

**INVESTIGATING THE EFFECT OF FLIPPED LEARNING 3.0  
AND SELF-REGULATED LEARNING ON SPEAKING  
PERFORMANCE OF TWELFTH GRADE STUDENTS OF SMA  
N 1 SUKASADA IN ACADEMIC YEAR 2019/2020**

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**ABSTRACT**

This study aimed to investigate the effect of flipped learning 3.0 and self-regulated learning on the speaking performance of twelfth-grade students in Buleleng district in Academic Year 2019/2020. This study used experimental research methods that focused on Quasi-Experimental design. This research was conducted at SMA Negeri 1 Sukasada, Buleleng, Bali. The sample was 63 students who were classified into the control class and experimental class through random sampling to the intact groups. Data were collected from the score of speaking performance and questionnaires. The results showed that the innovative learning process and the use of technology in the form of applications gave positive effects to students' speaking performance. This is supported by the results of the data analysis. The result showed that the significant difference of students speaking performance taught by flipped learning 3.0 and those who were taught by the conventional method was 0.048, which is lower than 0.05 and means that it has a significant difference. The difference between students' speaking performance who has low self-regulated learning and high self-regulated learning was 0.568, which is higher than 0.05 and means that it does not have a significant difference. The interaction effect of flipped learning 3.0 and self-regulated learning is 0.790, which is higher than 0.05 and means that flipped learning 3.0 and self-regulated learning are not having interaction effects. Teachers can use flipped learning in teaching speaking because flipped learning has a significant effect on students' speaking performance even though the students have high or low SRL.

**Keywords:** Flipped Learning 3.0, Self-regulated Learning, Speaking Performance

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**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui pengaruh *flipped learning 3.0* dan *self-regulated learning* terhadap penampilan berbicara siswa kelas dua belas di Kabupaten Buleleng pada Tahun Akademik 2019/2020. Penelitian ini menggunakan metode penelitian eksperimental yang berfokus pada desain Quasi-Eksperimental. Penelitian ini dilakukan di SMA Negeri 1 Sukasada, Buleleng, Bali. Sampel dari penelitian ini adalah 63 siswa yang diklasifikasikan ke dalam kelas kontrol dan kelas eksperimen melalui pengambilan sampel acak pada kelompok utuh. Data dari penelitian ini dikumpulkan dari nilai penampilan berbicara siswa dan kuesioner. Hasil penelitian menunjukkan bahwa proses pembelajaran yang inovatif dan penggunaan teknologi dalam bentuk aplikasi memberikan efek positif terhadap penampilan berbicara siswa. Ini didukung oleh hasil analisis data. Hasil penelitian menunjukkan bahwa perbedaan yang signifikan dari penampilan berbicara siswa yang diajarkan oleh *flipped learning 3.0* dan mereka yang diajar dengan metode konvensional adalah 0,048, yang lebih rendah dari 0,05 dan berarti bahwa ia memiliki perbedaan yang signifikan. Perbedaan antara penampilan berbicara siswa yang memiliki *self-regulated learning* yang rendah dan *self-regulated learning* tinggi adalah 0,568, yang lebih tinggi dari 0,05 dan berarti bahwa tidak memiliki perbedaan yang signifikan. Efek interaksi *flipped learning 3.0* dan *self-regulated learning* adalah 0,790, yang lebih tinggi dari 0,05 dan berarti *flipped learning 3.0* dan *self-regulated learning* tidak memiliki efek interaksi. Guru dapat menggunakan *flipped learning* dalam mengajar keterampilan berbicara karena *flipped learning* memiliki pengaruh signifikan terhadap penampilan berbicara siswa meskipun siswa memiliki *self-regulated learning* tinggi atau rendah.

Kata kunci: *Flipped Learning 3.0*, *Self-regulated Learning*, Penampilan Berbicara