

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this sub-chapter, the researcher explains three things found in the research process, namely the description of the application of flip class in class 8C with textual narrative material entitled The Mountain God and The River God, students' opinions on the application of flip class in their classroom, and teacher's opinion on the flip class method.

1. The implementation of flipped classroom on telling narrative learning at 8C class in SMP Darul Muta'allimin Sidoarjo

In accordance with the definition of the flipped class that flipped class was a method of learning where students get learning materials through online media, so they could study the material repeatedly. The 8c teacher gave a video containing the story "The Mountain God and The River God" a few days before the class began, so that students could study the material repeatedly. The video provided was not a movie-like story, but a text quote converted into a video (See Appendix 1). The text was followed by the fill in the blank task.

At the time of class, the teacher first asks about what material has been divided and studied at home. Most students still look confused. One of the questions the teacher asks was about the title of the story learned at home. There were students who want to answer but feel embarrassed or afraid of being wrong.

Hamper all students also did not understand the story that has been studied. This was evidenced by their inability to answer questions or just remember the storyline.

Continuing at the discussion stage, the teacher asks the students to create a study group consisting of 5 people. The teacher then replayed the shared video, and the students were asked to watch and listen carefully. At this stage, all students look serious and follow instructions well.

Next the students get a sheet of paper containing the story taken from the video. The paper was a random piece of the God storyline. The teacher gives instructions for students to compose the paper based on the audio they would hear.

Up to this phase, the researchers conclude there were two consecutive activities aimed at strengthening students' memory and familiarizing them with the storyline. With the video being played before they compose a random paper into a story, it aims to stimulate and prepare the brain through audio and visual media, so they know about the point they would set. Furthermore, at the time of composing the story, the teacher replayed the audio greetings file, so their eyes focused on the story while listening to the audio. Thus, the students begin to get used to the pronunciation that the story reader tells the video.

Continuing in the next activity after students had compiled the story, the teacher asks volunteers from each group to come forward and tell each section of the story continuously.

As students move forward, other students listen, and then provide corrections and feedback for the performance shown.

It should be clarified that the expectation of this method was for students to be able to tell narrative texts with full expression. With the flipped class method in which teachers expect students to study the story repeatedly, even while in the classroom the teacher also repeats the same audio and video so that students memorize, understand, and get used to the video so they could tell the story just as they tell in their own language.

But it seems the purpose of this lesson was less satisfactory, because when appearing in front of the class, students still read the story delivered. They also did not enjoy the story, it was an indication that they were not fully aware of what they were saying.

2. The Teacher's Perception About the Implementation of Flipped Class on Telling Narrative Learning at 8C Class in SMP Darul Muta'allimin Sidoarjo

Teachers argue that with the flipped class, students could better optimize the utilization of existing media. For example, so far students only use the media YouTube, Instagram, WhatsApp, and others as a medium for uploading photos and status updates. With the flipped class, students understand how to learn interesting through the internet and social media, so they were more interested and motivated to learn English with a fun process.

The weakness of the flipped class was that most students cannot fully understand the lesson or mature, this was because the material they receive online, and they did not have enough space to ask directly. In addition, the time spent quite a while, because to learn one material, students must combine time to study at home and in the classroom.

On the other hand, one of the benefits of flipped class was that it could be done or applied in other subjects, as it allows students to had more mature preparation and understanding of the material to be learned and studied in class.

In addition, students also experience little improvement in learning. This was because this method was still relatively new applied. Teachers also still need a lot to learn to improve this method for better.

Teachers should be more creative in utilizing the existing online media so that learning takes place more varied. The media used was also recommended to be less attractive, because it could seize students' attention, so they forget the initial purpose of learning.

3. The Students' Perception about the Implementation of Flipped Class on Telling Narrative Learning at 8C Class in SMP Darul Muta'allimin Sidoarjo

The researcher would describe the findings of students' perceptions with respect to the flipped class. Descriptions based on questioner items that were described using tables and diagrams.

