



THE EFFECTIVENESS OF FLIPPED CLASSROOM MODEL TOWARDS STUDENTS LISTENING COMPREHENSION IN THE TENTH GRADE OF SMAN 1 BADEGAN

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Article info	ABSTRACT
<p>Corresponding Author: Risma Ayu Indah P. rismaoktaviani4672@gmail.com Universitas Muhammadiyah Ponorogo</p>	<p>The goal of this study is to determine the effectiveness of the Flipped Classroom Model on listening comprehension of SMAN 1 Badegan Ponorogo, in the tenth-grade students. Two groups (control and experimental) were employed in this study, which used a true experimental post-test only design. The subjects of this study are tenth grade students of SMAN 1 Badegan, Ponorogo in the academic year 2023/2024. 67 students were selected using probability simple random sampling technique. 33 students in the experimental group (X8) and 34 students in the control group (X2). A listening test was used to gather data. the findings showed that flipped classroom model is effective towards students' listening comprehension. This is supported by the fact that the average score of students in the experimental group was higher than the average of students in the control group (87.82>64.41). In addition, the results of the hypothesis test show a significance (2-tailed) is 0.000. Since, significance (2-tailed) = 0.000 < 0.05, the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. from the results of the study, it was concluded that the flipped classroom model is effective in improving students' listening comprehension</p> <p>Keywords: <i>Flipped Classroom, Listening Comprehension.</i></p>
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INTRODUCTION

English is the language most widely used in communication internationally. The English language covers every aspect of international communication. Furthermore, English has been acknowledged and developed internationally as a worldwide language in the world of technology, education, political economy, culture and various other fields. According to Maghfiroh (2015), English is one of the most widespread languages and has become the main language among other languages in International Relations. In Indonesia, this is an important subject that is taught in elementary, middle, and high schools and has been included in the curriculum by the government. As a result, there is a significant chance that it will be used because many Indonesian schools use this language as their primary language of instruction (Agustin, 2011). This shows that English has an important role and is one of the skills that really needed.

To be able to master in English, there are four skills that are focused on learning English, namely: speaking, writing, reading and listening. Listening comprehension plays an important role in building today's communication skill. Generally, humans cannot speak before listening, it can be observed this in the development of toddlers. They are generally acquiring vocabulary from what they hear and what they see when interacting with mothers and the people around them. according to Astri et al. (2019), understand what the speaker both implied and literal meaning called by listening comprehension. As Rost (1994) points out, changing students' perceptions is crucial in language learning since it allows students to provide feedback. Without adequate understanding input, learning cannot progress. Wallace at Kurniawati (2019) also stated that listening skills is a very good skill. By listening and understanding, a person will gain knowledge, information and achieve success in communicating with other people. Consequently, students who learn English as a foreign language should have excellent listening skills.

Research on listening in second and foreign language learning showed that listening is one of the hardest skills for language learners. (Hwaider, 2017). According to Gilakjani in Ahmadi (2016), Students studying English as an international language have significant challenges in their learning process due to their emphasis on grammar, reading, and vocabulary. Ur. Penny (1996) "Hearing voices, overcoming redundancy and interference, overcoming intonation and stress, predicting, understanding everyday vocabulary, fatigue, understanding different accents, using visual and aural environmental cues". are some of the main difficulties students face when listening. And also, according to Mrs. Rustiani Widiasih (English teacher at SMAN 1 Badegan), "Generally, the problem of students' listening ability is because the lack of vocabulary knowledge students have and the limited time or duration of learning in class". Due to several factors above, listening is a difficult skill to master. However, this can be overcome by applying various efficient learning methods, one of which is the Flipped Classroom Model.

The flipped classroom is a component of the blended learning model, which combines synchronous and asynchronous independent learning. (Radiah, 2022). Flipped Classroom is a learning activity or art of teaching where students study learning material at home or before coming to class, while activities in class will be used more for group discussion and mutual question and answer question. Class activities are more focused on discussion activities, no longer centered on the teacher's long lectures to students (Farida et al., 2019). It is called flipped because the process of understanding the material that is usually carried out in class in this model, the process of understanding the material is carried out at home independently and according to the teacher's direction. While practice and assignments are carried out in class. By applying the flipped classroom model, students can take advantages of learning outside the classroom to deepen the material and listen more so that students can better master the learning material.

