

CHAPTER IV

FINDING

In this chapter, the researcher answers the questions of the problem which have been stated in chapter 1. The questions of the problem are; 1) How is the implementation of flipped classroom on compound and complex sentence for English education program batch 2019 of STKIP PGRI Sidoarjo? 2) How do the students' perceptions towards flipped classroom on compound and complex sentence? 3) What are the advantages and disadvantages of flipped classroom method?

To answer the questions, the researcher will describe the result of the class observation and the result of students' perceptions from questionnaire.

4.1 Findings

In this part, the researcher describes the implementation of flipped classroom on compound and complex sentence for English education program batch 2019 of STKIP PGRI Sidoarjo. The researcher conducted the observation in three meetings and duration of each observation was 2 x 50 minutes or 2 SKS. The three meetings were to observe teaching learning process, while in the last meeting researcher also distributed questionnaires to measure students' respond. From the class observation, the researcher found the answer of the first statement of the problem which was ask about "How is the implementation of flipped classroom on compound and complex sentence for English education program batch 2019 of STKIP PGRI Sidoarjo". The lecturer used three phase Technique in teaching

writing using Flipped Classroom method. Three phase technique is a technique which has three main activities in its execution in the class (Abbot. 1981:101). They are pre-activity, while activity, and post activity.

Pre-activity here means the lecturer give the material first to the students then lecturer present the headline of the material to the students. And then students learn the material by themself at their home. The material is usually made by video or power points slide or both The contains of video or power points slide is always about the main information toward the material There are also the examples about the questions and how to answer the questions

While activity means the lecturer asked the students about the material at the next meeting in the class The material that the students have teamed before at their home. Arid then the students practice one by one or group by group in front of the class. In this phase, there is not only build the communication between lecturer and students, but also students to another student. The discussion between lecturer - students, and students - students make more interaction in the class and also the lecturer can see the students 'ability and their achievement in each skill.

Post activity means the lecturer did the evaluation to the students for the material that they had discussed and then the lecturer gave the material for the next level meeting to the students The material was potter point and or video The lecturer also asked the students about the material for the next meeting in the class. It provides students estimation toward the material for the next meeting.

4.1.1 The implementation Flipped Classroom

All meeting used flipped classroom method. However, each meeting had compound and complex sentence material. First meeting was

introduction the material, second meeting was discussing the material, third meeting was evaluation.

4.1.1.1 The First Meeting

At the first meeting which was held on 3rd April 2020, the lecturer explained writing subject. He also explained that in writing, he would use flipped classroom as the result of his personal observation in teaching such subject. He considered that flipped classroom would be appropriate for students who are in generation Z. Furthermore, the lecturer also make simulation on how to implemented flipped classroom method.

The lecturer explained how flipped classroom method implemented with writing, especially writing compound and complex sentence. First, the lecturer introduced the basic of writing. Then the lecturer explained what is compound sentence, and what is complex sentence briefly.



Picture 4.1.1.1 Lecturer explained compound-complex sentence

The next meeting to the students, then she gave the material to the students. The material was how to write compound-complex sentence in video presentation.

4.1.1.2 The Second Meeting

The second meeting was held in 21st April 2020 in C2 room at 08.00 - 09.30 am. This meeting, the lecturer discussed the material with the students. The material was writing compound – complex sentence that was given in the first meeting. The lecturer gave flashback explanation toward writing compound and complex sentence before he discussed compound-complex sentence with the students. The lecturer made a quiz through how to write compound-complex sentence. The lecturer asked the student to write the example of compound-complex sentence by themselves.

★Compound-complex sentence brings both of these sentence forms together. That is, it contains at least two independent clauses (like a compound sentence) and at least one dependent clause (like a complex sentence). For example:

- Erin loves her brother, and he loves her too because she pays his bills.
- The dog ran off when I chased him, but I didn't care.
- Though my mother says it doesn't matter, I am tall, and she is short.

Note that the dependent clause can be at the beginning, middle, or end of a compound-complex sentence. No matter where

it is placed, the punctuation follows the rules for both compound sentences and complex sentences.

That means that the students need to put a comma before the coordinating conjunction and, if applicable, another comma after the dependent clause when it occurs at the beginning of the sentence.

See some additional examples to get a feel for how compound-complex sentences will help you add detail to your writing:

- When I went to the store, my parents wanted me to pick up some milk, but I didn't have enough money.
- Even if the child is hungry, he will never eat oatmeal, but he will always eat ice cream.
- The man was mean because he was lonely, but his attitude only made his situation worse.
- The dog needed a new leash, and he couldn't go for a walk until he had one.
- It is important to vote when the time comes, or you won't get a say in new laws.



