cycle II, it was enhanced further, particularly in areas that were still considered to be weak during the previous cycle's implementation. The purpose

of cycle II implementation was to further improve students' speaking abilities. Similar to cycle I, cycle II consisted of three meetings where the learning occurred. In the first and second meetings, similar to cycle I, students were given assignments utilizing the flipped classroom model approach, while in the third meeting, they were given a speaking test. The following is a table of the final cycle II test results.

No	Category	Value Range	Frequency	Percentage
1.	Very good	90-100	2	3 %
2.	Good	80-89	13	13 %
3.	Enough	70-79	16	84 %
4.	Less	0-69	0	0 %
	Total		30	100 %

From the data in the table above, the students' poetry analysis skills in cycle II experienced a significant increase with no students getting grades from 0-69. Enough category with a score range of 70-79 was 16 students or 84 %. The good category with a range of scores of 80- 89 was 13 students or 13%. The very good category with a score range of 90-100 was 2 students or 3%. Based on the above data, it is known that the average score obtained by students in cycle II is 79.4%.

Student Score Recapitulation

In determining the ability level of research subjects individually, it is based on the categories Very Good, Good, Fair, and Less: the student scores after being averaged reach 90 to 100 are categorized as *Very Good*, the student scores after being averaged reach 80 to 89 are categorized as *Good*, the student scores after being averaged reach 70 to 79 are categorized as *Enough*, and the student scores

after being averaged reach 70 or 0-69 are categorized as *Less*.

Based on the initial data obtained, it appears that the ability of class-A students in the speaking III course is still very low, namely, 25 students are below the passing grade standard (70). The speaking ability has 5 assessment aspects, namely Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. From the results of the pre-action test, it is known that around 83% of students score below 70 with details based on the following five aspects: problems related to Pronunciation around 80% of students, Grammar 75% of students, Vocabulary 85%, Fluency and Comprehension 78% of the students, and only 5 students in enough category who can exceed the class passing grade standards.

The Effect of Flipped Classroom Learning Methods

Based on the results of research and discussion from cycles I and II in class A and B Poetry Analysis course III English Literature Study Program, Pakuan University with the application of the flipped classroom method, the researcher can conclude that the flipped classroom method is very effective in influencing the students' poetry analysis skill since the students independently prepare themselves mentally, in terms of knowledge and skills, so that during the teaching and learning process in class, they are able to actively participate. The application of this method is ideally suited to the current student-centered learning setting which is a significant aspect of the learning process the teacher is not a source of learning but rather a facilitator so that students are trained to independently discover and develop themselves in accordance with their abilities.

IV. CONCLUSION

On the basis of the results from both the descriptive analysis and the t-test analysis,

it is feasible to conclude that the Flipped Classroom learning model in Poetry analysis course has a bigger influence than the traditional learning model. Mentally, students have separately prepared their knowledge and skills therefore during the teaching and learning process in class they can actively engage in the learning process and elaboratively strengthen their skills. The application of this method is ideally suited to the current learning setting, in which student-centeredness is essential to the learning process, where the lecturer is not a source of learning but rather a facilitator of learning, and where students are trained to discover and develop themselves independently in accordance with their speaking skill.

REFERENCES

- Arfiyanti Agustiningrum dan Agung Haryono, "Penerapan Model Pembelajaran Flipped Classroom dan Course Review Horay Berbasis Lesson Study untuk meningkatkan Aktivitas dan Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi di Kelas XI IPS 2 MAN Kota Batu, *Jurnal Pendidikan Ekonomi*, 2017, h.119
- Carl.Reidsema.2017. *The Flipped Classroom: Practise and Practices in Higher Education*. Sydney : Springer.
- Fuad Muhclisin, Pengaruh Metode Pembelajaran Quantum Learning Dengan Pendekatan Peta Pikiran (Mind Mapping) Terhadap Prestasi Siswa Pada Mata Pelajaran Teknologi Motor Diesel Di SMK Muhammadiyah 3 Yogyakarta, *Jurnal Mahasiswa Pendidikan Teknik Otomotif UNY*, 2013. h.1
- Fradila Yulietri, dkk. "Model Flipped Classroom dan Discovery Learning Pengaruhnya terhadap Prestasi Belajar Matematika ditinjau dari Kemandirian Belajar", *Jurnal TEKNODIKA*, September 2015, h.5

Francisca H. Chandra & Yulius W. Nugroho, Peran Teknologi Video dalam Flipped Classroom, Sekolah Tinggi Teknik Surabaya, *Dinamika Teknologi* : April 2016 Vol.8; No.1, h.16

Gabriella Elsa Suryacitra, dengan judul “Efektifitas Penerapan Model Pembelajaran Flipped Classroom di Kelas X MIPA SMA Negeri 1 Karanganyar pada Materi Vektor”, Skripsi Universitas Sanata Dharma Yogyakarta. 2018, h.108

Herreid, C., & Schiller, N. (2013). Case Studies and the Flipped Classroom. *Journal of College Science Teaching*, 42, 62-66.

Jacob Lowell Bioshop and Matthew a verieger, *The Flipped Classroom: A Survey of the Research*, (Atlanta : 120th ASEE Annual Conference & Exposition, 2013), h.5

Muhammad Ridha, dkk., Pengaruh Flipped Mastery Classroom Terhadap Perolehan Hasil Belajar Kognitif Mahasiswa, *Jurnal Pascasarjana Universitas Negeri Malang*, Vol.1 No.4, April 2016, h. 660

Rusdi, dkk. “Pengaruh Model Pembelajaran Peer Instruction Flip dan Flipped Classroom terhadap Hasil Belajar Kognitif Siswa pada Materi Sistem Ekskresi”, *Jurnal Biologi*, 2016, h.19

Shihib, Yeni Anistyasari, “ Pengaruh Model Pembelajaran Flipped Classroom Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Rancang Bangun Jaringan Di SMK Negeri 3 Buduran Sidoarjo”, *Jurnal IT*, Vol. 02 No.02, 2017, h. 34

Subagia, Imade. 2017. Penerapan Model Pembelajaran Flipped Classroom Untuk Meningkatkan Prestasi Belajar Ipa Siswa Kelas X Ap 5 Smk Negeri 1 Amalapura Tahun Ajaran 2016/2017. *LAMPUHYANG*. Vol. 8(2).

Zainuddin, Z., Habiburrahim, H., Muluk, S., & Keumala, C. M. 2019. How do students become self-directed learners in the EFL flipped-class pedagogy? A study in higher

education. *Indonesian Journal of Applied Linguistics*. Vol. 8(3).

Zamzami, Z., & Hajar, H. S. (2015). Flipping the Classroom : What We Know and What We Don't. *The Online Journal of Distance Education and E-Learning*, 3(1), 28–35. <https://doi.org/10.1016/j.ijporl.2009.03.018>.