

similarity bab 1 - bab 5

by Turnitin Checker

Submission date: 14-Nov-2022 09:20PM (UTC-0800)

Submission ID: 1907608220

File name: similarity_bab_1_-_bab_5.docx (83.22K)

Word count: 9279

Character count: 49272

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about the introduction those are a) background of the research, b) Identification of the research, c) Limitation of the problem, d) formulation of the problem, e) Purpose of the research, f) Significance of the research, g) definition of the critical term.

A. Background of the Research

Live in 21st century everything that we do will be easy. And most of people are focusing on using technology for many things such as communication. People can communicate with the people around or outside using internet media. Most of people using English for communication. Talking about communication absolutely we will talk and use the language. One of languages that most the people use is English. Although, Speaking is one of easiest skill than other but sometimes most of people stuck in their speaking because of less practice and lazy. The things that make them lazy is when they do not find the way of practice with funny ways and happy ways. It makes most of young generation give up in learning speaking. It is dangerous if the generation have no solution of their problems. They can not compete with other people. Speaking is one skill that needs practice. In speaking students can express their idea in oral communication

but it needs some aspects to complete their speaking well, such as memorizing vocabularies , pronunciation , body language and grammar as well. Young generations need preparation for competing with other people around the world in order that they have to have speaking skill to communicate with other. It is in line with Bahadofar & Omvidar (2014) that speaking is one of the skills has to be mastered by students in learning English

Learning English will be easy if the students have media to help them in improving their speaking ability. In this era, media is one of important aspects that makes students easy to learn English. Students often get traditional way which is explained by the teachers to students. This is the reason why one of subject in English exactly speaking gets no attention. The teachers have to follow what the students like to make a good learning process between the teacher and the students. According to Kuning (2020), there are several applications that can be used for the learners to learn English. Those application can be used for certain skills, especially for speaking. Media has the function as the tools of communication or data. It refers to all components of mass media, like printing media, media of news, theatre, broadcasting of radio or television, advertising, and photograph. It has some advantages to attract the students motivation in learning process. It can be the key of successfulness of learning. If we are as the teacher. The teachers never know when the students' emotion gets up and gets down. So if the teacher uses media as one of way to decrease the students' boring and increase their spirit so the teacher can get the students'

interact. It makes the students are easy to learn the subject that the teacher delivered.

In addition, based on the forum group discussion during conducting the research at Vocational Highschool 2 PGRI Kediri. The researchers found some students' problems. They are : (1) Some students like English Exactly in speaking because the students ever got special class outside and some students do not like because the students are bored with the teachers' method. The students said that English Is hard to learn. (2) Several students who hate English answer the questions, because they are bored with the traditional method that the teacher gives in teaching process. (3) most of the students like learning English by watching video and use the source from internet. It assumed learning process must be balance and involve ⁷ between the students and the teacher. When the teacher comforts and also the students enjoy with the method that the teacher uses. In order ⁴⁹ that the learning process runs smoothly and the students can understand the explanation.

Flipped classroom is designed when the students can learn the material before the class begins. The steps are : 1) The teacher should present material that Is packaged into interesting PPT and make google drive link as the the place for the students access the material in five days before the class session. 2) The teacher should give instruction what the students should do after reading and understand the material. ¹⁰ In this study the teacher asked the students to make one video about the material that the students have read ⁴ 3) After the students ⁴ understand the material and make one video. In the class session the teacher let

the students to come forward and let the students explain about the video that the students have made. 4) The teacher gave some questions about the material while evaluating the student from the students' practice 5) in the last class session the teacher gave motivation and told what was the purpose of this material. Flipped classroom is suitable for all students. If they are lazy and little bit difficult to understand the lesson Because, they can open the material many times. Flipped classroom is focus on the power of media. Such as interesting video, funny videos that's put in PPT. The source of learning must be interesting, the source can be from internet or youtube and anywhere. So the student must not be lazy when they join the lesson. But before teaching uses flipped classroom model the teacher should prepare as good as well to ²³ make the students enjoy in learning process or the learning process will be bored if the teacher doesn't know how to make them enjoy in learning process. According toTeng (2018)

¹ “Flip teaching also means an increased workload for teachers. For example, teachers may regard that creating videos and other online materials in advance requires more time and heavy front ending of lessons. In addition, technical problems can occur. Teachers need to be trained to use the new technology proficiently and have backup plans in mind when technology fails”.

²¹ Gaughan (2014) stated that Flipped Classroom was a success. The students engage with primary source material more regularly than before the flipped

classroom. Coming to class is always a pleasant experience for me because the majority of my students contribute to discussion with enthusiasm and knowledge. Flipped classroom is effective to help all students. The students can prepare as well before coming at class. Understanding the material while having an interesting from the source that the teacher gave before. In order that when the class begins the students are ready to deliver their understanding and it makes pleasant learning process between the teacher and the students.

From the previous research about Developing Students' Speaking Skills through Flipped Classroom Model on High School Students. Using flipped classroom can interest student & improve their speaking skill. The implementation of flipped classroom could be alternative choice by the teacher in teaching speaking. Using flipped classroom model in order to improve students' speaking skills can be beneficial because during the class-time activity, the time is used for discussion activity and practicing to use the target language which makes the students become more active to use the target language in the classroom (Sudarmaji, Anwar & Mulyana, 2010). Different with the previous research which uses quantitative. The Researcher was interested to do research from observed the students and the teacher in using flipped classroom model in teaching speaking and also the researcher wanted to know the steps of implementing flipped classroom in teaching speaking. This research used qualitative descriptive method. The topic was named using flipped classroom in teaching speaking at the 10th grade marketing at SMK PGRI 2 Kediri.

