

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher describes and explains the data from the teachers. The data collected from two teacher. They are from SMKN 1 Mojoagung and SMK Tamansiswa Mojokerto. The researcher obtained the data by distributing questionnaires and doing interview to the teachers.

A. Findings

In this section, the researcher provides the questionnaires result as follows:

Table 4.1 Teachers' Response to Questionnaires

Code	Statement	T1		T2		Percentage (2 participants)	
		Yes	No	Yes	No	Yes	No
The Implementation of Flipped Classroom							
1 a	The students learning the material before the learning process begins	✓		✓			
2a	The students leaning at home	✓			✓		
3a	The teacher makes a group discussion to learning writing	✓		✓			
4 a	Using YouTube and WhatsApp make students easier to learn writing	✓		✓			
5 a	The teacher evaluates the students task	✓		✓			
	Sub-total	5	0	4	1	90%	10%
Teachers Perspectives toward Students Response							
1 b	Flipped classroom learning model make students become more enthusiastic	✓		✓			

2b	Flipped classroom make students become active in learning writing	✓		✓			
3b	The students do every task which is given implementing flipped classroom		✓	✓			
4b	The flipped classroom learning model by utilizing YouTube and WhatsApp make students become enjoy	✓		✓			
5b	Students can improve their writing ability	✓		✓			
	Sub-total	4	1	5		90%	10%
The Challenges							
1c	The facilities at the school support the implement of flipped classroom	✓		✓			
2c	The students have difficulty in finding or making the material		✓	✓			
3c	The difficulties experienced the teacher applying the flipped classroom learning model	✓		✓			
4c	The obstacles encountered when the learning writing by applying the flipped classroom		✓		✓		
5c	The teacher difficult to make material writing by implementing flipped classroom by employing YouTube and WhatsApp		✓		✓		
	Sub-total	2	3	3	2	50%	50%
	Total						

From the table above it can be seen that most of the implement flipped classroom were implemented by the teachers in flipped classroom. Related to students response, both teachers perceives that flipped classroom highly gives a

positive impacts to the students attitudes for examples students become responsible, independent, enthusiastic and students become active although a teacher did not agree that flipped classroom could encourage students to do every task given. Consider the following teachers' answer from the interview.

“ Iya, siswa mempunyai rasa tanggung jawab” ((OT1/1b)

“Yes, the students have a sense responsibility” (OT1/1b)

“Tidak, karena tidak semua materi dapat diberi tugas”(OT1/3b)

“No, because not all writing material can be assigned a task” (OT1/3b)

In applying the flipped classroom learning model, not all writing material can be given a task, some of which can't but based on the answer of T1 the teacher usually uses flipped classroom in opinion material and recount text for class X.

In terms of challenges, both teachers do not have any problems from the institution and the teaching process but they still face difficulty in operating technology (3c). This can be seen from the reason answer from the questionnaire.

“ Iya, jika menggunakan model pembelajaran ini guru akan tidak paham jika guru tidak memahami teknologi” (OT2/3c)

” Yes, if you use this learning model the teacher will not understand if the teacher does not understand technology” (OT2/3c)

In applying the flipped classroom learning model, teachers need an understanding of technology for the learning process to run smoothly.

The detail explanation from the above results of interview and questionnaire is discussed in the following sections separated by each research questions.

1. The implementation of flipped classroom by utilizing YouTube and WhatsApp in teaching writing.

Based on the data analysis, the six procedures of implementing the flipped classroom by Bloom's revised taxonomy in the flipped classroom are used by the teacher in teaching writing. They are: (1). Remembering, (2). Understanding, (3). Applying, (4). Analyzing, (5). Evaluating, (6). Creating.

In this part, the researcher present the research findings which found in the questionnaire and interview. It related to how the teacher's implement the flipped classroom to teach writing. After the researcher given questionnaire and investigated the researcher got same data as follow:

a. Pre-Activities

Before implement of flipped classroom to teach writing , the teacher doing several activities to open the classroom. The teacher gives a quiz or a games to motivate the students in learning writing. It can be show at the interview bellow:

- R :*"Apakah sebelum pembelajaran di mulai bapak/ibu memberikan quis atau game kepada siswa"? (Before starting the lesson, are you given quizzes or games to the students?)*
- T1 :*" Iya, terkadang saya memberikan game kepada siswa"*
" Yes , sometimes I given game for students"
- T2 :*"Iya, terkadang saya memberikan kuis tentang materi sebelumnya"*
" Yes, sometimes I given quizzes about the previous material"

As for the context interview, the T1 and T2 conversation are interviewer and teachers. Based on the statement above, the researcher know that the teachers did several activity in pre-learning

activity, there are: giving the students games and giving the students quizzes about previous material.

b. Main-activities

In main-activities the teacher start going to the material. In teaching writing used flipped classroom by employing social media there were several procedure that must be apply by the teacher. The results of the research findings about how to implement flipped classroom learning model as follow:

1. Remembering

The first step in impelement the fliiped classroom to teach writing is remembering. In this step the students try to recognize and recall the infromation they receive. The researcher found that the teacher also implement this steps, it can show answer from the questionnaire items 2a.