a. The Flipped Class was More Engaging than Traditional Class

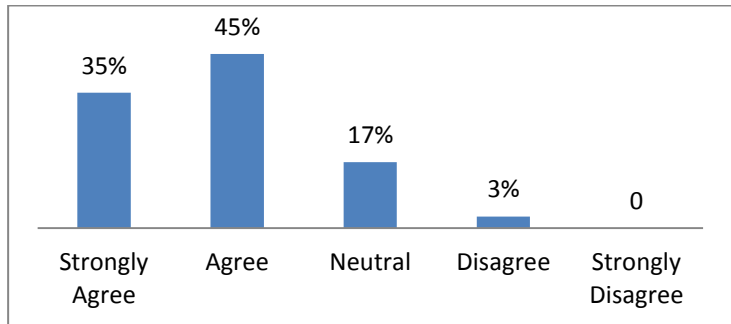


Figure 4.1 the Flipped Class was More Engaging than Traditional Class

The diagram above shows that Students had the assumption that the flipped class was an interesting and fun way to learn, while the other four feel ordinary and the one remaining person assumes that the flipped class was not interesting. From these results, researchers could state that the application of flipped class in SMP Darul Muta'allim quite interesting and fun.

b. I Would Not Recommended the Flipped Class to My Friend

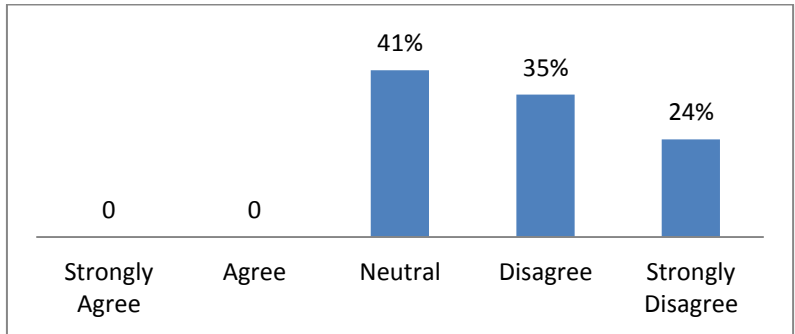


Figure 4.2 I Would Not Recommended the Flipped Class to My Friend

From these results, it could be stated that the majority of Darul Muta'allimin Junior High School Students Would recommend the flipped class to their friends. See Figure 4.2 bellows for more simple understanding.

c. The Flipped Class gave Me the Greater Opportunities to Communicate with Other Students.

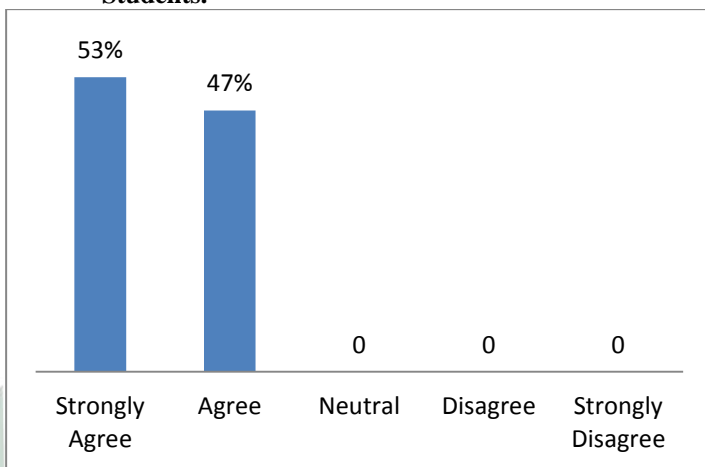
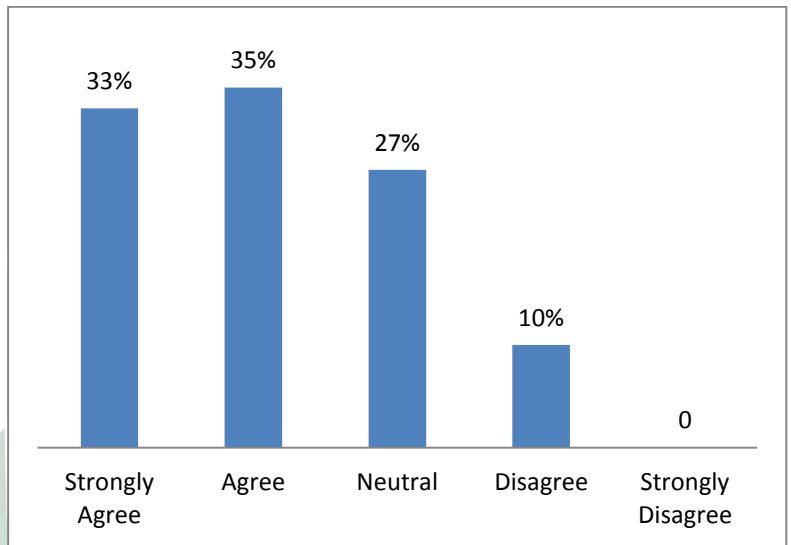


Figure 4.3 The Flipped Class gave Me the Greater Opportunities to Communicate with Other Students.