Picture 4.1.1.2 Lecturer checked students' assignment

After that, students practiced for writing compound-complex sentence by themselves. Before class had over, the lecturer gave some evaluation.

4.1.1.3 The Third Meeting

The third meeting was held in 3rd May 2020 in C2 room at 08.00 — 09.30 am. This meeting used to evaluate all meetings

observation and also evaluated the material through compound – complex sentence. After that, the lecturer gave questionnaire to the students. Then the students filled the questionnaire.



Picture 4.1.1.3 Lecturer collected the questionnaires

4.1.2 Students' Perceptions in Questionnaire

In this part the researcher shows the students' perceptions based on the questionnaire that was given to the students in the last meeting of observation class. There are 10 questions toward flipped class room method which is used in their class (2019 A Class of STKIP PGRI Sidoarjo).

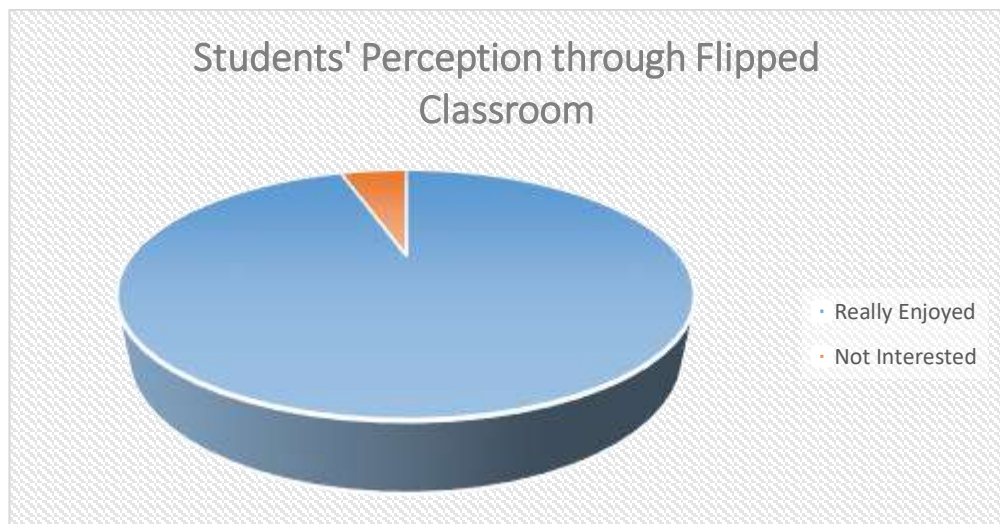


Figure 4.1.2 Students' perception through Flipped Classroom method

From the questionnaire, the researcher found that 95% students really interested and enjoyed flipped classroom method at their class. And then they got the advantages from flipped classroom method, such as they more active, more interactive, more communication with their teacher, and also they easier understand the lesson with flipped classroom.

Although less than 5% students disagree with few points based on the Questionnaire. They felt not too comfort to active in their class. They feel More comfortable to discuss with their teacher directly or face to face than Discuss with their friend. It was no matter, because more students are interesting using flipped classroom method. More students were enjoying flipped classroom because they feel easier learn the lesson using this

method, and also more students more active in their class. The researcher shows it in the table that contains the number of the students that answered the questions. However, they have chosen option A (Strongly agree, B (Agree), C (Disagree), or D (Strongly Disagree).

Question Number	Option A	Option B	Option C	Option D	Total Students
1	10	10	0	0	20
2	8	10	2	0	20
3	6	13	1	0	20
4	14	5	1	0	20
5	10	10	0	0	20
6	11	9	0	0	20
7	10	8	1	1	20
8	6	12	0	2	20
9	14	6	0	0	20
10	8	10	1	1	20

Table 4.1.2 The Students perception

After grouping the criteria of the students' answer, the researcher classified the result of the questionnaire by using percentage. The formula of using percentage is

$$P = \frac{F}{N} \times 100\%$$

Wich is;

P: Precentage

F: Frequency

N: The Number of Frequency

Question Number	Option A	Option B	Option C	Option D	Total Students
1	50%	50%	-	-	100%
2	40%	50%	10%	-	100%
3	30%	65%	5%	-	100%
4	70%	25%	5%	-	100%
5	50%	50%	-	-	100%
6	55%	45%	-	-	100%
7	50%	40%	5%	5%	100%
8	30%	60%	-	10%	100%
9	70%	30%	-	-	100%
10	40%	50%	5%	5%	100%

Table 4.1.2b The percentage of students' perception

The students respond to the questionnaire number 1 (Flipped Classroom makes you feel better to understand the lesson). 50% said they strongly agree and the rest 50% said they agree toward flipped classroom method makes the feel better to understand the lesson.

