

THE IMPLEMENTATION OF FLIPPED CLASSROOM MODEL IN TEACHING VOCABULARY DURING COVID-19 PANDEMIC AT SMP N 1 KARTASURA 2020/2021 IN ACADEMIC YEAR

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Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan Model Flipped Classroom oleh guru dalam pengajaran kosakata pada masa pandemi covid-19 di SMP N 1 Kartasura tahun pelajaran 2020/2021. Penelitian ini dilaksanakan di SMP N 1 Kartasura pada bulan Desember 2022. Subyek penelitian ini adalah siswa kelas VII D dan guru bahasa inggris di SMP N 1 Kartasura. Data pada penelitian ini berupa informasi tentang penerapan model flipped classroom dalam pengajaran kosakata pada masa pandemi Covid-19 di SMP N 1 Kartasura tahun pelajaran 2020/2021 yang didapatkan melalui hasil wawancara dengan guru bahasa inggris dan siswa kelas VII D di SMP N 1 Kartasura. Teknik pengumpulan data penelitian ini terdiri dari teknik observasi, wawancara dan dokumentansi. Sedangkan teknik keabsahan data pada penelitian ini menggunakan teknik triangulasi. Teknik analisis data yang digunakan untuk menganalisis data dalam penelitian ini menggunakan teknik analisis data kualitatif. Analisis kualitatif yang digunakan adalah model analisis interaktif yaitu model analisis yang memerlukan tiga komponen yaitu reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil penelitian ini menunjukkan bahwa 1) Penerapan model pembelajaran Flipped Classroom dilakukan dengan menyiapkan bahan pembelajaran sebelum kelas dimulai. Setelah itu guru membagikan materi yang telah disiapkan kepada siswa dengan tujuan agar dapat dipelajari di rumah. Guru juga biasanya menggunakan tugas lain seperti menonton video, membaca teks dalam modul, atau menghafal kosa kata bergambar. Kemudian melakukan kegiatan praktikum dan latihan dengan mengulang kosakata yang telah dipelajari di rumah. 2) beberapa permasalahan yang dihadapi dalam penerapan Model Flipped Classroom dalam Pembelajaran Kosakata Pada Masa Pandemi Covid-19 di SMP N 1 Kartasura Tahun Pelajaran 2020/2021 antara lain jaringan internet kurang baik, tidak ada internet kuota dan guru tidak bisa memantau aktivitas siswa secara langsung selama di rumah. 3) Solusi yang diambil untuk mengatasi masalah tersebut adalah dengan diadakannya kuis singkat untuk mengecek apakah siswa benar-benar membuka materi dan belajar selama di rumah serta meminta siswa untuk saling mengingatkan dan melakukan kerja kelompok.

Kata kunci : Model flipped classroom, kosakata, bahasa inggris.

Abstract

The purpose of this study was to describe the application of the Flipped Classroom Model by teachers in teaching vocabulary during the co-19 pandemic at SMP N 1 Kartasura in the 2020/2021 academic year. This research was conducted at SMP N 1 Kartasura in December 2022. The subjects of this study were students in class VII D and English teachers at SMP N 1 Kartasura. The data in this study is in the form of information about the application of the flipped classroom model in teaching vocabulary during the Covid-19 pandemic at SMP N 1 Kartasura for the 2020/2021 academic year which was obtained

through the results of interviews with the English teacher and class VII D students at SMP N 1 Kartasura. This research data collection technique consists of observation techniques, interviews and documentation. While the data validity technique in this study uses a triangulation technique. The data analysis technique used to analyze the data in this study uses qualitative data analysis techniques. The qualitative analysis used is an interactive analysis model, namely an analysis model that requires three components, namely data reduction, data presentation, and drawing conclusions/verification. The results of this study indicate that 1) The application of the Flipped Classroom learning model is carried out by preparing learning materials before class begins. After that the teacher distributes the material that has been prepared to students with the aim that it can be studied at home. Teachers also usually use other tasks such as watching videos, reading texts in modules, or memorizing illustrated vocabulary. Then carry out practical activities and exercises by repeating the vocabulary that has been learned at home. 2) some of the problems encountered in implementing the Flipped Classroom Model in Vocabulary Learning During the Covid-19 Pandemic at SMP N 1 Kartasura for the 2020/2021 Academic Year include poor internet network, no internet quota and teachers cannot monitor student activities directly while at home. 3) The solution taken to overcome this problem is to hold a short quiz to check whether students really open the material and study while at home and ask students to remind each other and do group work.

