



## Student's Perception On The Use Flipped Classroom In Learning English at The Second Grade Of SMPN 2 X Koto

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**Abstract.** This research aimed to investigate the students' perceptions of the flipped classroom approach in learning English at SMPN 2 X Koto Tanah Datar. The flipped classroom model, which reversed traditional in-class activities and homework, introduced new content at home through videos or readings, and dedicated class time to interactive, hands-on activities. This method sought to enhance student engagement, promote active learning, and provide opportunities for personalized instruction and immediate feedback. The study employed a descriptive quantitative method, focusing on second-grade students. Data were collected using a questionnaire that was distributed to 64 students, who were selected through purposive sampling. The questionnaire aimed to gauge students' perceptions of various aspects of the flipped classroom, including self-directed learning, collaboration, responsibility, learning performance, flexibility, and student satisfaction. The population for this study consisted of all second-grade students at SMPN 2 X Koto for the academic year 2021/2022, totaling 95 students across three classes. The sample was selected using purposive sampling, focusing on classes VIII.1 and VIII.2, to ensure participants had the specific attributes necessary for the research. Based on the findings and analysis, it can be concluded that students at SMPN 2 X Koto Tanah Datar have a highly favorable perception of the Flipped Classroom approach in learning English. The study, which involved 95 second-grade students, revealed positive responses across various aspects such as autonomy in learning, collaboration, responsibility, learning performance, flexibility, individualized experiences, interactions, and overall satisfaction. With an average score of 81.41%, categorized as "Very Good" by Arikunto's criteria, the Flipped Classroom methodology is well-received and deemed beneficial for English education at SMPN 2 X Koto Tanah Datar.

**Keywords:** Flipped Classroom, Students' Perception, and Learning English

### 1. INTRODUCTION

Student perception is one of an important factors in the educational process since it directly affects their involvement, motivation, and overall learning results. Understanding how students perceive their learning environment and the tactics utilized by instructors can provide important insights into the efficacy of educational practices. Students' perception of English learning can impact their confidence, motivation to participate, and, eventually, language ability. (Martin & Bolliger, 2018)

Nowadays, English had become part of everyone daily life. For examples, people should know English to make them able to interact with people with different language. Not only that, in business world, many companies needed their coworker able to English. Those reasons were because English has already become the international language. It meant most of the people in the world used English to communicate with other people in different country, whether they used it as their first language, second language or they only use English as their foreign language. (Panggabean, 2015)

In Indonesia, English was stated as foreign language. Foreign language is a language that is rarely spoken in daily life. It means that they did not use English to communicate. Also, people in Indonesia mostly acquired English through learning. They can learn it from inside the classroom and outside the classroom. However, most of the students in Indonesia only rely on learning inside the classroom to understand English. This was the reason that made English as one of the difficult for them.

There were many reasons that make English difficult to learn by Indonesian students. First, the limited time they had in learning. Junior high school students only have 180 minutes in a week to learn English and senior high school students have 200 minutes in a week to learn English. Second, the English course outside the classroom was expensive. The average fee for English course in Indonesia is from one million rupiah to three million rupiah. Third, practicing English by using it to speak was embarrassing for them. In Indonesia, other students tend to mock people who use English to speak.

The flipped classroom model has gained significant attention in recent years as an innovative approach to teaching and learning. In this model, traditional in-class activities and homework are reversed; students are introduced to new content at home through videos or readings, and class time is dedicated to interactive, hands-on activities. This approach aims to enhance student engagement, promote active learning, and provide more opportunities for personalized instruction and immediate feedback. (Roehling et al., 2017)

The flipped classroom offers a range of significant benefits in the learning process. One of the main benefits is that it increases student engagement. With this model, students learn new material at home through videos or reading materials before class. When in class, they can engage in interactive activities and more in-depth discussions, which helps them understand the material better. In addition, the flipped classroom also enables personalized learning. Teachers can focus more on students' individual needs during class time, give additional attention to students who need help, and encourage students who grasp the material faster to explore more complex topics. Thus, the flipped classroom not only increases student engagement but also ensures that every student gets the support they need to succeed. (Fihriallah et al., 2019; Roehling et al., 2017)