B. Scope of Study

In this study, the writer limits Using Flipped classroom to teach speaking at 10th Grade Marketing of SMK PGRI 2 Kediri, and the writer chose several students in one class and also the teacher. The scope of study is focus on observing the teacher and the students in Implementing Flipped Classroom as a model in teaching speaking and also the researcher wanted to know the steps of implementing flipped classroom in teaching speaking at 10th Grade Marketing of SMK PGRI 2 Kediri.

C. Research Question

The research problem is formulated in the following question ;

How is the steps of implementation using flipped classroom in Teaching Speaking at the 10th Grade Marketing of Vocational Highschool 2 PGRI Kediri?

D. Purpose of the research

According to the research question, the writer would like to state the purpose of this research :

To describe the steps of implementation using flipped classroom model in teaching speaking skills at SMK PGRI 2 Kediri.

E. Significance of the research

Hopefully, the result of this research will be very important for the English teachers, readers, writer and other researchers.

1. Teachers

The teacher can apply flipped classroom model in teaching speaking skill to their teaching-learning process after knowing the effectiveness of using flipped classroom model in teaching Speaking.

2. Readers

The readers can understand that flipped classroom model can be effective to teach speaking ability.

3. Writer

The writer will know the importance of using flipped classroom model in teaching speaking besides she also knows the advantages and disadvantages use flipped classroom model in teaching speaking.

4. Researchers

Motivate the other to do research about flipped classroom model in another skill and another problem in teaching English.

F. Definition of the key term.

1. Flipped classroom

Flipped classroom is a model that makes students enjoy in learning process. Decrease their bored of using traditional method in learning process, because in flipped classroom The teacher will use an innovative ways combining the technology & media as a tool of teaching. The teacher

will put ²³ some media such as Interesting Power Point, explanation video about the ²³ material that teacher gives to students and also uses interesting video that the teacher took from youtube then he links it into google drive that the students will access before coming to the class. (Yesilcinar, 2007) stated , ¹⁵ Findings revealed that the use of flipped learning approach not only enhanced speaking skill, but also increased learners' motivation and satisfaction with FCM.

² 2. Teaching Speaking

Kayi (2006:2), Teaching speaking is to teach ESL learners to procedure the English speech sound and sound pattern, use the word nad sentence stress, intonation pattern and rhythm of the second language, and select appropriate words and sentences according to the proper social setting. Audiences, situation, and subject matr organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgement, and use the language quickly and confidently with few unnatural, which is called fluency.

4 CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the author describes about the theoretical review of Flipped Classroom. Flipped Classroom & teaching speaking.

A. Flipped Classroom

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Flipped classroom is a model that helps the students in learning process. It helps all students in any condition even though they are busy they can read the explanation from the teacher from their mobile.

48 1. The Definition of Flipped classroom

Flipped classroom is a model that helps the students in learning process. it helps all students in any condition even though they are busy they can read the explanation from the teacher in their mobile. If usually the common model always gives the explanation about the material for the students at class then giving them the tasks that they have to do at home, but in Flipped classroom the teacher let students read some of explanations for understanding by themselves before coming at class by sending the document such as lesson plan, explanation video, PPT and source of web for helping them in understanding the material. This model only gives the task when the students come to the class like practicing or presenting what they have understood from the material that teacher gave to them before coming to the class. the common tasks are making role play, make a

dialogue based on the material topic and etc. Flipped classroom is focus on the process of learning. (Subramaniam & Muniandy : 2016) stated that ,”In the Flipped Classroom model, work that is normally done in class and works that is normally done as homework is flipped or switched. Before coming to class, students read materials and view videos on the topic assigned and then engage in class in active learning using games, simulations, discussions or experiments with the assistance of the educator”.

2. The Function of Flipped Classroom

The function of flipped classroom is giving the space to the students to use their own understanding In learning process. Flipped classroom is designed for giving a chance to the students to understand before the class begins. If in traditional method the teacher gives the material at class and the students learn and understand what the teacher explains in the same time, but in flipped classroom model the teacher will let the students to understand 5 days before coming at class. It makes the students have a lot of time to prepare and understand the material before the class begins. There fore When the class begins is the time for the students to show up what they have read and understood. The teacher here is a facilitator and a guide to give the evaluation and explain when the understanding of the students are missed. The unique thing in flipped classroom is When the teacher implements this model. Be equal to All of students is the first purpose of this model. Let the students who is easy to understand the material or the student who needs more time in understanding and read the material many times. In flipped Classroom model the students can access the material wherever

and wherever they from their mobile with the time that the teacher sets. Decrease their bored because the teacher has prepared and make the material such as interesting PPT, interesting explanation video and source from the internet that is packaged innovatively. Supported by the research that sudarmaji et al did (2018) ²² the result showed the fully online flipped classroom model not only engage them with the English material but also significantly improved their speaking performance. Furthermore, the students were become more confident to speak in English during the class session.