Keywords: Flipped classroom model, vocabulary, English

1. INTRODUCTION

Vocabulary is an important part of foreign language learning because without vocabulary, we cannot do listening, speaking, reading, and writing. (Laufer & Nation, 1999) explain that mastery of vocabulary is very important for successful foreigners in language use and plays an important role in the formation of complete spoken and written texts. Learning vocabulary items plays an important role in all language skills for example listening, speaking, reading, and writing (Nation, 2008). Fisher & Frey (2014). explained that classroom vocabulary is the most challenging aspect of communication and is labelled the most problematic area by teachers. Even though learners know the language's grammar, communication will break down if they do not know the correct word (Rashid, Lan & Hui, 2022).

Through learning vocabulary, we know how to use the language properly. In fact, there are many obstacles in learning vocabulary at school. It is due to laziness in memorizing words, and lack of interest in learning vocabulary, especially in junior high school students. The students' vocabulary problems must be solved because it may be difficult for them to continue to the next level or class. Also, students may have low motivation in learning English because they feel English is difficult. Furthermore, students will experience boredom in English class. According to (Hutchinson & Waters, 1993) the discrepancy between students' conceptual or cognitive capacities and students' English proficiency level often causes problems for students because students' learning styles and teacher's teaching approaches are not suitable and also

English language courses are not related to students' needs and interests. (Susanna, 2007) also states that weak students usually have poor strategies and give up easily when they encounter struggles. Therefore, the teacher as a facilitator for students must be able to make it as interesting as possible to be motivated in it and learn vocabulary. one of them is the use of reverse class media.

Flipped classroom is one of the learning models in which students get the first stimulus outsideclasses (usually through reading material or electronic learning resources) to then during class meetings, students do many knowledge assimilation activities such as problem solving, discussion, and so on (Nederveld & Berge, 2015). The flipped classroom is pedagogically convincing because it supports the principles of personalization, differentiated learning, student-centred instruction, and constructivism. In the inverted class, the whole class structure is flipped, and that is why it is called an inverted class (Overmyer, 2014). The main purpose of flipping classes is to increase the face-to-face time between teachers and students (Gross, 2014). The basic principle of the inverted classroom model is to have more attention on students and their learning without wasting class time needing to include new content (Lafee, 2013). The benefits of reverse classes focus on higher-level thinking skills and challenging content. Therefore, the inverted classroom model increases student engagement, motivation, and improves academic achievement (Tucker, 2012).

Based on the results of initial observations at SMP 1 Negeri Kartasura, it is known that in language learning, especially in teaching vocabulary, teachers only use monotonous media, so that students are less motivated to follow the existing learning, besides that students also still think that English is a very complicated foreign language, so students have difficulty in learning English. Therefore, it is necessary to have a creative approach in teaching vocabulary to students. Based on the above background, the researcher is interested in conducting a research entitled "The Implementation of Flipped Classroom Model in Teaching Vocabulary During Covid-19 Pandemic at SMP N 1 Kartasura 2020/2021 in Academic Year".

2. METHOD

This research is a type of qualitative research with a descriptive approach. This research was conducted at SMP N 1 Kartasura in December 2022. The subjects of this study were students in class VII D and English teachers at SMP N 1 Kartasura. The data in this study is in the form of information about the application of the flipped classroom model in teaching vocabulary during the Covid-19 pandemic at SMP N 1 Kartasura for the 2020/2021 academic year which was obtained through the results of interviews with the English teacher and class VII D students

at SMP N 1 Kartasura. This research data collection technique consists of observation techniques, interviews and documentation. While the data validity technique in this study uses a triangulation technique. The data analysis technique used to analyze the data in this study uses qualitative data analysis techniques. The qualitative analysis used is an interactive analysis model, namely an analysis model that requires three components, namely data reduction, data presentation, and drawing conclusions/verification.