These days there were many instructors, and teachers in other countries use flipped learning approach. Flipped classroom was an alternative teaching model which is part of blended learning and focusing on student-centered instruction that reverses the traditional classroom environment (Dole et al., 2015). The goal of flipped classroom approach is to introduce students to the learning material outside of the classroom so that students are able to

engage that content at a deeper level when they get into the classroom. (Miftahul et al., 2022; Su & Chen, 2018) In Indonesia the use of online video is started to be a common thing in learning process however mostly the students use online video to make them understand more about the learning material that the teacher have explained before. In contrast, the flipped classroom approach is used before the classroom.

Generally flipped classroom was a good way to teach English to students nowadays. Flipped classroom carry a huge impact in teaching especially in teaching vocabulary. As Anwar said flipped classroom can be alternative and interesting approach for teacher of foreign language. It enriches the students' vocabulary mastery. Based on statement above, it is clear that flipped classroom is a great and interesting way on teaching English.

Compared to traditional classroom, traditional classroom was teacher centered. It means that teachers had to explain the material while the students were just receiving material from their teacher in their classroom session. On the other hand flipped classroom was students centered. Students tried to comprehend the material alone with provided videos, book or online material from the teacher. So, when the students were in the class, the students were prepared enough for the material (Sharon, 2015)

In order to conduct a research to find out the influence of this approach, the researcher conducted preliminary research. Preliminary research was conducted on SMPN 2 X Koto at 3rd july 2021 by interviewing the students, student need long time in adjustment used flipped classroom in learning.

First, students need a long time to adjust to the flipped classroom. One of the main challenges in implementing the flipped classroom is the time required for students to adapt to this new learning method. Students who are used to traditional teaching methods where teachers dominate classroom learning may find it difficult to adjust to the flipped classroom. This adaptation can take a while, especially for students who are not used to learning independently and actively participating in more interactive classroom activities.

Secondly, researcher also did an observation related to how the teacher teaches (Andy Riski Pratama, 2023; Davies et al., 2013; Pratama & Saputra, 2023). The teacher uses flipped classroom in teaching. The teacher used video as the media and sometimes she used powerpoint. Teacher method was only effective on the first half of learning time. But the students seemed to be bored in learning and some of them even slept in the classroom at the second half of the learning, in meant teacher difficult make interest media of learning.

Last, students students need adaptation to learn independent at home and need extra time to really understand the material learned at home. Students are looking for supporting

information related to the material, both books packages or internet because students explore their own knowledge at home.

The problem formulation questions several things related to research. The answers to these questions became the focus of the research. Based on the limitations above, this research formulates "What are students' perceptions regarding the use of flipped classrooms in learning English in second grade at SMPN 2.

## 2. RESEARCH METHOD

This study uses a descriptive quantitative method as the basis for sensory evaluation. This method was chosen because it is able to provide a comprehensive and up-to-date methodological synopsis in the classical sensory science literature. Through descriptive quantitative methods, the type and intensity of sensory attributes can be measured objectively, reliably and statistically testable. This method will remain relevant as a fundamental method in sensory analysis to this day (Creswell, 1999; Libarkin & Kurdziel, 2002).

The design of this research is descriptive quantitative, which means the data collected will be presented in numerical and descriptive form. According to Suryabrata, descriptive research aims to provide a description of the situation or event without testing certain hypotheses, but only describes "what it is" about the variables, symptoms, or circumstances studied.