This shows that the flipped class provides a great opportunity for students to enable their speaking skills by communicating with their classmates.

d. I Like Watching Lesson on Video**Figure 4.4 I Like Watching Lesson on Video**

Researchers Could conclude that students prefer learning through video or obtaining material online.

e. I'm Spending Less Time Working on Traditional English Homework

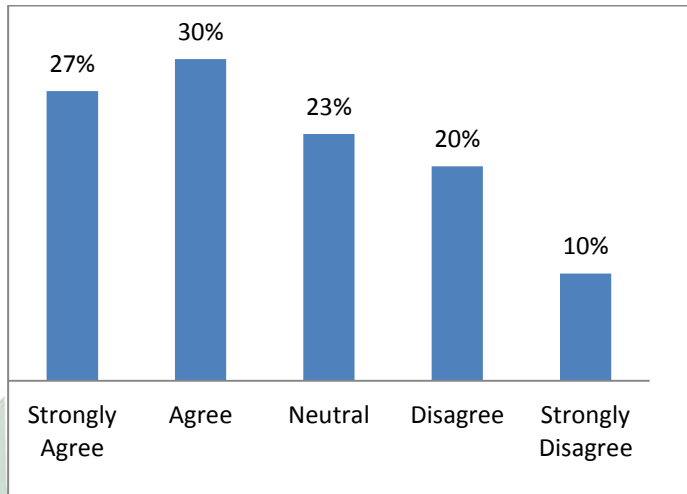


Figure 4.5 I'm Spending Less Time Working on Traditional English Homework

This shows the diversity of interest in doing the task, some students prefer to work on Homework traditionally, but the percentage of those who agree and agree so much more, so it Could be concluded that students prefer to work online, because they spend more time.

f. Social Media (YouTube, WhatsApp, Puzzle, Etc.) was not an important part of my learning

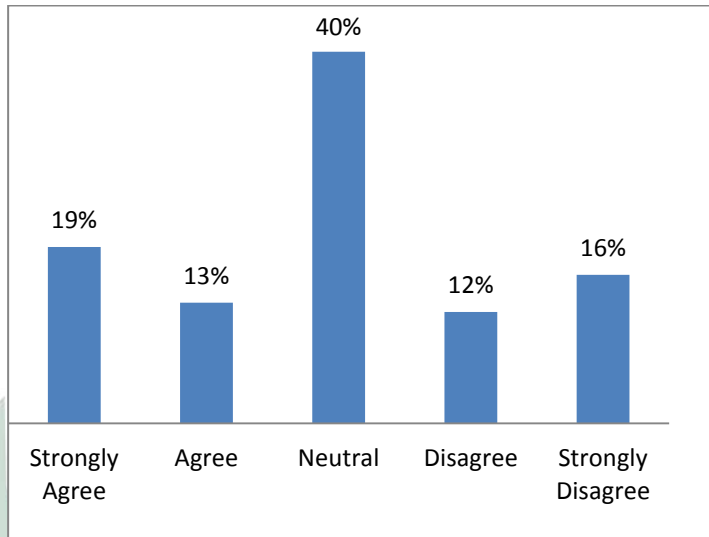


Figure 4.6 I'm Spending Less Time Working on Traditional English Homework

The result of this questioner was quite balanced, almost half of the students stated disagree / strongly disagree, the other half agree / strongly agree, while the rest take the neutral road. This shows that students' learning needs and style of technology were very diverse and also influenced by their environment and habits. Some prefer to learn with social media, and some were more comfortable learning to use traditional media.

g. I regularly watch video assignment

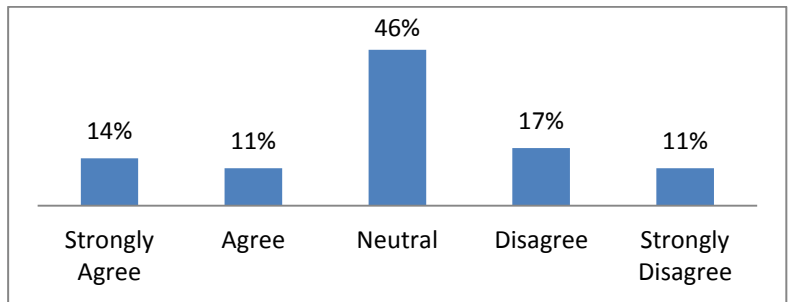


Figure 4.7 I regularly watch video assignment

The highest percentages of the above statements were Neutral and Disagree. This shows that the average student did not see the video assignment given by the teacher.