3. The characteristic of flipped classroom

One of the characteristic of this model is using technology as innovative as possible. ³⁷ If the teacher can not use the technology, media as innovative as possible and use the ordinary way. It can not be called Flipped Classroom, although the teacher has changed the way of teaching like usually the students get the explanation in the same time and also get material at class which has been changed by giving the students the material before coming to the class. Because one of aspect that the teacher should apply is using interesting media such as interesting PPT, interesting explanation video, source of video that the teacher should find from internet to support and make them understand easily. Using media is not only making the students easy to understand material but also they can feel happy and enjoy when they have a learning process.

Therefore here the teacher should learn how to use technology and media as innovative as possible. (Mok : 2014) stated that ,¹³ "this trial has shown that students

in an undergraduate IS course exposed to the flipped classroom had enjoyed the experience with a significant number believing that it was an effective pedagogy. The repeatability of the videos at any time and place allowed students to prepare thoroughly for class, and the displacement of classroom lectures meant additional contact time for more useful and engaging learning activities”.

4. Steps of implementing flipped classroom

Here are the steps of implementing flipped classroom model that the teachers should prepare :

1. The teacher should make Lesson plan of teaching based on syllabus.
2. The teacher should package the material be more interesting In Power point.
3. The teacher should record and make explanation video from the power point that the teacher has made.
4. The teacher should find the source of video which is interesting from internet to be linked into google drive or google classroom as the media of submission task and delivering the material.
5. The teacher should download or using google classroom, google drive as the media for putting the material that the students can access
6. After doing all preparation the teacher shares the material and gives the instruction what the students should do in joining the class.
7. When the class begins. The teacher only becomes a facilitator and also the guide. Let the students show up what they have read and understood. Let

the students do the main task by practicing what was the instruction that the teacher gave in 5 days before the class begins.

8. The last activity is giving feedback and additional explanation to the students.

According to Bergmann & Sams (2012 : 41) stated ,” In Stages in making video when we make our videos, there are four stages : planning the lesson, recording video, editing the video, and then publishing.

B. Teaching Speaking

Teaching speaking is the activity that the teacher does for making the students speak up. In teaching speaking is not only about making the students spoken in English. The teacher should make the students confident by giving many treats to have a conversation using speaking skill.

1. Definition Of Teaching Speaking

Teaching speaking is the learning activity that the teacher should make the students speak up. Using some of vocabularies or expression which is arranged into sentence orally. The job of the teacher is not only about how to make them to speak up but the point of teaching speaking is make their communication clear in delivering their idea to other people. In order that the partner will be easy to get the point of conversation. according to (Nunan, 2003) speaking is use the language quickly and confidently with few unnatural pauses, which is called as fluency. Commonly the traditional method that the students get in speaking is about memorizing vocabulary and repeat the expression that the teacher delivered.

According to (Richards, 2008) ¹¹ Approaches to the teaching of speaking in ELT have been more strongly influenced by fads and fashions than the teaching of listening. “Speaking” in traditional methodologies usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audiolingual and other drill-based or repetitionbased methodologies of the 1970s.

2. The roles of teacher in teaching speaking

⁵⁹ The roles of teacher in teaching speaking is as guide and also as a partner when they want to practice their speaking. But, teacher can not accompany the students everyday in practicing their Speaking. Thus, the teacher should use a good strategy in teaching speaking to ⁴ the students. If the teacher can not accompany the students to practice their speaking. The teacher should give suggestion and ask them to have principle to use English in their speaking when they meet their friends at class.

After giving suggestion the teacher should teach the material about describing the situation around the students or retelling the news recently happen. The teacher should give them the way how to keep their English exact in speaking when they have no friend. (Koran, 2015) ⁵ Therefore, it is necessary for language teachers to implement some natural strategies such as: role plays, group work, projects, etc. to avoid shyness and unwillingness to speak English. Thus, the primary job of a language teacher is to encourage learners to use English not only in the classroom but also in their daily interaction with their classmates, with teachers or any other English speaking people, if possible.

3. principle of teaching speaking skill

in teaching speaking the teacher should have principle in teaching. The principle of teaching makes the teacher knows the target and the goal of teaching. There fore , teaching principle is needed. There many principle for designing speaking techniques in teaching speaking. According to Douglas brown on the book teaching by a principle an interactive approach to language pedagogy at 2nd edition (2001 : 275).

Principles For Designing Speaking Techniques :

1. use techniques that cover the spectrum.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.

4. Process of implementing Flipped Classroom in Teaching Speaking

Here are some activities that the Teacher did in implementing Flipped Classroom in Teaching Speaking based on lesson plan :

Preparation (at home) : 1) teacher shared the material “Introduction one self” that he put in google drive link to the students in Whatsaap group. 2) After that the students should read and learn about the material. 3) students should make resume about the Introduction material from their understanding on written/video. 4) students should make one product. Can be short video about introduction oneself or written dialogue. The students should submit the product to the link that has been shared by the teacher before the class session. Those activities based on bloom taxonomy in using flipped classroom contained the aspect of *remembering and understanding* when the students read the material. After the students tried to make the product. It consisted *applying and create* because the students have tried to give what they have understood.