## 3. RESULT AND DISCUSSION

### Result

#### a. Students have opportunities to control their own learning

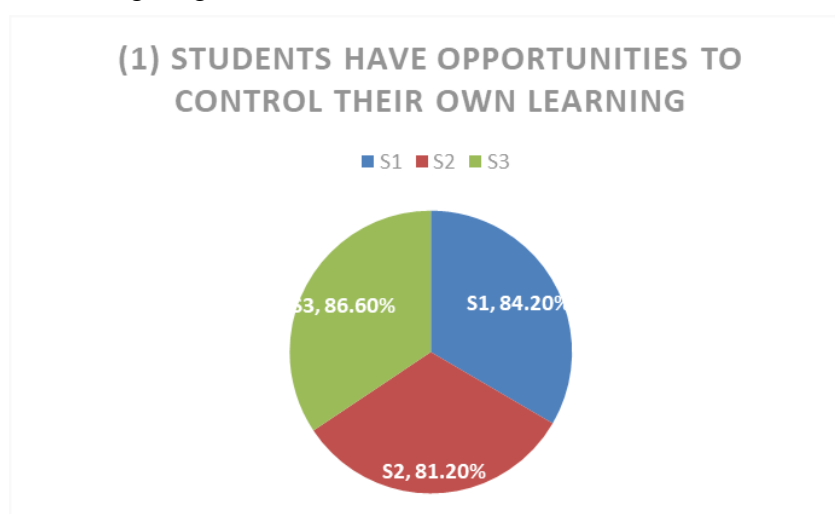
**Table 3.1 Students Have Opportunities to Control Their Own Learning**

No	Statement Number	Students' Responses					Total of Score	Average of Percentage
		SDA (1)	DA (2)	N (3)	A (4)	SA (5)		
1	Statement 1	5		1	32	57	421	84.2%
2	Statement 2	4	6	1	33	51	406	81.2%
3	Statement 3			1	40	54	433	86.6%
Total of Percentage								252
Mean of Average of Percentage								84

*Source: Primary Data processed using SPSS 22*

Based on Table 3.1, it can be seen that the students' perception of use the Flipped Classroom in Learning English at Second Grade of SMPN 2 X Koto Tanah Datar. The item of *students have opportunities to control their own learning* consist of 3 Statements. For statement 1; there were 57 point students answered strongly agree, Agree 32, Neutral 1, Disagree 0, Strongly Disagree 5. For Statement 2; there were 51 point students answered strongly agree, Agree 33, Neutral 1, Disagree 6, Strongly Disagree 4. Statement 3; there were 54 point students answered strongly agree, Agree 40, Neutral 1, Disagree 0, Strongly Disagree 0.

The perception was accumulated. In order to explain the data clearly, it is put into the following diagram.



**Diagram 3.1 Students have opportunities to control their own learning**

Based on diagram 3.1 above it can be known that the average percentage of Item *students have opportunities to control their own learning* the maximum score that can reach by students were 433. In statement 1, the highest score that reach by students in this statement were 421 and it was 84.2%. In statement 2 the score of students were 406 or 81.2%. and then the statement 3 the score was 433 orit was 86.6%.

**b. The flipped classroom technology encourages collaboration among students due to mutual projects and group work**

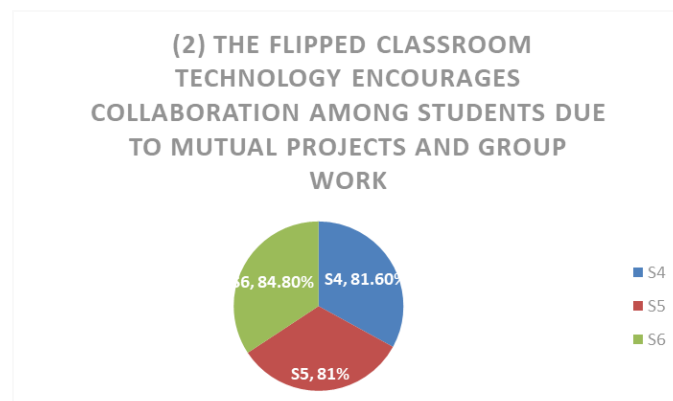
**Table 3.2 The Flipped Classroom Technology Encourages Collaboration Among Students Due To Mutual Projects And Group Work**