h. I dislike when I can't take the quiz with my own pace

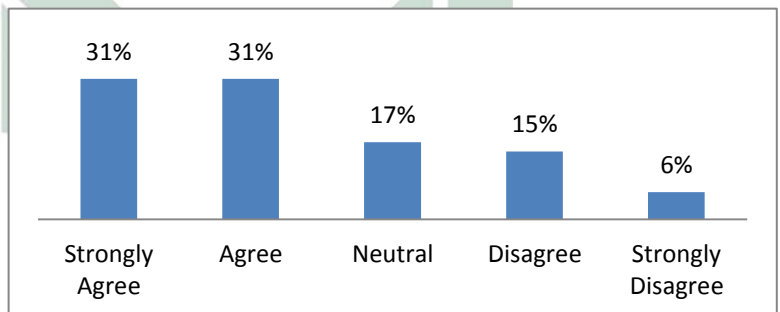


Figure 4.8 I dislike when I can't take the quiz with my own pace

Most students in this statement agree / strongly agree, this means they had an interest and

enthusiasm to did the tasks given online with their own efforts, although some students prefer to work with others.

i. I would rather watch traditional lesson than a lesson video

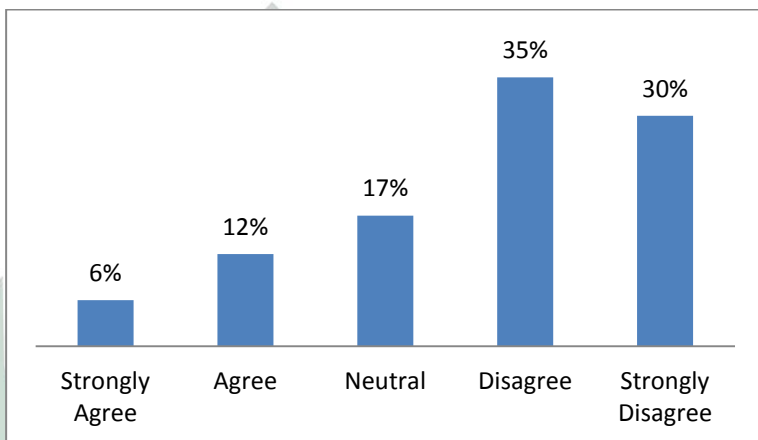


Figure 4.9 I would rather watch traditional lesson than a lesson video

The diagram shows that most students prefer the process of learning / teaching online. Nevertheless, there were some students who prefer to learn face to face with the teacher.

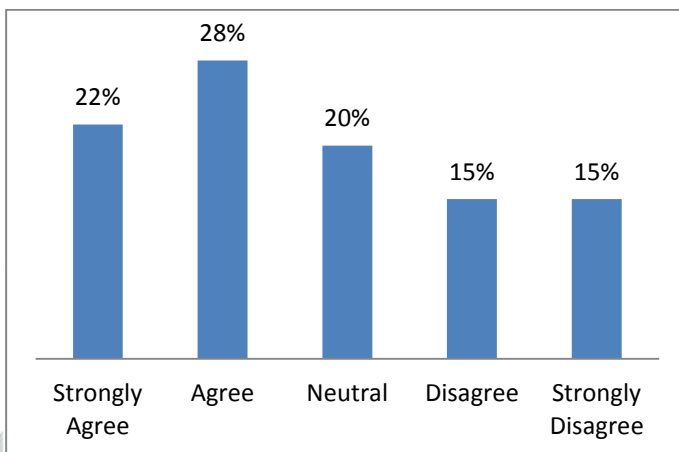
j. I find it easy to pace myself through the course

Figure 4.10 I find it easy to pace myself through the course

The diagram shows that the majority of students admitted it was easier to learn by using the flip class method, although there were about 8 students who had little difficulty following the flip class.

