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## [jppi] Editor Decision

2024-07-08 10:17 PM

Nurfauziah Mansur:

The editing of your submission, "Implementation of Flipped Classroom in Increasing Students' Grammar Ability of Islamic Economic Department Student in UIN Datokarama Palu," is complete. We are now sending it to production.

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## [jppi] Editor Decision

2024-07-08 05:38 AM

Nurfauziah Mansur:

We have reached a decision regarding your submission to Jurnal Pendidikan dan Pembelajaran Indonesia (JPPi), "Implementation of Flipped Classroom in Increasing Students' Grammar Ability of Islamic Economic Department Student in UIN Datokarama Palu".

Our decision is to: Accept Submission

Editor in Chief  
Dr. Syarifuddin, M.Pd.

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9:42 AM 9/19/2024

### Notifications

## [jppi] Editor Decision

2024-07-07 07:05 AM

Nurfauziah Mansur:

We have reached a decision regarding your submission to Jurnal Pendidikan dan Pembelajaran Indonesia (JPPi), "Implementation of Flipped Classroom in Increasing Students' Grammar Ability of Islamic Economic Department Student in UIN Datokarama Palu".

Our decision is: Revisions Required

Editor in Chief  
Dr. Syarifuddin, M.Pd.

[Jurnal Pendidikan dan Pembelajaran Indonesia \(JPPi\)](#)

## Implementation of Flipped Classroom in Increasing Students' Grammar Ability of Islamic Economic Department Student in UIN Datokarama Palu

(Copy isi artikel dari file asal, dan pastekan ke template ini sesuai bagian-bagiannya)

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(Catatan: Pencantuman urutan 1, 2, 3, dan seterusnya jika afiliasi dari beberapa penulis berbeda)

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**Abstrak:** Tujuan dari penelitian ini adalah untuk mendeskripsikan pengaruh flipped classroom terhadap peningkatan kemampuan siswa dalam tata bahasa. Penelitian ini merupakan penelitian eksperimen kuasi dengan desain group pre-post-test yang melibatkan 50 mahasiswa S1 Ekonomi Islam UIN Datokarama Palu sebagai sampel. Teknik pengambilan sampelnya adalah total sampling dengan kelompok eksperimen (25 siswa) dan kelompok kontrol (25 siswa). Untuk mengetahui kemampuan siswa dalam tata bahasa, ada empat komponen yang harus diukur, yaitu ketepatan penggunaan tense, konsistensi, pemahaman bentuk tense, dan kesesuaian kontekstual. Selain itu, nilai siswa telah diklasifikasikan ke dalam lima kategori, yaitu sangat baik, baik, sedang, rendah, dan gagal. Setelah perlakuan, skor kemampuan tata bahasa meningkat untuk kelompok eksperimen. Persentase peningkatannya terjadi pada seluruh aspek, yaitu ketepatan penggunaan tense 45%, konsistensi 40,6%, pemahaman bentuk tense 31% dan kesesuaian kontekstual 32,8% dari nilai pra-tes. Model Flipped Classroom merevolusi pengajaran tata bahasa Inggris, menawarkan strategi praktis untuk penerapannya, dan menekankan perlunya pengalaman belajar kolaboratif dan mandiri untuk meningkatkan kemahiran bahasa siswa dan hasil belajar secara keseluruhan.

**Kata Kunci:** kata kunci1; kata kunci2; kata kunci3

**Abstract:** The aim of this research is to describe the effect of the flipped classroom to increase students' ability on grammar. This research belongs to quasi-experimental research with group pre-post-test design involving 50 students in bachelor degree of Islamic Economic Department student of UIN Datokarama Palu as the sample. The sampling technique is total sampling with the experimental group (25 students) and control group (25 students). To know the students' ability on grammar, there are four components that must be measured, such as accuracy in tense usage, consistency, understanding of tense form, and contextual appropriateness. Moreover, the students' score has been classified into five categories, they are very good, good, medium, low, and failed. After treatment, the score of grammar ability is increased for the experimental group. The percentage increases in all aspects, they are accuracy in tense usage increases 45%, consistency 40,6%, understanding of tense form 31% and contextual appropriateness 32,8%. from the pre-test score. Flipped Classroom model is revolutionizing the teaching of English grammar, offering practical strategies for implementation, and emphasizing the need for collaborative and independent learning experiences to enhance students' language proficiency and overall learning outcomes.

