



The Effect of Applying Flipped Classroom on Students' Vocabulary Achievement at SMA Negeri 1 Lawa

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ABSTRACT

Many models were used in the learning process, one of the models was the flipped classroom. The aimed of this research to find out whether applying flipped classroom was a significant effect on students' vocabulary achievement at SMA Negeri 1 Lawa. The researcher used a quantitative approach with an, experimental research design. The population in this research was eleventh-class where there were 119 students but the sample was class MIA⁴ with a total of 20 students. In taking the sample, the researcher applied the purposive sampling technique. There were three parts in this research, including pre-test, treatment, and post-test. The pre-test was carried out to determine students' vocabulary abilities, the learning process treatment used the flipped classroom model and the post-test to determine the improve in students' vocabulary achievement. The instrument of the study used vocabulary test. This research used descriptive and inferential statistics to analyze data using the SPSS application. Data analysis used a sample t-test to determine whether the flipped classroom is accepted or rejected. In this study, it was found that there was a difference between the pre-test and post-test, where the mean score was from 51.75 to 65.95, while the maximum was 85 improving to 94 and the minimum was from 29 to 51. And the value of the t-test (12.1) was higher than the value of the t-table (2.093). It indicated that H1 was accepted. This research concluded that had significant effect of applying flipped classroom on students' vocabulary achievement.

Keywords:

flipped classroom, vocabulary, achievement.

1. Introduction

Vocabulary is a crucial aspect of language. Learning a language without vocabulary would be impossible because words produce language. According to Richard and Rodgers in Ratnasari et al. (2020), vocabulary is important part of language use. Then, Wilkins in Thornbury (2002) and Shen (2003) mentioned that vocabulary means all the words that people know and use, and it's very hard to conveyed without grammar, but it's impossible to conveyed without vocabulary. Without vocabulary knowledge, it will be hard to study a foreign language because they do not know its meaning. In other words, people should first have a lot of vocabulary to learn the language.

Moreover, vocabulary learning is considered the most important part of language learning, and use as an integral element for all languages (Lucifer in Vaezi, 2013). Not only that, Hirsch (2003) also stated that almost 90% of students did not know the vocabulary in the textbooks, so it was very difficult for students to understand what they read. Indeed, it can be said that vocabulary is the main part

and very important to master the language. If we have many vocabularies, we can master language skills well certainly.

In learning English, students should also have the ability to speak, listen, read and write. But, they cannot acquire the skills well without vocabulary. The meaning by the essential role of vocabulary links the four language skills. In listening, vocabulary influences their understanding of speeches. The words they choose when they speak affect how well they get their message across. In reading, students do not understand what they read. And in writing, it's important to make it clear to the reader what they're thinking. Therefore, the acquisition of vocabulary will therefore help to communicate well and created a language for the creation of sentence that can be understood.

Generally, vocabulary mastering is one of the difficulties students have in learning English. Memorizing vocabulary is difficult for them and they quickly forget what they have memorized. It is important to recognize students' difficulties in learning vocabulary (Sujadi & Wulandari, 2021). In learning the language, especially in EFL situations, remembering and picking up new vocabulary is the most difficult part Marzban & Amoli (2012). In learning English, memorizing vocabulary is a boring activity for students. Where there teacher just gives the students list of vocabulary and than students must memorize. This monotone ways makes it easy for students to forget vocabulary and makes students lazy to study.

Based on the interview with a few students of SMAN 1 Lawa, a similar condition still occurred till now. Drilling was used to teach vocabulary where the students were asked to memorize 10-20 words for every meeting, and most activities were spent doing exercises on a coursebook or LKS. The media that supported vocabulary teachings, such as hand out sorcourse books, LKS, and dictionaries, was insufficient. As a result, students tended to find difficulties in learning and were not interested in the lesson. Thus, when the teacher asked question, none answered. They answered if the teacher called their name and forced them to answer.

Dealing with those problems, the teacher should give the appropriate problem-solving in teaching vocabulary. The researcher gives a solution by combining face to face commonly instructional and technological media in form of the flipped classroom should be introduced and tried in teaching. The flipped classroom model is where what students do in school are changed or substituted for things they're normally doing outside of the classroom. The Flipped classroom model teaching is a class where the learning process is done outside the classroom, in contrast to the learning process in general where learning is carried out in the classroom (Nouri, 2016). It means that flipped classroom model upends conventional educational practices by transposing the roles of in class instruction and at home learning.

According to Staker & Horn (2012), flipped classroom is a learning process in which students study outside the classroom (study at home) guided by the class teacher by providing online material, so that during learning in the classroom the students and teacher repeat the material they have studied at home or outside the classroom and do assignments at school. The flipped classroom is an innovative educational approach where students alternate between face-to-face instruction,

typically characterized by teacher-guided activities or projects during regular school hours and online content delivery outside the school setting.

The flipped classroom approach, which integrates online learning either on a fixed schedule or based on teacher assignments within a course or subject, has gained traction in modern educational settings. Intrigued by its potential impacts, the researcher embarked on a study to examine its effect on students' vocabulary achievement at SMA Negeri 1 Lawa. The objective was to discern if implementing this model had a marked effect on enhancing students' vocabulary achievement.