“ iya, karena dengan belajar di rumah terlebih dahulu siswa dapat memahami dan mengingat materi yang akan dipelajari di sekolah dan jika siswa tidak paham siswa bisa menanyakan kepada guru dan dikelas akan dilakukan evaluasi” (OT1/2a)

“ Yes, because by studying at home first students can understand and remember the material to be studied in school and if students don't understand students can ask the teacher and in the class wil do evaluates ”(OT1//2a)

As for the answer from the questionnaire T1, Based on the statement above, the teacher ask students to study the material that has been given in advance at home. Students take notes or make summaries and if students don't understand students can ask the

teacher face to face in class, after that the teacher provides answers to the questions.

2. Understanding

The second step in implement the flipped classroom to teach writing is understanding. In this step students make a summary of what they have learned at home. The researcher found that the teacher also implement this steps, it can show answer from the questionnaire items 1a.

“ Iya, siswa di rumah harus mengetahui materi yang akan diajarkan terlebih dahulu agar siswa dapat lebih memahami dan memahami lebih baik tentang materi tersebut. Selain itu, agar pada saat berdiskusi di kelas semua siswa dapat dengan aktif menjawab dan memahami atau membuat ringkasan tentang hal-hal yang termasuk dalam RPP” (OT1/1a)

“Yes they do, students at home must know the material to be taught first so that students can better understand and understand better about the material. In addition, so that when discussing in class all students can actively answer and understand or make summary about the that is include in lesson planning” (OP1/1a)

“ Iya, guru memberikan materi terlebih dahulu dan secara tidak langsung siswa akan membaca materi untuk dipahami, guru memberikan materi berupa video. ”(OT2/1a)

” Yes, the teacher gives the material first and indirectly students will read the material to be understood, the teacher given material in the form a video” (OT2/1a)

As for the answer from the questionnaire T1 and T2, Based on the statement above, students read and study material in the form of videos that have been given by the teacher. So that students will learn it indirectly, students become more aware of the material and if students don't understand student's can play the video by

repeating parts that aren't understand. So learning proses become easier.

3. Applying

The third step in implement the flipped classroom to teach writing is applying. In this step students apply the material they have studied previously. It can be show at the interview bellow:

R : “ *Apakah siswa menanyakan materi yang tidak dipahami saat proses pembelajaran berlangsung*”? (Do students ask about material that is not understood during the learning process?

P1 : “*Iya saya memberikan jawaban dan jika ada siswa lain yang ingin menjawab saya juga mempersilahkan untuk menghidupkan suasana di kelas sehingga menjadi aktif*”

“ Yes, I gave an answer and if there other students who wanted to answer I also invited them to liven up the atmosphere in the class so that they become active”

As for the context interview, T2 doing conversation interviewer and teachers. Based on the statement above, the researcher know that the teachers always evaluate students after the teacher provides material. The teacher conducts a question and answer session during the learning process to find out how much students understand the material have learned.

4. Analyzing

The forth steps in implement the flipped classroom to teach writing is analyzing. In this steps students can solve problems, have discussions with friends and also be able to make summaries, so that students have the ability to think creatively and innovatvely. This

can be seen from the answers to the interview with T2. It can be show at the interview bellow:

R : “Apakah siswa mengajukan materi yang tidak dipahami saat proses belajar berlangsung?” (Do students submit material that is not understood during the learning process)?

T2 :” *Iya, siswa cenderung bertanya secara langsung dan setelah mereka mendapat jawaban yang puas mereka akan membuat kesimpulan tersendiri*”

“ Yes, students tend to ask directly and after they get the answer to their fast they will make their own conclusions”

As for the context interview, T2 doing conversation with interviewer . Based on the statement above, after being given the material students can ask questions to the teacher after asking the teacher provides answers to students until students fell understand. After students understand the teacher asks students to make conclusions related to the material that has been studied. The teacher also asks students to make presentations, this can be seen from the answers to the interview with T1. It can be show at the interview bellow:

R : “ *Apakah bapak/ibu membuat grup diskusi mengenai materi writing yang diajarkan dengan menggunakan flipped classroom?*” (Did you create a group discussion about the writing material taught using flipped classroom?)