k. The Flipped class gives me less class time to practice English

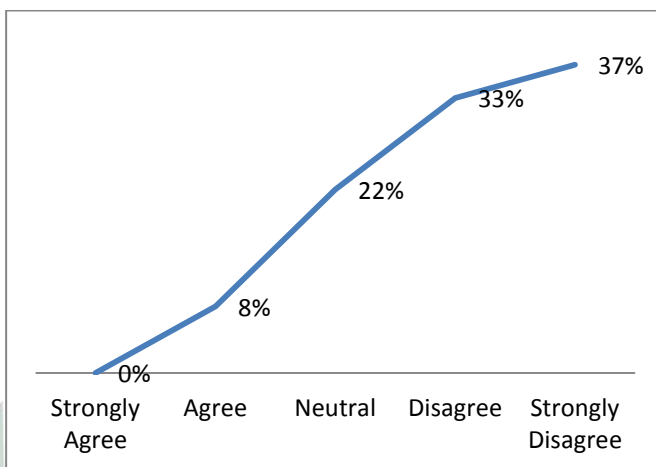


Figure 4.11 The Flipped class gives me less class time to practice English

It show that Flipped Class gives them more opportunity to practice their English skills in class; while some of the students admitted their time to practice their skills was reduced.

1. I am more motivated to learn English in the flipped class

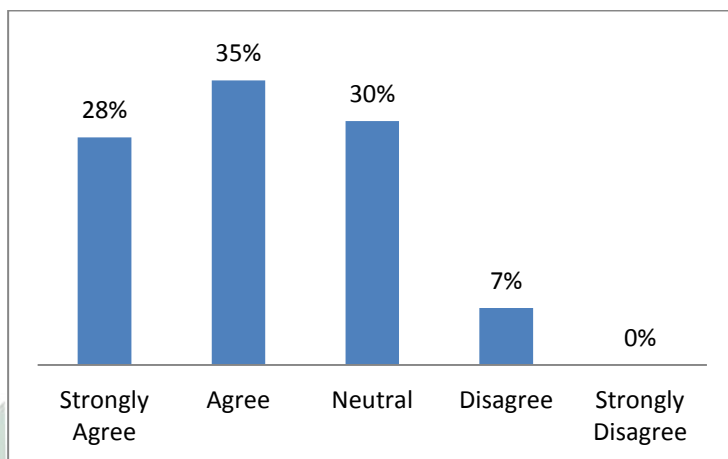


Figure 4.12 I am more motivated to learn English in the flipped class

A total of 11 people admitted that they were motivated and 7 others admitted that they were very motivated to study English with the flipped class. While 9 people were being neutral, and two others still feel that they were not motivated by the flipped class.

m. The flipped class has not improved my learning of English

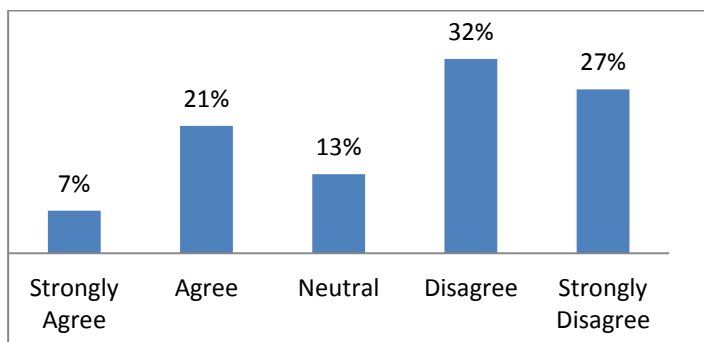


Figure 2.13 The flipped class has not improved my learning of English

Some students Could already feel that the flipped class has made their English skills improve, while others still cannot feel it.

B. Discussion

Based on the findings obtained by the researchers there were some points to be reviewed, the first was about the activities of the class, the second about the students' assumptions about the flipped class method, and the third was about teacher assumptions about the application of flipped class.

1. The Implementation of Flipped Class on Telling Narrative Learning at 8C Class in SMP Darul Mutallimin Sidoarjo

Based on the observations of the researcher, the classroom activity was quite good, although the students Could not reach the target well. The reference to learning achievement with a narrative story telling theme was that students could tell a story that was learned with confidence as when they tell their own stories to their friends in a relaxed and expressive manner. But the fact is, when asked to tell the story entitled "The Mountain God and the River God", students still read it like reading stories in general, without expression and still looks shy and tense.