Pre teaching (at class) : 1) teacher greets the students “Assalamualaikum ,good morning. How are you today?” and then the students answer “ waalaikumsalam warrahmatullahi wabarakatuh, I am sir thanks , how about you?”. 2) teacher call the roll and check the attendance list. 3) teacher open the class by reciting basmallah together “okay my students before going to have the class. Let us open the class by reciting basmallah together” 3) the teacher gives motivation to the students “ remember if you hard with your, your life will soft to you. Now you

feel suffer in learning but tomorrow you will feel about what you did was useful for you future. Your result never betrays your sacrifice”.

Main teaching (at class) : 1) teacher let the students to come forward one by one or by group to show up about what the students made in video that the students submitted. 2) teacher let students explain why the students choose that expression and the teacher ask the questions such as : “ why do you use “I would like” in starting indtroduction and what is the function” and then the students answer “ using I would is a part of polite word that we can use sir would is as modal auxiliary that we can use more polite”. Here the teacher tasks are evaluating the student while asking the questions. Not only the teacher but also the students have to do evaluate and analyze what their friends said in students presentation. This part involved the aspects in **evaluate and analyzing**.

Post teaching(at class) : 1) the teacher gave feed back to the students like explaining purpose of the materials that the teacher gave to the students. 2) the teacher let the students asks before going to close the class. 3) the teacher gave motivation and suggestion about learning English with fun way 4) the teacher close the class by reciting hamdallah “ okay thank you very much for joining the class, let us close our program today by reciting basmallah together “bismillahirrahmanirahim” may what we learned today be useful for our future. I wish all of you can be successful people and useful people for the people around us amiiin amiin ya robal alamin for the last I say wassalamualaikum warahmatulahi wabarakatuh” and the students answered “ aamiin, wasallamualaikum warahmatulahi wabarakatuh.thank you sir”.

C. Syntax for Flipped Classroom

According to Bloom(1996) flipped classroom brings 3 syntaxes. They are remember, understand , applying, creating, evaluating and analyzing. Here are the steps on learning process using taxonomy bloom's theory in 3 steps syntaxes flipped classroom :

1. At 1st syntax flipped classroom involved **remember and understand** aspects in teaching preparation that teacher and students did. The teacher makes preparation in making lesson plan, innovative Video, Innovative PPT, Source link. And the student's obligation is remember and understand the material that the teacher gave at home.
2. At 2nd syntax flipped classroom involved **applying and Create**. After the teacher asked the students to understand and remember the material. Here the teacher asked the students to make product from their understanding. the product can be short video about introduction oneself or written.
3. After that at 3rd syntax is learning process at class. The teacher let the student to present what the students have created In making short video about introduction oneself or written dialog. The students have to present orally in front of the class. And then the students who have not come forward have to analyze their friends' presentation. The students have to analyze and evaluate and analyze what vocabularies meaning and what expression that their friends used un suitable in introduction oneself. In this syntax brings two aspects. They are **Evaluate and analyze**.

D. Previous Relevant Studies

Before beginning this research, Using Flipped Classroom model in teaching speaking has been done by many researchers out there. Several studies of it will be presented below. Previous first research, the study entitled “Flipped Your Classroom to Improve Students’ Speaking Skills” which was conducted by Teng (2018) framed within constructivist pedagogy, synthesizes an example of flip teaching that clearly demonstrates the benefits of flipping the classroom in improving EFL students’ speaking skills. There was significant improvement from the findings 1) Speaking Performance The students’ speaking performance examined in a presentation on a story telling task showed remarkably improved results in comparison with another class conducted without flip teaching. 2) from the graded performance of his class was quite successful. The students’ graded performance examined in a multiple-choice test of measuring comprehension of videos and learning materials advanced remarkably after this course. The researcher also showed how flipped learning provides opportunities for increased academic succes. Interviews also showed that students were more satisfied with the flipped classroom method.

The second study was entitled “Flipped Classroom Approach for Improving Speaking Skills of TVET Trainees” which was conducted by Singh et al (2018) Aimed at investigating the use of the flipped classroom approach for enhancing Food and Beverage TVET trainees’ speaking skills in view of the need to have a good command of the English Language in the workplace. This research used qualitative research. The findings of their study revealed that the flipped

classroom approach was effective for IKBN (Institut Kemahiran Belia Negara) Food and Beverage trainees because it enhanced their speaking skills based on industry needs.

The third study was entitled “Using the Flipped Classroom to Enhance Adult EFL Learners’ Speaking Skills” which was conducted by Yesilcinar(2019) Utilized FCM and Output-driven/Input-enabled model (Wen, 2008) in order to explore the advantages of FCM in terms of improving speaking skill.from the Findings revealed that the use of flipped learning approach not only enhance speaking skill, but also increased learners’ motivation and satisfaction with FCM. The results can be considered a reference point while designing oral skills in EFL contexts.

The fourth study was entitled “Developing Students’ Speaking Skills through Flipped Classroom Model on High School Students” which was conducted by Sudarmaji et al (2021) The aim of this study was to examine the impact of implementing flipped classroom model on students’ speaking skills. The research used quantitative method. The result showed the fully online flipped classroom model not only engage them with the English material but also significantly improved their speaking performance. Furthermore, the students were become more confident to speak in English during the class session.

The fifth study was entitled “Flipped Classroom in Online Speaking Class at Indonesian University Context” which was conducted by Pratiwi et al (2022) The aim is to investigate the implementation of the flipped model in an online

speaking class. From the test results. The Researchers analyzed using paired sample t-test, Pearson r correlation, Cohen d coefficient, and one-way ANOVA. The findings reveal that flipped classroom model offers learning opportunities and engagement since the teacher has delivered the video material before the class. There was significant from the statistical analysis showed flipped classroom model effectively enhances students' learning outcomes in speaking skill.