P1 : “*Iya, dalam materi opinion saya membentuk mereka menjadi beberapa group dan saya beri tugas mereka, setelah itu saya meminta mereka untuk melakukan presentasi agar siswa dapat bertukar pikiran*”

“ Yes, in material opinion I make a several group and I give them their a task, after that I asked them to make a presentation so the students could brainstrom”

As for the context interview, T2 doing conversation with interviewer. Based on the statement above the teacher make group discussion, so that students are able to exchange ideas and can also solve them together, and then students can become more active.

5. Evaluating

The five steps in implement the flipped classroom to teach writing is evaluating. In this steps the teacher can provide an assessment to the students, after that the teacher a task. The researcher found that the teacher also implement this steps, it can show answer from the questionnaire items 5a.

“ iya, guru akan melakukan evaluasi tentang materi” (OT1/5a)

“ Yes, the teacher will be evaluates about the material” (OT1/5a)

“ Iya, guru biasanya memberikan waktu dua minggu untuk mempelajari materi, minggu pertama untuk memahami dan minggu kedua adalah evaluasi” (OT2/5a)

“ Yes, the teacher’s usually give two weeks to learn about the material, the first week to understanding and the second week is evaluating” (OT2/5a)

As for the answer from the questionnaire T1 and T2 , Based on the statement above the teacher always evaluates the material that has been delivered. The teacher also gives one week for students understand the material after that for the next meeting the teacher conducts an evaluation.

6. Creating

The last steps in implement the flipped classroom to teach writing is creating. In this steps students can make presentations, evaluate and make something based on what has been learned. This can be seen from the answers to the inteview with T1. It can be show at the interview bellow:

R: *“Apakah sebelum pembelajaran dimulai siswa terlebih dahulu membuat rangkuman?”* (Do the students begin to summarize before learning process begins)?

T1: *“Iya .siswa membuat rangkuman dan saya akan melakukan evaluasi”*

“Yes, the students make a summary and I will a evaluates”

As for the context interview, T2 doing conversation with interviewer. Based on the statement above after the teaacher given a material at home to learn and make a summary for evaluation in the classroom. If there are things thar aren't understood student's can take notes and be asked during the learning process.

2. The teacher's perspective towards the student's response in implementing the flipped classroom by utilizing YouTube and WhatsApp in teaching writing.

This section discusses about the teachers' perspective regarding the use of flipped classroom by employing social media in teaching writing. The data was collected by questionnaire and using the interview guidelines. The interview was conducted further information and to verify the questionnaire's result. The researcher found the tecaher's perpeptive

towards the student's response by the teacher when teaching writing through use flipped classroom by employing social media. They were:

a. Benefit Flipped Classroom

Based on the interview with the teacher, it show that the use flipped classroom have many benefit. This can be seen from the answers to the inteview with T1 and T2. It can be show at the interview bellow:

R : *"Apa keuntungan menggunakan model pembelajaran flipped classroom bagi guru?"* (What are the benefits of using a flipped classroom learning model for teachers)?

P1 :*" Dengan menerapkan flipped classroom membuat siswa menjadi lebih aktif selain itu juga flipped classroom cocok untuk kurikulum saat ini dimana proses pembelajaran lebih banyak memanfaatkan teknologi"*

" By implementing flipped classroom, students become more active. Besides that flipped classroom are suitable for the current curriculum where learning process uses more technology"

P2 :*" Membuat siswa menjadi lebih mandiri dan membuat siswa menjadi aktif karena siswa bisa memahami materi sebelum pembelajaran dikelas di mulai"*

"Make students more independent and make students active because students can understand the material before class learning begins"

As the context interview, based statement above the two participants said that by using the flipped classroom learning model students can be more active in class, more independent. Besides that the flipped classroom is suitable for the current curriculum, because this learning model hard to use technology.

b. Flipped Classroom Effect

Based on given the questionnaire for the teachers, the flipped classroom make student's become more enthusiastic in teaching and learning process, it can be show from answer the questionnaire items

1b. It can be show that the bellow :

" Ya, siswa memiliki rasa tanggung jawab untuk menyelesaikan tugas karena jawaban atas tugas tersebut pasti berbeda antara siswa satu dengan siswa lainnya. Hal ini membuat siswa bergantung untuk menyelesaikan tugas dengan cepat"(OT1/1b)

" Yes it does, students have a sense of responsibility to complete assignments because the answers to these assignments must be different from one student to another. This makes students dependent to complete assignments quickly"(OT1/1b)