In line with this, several studies show that there is a significant influence on students' grammatical abilities by using the flipped classroom strategy. The effect of using flipped classes on students' grammatical skills is categorized as a "large" effect (Nursyazwani, 2021). And according to Putri et al., (2021), by implementing the flipped classroom model, students are better prepared to carry out learning in class because students already have knowledge about the material, and this makes students more active during the learning process in class. The majority of students expressed positive feedback regarding their

learning experience. They state that they feel more prepared to learn, more motivated to learn, capable of transforming the course material into something pleasant and useful, and they feel engaged in the learning process. (Khoiriyah, 2021).

This case study was conducted at SMAN 1 Badegan. this article was written to answer the following research questions: “is the use of flipped classroom model effective for students’ listening comprehension?”

METHOD

To determine the effectiveness of the flipped classroom model towards students’ listening comprehension, a true-experimental type of quantitative research using post-test only control design was used. This research was conducted in January 2024 at SMAN 1 Badegan, Ponorogo – East Java, Indonesia. Researcher have obtained permission from teachers and school principals to carry out research.

Student X SMAN 1 Badegan, which is divided into 10 classes, is the subject of this study. In this study, two student groups—X.2, consisting of 34 students—were used as the control group, while X.8, consisting of 33 students, was used as the experiment group. Sampel is removed in an orderly and respectful manner. The traditional classroom approach is used to instruct students in control classes, whereas the flipped classroom style is used to instruct students in experiment classes.

Learning consists of 3 meetings. In the experimental class the teaching materials were given before the learning schedule took place, while in the control class the teaching materials were given during the learning (learning schedule) taking place. The data collection technique uses a listening test in the form of a post-test and data in the form of the results of each student’s post-test scores. Before use, the post-test questions were validated by conducting a validity and reliability test using SPSS.

In addition, uji-t is conducted to compare the learning outcomes of students in the experiment group and to control to understand some effective flipping class models in relation to students' ability to learn. With a significance level of 5%, the data analysis was conducted using the SPSS statistical software.

RESULT AND DISCUSSION

Finding

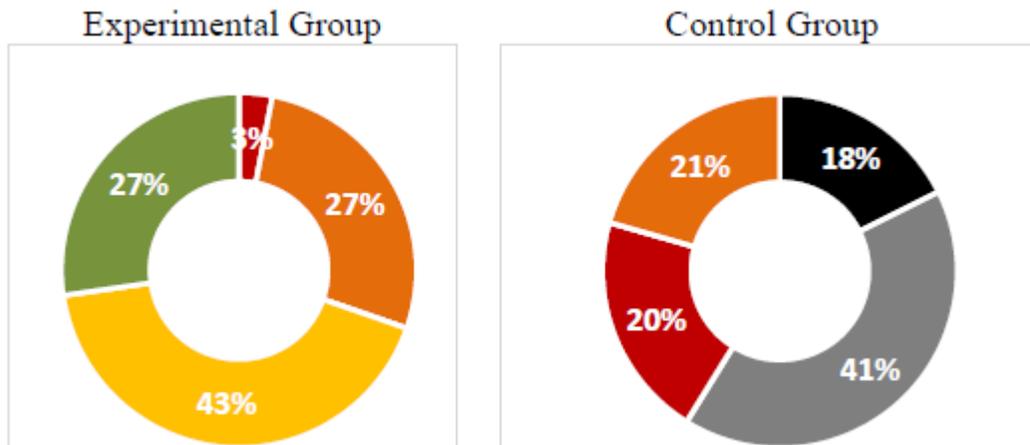
Through a discussion of the post-test results for the two experimental groups that employed the Flipped Classroom Model and the control group that did not, the research findings provide an overview of the findings.

1. Validity and Reliability Test

With a correlation coefficient probability value for each item statement of less than 0.05 (Sig. < 0.05), it was determined that all instruments employed to assess these variables were valid based on the findings of validity and reliability tests on post-test questions. Aside from that, all variables are deemed reliable based on the reliability test results, which indicate that they have a Cronbach's Alpha value larger than 0.70. As a result, this instrument can be used for additional study analysis.

2. Post-test Result

There were 33 students in the experimental group and 34 students in the control group out of a total of 67 students enrolled. and the graph below displays the range of post-test outcomes for both the experimental and control groups.



Above are 2 charts that illustrate the post-test score index of students from each group. green indicates students with A grades, namely between 96-100, yellow B 86-95, orange C 76-85, red D 66-75, gray E 56-65 and black F <56.

