

ABSTRACT

Kristianti, N.M. (2023). *The Implementation of the Flipped Classroom in Speaking Class at Apollonia Hotel School Students and Teachers Perception*. Thesis English Language Education Post Graduate Study Program Ganesha University of Education

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Keywords: Flipped Classroom, Speaking, Perceptions

The flipped classroom has gained recognition as an innovative pedagogical strategy in various educational contexts. This study aimed to investigate the perceptions of both students and teachers of implementing the flipped classroom in speaking classes at Apollonia Hotel School. This study aimed to investigate the students' perceptions of implementing the flipped classroom in speaking skills and investigate teachers' perceptions of implementing the flipped classroom in a speaking class. A sequential explanatory mixed-methods research design was employed. The sample of this research was 61 second-semester students in diploma two and two teachers who taught speaking classes from Apollonia Hotel School. Quantitative and qualitative data collection and analysis were conducted as a mixed-method study. In collecting the data, surveys, interviews, and questionnaires were conducted. The data from observation, interviews, and questionnaires were analyzed using descriptive statistics in quantitative data. The qualitative data analysis was conducted utilizing the data analysis model proposed by Miles and Huberman (1994), while descriptive and inferential data analysis was analyzed through descriptive statistics to investigate students' and teachers' perceptions of the flipped classroom in speaking classes. The result of this research showed that (1) students showed very positive criterion, improved students speaking skills, and more engagement in learning practice in the classroom, and (2) the teachers also showed that a positive flipped classroom could work effectively in accomplishing students' learning outcomes since the learning focused on students centered learning. Therefore, flipped classroom require students and teachers adoption of technology integration is crucial in enhancing the educational process and achieving learning outcomes.

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Tesis ini telah disetujui dan diperiksa oleh Pembimbing I: Prof. Dra. Luh Putu Artini, MA., Ph.D., dan Pembimbing II: Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M. Pd.

Kata Kunci: Flipped Classroom, Berbicara, Persepsi

Flipped classroom telah mendapatkan pengakuan sebagai strategi pedagogis yang inovatif dalam berbagai konteks pendidikan. Penelitian ini bertujuan untuk menyelidiki persepsi siswa dan guru dalam menerapkan flipped classroom di kelas berbicara di Apollonia Hotel School. Penelitian ini bertujuan untuk menyelidiki persepsi siswa tentang penerapan flipped classroom dalam keterampilan berbicara dan menyelidiki persepsi guru tentang penerapan flipped classroom dalam kelas berbicara. Penelitian ini menggunakan desain penelitian metode campuran eksplanatori berurutan. Sampel penelitian ini adalah 61 siswa semester dua di program diploma dua dan dua guru yang mengajar kelas berbicara dari Apollonia Hotel School. Pengumpulan dan analisis data kuantitatif dan kualitatif dilakukan sebagai studi metode campuran. Dalam mengumpulkan data, survei, wawancara, dan kuesioner dilakukan. Data dari observasi, wawancara, dan kuesioner dianalisis dengan menggunakan statistik deskriptif untuk data kuantitatif. Analisis data kualitatif dilakukan dengan menggunakan model analisis data yang diusulkan oleh Miles dan Huberman (1994), sedangkan analisis data deskriptif dan inferensial dianalisis melalui statistik deskriptif untuk menyelidiki persepsi siswa dan guru tentang kelas terbalik dalam kelas berbicara. Hasil dari penelitian ini menunjukkan bahwa (1) siswa menunjukkan kriteria yang sangat positif, meningkatkan keterampilan berbicara siswa, dan lebih terlibat dalam praktik pembelajaran di kelas, dan (2) guru juga menunjukkan bahwa kelas terbalik yang positif dapat bekerja secara efektif dalam mencapai hasil belajar siswa karena pembelajaran berfokus pada pembelajaran yang berpusat pada siswa. Oleh karena itu, flipped classroom mengharuskan siswa dan guru untuk mengadopsi integrasi teknologi yang sangat penting dalam meningkatkan proses pendidikan dan mencapai hasil pembelajaran.