As for the answer from the questionnaire T1 and T2 , based on the statement above after using flipped classroom students more confident in the a task given by the teacher. Besides that using flipped classroom also make students become active in learning writing. It can be show from answer the questionnaire items 3b. It can be show that the bellow :

" Iya, ketika guru memberikan tugas presentasi siswa menjadi lebih aktif"(OT1/2b)

" Yes, when the teacher give a task presentation the student's become active"(OT1/2b)

"Iya, kemampuan menulis siswa menjadi bertambah terumata dalam penggunaan vocabulary"(OT2/2b)

"Yes, the ability of student's increase especially in the use of vocabulary" (OT2/2b)

As for the answer from the questionnaire T1 and T2 , Based on the statement above after using flipped classroom students become more confident and also responsible for the a task has been given by the teacher.

c. Teacher's Experience

While using the flipped classroom learning model by utilizing social media YouTube and WhatsApp, the teacher finds that studnets in the learning process more happy and enjoy, so that the learning process isn't boring. It can be show from answer the questionnare items 4b. It can be show that the bellow:

“ Iya, karena dengan menggunakan media sosial siswa tidak akan bosan tetapi siswa juga dapat mencari berbagai jenis materi melalui youtube sehingga siswa memiliki banyak referensi tentang materi tulisan yang akan disampaikan di kelas. Setelah siswa mendapatkan materi siswa dapat berbagi materi dengan siswa lain untuk referensi dan nantinya akan dibahas dalam pertemuan kelas ”(OT1/4b)

“Yes it does, because by using social media students will not be bored but also students also can search for various types of material via YouTube so students have many references about writing material that will be conveyed in class. After students get the material students can share the material with other students for reference and later it will be discussed during class meetings” (OT1/4b)

As for the answer from the questionnaire T1 and T2 , based on the statement above after using flipped classroom by utilizing social media YouTube and whatsApp students become more happy and

enjoy the learning process because students can look for various reference videos from YouTube, so that students can have more insight and the learning process in class becomes fun because students learn the material first at home and when in class students discuss becomes more active.

There are also differences before and after using flipped classroom in teaching writing. It can be show at the interview bellow:

R :” *Apakah ada perbedaan setelah dan sebelum menggunakan flipped classroom dalam mengajar writing?*” (Is there any difference after and before using flipped classroom in teaching writing)?

T1 : *”Iya. Sebelum menggunakan flipped classroom pengetahuan siswa monoton dan siswa hanya bergantung kepada guru tetapi setelah menggunakan flipped classroom pengetahuan siswa menjadi luas dan kemampuan siswa menulis menjadi meningkat.”*

“Yes, before using flipped classroom, students' knowledge is monotonous and students only depend on the teacher, but after using flipped classroom, students' knowledge becomes broad and students' writing ability increases”

T2 : *” Tentu ada, teruma dalam penulisan structure dan vocab yang di miliki oleh siswa dan jika menerapkan model pembelajaran flipped classroom siswa tidak bisa menanyakan secara langsung mengenai materi yang tidak dipahami”*

“Of course there is, especially in writing the structure and vocab that the students have and if they apply the flipped classroom learning model students cannot ask directly about material that is not understood”

As for the answer from the questionnaire T1 and T2 , based on the statement there are differences before and after applying the learning model fliipped classroom. Before using the flipped classroom the

student's knowledge is monotonous but after using the flipped classroom the student's knowledge becomes broad. This is because students can search for material from various sources such as from YouTube. The students' writing ability after using the flipped classroom increased as in the use of vocabulary and understanding in writing structures.

3. The challenges the implementing the flipped classroom by utilizing YouTube and WhatsApp in teaching writing.

Based on the given the questionnaire and doing interview to the English teacher that have been done by the researcher, the researcher found the challenges faced by the teacher when teaching writing through flipped classroom by employing social media.

a. Internet Problem

During the implementation of the flipped classroom learning model, there were almost no obstacles experienced by teachers either from school facilities or in implementing the flipped classroom learning model. Sometimes teachers experience problems if the connection. It can be show from answer the questionnaire items 4c. It can be show that the bellow:

*“ Tidak, tetapi terkadang siswa mengalami kesulitan di sinyal”
(OT2/4c)*

“ No, but sometimes students experiencing problem on the connection”(OT2/4c)

As for the answer from the questionnaire T2, based on the statements above the obstacles that students and teachers almost experience are the connection.