3. FINDING AND DISCUSSION

3.1 Findings

3.1.1 The Implementation Of Flipped Classroom Model

Based on the research results, it is known that the application of the Flipped Classroom model to learning English at SMP N 1 Kartasura began with online learning due to Covid-19 which required all schools to fully carry out distance learning activities. As in the following interview results:

The Flipped Classroom Model itself has been implemented since the pandemic, yes, where there is a provision that learning activities must be fully carried out online. But even now, I still often use the Flipped Classroom Model, because in my opinion, with Flipped Classroom, students learn at home and are ready to learn in class (Nurtiani, S.Pd).

Based on the results of interviews with (Nurtiani, S.Pd) as a English teachers at SMP N 1 Kartasura it is known that the application of the Flipped Classroom model to learning English at SMP N 1 Kartasura began with online learning due to Covid-19 which required all schools to fully carry out distance learning activities. However, even when learning is carried out face-to-face, sometimes the teacher still uses the Flipped Classroom Model. This is because the Flipped Classroom learning model is very helpful for teachers in preparing students for learning in class. Based on the research results it is also known that the stages in implementing the flipped classroom model in teaching vocabulary during the covid-19 pandemic at SMP N 1 Kartasura, are as follows:

Before class starts we prepare the material that will be taught first, then after that we send the material to students to study at home. Apart from that, I often use other assignments such as watching videos, reading the text in the module, or memorizing pictorial vocabulary. Then fill out a short quiz to check whether students actually open the material and study while at home. (Nurtiani S.Pd).

The English teacher at SMP N 1 Kartasura has the first stage of implementing Flipped Classroom, namely the preparation stage. At this early stage, the teacher first prepares learning material before class begins. After that the teacher distributes the material prepared to students with the aim that it can be studied at home. The teacher also usually uses other assignments such as watching videos, reading the text in the module, or memorizing pictorial vocabulary. Then fill out a short quiz to check whether students actually open the material and study while at home. Based on the research results, it is also known that the Flipped Classroom implementation stage is carried out by means of the teacher utilizing class time for practice and training activities. For example, students practice pronunciation or pronunciation by repeating the vocabulary they have learned at home. As in the following interview results:

After we distribute the material, we usually do practical exercises in class later, so our students are asked to mention the vocabulary repeatedly. So after that, we try to practice in pairs with other students (Nurtiani S.Pd).

Based on the results of the interviews above, it is known that in practice the application of Flipped Classroom is carried out by the teacher utilizing class time for practical activities and exercises, where students are asked to mention vocabulary repeatedly from the material distributed by the previous teacher. In addition, the teacher also asked students to practice vocabulary in pairs with classmates.

3.1.2 The Problems Faced in Implementing The Flipped Classroom Model

Based on the results of interviews with student informants. they feel more comfortable and enjoy learning directly (face to face) as they learned before the pandemic. Even so, apparently the students' displeasure did not originate from brave learning mechanisms or learning resources, but because of the internet factor, one student said:

“Saya lebih senang pembelajaran langsung di sekolah dari pada harus via online, kalau langsung lebih mudah di pahami dan karena juga terkendala kuota internet dan jaringan internet yang susah sinyal.” (Messi Seto Rahardjo)

It's just that technical constraints (for example: quota internet problems) remain a problem that still exists in student perceptions. Then I interviewed another student to ask about flipped classroom learning, she said:

“Pertama tama dengan metode seperti ini saya juga merasakan kesulitan untuk belajar, tapi sekarang saya lebih enjoy karena mudah di pahami dan bisa belajar sendiri terlebih dahulu dengan metode belajar seperti ini, tapi masalah saya pada jaringan internet yang sulit saya akses.” (Nadin Putri Santosa)