35 CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a discussion of the method used in the research. The discussion includes Research approach, Researcher role, research place and time of collecting the data, research subject, data source, Technique of collecting data, and data analysis technique.

A. Research Approach

This research was a case study research that discusses about using flipped classroom to teach speaking at the 10th grade marketing of SMK PGRI 2 Kediri. The aim of the researcher was to use a descriptive qualitative approach with case study research techniques, namely to answer the research objectives. The purpose of this study was to observe the activities and know the steps of implementation flipped classroom model in teaching speaking at 10th grade marketing of SMK PGRI 2 Kediri. According to Cresswell (1994) A qualitative study was defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.

B. Researcher role

Researcher role is roles that were done during the research to get information or data from the research in certain purpose. The researcher is the person who

observed the step of implementing flipped classroom model in teaching speaking at 10th grade marketing of SMK PGRI 2 Kediri. The researcher also conducted interview session with the students and also the teacher. So in this research. The role of the researcher was a research instrument where the researcher became observer, designer, data collector, analyst, data interpreter. Qualitative research was interpretative research; the inquirer was typically involved in a sustained and intensive experience with participants. This introduced a range of strategic, ethical and personal issues into qualitative research process (Locke et al, 2013) cited by Creswell, J.W (2017) with these concerns in mind, inquiries explicitly identify reflexive their biases, values, and personal background, such as gender, history, culture. And socio economic status (SES) that shape their interpretations formed during a study. In addition, gaining entry to a research site and the ethical issues that might arise were also elements of researcher's role Creswell, J.W., & Creswell. J. D (2017).

C. Research Place and Time of the Research

1. Place

This research was conducted at SMK PGRI 2 Kediri located in Jln. K.H. Abdul Karim No.05, Bandar Lor, Kec. Mojoroto, Kota Kediri, Jawa Timur 64117. SMK PGRI 2 Kediri has three grade of class, there are ten grade, eleven grade and twelve grade. In this research, the researcher took the Tenth Grade of SMK PGRI 2 Kediri. The research was carried out during the academic year 2020/2021.

The researcher chose this place when the researcher got the opportunities to join one of government project. It was called teaching assistance merdeka belajar program. Before doing the research, the researcher did forum group discussion to several students. From forum group discussion the researcher found and conclude about ¹⁰ their problem in learning English exactly speaking. most of the students' problem was boring the traditional teaching method and teacher center learning. After that the researcher discussed with the teacher about the finding problem in forum group discussion that the researcher did. While doing teaching assistance program, ⁴ the teacher asked the researcher to observe the model that would be applied to students at class. It was called flipped classroom model (FCM). There fore the researcher chose SMK PGRI 2 Kediri as the place for doing this research. The research namely using flipped classroom to teach speaking at 10th grade marketing of ¹⁷ SMK PGRI 2 Kediri.

2. Time

Arranging the time is really important When holding the research, since it how long the research can be done. The research was held in one semester between March until July around 83 days

D. Subject of the Data

² The subject of this research were tenth grade marketing students and also the teacher of SMK PGRI 2 Kediri in academic year 2020/2021. The researcher chose X Marketing 1 class as the subject of the research with 25 students and also

the teacher. This class had the active class it mean that most students in this class are good in English class.

E. Technique of Collecting Data

1. Observation

Observation was made by seeing and recorded ⁵⁵ the activities of teacher and students in learning process. In this research ³⁰ the researcher did were made a note and only selected the important information about the steps of implementing flipped classroom in teaching speaking. Observation used ³⁰ to find out how the steps of implementation in implementing flipped classroom in teaching speaking. In order that ² the researcher can describe about what the researcher have observed at SMK PGRI 2 Kediri. According ²⁵ Creswell, J.W.,& Creswell, J.D. (2017) qualitative observation where ²⁵ the researcher made field notes about the behavior and activities of individualism at research location.

It is one lined with Chaleunvong (2009, p:6) ²⁹ statement that observation was a technique that involves systematically selecting, watching and recording behavior and characteristics of living beings, objects or phenomena. This means that observation is a data collection technique by selecting, viewing and recording natural events in the field based on the observations of researchers. Every activity that occurs will be written by researchers in information gathering activities. By following the ways above the researcher can describe the steps of implementation flipped classroom to teach speaking at 10th grade marketing of SMK OGRI 2 Kediri.

2. Interview

In this section the researcher made some questions that would be delivered orally to the students and also the teacher. The questions related with implementation of using flipped classroom in teaching speaking. Interviews are primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. Often audiotapes are utilized to allow for more consistent transcription (Creswell, 2012). It means that interview is a dialogue by interviewer and interviewee to get the information. The researcher prepared several questions for the interview which the respondents had to answer based on their own experiences and opinions. Dialogue is applied to capture information about media, class activities, and obstacles in Using Flipped Classroom to teach speaking.

3. Documentation

In this section the researcher took several pictures as documentation. And researcher got other documentation such as lesson plans, syllabus, innovative references video, source and data school information. The main point the researcher collected the important document which can support this research. According to Sugiyono (2015: 329), documentation is a method used to obtain data and information in the form of books, archives, documents, writing numbers, and pictures in the form of reports and information that can support the research.

