

Evaluation Of The Flip Learning Program In Improving Students' English Language Ability At The Cibinong Lia Language Institute

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Submission date: 19-Sep-2024 08:29AM (UTC+0700)

Submission ID: 2458468188

File name: Jurnal_Tesis_Rhinomuraena_32220268_2.docx (45.28K)

Word count: 2309

Character count: 13341

EVALUATION OF THE FLIP LEARNING PROGRAM IN IMPROVING STUDENTS' ENGLISH LANGUAGE ABILITY AT THE CIBINONG LIA LANGUAGE INSTITUTE

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ABSTRACT

Study This analyze effectiveness of *flipped learning* program in increase ability speak English students at the LIA Cibinong Language Institute. Using approach qualitative descriptive, research This adopting the Kirkpatrick evaluation model which includes four aspect: reaction students, learning process, change behavior, and results end program implementation. Data collected through observation, interviews, and documentation, as well as analyzed through stages condensation, presentation, and withdrawal conclusion. Subject study involving head branch, staff academics, instructors, and student from LIA Cibinong and Jalan Baru, with implementation during May to July 2024. Research results show that implementation *flipped learning* get response positive from students, improve participation active in discussion class and develop skills think critical. Students also reported improvement ability speak English, especially in speaking, listening, and mastery vocabulary. Although challenge like motivation Study independence and limitations technology Still faced, this program proven effective in increase quality learning and skills social students. Evaluation through observation class confirm existence improvement consistent in skills Language students. In addition, this program impact positive on growth business institutions. In conclusion, *flipped learning* proven as effective and feasible method developed more continue at the LIA Cibinong Language Institute. Recommendations development covers optimization motivation Study through gamification, enhancement quality material, optimization facilities, as well as training addition for teacher For maximize potential method This.

Keywords : Evaluation, effectiveness, *flipped learning*, ability speak English

INTRODUCTION

In the era of globalization moment this, mastery Language English has become very important needs. English No only functioning as tool communication international, but also become Language dominant in the academic and professional world. Ability speak Good English open opportunity a better career spacious, easy access to information latest, and provide superiority competitive in an increasingly competitive job market strict (Ellis, 2015). The LIA Cibinong Language Institute is committed to give experience Study Language Innovative and effective English, with apply *flipped learning*.

However, the learning process Language English often face various challenges. Some problems that can identified among others:

1. The low motivation and interest Study Language English in part students.
2. Learning methods less conventional effective in develop ability speaking and listening.
3. Limited facility Supporter like laboratory language and learning media interactive.
4. Implementation method *flipped learning* is not optimal, so that the need for program evaluation in general periodic For find areas that are still need repair.

LIA Language Institute, as one of the institution course Language English leading in Indonesia, has make an effort overcome challenges the with apply method learning innovative,

one of them is *flipped learning*. LIA Cibinong, which has stand since January 2012, has implement method This in its learning program .

Flipped learning is method modern learning that flips draft learning traditional . In the method this , students learn material moreover first at home , while time in class used For discussion , practice and deepening material together instructor (Bergmann & Sams, 2012). This method expected can increase motivation Study students and optimize time classroom learning .

Study previous show that implementation *flipped learning* in learning Language foreign can increase ability Language student in a way significant (Chen Hsieh et al., 2017). In addition , the method this is also proven effective in increase motivation and engagement student in the learning process (Abeysekera & Dawson, 2015).

For evaluate effectiveness implementation *flipped learning* at LIA Cibinong, research This will using the Kirkpatrick evaluation model . This model chosen Because covers four levels of evaluation that are interrelated related : reactions , learning , behavior , and outcomes (Kirkpatrick & Kirpatrick, 2016). With approach comprehensive this , it is expected study can give description comprehensive about implementation *flipped learning* and identify areas that need repair .

Based on background the back that has been described , formulated problem in study This is as following :

1. How student reaction to implementation of the *flipped learning* program at the LIA Cibinong Language Institute?
2. How learning that occurs in students after implementation of the *flipped learning* program at the LIA Cibinong Language Institute?
3. How student behavior after implementation of the *flipped learning* program at the LIA Cibinong Language Institute?
4. How results of implementation of *flipped learning* program in increase ability speak English students at LIA Cibinong Language Institute?

Study This expected can give contribution to development method learning Language more English effective , especially in context non-formal education in Indonesia. In addition , the results study this can also become reference for institution other education that you want apply or optimize use *flipped learning* in the learning program they .

THEORETICAL BASIS

Flipped learning is approach pedagogical innovative that turns element learning traditional . In this model , students introduced with material learning before class , while time class utilized For deepen understanding through discussions and activities breakdown problems facilitated by the teacher (Bergmann & Sams, 2012). Characteristics key from *flipped learning* , according to Bishop & Verleger (2013), includes delivery content outside classes and activities classes that focus on strengthening understanding as well as application knowledge . Hamdan et al. (2013) identified four principle main *flipped learning* : environment flexible learning , culture positive learning , content meaningful learning , and roles professional educator .