For the questionnaire number 2 (Flipped Classroom is easy teaching method to convey). 40% students said they strongly agree, then 50% students said they agree that flipped classroom method is easy teaching to convey the material to them. Although 10% students said disagree about that.

The questionnaire number 3 is "Flipped classroom is one way to overcome the difficulties that you do not understand the lesson". 35% students answered option A, which is strongly agree. 65% students answered option B, which is agree that flipped classroom method is one way to overcome the difficulties if the students do not understand the lesson or material. Although 5% students disagree with that.

Questionnaire number 4 is "You can share the material you've learned to each other in flipped classroom". 70% students answered option A which is strongly agree, while 25% answered option B which is agree that flipped classroom method can share the material each other. Even there are 5% students that answered option C which is disagree with that.

Next is questionnaire number 5 (You have several chances for explaining the topic/material in flipped classroom). All students had answered positive options. 50% students answered option A, strongly agree. Rest 50% students answered option B, agree. Which mean that all students agree that they have several chances for explaining the topic/material in flipped classroom.

Questionnaire number 6 (Lesson is easy to understand by using flipped classroom) had positive respond also from the students. 45% students answered option A which is strongly agree, rest 55% students answered option B which is agree So that all of students agree that flipped classroom is very usefull method to understand the lesson.

Questionnaire number 7 (Flipped classroom leads more interactiobetween teacher and students). 50% students answered option A, strongly agree, 40% students answered option B, agree. So that the students agree that flipped classroom lead more interaction between teacher and Students. Although there are few students disagree with that (5% students answered Option C, disagree and 5% students answered option D Strongly disagree)

The questionnaire number 8 is “In this method you learn to correct your mistakes and learn from them”. Most students answered positive option 30% students answered option A, strongly agree. Then 60% students agree that they learn to correct their mistake from flipped classroom. Although there are 10% Students strongly agree with that. They felt they have to ask to the teacher directly to correct their mistakes, not for discussing with their friend

Questionnaire number 9 (Flipped classroom makes lesson interesting) has very positive respond. 70% students answered strongly agree (option A). Then 30% students answered agree (option B). Which mean that all of students enjoy to use flipped classroom method in their class.

Last questionnaire number 10 is “You are more active using flipped classroom method”. 40% students answered strongly agree (option A). Then 50% students had chosen agree (option B). It means that most students more active in the class when the teacher uses flipped classroom method. Although there are 5% students disagree (option C) and 5% students had Chosen strongly disagree (option D). They felt not too active in the class even the teacher uses flipped classroom method. They felt ashamed to speak in front of the class.

4.1.3 The Advantages and Disadvantages Toward Flipped Classroom

Based on the observation and questionnaire, the researcher had advantages and disadvantages of flipped classroom method.

4.1.3.1 The advantages of flipped classroom

a) More one-to-one time with teacher or lecturer

The flipped classroom model provides more time for one-to-one between the lecturer or teacher and students. This means the students have more time to ask questions or ask for help if there are any issues.

b) More group work or student collaboration/interaction time

Students have more group work or student collaboration time to cover subject activities, discussions and peer reviewing.

c) Self-paced learning

Student learning can be self-paced to help them learn at their own pace and in their own time. This can be particularly effective for slower learners.

d) Improved engagement

Students are more engaged with flipped classrooms or lectures as they are researching, completing activities or discussing the subject. With traditional teaching, the teacher would generally be providing all of the information to them.

e) Deeper subject understanding

As students are researching and discussing themselves, the students gain a deeper understanding of the subject and related subjects.

f) Work accessibility

Homework and work tends to be more accessible with the flipped classroom or lecture model. Teachers have to provide learning

materials for the subject making the work provided available over the school, college or university's intranet system.

g) May improve test performance

Some recent studies have shown that flipped classrooms or lectures can improve test performance. The Flipped Learning network completed a survey in 2014 that showed 71% of teachers had seen test score improvements from using a flipped classroom model.

h) Transparency for parents

Parents have more access to the learning materials and their performance so far. Parents can help if there are any issues with the student's understanding.

i) Absences aren't as problematic

A student can catch up on missed lectures or classes using the flipped classroom model. The initial information required for the class will be online and the student can catch up themselves.

j) Richer content

Flipped classrooms or lectures encourage richer content. With traditional teaching, the students would be provided with one way of looking at the subject, whereas flipped lectures or classrooms encourage the student to find many different ways of looking at a topic including different diagrams, wording and videos.

k) More freedom for teacher

Teachers or lecturers have more freedom to spend with the students they feel need more support or assistance using the flipped classroom method.