F. Research Procedure

1. Preliminary

At this stage, the researcher investigated the students' problem why the students did not like English. The researcher conducted the first stage by doing forum group discussion. The researcher asked the teacher to invite 5 delegation students in each classes. And then the researcher gave several questions in general conversation room, but still related with the topic of study. while introducing the researcher's name to all students who come at that class.

2. Problem Formulation

And then the second stage was problem formulation. In this stage the researcher formulated the students' problem from conducting preliminary study. After that the researcher selected some theories and previous studies that had been reviewed.

3. Collecting data

The researcher decided and designed technique for collecting data. After that , the researcher applied that technique by doing observation at class during learning process and teaching process was held by English teacher, making interview session with the English teacher and students who applied that model (FCM). The researcher also conducted study of documents. Then,

the researcher analyzed and interpreted the collected data based on researcher comprehension.

4. Data Report

The last stage was data report. At this stage the researcher presented the data which has been analyzed in the form of paper or articles and thesis, where the researcher compiled the results by taking into account the rules that must be considered.

G. Technique of analysis data

⁴⁷ The data analysis that researcher used are data reduction, data display, and conclusion & verification. Adopted from Huberman & Miles (1994 : 10 – 12)

1. Data Reduction

In this study the researcher found many references about flipped classroom to teach speaking. The researcher selected the data about the things related what teacher prepared before implementing flipped classroom In teaching speaking.

2. Data Display

⁵⁴ In this study the researcher showed and display the important data. The data was from references that related with the topic of problems. The researcher showed the activities picture of implementing flipped classroom to teach speaking. started the preparation teaching until the learning process began that the researcher did in the class. The researcher showed the steps of implementation flipped classroom in teaching speaking.

3. Conclusion and Verification

At the last step the researcher made conclusion about the study and verified. The researcher concluded that flipped classroom gave the new things for the students. From the interview that researcher did after the teacher implemented flipped classroom. The researcher gave some questions to the students and also students. They are : 1) Do you enjoyed learning speaking using flipped classroom model. 2) Does it help you in learning speaking?. Most of the students' answer was enjoyed the implementation flipped classroom in teaching speaking and also flipped classroom model can help at students' understanding because flipped classroom gave a lot of time for the students to understand the materials before began the class.

When the researcher interviewed English teacher. the researcher gave several question that relates about flipped classroom in teaching speaking. the teacher answered were flipped classroom model was good model to improve students spirit in learning English, but there were several things that should be prepared by the teacher. the mistake of flipped classroom would not be delivered well to the students if the teacher did not have innovative idea and creative idea in packaging the material. The teacher said this model (FCM) would be good because it will help the teacher to deliver the material with the new way. Side of that the students would enjoy, because it combines technology and material.

43 CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the research presents the research results and discussion. These results are to answer the research question. This study describes the implementation of flipped classroom to teaching speaking at 10th grade of marketing SMK PGRI 2 Kediri. To answer the research question, the researcher used the results of observations, interviews, and documentation about explaining using flipped classroom to teaching speaking at 10th grade of marketing SMK PGRI 2 Kediri.

A. Research Settings

This research was conducted at 10th grade marketing of SMK PGRI 2 Kediri. Which is located in Jln. K.H. Abdul Karim No.05 ,Bandar Lor, Kec. Mojojoto, Kota Kediri, Jawa Timur 64117. SMK PGRI 2 Kediri has three grade of class, there are ten grade, eleven grade and twelve grade. In this research, the researcher took the Tenth Grade of SMK PGRI 2 Kediri. The research was carried out during the academic year 2020/2021.

The researcher chose this place when the researcher got the opportunities to join one of government project. It was called teaching assistance merdeka belajar program from campus. And the same time the researcher conducted observations, interview and documentation. It was done in new normal period where school activities were carried out through half-online and half offline

learning. The learning process observed in ¹² this study was carried out face-to-face. In order that the learning that was studied was more detailed and clear.

B. Research Findings

This research discussed the results of ⁵⁸ using flipped classroom to teach speaking at 10th grade of marketing SMK PGRI 2 Kediri. This study chose several instruments to collect data namely observation, interviews, and documentation. then the data results can be presented as follows:

1. 1 preparation & 3 teaching stages in the process of implementation flipped classroom to teach speaking

The implementation learning activities were carried out in new normal period, so classes were held online and offline. In offline activities It was ² carried out three stages, namely pre-teaching , Main-teaching or main activities and post-teaching processes or closing, Where the teacher adopts it from the standart process in-laws and regulations. ²⁷ Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016

Online session covered some activities namely *preparation*, the activities involved students to understand and learnt the material which has been shared by teacher one week before the class session from students' home. And then after that teacher did the next step . It was named *pre teaching* stage. Where the teacher opened the class, gave some suggestion, greet the students while calling the roll. This activities was conducted offline. The next stage was *main teaching*. In main teaching the teacher let students to present what they

have made before the class session began. In this stage the teacher only became facilitator who will lead the students. This activity was conducted in offline session. And the last stage was *post teaching*. On this stage the students and the teacher would evaluate and analyzed from the students presentation. It was also conducted in offline session.

a. Preparation

In preparation the teacher prepared teaching instruments. They are lesson plan, innovative PPT , video material, explanation video and dialogue video in introduction oneself to others. The pictures below showed some of instruments that teacher needed before implementing flipped classroom in teaching speaking. After teacher made Lesson lesson plan, innovative PPT, video material, explanation video and dialogue video in introduction oneself to others. Teacher needed to make one link to put the instruments that teacher made. In order that students can access the material easily from students' mobile. In this study the teacher used google drive link as the place to save some materials.