**Keywords:** keyword 1; keyword 2; keyword 3

## **INTRODUCTION**

The objective of teaching English as EFL is to develop the students' competence both in oral and written English communication. In other words, it is expected that at the end of the teaching and learning process the students are required to master the four language skills those are listening, speaking, reading, and writing in order to be able to communicate or interact with others in their daily life. To support the four of language skills the students should also mastering the language component such as grammar. As a part of linguistic competence, grammar has an essential contribution to the mastery of the four language skills. Poor mastery in grammar leads the students to face a lot of problems in learning English language skills, especially on how to compose sentences, how to use proper conjunctions and verbs according to changing times.

One of grammar parts that learn is tenses. A tense is a verb form that expresses the passage of time. The tense of the verb indicates when an event or item occurred or when a person did something. Tenses consists of three types; they are present, past tense, and future. The present tense is a grammatical tense used to indicate an action that is currently taking place. It is deemed simple to use and is available in all languages. The present tense is classified into four types: present simple, present continuous, present perfect, and present perfect continuous. The past tense is a verb tense used to describe previous actions, states of being, or events. There are four past tenses: simple past, past continuous, past perfect, and past perfect continuous. The future tense is a grammatical tense used to indicate an action that is will be taking place, there are four future tenses: simple future, future continuous, future perfect, future perfect continuous tense

Students need to know how to use correct tenses. Using tenses in daily life conversation should not be ignored. They will use that in their daily life when they have to speak or write in English. In fact, almost all students in Islamic Economic Department UIN Datokarama Palu got difficulties to construct the correct form of tenses. The tense structure in English may be very different from the student's mother tongue. For example, some languages do not have the same tense system or even use no tenses at all, making understanding English tenses more difficult. Although students may understand the basic rules of each tense, they often have difficulty applying them in real contexts. For example, understanding the subtle differences between the use of present perfect and past simple in everyday conversation

Responding to those problems, it can be stated that grammar is important to implement, but it needs to be examined more deeply about what method is appropriate to use. Over the past few decades, the methodology of teaching English as a foreign language (EFL) has undergone many innovations. One learning model that can be used in learning is by utilizing technology. Despite the widespread use of technology in education, the conventional classroom still plays a key role. The traditional learning such as physical attendance to the classroom is very important for face to face interaction (Raths, 2014). Therefore, blended learning mixes traditional classroom and technology-based learning. Blended learning does not ignore the traditional learning because it applies both face to face interaction in the classroom and online multimedia technology outside the classroom (Fearon, Starr, & McLaughlin, 2011). O'Connor, Mortimer, and Bond (2011) define blended learning as a methodology that combines traditional and technology-based learning.



Blended learning is a broad range of teaching-learning models. Staker and Horn (2012) identified four models of blended learning, including the flipped classroom, which falls under the rotation model. Flipped classroom is a learning model that uses video as a teaching medium. This video will contain an explanation of the material that will be discussed in class, Mandasari 2021. Students can access the video using the internet, and they can learn it by continuously playing the video whenever and wherever they want to learn it, so it makes easy for them to understand the material given. Furthermore, in the face-to-face meeting, the lecturer will teach more about the material that has been given in the form of the video, by providing a deeper understanding and providing questions and practices about the material.

Flipped Classroom is designed for lecturer to prepare students before coming to class for lessons. Materials are prepared by lecturer and then previewed by the students before class (Hao, 2016). In other words, the role of video in the Flipped Classroom learning model is to minimize the time of lecture spend explaining the material in front of the classroom and learning activities in the classroom will be a place to realize learning results in a more meaningful way.