Thus there are 2 student perceptions about flipped classrooms. The first is that learning is no more fun than face-to-face learning. The second is to enjoy it more because you can learn on your own first. But both of them experienced similarities in problems on the internet network. Based on the research results, it is known that in the implementation there are several problems encountered in implementing the Classroom Model in Vocabulary Learning During The Covid-19 Pandemic at SMP N 1 Kartasura for the 2020/2021 Academic Year. As in the following interview results:

First it was a problem with a bad internet network, no internet quota and so on. Then apart from that, after we send the material we cannot monitor students directly. So we don't know whether the students are actually studying or not while at home. (Nurtiani S.Pd).

Based on the results of the interviews, it is known that in practice, there are several problems faced by implementing the Classroom Model in Vocabulary Learning During The Covid-19 Pandemic at SMP N 1 Kartasura for the 2020/2021 Academic Year, including bad internet network and no internet quota. In addition, based on the results of the interviews, it is also known that other problems faced by teachers in implementing the Classroom Model in Vocabulary Learning During The Covid-19 Pandemic at SMP N 1 Kartasura for the 2020/2021 Academic Year, namely teachers are unable to monitor student activities directly while at home. So the teacher does not know whether his students are really studying or not while at home.

3.1.3 Solutions to problems in Implementing the Flipped Classroom Model

Based on the results of the research, it is known that the solutions were made to overcome the problems encountered in implementing the Classroom Model in Vocabulary Learning During The Covid-19 Pandemic at SMP N 1 Kartasura for the 2020/2021 Academic Year. Are as follows:

Yes, earlier I usually made short quizzes to check whether students actually opened the material and studied while at home. If it's a signal or quota problem, I usually ask students to remind each other or work in groups.

Based on the results of the interviews, it is known that the solution is to overcome the problems encountered in implementing the Classroom Model in Vocabulary Learning During The Covid-19 Pandemic at SMP N 1 Kartasura for the 2020/2021 Academic Year, namely by holding a short quiz to check whether students actually open up the material and study while at home. In addition, based on the results of the interviews it is also known that with regard to signals, the solution carried out by the teacher is to ask students to remind each other and do group work.

3.2 Discussion

Based on the research results it is known that the application of the Flipped Classroom learning model is carried out by preparing learning materials before class begins. After that the teacher distributes the material prepared to students with the aim that it can be studied at home. The teacher also usually uses other assignments such as watching videos, reading the text in the module, or memorizing pictorial vocabulary. Then fill out a short quiz to check whether students actually open the material and study while at home. In addition, based on the results of the research it is also known that the teacher utilizes learning time in class for practical activities and exercises. For example, students practice pronunciation or pronunciation by repeating the vocabulary they have learned at home.

Bretzmann (2013: 10) explains that Flipped Classroom is a learning model that is described as the opposite of traditional teaching where students get first exposure to new material outside of class, usually through reading or video lectures, and then class time is used to do more work. difficult to assimilate that knowledge through strategies such as problem solving, discussion or debate. According to Enfield (2013) Reversed Class is a pedagogical model that reverses traditional teaching strategies so that lecture activities that are usually delivered in class are moved outside the classroom and homework that students usually do outside of class is shifted into class. Bergmann and Sams (2014) stated that currently, flipped learning is a learning method that has begun to be implemented in schools around the world. The inverted classroom is very flexible to be adopted by both teachers and lecturers. It can be applied at any level of education, but it depends on the learners, available resources and time (Milman, 2012). Many educators argue that the reverse classroom uses technological media as learning and especially videos that are used in traditional lectures in the classroom (Overmyer, 2012).