After the teacher saved the instruments in google drive link. The teacher shared the link to students. The teacher gave some instructions. The teacher asked the student to read and understand the material before the class began. The student must make one short video based on the students' understanding. After teacher has shared the material. After that the students submitted the video based on the students' understanding before the clas

began like the picture below. After the students submitted the video based on their understanding. After that the teacher and the students waited for the offline class began. Where the students presented what they have made in their videos.

b. Pre-teaching stage

At pre-teaching stage, the teacher started and opened the class and asked the students condition by saying “ Assalamualaikum wr wb”, “²⁶ how are you today?”, “ I hope all of you are in good condition , Aamiin” , “okay before going to ²⁶ start our class today let us open our class by reciting basmallah together, bismillahirrahmanirahim”. Then the teacher called the roll while asking the students’ condition and greet the students by saying. “let me call the roll. “Is Isna here? , how are you Isna?”. After ⁴ the teacher opened the class and greet some students. The teacher gave short motivation by giving some quotes to build up the students’ spirit “ I always believe everyone can be success but there is only one who can not be success. Who is he? He is the lazy person. Although you are smart but if you are lazy. Believe me you will not become successful person. I hope all of you become successful person”. According lesson plan that the teacher used and taxonomy bloom’s theory. This stage involved Remember and understanding aspects in learning process, Where the students have read and understood the material by their understanding at home.

c. Main-teaching stage

According to the data obtained by the researcher ¹² based on the lesson plan that the teacher has made. There are two activities, It was called Applying & Creating aspects. These activities are focus on the students. At this stage the teacher let the students come forward to present what they have made and explain it in front of the class in introduction oneself subject by saying “ okay today is the golden time for you to present what you have made, do you still remember about the expression an vocabularies in introduction oneself that you packaged in short video?”. At this stage the teacher did observation as assessment from their presentation. Here the teacher was a facilitator while observing from the students’ presentation. The learning process used student center learning. Here the pictures when the students and the teacher had learning process in main teaching stage.

d. Post-teaching stage

After the students has presented in front of class. The teacher gave some quiz and questions to the all students who have come forward by asking “what should we chose if we want to be more polite in asking someone who has we met? A.can you introduce yourself? B. Could you introduce yourself? C. would you introduce yourself? Please answer it in spoken and give me a reason of your answer”. At this stage involved two aspects based lesson plan and bloom’s taxonomy theory about flipped classroom in learning activities. It involved Evaluating and analyzing. The teacher and the students do the same thing that is evaluate and analyzing. The students

who have not got the question will evaluate and analyzed about their friends' answer. Then at this stage the teacher would evaluate and analyzed students' answers orally.

Then in the end of the class session was closing. After giving some questions to the students and listened up the students' reason in their answer. The teacher asked to all students by saying "okay my students, I think we still have several minutes. Before leaving this class i let you ask before we close this class. Any questions about our lesson today?". After the teacher asked to all students. The teacher re-explain about the purpose of this subject "does anyone know what is the purpose of this subject?", "yes the purpose of this subject is to teach you how to get new friends in new area or the place that is still new for you. I hope after understanding this subject you can apply it when you are graduated from this school". After telling the purpose of the subject that the teacher taught to all students. The teacher gave motivation by delivering some quotes. " Remember we are as social. Someday we must be at new area with new people who have not we know. It is important for us to have a good relation for the people around us. If you have graduated from this school, this subject will help you. Although you can apply for the people around you by using your own mother tongue". After that the teacher close the class by saying "okay thank you very much my students because the time is over. That is our lesson today. Let us close this clas by reciting hamdallah together, alhamdulillahirabill alamin, wassalamualaikum wr wb".

It is one lined with Teng (2018). Preparation, tool and application that Mark Feng teng used in implementing flipped classroom on his class were lesson plan, movie ,webquest. The steps and activities that Mark Feng Teng did before Class students watched five movie trailers. •Students were encouraged to choose other favorable videos and materials for learning. • All the materials (organized in the QuestGarden format) were delivered to the students for them to learn. First Class Period • Introduction to movie genres (10 min) • Tutorial on WebQuest strategy training (15 min) • Tutorial on TED-Ed strategy training (15 min) Second Class Period • Classroom conversation activity (15 min) • Group discussion based on five movie trailers (15 min) • Interactive feedback session, in which the students worked in pairs and the teacher assisted them in designing presentation (a digital story-telling task) over the following week (10 min) Third Class Period • Presentation (40 min) Fourth Class Period • Completing multiple-choice questions for video comprehension and learning materials (10 min) • Assessing learners' oral presentation on an assigned topic (30 min).