Researchers suspect there were several factors that cause why students still look embarrassed and not confident when asked to tell narrative text is;

- ❖ The lag time of giving materials online with class activities was too short. For example, the teacher delivers the material online, the day before the class begins. For junior high school level, the time was too short to learn, otherwise there were other tasks that may be given by other subject teachers, so that their learning load was too heavy
- ❖ Students had no access to online learning.
- ❖ Materials given beyond their means
- ❖ Introduction given to textual narrative material, such as definitions, language features, generic structure, and examples of narrative texts not fully understood by students.

In addition to these factors, because this method was still newly executed in SMP Darul Muta'alimin, the teacher was still not fully master the method of flipped class and media that must be used. Teachers only understand the definition and function of the flipped class, but had not studied the concept and application of the flipped class in depth. Proven with the tendency of media used, teachers only use you tube for learning media. While many other media could be used, more effective for flipped classes, such as EdPuzzle, Edmodo, and so on.

In its application, the teacher asks students to download the video of "The Mountain God and The River God" (See Appendix 4) which Would be learned through the links that had been given to the students. Because in the video, there were fill-blank tasks, teachers ask students to learn and find the missing word from the video. By listening and viewing the video repeatedly, students were expected to be able to find the word according to pronunciation spoken by the narrator, and write their answer in the paper as a means of training before it would be discussed in class.

This method was considered by researchers as a less effective way, because teachers could not monitor whether students actually did the task given or not. Teachers also could not monitor student learning progress. Another case, if teachers use media such as EdPuzzle. In the website, teachers Could see the progress of students, and who did not do the task. Thus, the teacher Could do classroom learning planning to correct the lack or unfamiliarity experienced by the students.

From another aspect, the teaching method applied by the teacher was not in accordance with the written Lesson Plan. In the lesson plan, it was written that students would be trained to narrative story stories in groups to other groups, so that all students get the chance to communicate or apply their skills evenly.

But in its application, each group was asked to choose a representative to deliver the story. From this maneuver, there were several advantages and disadvantages of the modifications made by the teacher to the application of the lesson plan that he has made.

First, the initial principle of the flipped class was to give students more time and opportunities to learn and apply their skills by communicating to friends. In addition, by communicating to a classmate, students would be more daring to express without being distracted or feeling awkward with the teacher. But, because the teachers ask students to come forward and tell stories, students feel awkward, nervous, and afraid. Speaking to a friend in a group would be more comfortable than talking to yourself in front of the podium. The flow of communication and confidence would be more awakened when students talk to their own communities in a relaxed manner. Meanwhile, by giving students the opportunity to speak in public, only one-way communication was established.

Secondly, by public speech method, the teacher would be easier to give a score to the students. Whereas when students tell in groups, teachers must move from one place to another to assess students.

The third, with public speech would look dominant students. Students who come forward to tell the story would look more dominant than those who sit on the bench and gave a response "right or not". So that the score would be given tend to be invalid and uneven.

2. The Teacher's Perception about the Implementation of Flipped Class on Telling Narrative Learning at 8C Class in SMP Darul Mutallimin Sidoarjo

According to the teacher perception about the Flipped Class, there are several things must be measured for the review of Flipped Class implementation. First, teacher should more active to find out the material and combined it with an enough attractive media. So, the student now gave their big focus on media but did not get the material.

Second, the media would be used must be accessible for all of the students. It must be easier for the participant (Students-and teacher) to accessed it.

And third, the teacher should be having good time management to give the material and assignment to students, so they could access the assignment and the material given by, effectively.

3. The Students' Perception about the Implementation of Flipped Class on Telling Narrative Learning at 8C Class in SMP Darul Muta'allimin Sidoarjo

a) The Flipped Class was More Engaging than Traditional Class

Most students agree that the flipped class was an interesting method to use in learning. Especially they like to use gadgets. But there were some students who feel neutral and disagree. This was because they preferred to learn by meeting directly with the teacher, or they did not have the facilities to attend the class.

b) I Would Not Recommended the Flipped Class to My Friend

No students agree with this statement, it states that they recognize that flip classes were a fun, interesting, and effective method for them. But almost 60 percent of students were neutral, this attitude means they may suggest this class or maybe not. The reason for this attitude was that they did not really care about the methods used, provided they keep learning. Secondly, they did not have enough resources to follow this learning medium, and the third they were more understanding when listening to teacher explanations directly or face to face.

c) The Flipped Class gave Me the Greater Opportunities to Communicate with Other Students.