## LITERATURE REVIEW

The flipped classroom has its roots in the evolution of technology from one century to the next. Technology has evolved from the printing press in the 13th century to the World Wide Web (WWW) in the 20th century. The Massachusetts Institute of Technology (MIT) pioneered the use of Open Course Ware (OER) and video-based learning tools, which inspired the development of flipped learning (Bishop & Verleger, 2013). McDowell (2010) describes Khan Academy as a non-profit organization dedicated to promoting education globally and his mission is “*providing a high quality education to anyone, everywhere.*”

In 2007, Colorado high school instructors Jonathan Bergmann and Aaron Sams attempted to film a lecture video to enhance students' study materials. According to Raths (2014), the practice of recording lecture videos has evolved into the flipped classroom. The notion stemmed from the need to re-teach lessons to pupils who were absent or unable to attend class. Despite a limited budget of USD50, students were able to access a flipped lecture video at home for review and reinforcement, regardless of illness. Tucker (2012).

According to Bergmann and Sams (2014), the flipped learning approach promotes active learning through group activities rather than lectures. During the class discussion, students get an excellent opportunity to communicate and build on their ideas. The flipped classroom emphasizes technology-based training outside of class and interactive and communicative learning within class (Zappe et al., 2009). As a result, both inside and outside of class activities are extremely beneficial to the student learning process.

## RESEARCH METHOD

This study applied a quasi-experimental, nonequivalent control group design. A quasi-experimental design is a study that examines the impact of a treatment on the research topic. Experimental study involves creating a circumstance or condition to determine its effect. According to Cash, Stankovic, and Storga (2016), an



experiment determines the cause and effect of a relationship between two factors. The study used a pre-test and post-test design, with both experimental and control groups. In this study, the experimental group received treatment through a classroom flipping method, whereas the control group received conventional method. The population of this research was 2<sup>nd</sup> semester students of Islamic Economic Department UIN Datokarama Palu 2023/2024 academic year. The total number of students was 210 students. The technique of choosing sample used purposive sampling. The researcher chooses class ESy 1 and ESy 2 as sample, Esy 1 as experimental group (25 students) and Esy 2 as control group (25 students). Technique of collecting data that used came in two forms; pre-test and posttest. The pre-test was conducted in order to seek out the initial scores, or capability, of students who have similar level of grammar competence. The pre-test was given to both experimental and control group. To find out the students' grammar ability especially tenses, there are several components that must be measured, First, accuracy in tense usage, second consistency, third understanding of tense form and the last contextual appropriateness. And the result of the research was analyzed statistically.

## **RESULT AND DISCUSSION**

This research includes findings and discussions on the implementation of flipping classroom in teaching degrees in contrast to students of Islamic Economic department UIN Datokarama Palu 2023/2024 academic year. Flipping classroom was used to help students understand deeply English grammar especially tenses.

The Flipped Classroom learning model is well implemented by lecturers and students. The implementation is done into four stages. Each stage can be explained as follows.

At this point, the lecturer sets up a classroom for the students using the Online Learning System platform owned by UIN Datokarama Palu. Furthermore, students must enroll, Lectures begin with face-to-face activities in which the lecturer discusses the upcoming semester's course contract. The contract also included the Flipped Classroom learning model. The purpose is for students to understand how the learning model will be used. In practice, the lecturer informs students that following a face-to-face meeting, the lecturer will upload the learning video to UIN Datokarama's application (Sevima/Edlink). Students are asked to study this learning video outside of class. The content in this video.

Next, students are advised to take notes on essential aspects of the material provided. Students should also take notes on stuff they don't comprehend. In this scenario, students are given an English grammar learning package. It is intended that students have multiple sources for the information being covered. The material offered in the video can be validated against the material contained in the module, allowing students to thoroughly understand the material presented. The second level focuses on individual learning. Students comprehend educational content on their own and use student-centered learning techniques.

The third step for students is to engage in face-to-face learning in class. During its implementation, students have discussions with their classmates about the subject taught in Video. Discussion exercises incorporate elements of teamwork and group discussion. This allows students to communicate what they have learned to one





another, resulting in a shared understanding of the material under discussion. In this situation, the lecturer serves as a facilitator who monitors student discussion activities. Lecturers often provide students the opportunity to ask questions if they don't understand the material.

The fourth and final stage of implementing the flipped classroom concept is to provide students with practice questions based on the subject delivered. These practice questions are from the learning module, which is owned by every student. The lecturer and students then discussed these questions in an effort to assess English grammar learning especially tenses or structure of English.