In context learning language , some theory give runway strong conceptual For implementation *flipped learning* . The Input Hypothesis proposed by Krashke & Krashen (1983) states that acquisition Language happen when student receive slightly above input level ability they moment this . While That is , the Communicative Theory initiated by Christensen & Savignon (1984) emphasizes importance develop competence communicative , looking Language as tool communication For reach objective certain , and encourage learning through activity communication real and meaningful . Rohayati (2018) added that success Study language is also influenced by aspects cognitive , affective , and personality students .

Effectiveness *flipped learning* in learning Language has shown by several study . Atmanegara & Dianti (2020) reported improvement skills read critical and participation active among student Language English in education high . While that , Aidoo et al. (2022) found that *flipped classroom* increase understanding students , although there is challenge in management time .

With blend theories learning language and *flipped learning models* , it is possible For create learning holistic , effective and enjoyable language . The approach This accommodate factor

cognitive , affective , and personality students , as well as optimize the learning process through integration learning independent and collaborative . *Flipped learning* open opportunity for achievement competence maximum communication and success in learning language in the modern era.

RESEARCH METHODS

Study This use approach descriptive qualitative For evaluate effectiveness of *flipped learning* program in increase ability speak English students at the LIA Cibinong Language Institute. Methodology study adopting an evaluation model four Kirkpatrick's levels : Reaction , Learning , Behavior , and Outcome, combined with Data analysis using the Miles, Huberman, and Saldana (2014) model. Subject study consists of of 11 participants , including head branch , head part academic , supervisor academics , instructors , and students , selected use technique *purposive sampling* .

Data collection was carried out through observation activity class , interview deep with students , instructors , and staff administration , as well as review documentation . The data analysis process includes four stages : data collection , data condensation , data presentation , and data withdrawal. conclusion . Object study focus on learning programs Language English in institutions said , in particular effectiveness method *flipped learning* .

Study implemented at the LIA Cibinong Language Institute during period May to July 2024, involving various stakeholders interest in ecosystem learning . Methodology This designed For to obtain understanding deep about experiences , perceptions , and factors that influence effectiveness of *flipped learning* program in context learning Language English in institutions said , with objective give evaluation comprehensive to implementation of this program .

RESULTS AND DISCUSSION

The results of data processing from The implementation of the *flipped learning* program at LB LIA Cibinong is an integral process in method scientific For give meaning in the data collected . Researcher emphasize importance validity of data, which is verified through various sources and perspectives participants . The results of data processing are shared become four aspect main : reaction , learning , behavior , and results .

In the aspect reaction , students generally respond positive to *flipped learning* , although at first There is A little confusion . They value flexibility in access matter and properties discussion more class interactive . Some student feel challenged However motivated with method new This . From the side learning , *flipped learning* produce improvement participation student in discussion class and upgrade skills language , especially in speaking , listening , comprehension , and vocabulary . Students report feel more believe self and more Ready For material class .

Related behavior , approach *flipped learning* push involvement more students big and independent in study . Students become more active in discussions and activities interactive , showing improvement skills think critical . However , the adaptation process varies between students , highlight the need personalized support . The instructors also experienced change role , to be more as facilitator learning .

Result of implementation of *flipped learning* program show improvement significant in ability speak English students . Evaluation and observation show improvement skills language , improvement involvement , and autonomy more students big . This program also has an impact positive on growth business institution , although a number of challenge technical Still there is . Challenge main covering adaptation students and teachers to method new , make sure infrastructure adequate technology , and motivating student For Study independent in a way consistent .

CONCLUSION

Implementation *flipped learning* at the LIA Cibinong Language Institute shows potential significant in increase ability speak English students . Based on evaluation using the Kirkpatrick Model, the results study indicates that student show reaction positive to method this , especially related flexibility in access materials and improvements quality class discussion . In special , *flipped learning* effective in increase ability speaking , comprehension , vocabulary , and skills listen students , as well as develop ability think critical and skills communication . However , the challenges like motivation Study independence and problems technical still need overcome .

Implementation *flipped learning* also brings change significant in behavior Study students , improve independence and creativity they . Evaluation show improvement significant in ability speak English students , which is reflected in results *pre-test* and *post-test* as well as level high involvement . Therefore that , although there is challenges , *flipped learning* proven become effective and feasible method For developed more carry on .

For increase its effectiveness , recommended For integrate element gamification in learning independent , diversified material For guard interest students , improve support technical , as well as give training addition to instructor . Approach this , although challenging , having potential big in education language and worth For Keep going developed and refined .

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SHORT PROFILE

Rhinoceros The Great Abikusno born in Pekalongan on June 17, 1981. He finish Bachelor's degree in the field of Conservation Forest Resources and Ecotourism from IPB University in 2005. Currently , he middle to go through education Master of Management at IBM ASMI with a target of graduating in 2024 .

Her career in education started in 2007 as language teacher English at the LIA Foundation , a institution leading non-formal education in Indonesia. For 17 years career , Rhinomuraena has operate various role important , start from teachers , teacher trainers , to moment This take office as Branch head .

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5