Table 1.1 Group Statistics

Learning Methods			N	Mean	Std. Deviation	Std. Error Mean
Listening Comprehension Ability	dimension1	Experiment	33	87.82	7.796	1.357
		Control	34	64.41	9.845	1.688

Table 1.1 shows a statistically significant difference in post-test scores between the control group, which did not get treatment using the flipped classroom model, and the experimental group, who got treatment using the flipped classroom model. The post-test mean score for the experimental group was 87.82, while the control group's score was 64.41. This suggests that the mean score of the experimental group was greater than that of the control group.

3. Normality and Homogeneity Test

In this study, normality was ascertained using normality testing. The experimental group's significance was found to be 0.073, whereas the control groups was 0.137, according to the Kolmogorov-Smirnov test. Given that both groups' significant values (0.073 and 0.138) are higher than 0.05, it is possible to conclude that the data belong to the normal category. The results of the normalcy test are shown in the following table:

Table 1.2 The Result of Normality Test

Learning Methods			Kolmogorov-Smirnov ^a			Shapiro-Wilk		
			Statistic	Df	Sig.	Statistic	Df	Sig.
Listening Comprehension Ability	dimension1	Experiment	.146	33	.073	.921	33	.019
		Control	.133	34	.138	.947	34	.097

The homogeneity test, which looks for similarities between the control and experimental groups, uses the One-Way Anova test. The table below displays the outcomes:

Table 1.3 The Result of Homogeneity Test

Levene Statistic	df1	df2	Sig.
3.045	1	65	.086

The Levene statistical value in this homogeneity test was 3.045, and the significant probability was 0.086, as can be observed from the above table. The data exhibits homogeneity of variance if the probability of significance is higher than $\alpha = 0.05$. It is possible to conclude that the data in the two groups are homogeneous because the probability of significance = 0.086 > 0.05.

4. Hypothesis Test

To determine whether or not there was a significant difference in the listening comprehension accomplishment between the students who were taught utilizing the flipped classroom model and those who were not. The post-test results were compared using an independent sample t-test.

Table 1.4 The Result of Independent Sample t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Listening Comprehension Ability	Equal variances assumed	3.045	.086	10.768	65	.000	23.406	2.174	19.065	27.748
	Equal variances not assumed			10.805	62.509	.000	23.406	2.166	19.077	27.736

The significance (2-tailed) result for the preceding table was 0.000. Based on significance (2-tailed) = 0.000 < 0.05, which rejects H_0 and accepts H_a , it is concluded that there is a difference in students' listening comprehension skills between those who are taught using the Flipped Classroom Model and those who are not.

Discussion

This study aims to assess how well students' listening comprehension abilities are improved by the flipped classroom model. In total, 67 samples were used in this study. Two classes made up the sample: the experimental class, which include 33 students, and the control class, which included 34 students. In class X8, students learn with listen to audio narratives using the WhatsApp application as a treatment in implementing the flipped classroom model. The WhatsApp application was not used to deliver the material to Class

X2 that's not using the flipped classroom model. Each group received treatment based on their particular group status. The treatment was given during three sessions (meetings).

This study found that students who received instruction through conventional means did not exhibit the highest quality of learning results. The average score of the experimental class is 87.82 and the control class is 64.41. The experimental group's post-test score is higher than the control group, as can be shown. The data from the experimental and control groups were both normally distributed, according to the results of the results of the normality test. the data variance in the experimental group and the control group was the same or homogeneous according to the results of the homogeneity test. these two prerequisite tests need to be passed for the test results to have greater credibility.

Based on the examination of the difference between the means of the control group and the experimental group, it was concluded that there was a significant difference between the two groups. this is demonstrated by the independent sample t-test, the results showed that the significant value is 0.000. the testing requirements suggest that there is a significant difference between the experimental and control group. Because of it, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected due to a significance level is $0.000 < 0.05$. Put another way, research has shown that the Flipped Classroom Model improves students' listening comprehension.

There are several reasons why the experimental class's listening comprehension skills are enhanced by flipped classroom model. through the usage of WhatsApp groups, students in the experimental class that uses the flipped classroom model are able to study twice, which extends their learning time. to allow students more time in class to focus on higher order thinking abilities such as applying, analyzing and assessing the lessons they have gained from watching video at home.

CONCLUSION

Certain inferences can be made considering the findings and analysis from the prior study. the investigator concluded that the Flipped Classroom Model had a statistically significant impact on students' capacity to acquire new material after doing study, obtaining data, and analyzing it. The experimental group outperformance the control group on the post-test as evidenced by their higher scores. The average post-test for experimental group is 87.82, greater than average post-test score of control class which is 64.41. This suggests that increasing students' listening comprehension of the subject matter is a successful goal of the Flipped Classroom Model.

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