Based on the stages above, it can be seen that students are exposed to personalize the video lectures and it presents opportunities for the students to watch the video over and over as an effort to comprehend the materials (Basal, 2015).

The researcher found that all the students looked very enthusiastic in learning grammar. Teaching grammar utilizing a flipped classroom can assist students grasp because they can absorb the content more than once, both in class and outside of class. In the research process, there are pre-post test in the experimental and control group.

The following table described the mean score of the pre-test score and post-test score in the experimental and control group. In table, it can be seen that the mean score was increased in four indicators, such as 57,53 to 67,97 for accuracy in tense usage; 56, consistency 52 to 63,76; understanding of tense form 57,24 to 73,47 and contextual appropriateness 61,44 to 73,18. The percentage increases in all aspects, they are accuracy in tense usage increases 45%, consistency 40,6%, understanding of tense form 31% and and contextual appropriateness 32,8%.

**Table 1.** The Result of Mean Score of Pre-Test and Post-Test

Indicators	Mean score in Control Group		Mean score in the Experimental Group	
	Pre-test	Post-test	Pre-test	Post-test
Accuracy in tense usage	57,53	67,97	56,81	82,75
Consistency	56,52	63,76	56,66	79,71
Understanding of tense form	57,24	73,47	61,3	80,72
Contextual appropriateness	61,44	73,18	61,73	82,02

Moreover, the result of pre-test and post-test for experimental group can be seen in table. It can be noticed that the result of mean score for the experimental group was increased from pre-test to post test in all of the indicators. The mean score of accuracy in tense usage was increased from 56,81 to 82,75; consistency from 56,66 to 79,71; understanding of tense form from 61,30 to 80,72; and contextual appropriateness from 61,73 to 82,72. It can be concluded that the participants of the students competency was increased with the flipped classroom model implemented in intermediate grammar class. The flipped classroom helps students fulfill their learning objectives. Flipping the class allows pupils to quickly understand the subject's substance. As a result, it helps them fulfill the learning objectives (Homma, 2015). In addition, the students found that their language learning is increased. This



notion has been confirmed: flipped classrooms increase students' language learning in terms of speaking skill (Suryani, A, 2014; Obari & Lambacher, 2015), listening comprehension (Han, 2015; Hung, 2015; Kang, 2015), grammar, vocabulary, idiomatic knowledge, and students' confidence (Han, 2015; Hsieh, Wu, & Marek, 2016; Kang, 2015).

Students believe that materials presented in the form of educational videos are clear. Students are given the opportunity to watch the video multiple times until they understand what is being discussed. In this situation, the lecturer and educator may present their best rendition of selecting materials, methods, and approaches to conducting a flipped classroom. Thus, individual strengths of lecturers play important role in succeeding the learning process. In short, lecturers' professional development support the flipped teaching (Bergman & Sams, 2014). On the other hand, students agree that the framework of learning in the flipped classroom is evident. The learning process is viewed as an integrated and complicated activity, supported by two learning models: outside and within the classroom, when discussing one topic. However, flipped classroom as an effective learning model, Some student find it easy to participate in technology-based learning. Adopting the flipped classroom format helps students grasp English grammar knowledge (Al-Harabi et al., 2016). Furthermore, having a flipped classroom encourages students to learn independently. Video allow students to initiate self-learning on their own terms. However, it also allows students to clarify unclear content with their peers and teachers. It demonstrates that the flipped classroom includes self-active learning and cooperation (Al-Harabi et al., 2016).

## CONCLUSION

Flipped classroom is a technique that helps students increase their grammar especially in English tenses. There are four indications, including accuracy in tense usage, consistancy, understanding of tenses form, and contextual appropriateness. The experimental group achieved higher scores in all metrics, including accuracy in tense usage, consistancy, understanding of tenses form, and contextual appropriateness. Accuracy in tense usage grows by 45.6%, consistancy by 40.6%, understanding if tense form by 31.6%, and contextual appropriateness by 32.8% compared to pre-test scores. Flipped classroom helps increase student's grammar competence especially when they utter the sentence in English. Furthermore, Flipped Classroom is revolutionizing the teaching of English grammar, offering practical strategies for implementation, and emphasizing the need for collaborative and independent learning experiences to enhance students' language proficiency and overall learning outcomes.

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