The Impact of Flipped Learning 3.0 and Self-Regulated Learning toward Student's Speaking Performance in SMA Negeri 1 Sukasada

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ABSTRACT

The purpose of this study was to investigate the effect offlipped learning 3.0 and self-regulated learningon students' speaking performance. This study was designed asa quasi-experimental study. The population of this study was the eleventh-grade students in SMA Negeri 1 Sukasada. The sample was 47 students that consisted of 24 students from XI MIA 1 as the experimental group and 23 students from XI MIA 2 as the control group. The sample was selected by using cluster random sampling technique. The data were collected through a post-test in the form of a speaking performance test and questionnaire and the scores were analyzed using IBM SPSS statistics 19.0. The obtained data were analyzed byusing two-way ANOVA. The result showed that the significant value of learning model was 0.00 which meant flipped learning 3.0 gave a significant difference on students' speaking performance between those who were taught by flipped learning 3.0 and those who were taught without flipped learning 3.0.The significant value of self-regulated learning was 0.755 which meant it did not give anysignificant differences on students' speaking performance between those who had high self-regulated learning and those who had low self-regulated learning. Moreover, the interaction effect of flipped learning 3.0 and self-regulated learning was 0.123 which meant there was no interaction effect between flipped learning 3.0 and self-regulated learning.Through the implementation of flipped learning 3.0 and self-regulated learning, the students were stimulatedto learn independently which can create their understanding and be active in the learning.

Key Words:Flipped Learning 3.0, Self-regulated Learning, Speaking Performance

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ABSTRAK

Penelitian ini menyelidiki pengaruh *flipped learning* 3.0 dan *self-regulated learning*pada kinerja siswa dalam berbicara. Penelitian ini adalah penelitian eksepimental semu. Populasi penelitian ini adalah siswa kelas XI SMA N 1 Sukasada. Sampelnya adalah 47 siswa yang terdiri dari 24 siswa dari XI MIA 1 sebagai kelompok eksperimen dan 23 siswa dari XI MIA 2 sebagai kelompok control. Sampel dipilih dengan menggunakan teknik *Cluster random sampling*.Data dikumpulkan melalui post-test dalam bentuk tes kinerja berbicara dan kuesioner dan skor dianalisis menggunakan IBM SPSS statistics 19.0. Data yang diperoleh dianalisis dengan menggunakan *two-way ANOVA*. Hasil penelitian menunjukkan bahwa nilai signifikan model pembelajaran adalah 0,00 yang berarti *flipped learning*3.0 memberikan perbedaan yang signifikan pada kinerja berbicara siswa antara mereka yang diajar dengan *flipped learning* 3.0 dan mereka yang diajar tanpa *Flipped Learning* 3.0. Nilai signifikan diri *self-regulated learning*adalah 0,755 yang berarti itu tidak memberikan perbedaan yang signifikan pada kinerja berbicara siswa antara mereka yang memiliki *self-regulated learning* tinggi dan mereka yang memiliki -regulated learning*rendah. Selain itu, efek interaksi dari *flipped learning 3.0* dan *self-regulated learning* adalah 0,123 yang berarti tidak ada efek interaksi antara *flipped learning 3.0* dan *self-regulated learning*. Melalui penerapan *flippedlearning 3.0 dan self-regulated learning*, para siswa didorong untuk belajar secara mandiri yang dapat menciptakan pemahaman mereka dan aktif dalam pembelajaran.

Kata-kata Kunci: Flipped Learning 3.0, Self-regulated Learning, Kinerja berbicara