b. Use of Technology

Based on given the questionnaire for the teachers. The teacher experiencing problems in the use of technology, It can be show from answer the questionnaire items 3c. It can be show that the bellow:

“ Iya, kalau yang menggunakan model pembelajaran ini guru yang belum paham teknologi akan kesulitan” (OT2/3c)

“ Yes, it those who use this learning model teacher’s not understand technology will find difficult” (OT2/3c)

B. Discussion

This research was conducted at Vocatioal High School with the subject who teach in SMKN 1 Mojoagung and SMK Tamansiswa Mojokerto. The objective of the research aimed to describe how teacher implement the flipped classroom by utilizing YouTube and WhatsApp in teaching writing, to know what is teacher’s perspective towards the student’s response and what are challenges in implementing the flipped classroom by utilizing YouTube and WhatsApp in teaching writing.

Based on results from questionnaire and interview with the teachers know that flipped classroom learning model suitable with the current curriculum. According to Educause (2012) flipped classroom is a pedagogical model in which the time for face-to-face activities in class and work on tasks are reversed. The video provided in the form of short material

that has been made by the teacher, students at home learn it before the learning process in class begins. Classroom learning is dedicated to doing assignments in the form of exercises, simulations, projects or discussions. The use of video lessons becomes characteristic in the flipped approach. Herried and Schiller (2013) say that flipped approach is considered interesting because it involves the use of the internet including video or audio narrated by competent figures. This video can be created by the teacher then uploaded online or the teacher looks for videos from several sources such as YouTube.

Video media is visual and audio based media. O'Day's (2006) research results state that students who watch and watch videos have higher learning outcomes this is because students can learn anywhere and anytime according to their free time and also students do not have to be in class they can also learn it at home. Learning by using videos, such as videos from YouTube students use two senses at once namely the senses of hearing and vision. This causes students to easily understand the learning material delivered by the teacher. This proves that the flipped classroom learning model by utilizing social media can improve students' abilities or make students more active in the learning process.

In addition, in applying the flipped classroom learning model the teacher usually provides material in advance via video before the class meeting begins, the teacher also gives an introduction about the material to be given and delivered. The students will usually be given a task and exercises, so students can study at home and if students find it difficult students can take notes and ask the teacher during class. The teachers

usually make their own videos sometimes the teacher also takes videos from YouTube and is given to students through WhatsApp group, students can also find their own videos as references so that students do not depend on the teacher alone but students also have material from various sources. This makes students' knowledge increase and when the teacher has a discussion in class the students become active and students can exchange ideas with one another.

All finding of this research explained that the most teacher's perspective of using flipped classroom learning model by employing social media in teaching writing as are positive. It can be seen from the result of the questionnaire that has fill in by teachers. According to McIntyre and Hagger (1993) stated whatever other kinds of learning are involved in initial teacher education, few would question the necessary centrality of learning through practice. They also maintain that however clear, however sophisticated or simple the learner-teacher's understanding into practice, by putting them to the test of practice, and by developing them through practice that he or she can become a competent classroom teacher.

The ability to write students before and after applying the flipped classroom learning model has a significant difference. By employing social media helps students to focus on learning again because with video from YouTube can be used as an alternative to building student attention simultaneously, because video can display images and sound together. The teachers can search for or make their own videos besides that students also usually look for other videos from YouTube to be used as a reference so that students knowledge become increased. Before using

flipped classroom students' writing ability is monotonous but after applying the learning model the students' abilities become broad, such as increasing students' vocabulary, ability to compose sentences, making good and correct paragraphs and understanding the structure of writing.

From the results of the questionnaire and interview with the teachers, it can be concluded that using the flipped classroom learning model gets a positive response from students, because flipped classrooms can be judged to have provided variations in learning and helped the teacher's role in the learning process. Using social media also supports the implementation of the flipped classroom learning model. By searching for videos from YouTube, students can get relevant videos, by using WhatsApp the teacher can provide material in the form of video directly. The students can download and study it at home, besides that also if students do not understand the material students can repeat parts that are not understood to be heard and seen, and when the learning process takes place students can ask the teacher after that the teacher giving responds and conducts discussions with other students.

In applying the flipped classroom learning model the teacher does not get training from the school or from outside. The teacher gets information from the television and after that the teacher looks for references from YouTube, after the teacher understands the teacher tries to apply it to students. Teachers initially find it difficult because there are teachers who do not understand technology, this hinders the implementation of the flipped classroom learning model, therefore training is one of the things that can support the teacher's ability to use technology. In this era the flipped

classroom learning model is very compatible with the times because the current learning process is utilizing technology and then flipped classroom is an innovative and effective, creative learning model for students.