2. Methods

Used pre-experimental research design, the study had used a quantitative approach. The population was all eleventh-grade students of X1 MIA at SMAN 1 Lawa in the academic year 2020/2021, total of 119 students. Meanwhile, the sample was the eleventh-grade students. The was class of MIA⁴ consisted of 20 students participated in the research. In taking the sample, the research applied the purposive sampling technique. Vocabulary tests were used in this research instrument. There are three types of questions in this research, namely multiple choice, filling gaps and matching test, with a total of 40 questions. There were three parts in this research, including pre-test, treatment, and post-test. The instruments were a coursebook, Smart Phone/Laptop to access Moodle application, a paper sheet of vocabulary tasks in group activities, and other sources that were relevant. In analyzing the data, the researcher employed SPSS version 16.0. In analyzing the data, researchers used descriptive statistics to determine the mean, deviation standard, frequencies, maximum and minimum scores, which were displayed in the form of tables and graphs. Meanwhile, to test the hypothesis, researchers use inferential statistics.

3. Result

3.1. descriptive Analysis Of Students' Score On Pre-Test

The pre-test is carried out before treatment process. The result of the student's pre-test can be seen from the table bellow:

Table 1. Students' Score on Vocabulary Achievement in Pre-Test

No.	Students' Score	Frequency	Percentage
1.	85	1	5%
2.	77	1	5%
3.	74	1	5%
4.	63	1	5%
5.	60	1	5%
6.	57	3	15%
7.	49	2	10%
8.	46	2	10%
9.	43	4	20%
10.	40	2	10%
11.	34	1	5%
12.	29	1	5%
Total		20	100.00%
Mean Score		51.7500	
Maximum		85.00	
Minimum		29.00	
SD		14.53082	

The result Table 1 above shows the data of students pre-test scores. It shows that the number of registered students on the pre-test is 20 students. From the data, it can be seen that maximum score is 85. Meanwhile, the minimum score of students pre-test is 29. Most of the students' score on the pre-test is low criteria. Some students have very low criteria, and none of them get very high criteria. The mean score on the result of students score is 51.7500.

From this achievement, it is indicated that the students might have problems with vocabulary achievement the researcher attempts to apply Flipped classroom as a model in teaching to develop students' Vocabulary achievement. The flipped classroom implementation will be seen whether it can be affected or not.

3.2. Descriptive Of Students' Score On Post-Test

A post-test is given for the students after treatment. This test is used to know the students' vocabulary achievement after the teaching learning process by using flipped classrooms. Students' scores on the post-test of all samples of this study can be seen in the following table :

Table 2. Students' Score on Vocabulary Achievement in Post-Test

No.	Students' score	Frequency	Percentage
1.	94	1	5%
2.	89	1	5%
3.	83	2	10%
4.	80	1	5%
5.	74	2	10%
6.	69	4	20%
7.	66	3	15%
8.	63	2	10%
9.	60	1	5%
10.	57	1	5%
11.	54	1	5%
12.	51	1	5%
Total		20	100.00%
Mean Score		69.9500	
Maximum		94.00	
Minimum		51.00	
SD		11.33915	

Table 2 show that the students' scores on the post-test: as seen from the table above, the maximum score is 94.00, and the minimum score is 51.00. Both scores show the significant effect of applying flipped classroom on students' vocabulary achievement. Moreover, the students' post-test scores show that most students get enough/moderate criteria. The mean score of the above data is 69.9500, classified as enough/moderate categorized.

3.3. The Comparison Between The Students' Vocabulary Scores On Pre-Test and Post-Test

The comparison of students in class MIA⁴ of SMA Negeri 1 Lawa, before and after applying flipped classroom can be seen in the following description.

Table 3.3. The Comparison Between Students' Vocabulary Scores On Pretest and Post-test

Classification	Range	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
Very High	86-100	0	0	2	10%
High	70-85	3	15%	5	25%
Moderate	56-69	5	25%	11	55%
Low	36-55	10	50%	2	10%
Very Low	0-35	2	10%	0	0%
	Σ	20	100 %	20	100 %

As shown by the table above, the pre-test score in experimental class is dominated by students who get a low score (50%), while after being taught by flipped classroom, the score is dominated by moderate (55%). More explanation of comparison between pre-test and post-test results in experimental class can be seen in the following graph:

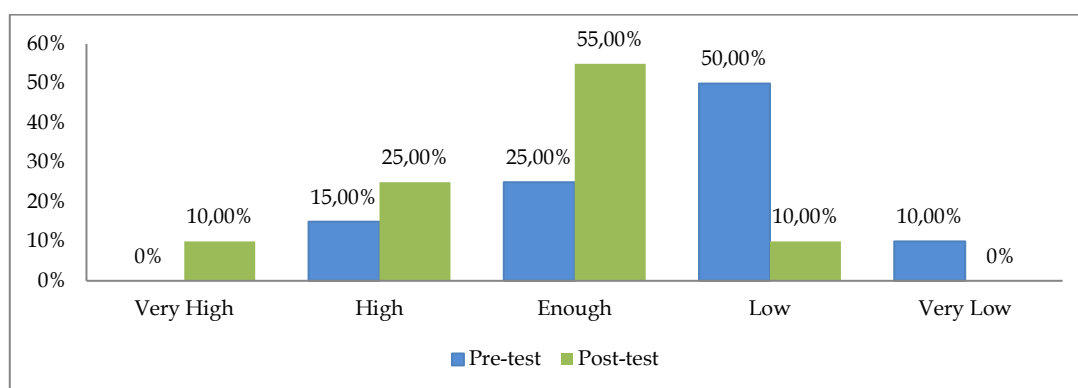


Figure 1. Comparison of Students' Criteria Level between pre-test and post-test

The graph above shows that in the "very high" criteria on the pre-test, no a student get a score (0%) while on the post-test there were 2 students (10%). In the "high" criteria, there were 3 students (15%) who get scores on the pre-test and 5 students (25%) on the post-test. Meanwhile, in the "enough/moderate" criteria, there were 5 students (25%) who get a score on the pre-test and 11 students (55%) on the post-test. In the "low" criteria on the pre-test there were 10 students (50%) who get a score while on the post-test there were 2 students (10%). And finally, in the "very low" criteria, on the post-test there were no students who get a score (0%) while on the pre-test there were 2 students (10%).

4. Discussion

Based on the findings of the descriptive analysis, there is a difference between the pre-test and post-test scores. The mean pre-test score was (51.75) and the post-test had increased to (69.95). while the minimum score for the pre-test (29) and post-test is (51). While the maximum score was is the post-test (94) and in the pre-test (85). Therefore, flipped classroom model could improve students' vocabulary achievement at SMA Negeri 1 lawa.

the result of this study shows an increase in vocabulary learning by applying Flipped classroom. In particular, students demonstrated progress in the aspects of

vocabulary acquired by students, and students became more active during the learning process. The increase in vocabulary occurs because the flipped classroom really supports students in learning vocabulary. After all, they can learn in class and at home. Bergmann & Sams (2012) stated that learning with this flipped classroom model allows students to learn anywhere and anytime according to the material provided by the teacher. It also makes students learn more independently before coming to class. Basal (2015) also mentioned that the flipped classroom offers numerous advantages for ELT instructors, including access to videos depicting real-world scenarios where students can hear native speakers. This model provides teachers with an abundance of pre-prepared, valuable content. As ELT teachers become more familiar with this teaching approach, they can craft and adapt methods to enhance its efficacy tailored to their specific classroom contexts. While the core principles of the flipped model remain consistent, teachers have the flexibility to adjust it based on student needs, lesson objectives, and the evolving dynamics of the classroom environment.

Moreover, Staker & Horn (2012) stated that flipped classroom is a learning process in which students study outside the classroom (study at home) guided by the class teacher by providing online material, so that during learning in the classroom the students and teacher repeat the material they have studied at home or outside the classroom and do assignments at school. Flipped classroom also mentions that during the face-to-face learning process the teacher will not explain much anymore because previously the material has been given through learning content (Zappe et al., 2009). In this flipped classroom, the teacher's role is no longer a provider of information, but the teacher is only a guide and facilitator while the students are the center, enabling them to learn more actively (Hamdan et al., 2013). Therefore, The flipped classroom is an instructional approach that alternates between face-to-face instruction on regular school hours and online content delivery outside of classroom hours. Rather than primarily disseminating information in person, teachers in this model act as facilitators and guides, as students have already accessed the content online. This shifts the classroom dynamic, placing students at the center of the learning process and promoting active engagement with the material.

Based on the explanation above, it can be said that the flipped classroom is effective learning that can increase students' vocabulary, where students have a lot of time to study outside classroom (at home) so that when in the classroom learning students are more prepared and active in the learning process. In addition, other factors that affect this research: (a) the material, the material in this study is familiar to students because the researcher takes the material based on student experience, so it has references to make it easier to learn. (b) The teacher's strategy also affects increasing students' vocabulary achievement; before starting learning, the teacher must first repeat the material uploaded in each meeting. (c) Plotting material in the form of flipped classroom, material uploaded can be studied by students themselves until they understand well so that at face-to-face students already have knowledge of the material. Therefore, students can be active in the learning process if they are allowed to express their opinions about the material. In the case, the result of this

study indicate that it provides significant effect of applying flipped classroom on students vocabulary achievement at SMA Negeri 1Lawa.

5. Conclusion

In accordance with the findings and discussion of this study, it can be concluded that there is a significant effect of applying flipped classroom on students' vocabulary achievement at SMA Negeri 1 Lawa. It is proved by: (1) the result of data analysis show that students' vocabulary achievement taught using the flipped classroom model can improve significantly, indicated by the pre-test and post-test, and (2) Students who are taught using the flipped classroom model are more active and more interested because they like to learn anytime and anywhere and choose a lot of time to study. The findings show that use of flipped classroom on students' vocabulary has a significant effect on students' vocabulary achievement.

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