Based on the results of the research, it is also known that in the implementation there are several problems encountered in implementing the Classroom Model in Vocabulary Learning During The Covid-19 Pandemic at SMP N 1 Kartasura for the 2020/2021 Academic Year, including bad internet network, no internet quota and the teacher is not able to monitor student activities directly while at home. So the teacher does not know whether his students are really studying or not while at home. The solution taken to overcome this problem is by holding a short quiz to check whether students really open the material and study while at home and ask students to remind each other and do group work. Flipped Classroom is a strategy to help teachers make class time more efficient and effective. The Upside Down Classroom is changing traditional teaching strategies by providing online lessons outside of the classroom and moving homework

into the classroom where teachers have more fruitful time helping students with their questions and one-on-one support (Bishop and Verleger, 2013).

Honeycutt & Garrett (2014) explained that the Flipped learning model focuses students more on in-depth learning activities. So that through this learning model, learning activities that are usually carried out in class are replaced with homework with the help of technology, while in-class learning activities are carried out in a more varied manner such as discussions, question and answer, presentations and other communicative activities in accordance with the teacher's guidelines. In simple words, it can be said that the flipped learning model is what the class does, switches to do outside the class (Fernández, 2020).

Schultz et al. (2014) explained that the application of the flipped learning model is preferred because it improves students' other aspects of their learning. This can be seen when implementing flipped learning. Initial preparation by studying learning videos before entering offline classes provides an opportunity for students to improve their speaking skills, especially in several aspects such as; vocabulary and grammar, content mastery, pronunciation, fluency and interactive communication (Birgili, Seggie, & Oğuz, 2021). This explains that the benefits of the flipped learning model are felt by students as an effort to create a learning environment that provides more free time to be able to focus on learning better in improving English speaking skills. In addition, students also feel more motivated, feel more responsible for being involved in completing assignments from the teacher. Students also consider the flipped learning model to be more flexible in using their study time. This confirms that the flipped learning model can be an alternative in teaching because it makes students more independent in learning (Honeycutt & Garrett, 2014).

Lie & Ajam (2020) explained that although Flipped Classroom is a learning model that can make students more independent, some teachers say that Flipped Classroom is less effective than direct learning. This is because each student basically has different characteristics. Even though the teacher gives material to students with the aim of independent learning at home. But in fact, some students do not study the material provided while at home (Huang & Hong, 2016). The results of this study are in line with the results of research conducted by Nizar (2020) who found that the problems encountered in implementing Flipped Classroom are difficulties in operating online applications, expensive fees, and poor signals. As a solution, the lecturer suggested a way to change the application used in teaching to be more fun and easy to use.

4. CLOSING

4.1 Conclusion

Based on the findings and discussion regarding the application of the Flipped Classroom Model in learning vocabulary during the co-19 pandemic at SMP N 1 Kartasura for the 2020/2021 academic year, it can be concluded as follows:

- 1) The application of the Flipped Classroom learning model is carried out by preparing learning materials before class begins. After that the teacher distributes the material prepared to students with the aim that it can be studied at home. The teacher also usually uses other assignments such as watching videos, reading the text in the module, or memorizing pictorial vocabulary. Then carry out practical activities and exercises by repeating the vocabulary they have learned at home.
- 2) Based on the research results it is known that some of the problems encountered in implementing the Flipped Classroom Model in Vocabulary Learning During The Covid-19 Pandemic at SMP N 1 Kartasura for the 2020/2021 Academic Year include poor internet network, no internet quota and teachers are not able to monitor student activities directly while at home.
- 3) The solution taken to overcome this problem is by holding a short quiz to check whether students really open the material and study while at home and ask students to remind each other and do group work.

4.2 Suggestion

1) For Students

It is hoped that students can develop their knowledge by accessing good materials provided by the teacher, as well as other materials appropriate to learning activities.

2) For Teachers

It is hoped that teachers can take more advantage of technological sophistication by using Google Classroom, as a discussion space outside the classroom.

3) For further research

It is hoped that further research that is in line with this research will make comparisons between the Flipped Classroom learning model and other learning models. To find out the effectiveness, strengths and weaknesses of applying the Flipped Classroom model.

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