4.1.3.2 The disadvantages of flipped classroom

a) Relies on student preparation

The flipped method does rely on students preparing for their classes ahead of time. If the student is already a social loafer, then this method will mean they don't complete their own work or learn.

b) Increased screen time

Due to the nature of the research, activities and discussion required, computers or tablets tend to be used more using the flipped teaching method. This can add to an already high screen time in students.

c) May exacerbate digital divide issues

Lack of access to the internet or a home computer can result in a lack of access to the learning materials provided. This may exacerbate digital divide and learning issues already caused by students coming from lower income families.

d) Time and effort for teacher

The time and effort required from a teacher's perspective initially when creating the flipped class material is higher than for a traditional class. However, the material can be re-used the next year.

e) May not cover everything required for a test

Students in flipped classes may not cover the entire subject required for a test. The depth of the subject can be dictated by the student themselves or the group the student is working with.

4.2 Discussion

In this part, the researcher discusses toward researchers 'statement of the problems that are 1) How is the implementation of flipped classroom on compound and complex sentence for English education program batch 2019 of STKIP PGRI Sidoarjo? 2) How do the students' perception towards flipped classroom on compound and complex sentence? 3) What are the advantages and disadvantages of flipped classroom method?

4.2.1 Discussion of The Implementation on Flipped Classroom Method

From the class Observation, the researcher found the answer of the first statement of the problem which was ask about "How is the implementation of flipped classroom on compound and complex sentence for English education program batch 2019 of STKIP PGRI Sidoarjo". The lecturer used three phase technique in teaching compound and complex sentences using Flipped Classroom method. Three phase technique is a technique which has three main activities in its execution in the class (Abbot, 1981: 101). They are pre-activity, while activity, and post activity.

There are few differences way that convey the material between the lecturer who the researcher observed with the researcher in previous study. In previous study, the researcher used video, or podcast to convey the material to his students. While in this study, the lecturer used power point

to convey the material to the students. Therefore, the lecturer should not only use power point, but also using Flipped Classroom Method.

However, they had same technique when using flipped classroom method. They use pre-activity, main activity, and post activity. All of the study had more interactive class in their class.

4.2.2 The Discussion of Students' Perception

In this part, the researcher describes the answer of the second statement of the problems which asked toward "How do the students' perception towards flipped classroom on compound and complex sentence". There are 20 students in 2019 A English Class at STKIP PGRI Sidoarjo who answered the questionnaire that was given by the researcher in the last meeting of observation.

There are 10 questions related with the affective respond. Affective respond is a respond that related with emotion, attitude or posture, and assessing someone through something (Chaffe, 1983). So that the researcher only takes the data with emotion and feeling the students toward flipped classroom method.

The result is positive. It was faced with 95% students interested with flipped classroom method. Although less than 5% students disagree with few points based on the questionnaire. They felt not too comfort to active in their class. They feel more comfortable to discuss with their teacher directly or face to face than discuss with their friend. Thus, the lecturer should give motivation to the students who feel ashamed to speak in the class. For example, she can personally discuss with the students that fell ashamed to

speak in from the class. Therefore, that students can present in the class with more confident Another example, the lecturer can point the students who are not active in the Class during teaching learning process. Then the students can be more encouraged to speak in front of the class. After that the students who are ashamed to speak in the class can build interaction with the lecturer and the students.

In previous study, the result of using flipped classroom is also positive. It was proved by the result of the interaction in the class. The students could Answer the material question optimally. The students also improve the Knowledge toward the material (Kirch, 2012).

In addition, the researcher found that flipped classroom method is very Useful method for teaching. Based on the result of questionnaire, flipped classroom method make the class more active. Then the students can understand easier the lesson because of using flipped classroom method.

4.2.3 The Discussion toward Advantages and Disadvantages of Flipped Classroom

As an educational method, the flipped classroom has several advantages. These advantages include;

- a. Students can better understand the material to be taught.
- b. The teaching and learning process becomes more effective.
- c. Material can be explored more deeply.
- d. Could be lead to fun learning

Even so, the flipped classroom method also has several drawbacks;

- a. Teachers have to struggle more, because they have to prepare material for flipped classroom.
- b. Students have the potential to become bored faster.
- c. Reduced student play time.
- d. If students do not study the material, students will be left behind.
- e. It costs a lot, especially if you use video and the internet.