All students feel they had more opportunities to communicate with their friends, either to justify pronunciation, or to work together to learn the content of the learning materials. But the communications that were interwoven, did not fully use English, most of them still use the local language. There was also a mixed language between English, Indonesian, and Java. It was expected that the more often they communicate, they Would be familiar and able to use English as their second language.

d) I Like Watching Lesson on Video

In this study, almost all students prefer to learn to use video rather than face to face with the teacher. However, based on the results of student observations still need to meet with teachers to deepen their understanding of the material being studied.

e) I'm Spending Less Time Working on Traditional English Homework

Some students agree with this statement, some

were taking a neutral stance, and some were disagreeing. This shows that some of them prefer to did homework in the usual way. But there were some of them who prefer to did homework with interesting media, this depends on their passion and learning style.

f) Social Media (YouTube, WhatsApp, Puzzle, Etc.) was not an important part of my learning

As in the previous statement, some students voted in favor, neutral, and disagreed with a similar percentage of values. This proves that students know the benefits of such media was limited to communicate and entertainment. Some of them may prefer to study with the interesting media that exist on the internet, but still it was not an important part of their learning system due to limited knowledge of the benefits of the media.

g) I regularly watch video assignment

Most students in this statement take a neutral stance. In the previous statement some of them prefer to learn English using more interesting media such as YouTube video. But when they were given a video-related task they were neutral, so students Could adjust the tasks assigned to them even if they did not fit their mood.

h) I dislike when I can't take the quiz with my own pace

Almost all students agree with this opinion, and some also take neutral responders. In other words, students need a lot of motivation and help from teachers and friends around them to be able to include assigned tasks.

i) I would rather watch traditional lesson than a lesson video

Contrary to the foregoing opinion, this statement reinforces that students were more empowered to learn to

use video or media than to learn to use traditional methods. The technological factors, psychology, and habits of today's children who were familiar with gadgets were very influential on the learning styles they apply or they want.

j) I find it easy to pace myself through the course

The average student agrees with this statement. This proves that they could adapt them well to the methods used even though they still require a lot of encouragement and other tools such as teacher explanations or proper instructions. But it could be concluded they feel comfortable and more quickly understand the material delivered by this method.

k) The Flipped class gives me less class time to practice English

Almost all students expressed disagreement. It could be concluded that flip class provide more opportunities for them to discuss and practice their speaking skills while in class. With the materials, they had learned at home, they had topics to be discussed while in class. From these metrics, they also get a new vocabulary with pronunciation that corresponds to the native when they hear video and audio. Then they apply the said vocabulary in class discussions.

l) I am more motivated to learn English in the flipped class

Almost all students agree with this statement. The possibility that these methods fit their lifestyle, so that they could utilize the technology facilities they had more efficiently to use in the learning aspect. While those who were neutral, they could adapt to any learning style.

m) The flipped class has not improved my learning of English

Most students who agree or strongly agree already benefit from the flipped class in their learning development process. For those who take a neutral stance they could be sure they Could not feel the benefits of the flip class, due to lack of seriousness, inappropriate passion, or limited facilities. For those who disagree or strongly disagree, chances where they did not have many facilities used, so they Could not follow the classes that were organized by using the flipped class method.

Based on these assumptions, it could be stated that the flipped class method was a fairly effective, interesting, and efficient method to apply in learning. But there were some obstacles faced, students who did not had enough facilities or those who lack the technology would surely feel uncomfortable with this method so they feel inferior and could not follow this method well. Therefore, the selection of appropriate media and learning resources accessible to all students was very important.

Also in the learning process should the media used was not too flashy so remove the content that should be studied. Most likely the reason why students prefer to learn to use video or media on the internet was because the cover of the media was very interesting but the material it contains was very small. This causes the memory of the students to remember the media used rather than the material contained in the media. Therefore, teachers should be able to choose the media with the weight of the material and a balanced cover.

For the problem of those who did not understand how to did the task through online media individually, the factors that could cause it to happen were the lack of proper instruction from the teacher, or the lack of student attention to the instruction delivered so miss communication occurs. Another factor is, most of them prefer to work or study in groups. Although the negative reason of that was due to the limited ability or factor lazy due to lack of motivation to learn Because the material was difficult to understand. For this problem teachers and parents should work together to provide an understanding of the material benefits they Would learn.