C. Discussion

In this study, using flipped classroom to teach speaking especially at 10th grade marketing class SMK PGRI 2 Kediri. The findings were obtained from interviews, observations, and documentation. Conducted at the stage of implanting flipped classroom to teach speaking. it was found the teacher carried out one preparation and three stages in implementing flipped classroom to teach

speaking. which had been given to the researcher in teachers' RPP. Namely pre-teaching, main-teaching and post-teaching. Which was adopted from the standard process in the regulation of Minister of Education and Culture of the Republic of Indonesi Number 22 of 2016. Some class activities were started from preparation. When the teacher had made some preparations in teaching. Like making PPT, innovative video, video references, and source and then shared the material about introduction oneself. After that the students read the material and make one short video could be written dialog or video. Preparation session was held by online one week before the class session began.

After that the researcher did observations in pre-teaching stages. The activities were the teacher open the class, greet the students, gave motivation, check attendance list. After observed from pre-teaching. The researcher observed in the stage. That was main teaching stage. In main teaching stage the teacher did some activities. They were let the students come forward and presented the product that the students have made orally. After doing that stage. The researcher continued observation in the last stage. That was named post teaching. on this stage the researcher found some activities that the teacher did and students did. The activities were evaluate, analyzed and ask the purpose of students' expression why the students used that expression. 3 stages brings some aspects to students in learning process. Remember, understanding, applying, creating, evaluating and analyzing.

It is one lined with Taxonomy blooms' theory (1996). In flipped classroom there are several aspects if it is implemented. Online session brings two aspects.

They are remember and understand. After the students understand the material of course the student will try to remember ²³ the material that the teacher has shared. And then the students would do another aspect. They were create and apply. Where the students make one product from students' understanding after understanding and remembering. The next aspect or activities that the students can take from implementing flipped classroom are evaluate and analyze. In this stage the students can evaluate and analyze from their friends' presentation. It supported from preview researches which investigate the related topic. First research was conducted by Teng (2018) with the research title was ³⁸ *Flip Your Classroom to Improve EFL Students' Speaking Skills*.

The benefit of his research was provide academic success and make student satisfied in learning process. ²⁰ The second research was conducted by Sing et al (2021) which support this study with title ⁸ *Flipped Classroom Approach for Improving Speaking Skills of TVET Trainees*. The results showed that using flipped classroom approach was effective for IKBN food for ²⁰ their speaking skills based on industry needs. The researcher who supported this study was conducted by Sudarmaji et al (2021) with the tittle ³ *Developing Students' Speaking Skills Through Flipped Classroom Model on Highschool Students*. ³ The result showed the fully online flipped classroom not only engage the students but increased the ⁴⁶ students' speaking performance.

From the discussion above , it can be seen, ³⁷ that the finding of this study have similarities and differences with previous study. The similarities are using three teaching stages in implementing flipped classroom to teach speaking. and the

findings are the aspects which had been implemented to the students. They are understanding, remembering, applying, creating, evaluating and analyzing. And this study has other findings. There were Combining technology and deliver the material innovatively.

14 CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestion related to the research results based on analyzed data accurately. The conclusion consists of the result of observations, teacher interviews, and English Document At 10th grade marketing class SMK PGRI 2 Kediri. The researcher divides the content into two points. They are conclusions and suggestions. The explanation of each point is presented below.

A. Conclusion

41
Based on the findings and discussions presented in the previous chapter, it concluded that in the teaching speaking process. The teacher used a semi online and offline hybrid method because there were still government regulations in dealing with the covid 19 virus. The speaking learning process using flipped classroom 2 carried out three stages. Namely pr-teaching, aim-teaching and post-teaching. where the teacher adopted it from the standard process in law and regulations. 39
Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 In the implementation of teaching speaking teachers used various teaching media including English books, smartphones, Microsoft terms, and YouTube videos.

Some class activities were implemented in the three stages mentioned earlier . the steps were preparation : the teacher makes some materials and the students understand and remember the material of introduction one self. After that the

students makes one product which bring two aspects namely apply and creating. Next activities namely pre-teaching. they were open the class, greeting, praying, giving motivation. Continued in the second stage. They were oral presentation . the last stage was the stages included two aspects. They are evaluate and analyzed. Ther were other finding which is one lined with this study as the conclusion. The conclusion were drawan as follows :

1. There is an increase in students' speaking skills by using flipped classroom to teach speaking. The improvement of students' skills is shown by qualitative data on the results of observations and interviews.
2. From the results of observations and interviews, the researchers concluded that students really like learning using flipped classroom model to teach speaking because the learning process is not boring.
3. Learning with the flipped classroom model to teach speaking is able to build students' confidence in speaking.
4. The use of flipped classroom model to teach speaking as a learning media can help all student equal. Because flipped classroom gave the students chance to read and understand material.

B. Suggestion

Suggestion were given as follows:

1. For the English Teacher

It is recommended to English teachers, especially in speaking activities to build a comfortable atmosphere and encourage students to speak English. In

implementing speaking activities the teacher must consider which activities are involve student participation and give students more opportunities to speak and understand the material. The teacher should be innovative and creative in delivering the material.

2. For the Students

It is recommended for the students who does not have a lot time understand the material. This model provides a lot of times to the students. Where the students can access everywhere. The students can make one conclusion from their understanding. the students also are able to repeat to read the material. The students can enjoy the learning process understanding while watching movie which has been provided by th teacher.

3. For Other Researchers

It is recommended for other researchers who will conduct similar research to improve and explore other types of teaching speaking techniques. If they are going to use board games to improve speaking skills, it is recommended to vary it.

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