No	Statement Number	Students' Responses					Total of Score	Average of Percentage
		SDA (1)	DA (2)	N (3)	A (4)	SA (5)		
1	Statement 4	5	7	2	22	59	408	81.6%
2	Statement 5	6	5	2	27	55	405	81%
3	Statement 6	2	8		19	66	424	84.8%
Total of Percentage								247
Mean of Average of Percentage								82.5

Source: Primary Data processed using SPSS 22

Based on Table 3.2 it can be seen that the students' perception of use the Flipped Classroom in Learning English at Second Grade of SMPN 2X Koto Tanah Datar. The item of *The flipped classroom technology encourages collaboration among students due to mutual projects and group work* consist of 3 Statements. For statement 1; there were 59 point students answered strongly agree, Agree 22, Neutral 2, Disagree 7, Strongly Disagree 5. For Statement 2; there were 55 point students answered strongly agree, Agree 27, Neutral 2, Disagree 5, Strongly Disagree 6. Statement 3; there were 66 point students answered strongly agree, Agree 19, Neutral 0, Disagree 8, Strongly Disagree 2.

The perception was accumulated. In order to explain the data clearly, it is put into the following diagram below.



**Diagram 3.2 The Flipped Classroom Technology Encourages Collaboration Among Students Due to Mutual Projects And Group Work**

Based on diagram 3.2 above it can be known that the average percentage of Item *The flipped classroom technology encourages collaboration among students due to mutual projects and group work* the maximum score that can reach by students were 424. In statement 1, the highest score that reach by students in this statement were 408 and it was 81,6%. In statement 2 the score of students were 405 or 81.2%. and then the statement 3 the score was 424 orit was 84.8%.

**c. The flipped classroom increases students' responsibility for their own learning**

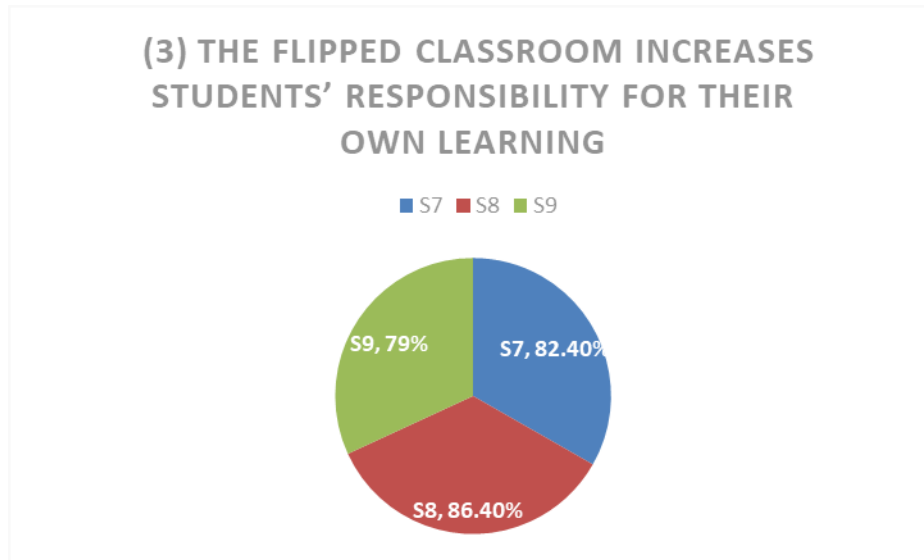
**Table 3.3 The Flipped Classroom Increases Students' Responsibility For Their Own Learning**

No	Statement Number	Students' Responses					Total of Score	Average of Percentage
		SDA (1)	DA (2)	N (3)	A (4)	SA (5)		
1	Statement 7	5	1	1	38	50	412	82.4%
2	Statement 8	2	1	1	30	61	432	86.4%
3	Statement 9	6	3	5	37	44	395	79%
Total of Percentage								248
Mean of Average of Percentage								82.6

*Source: Primary Data processed using SPSS 22*

Based on Table 3.3, it can be seen that the students' perception of use the Flipped Classroom in Learning English at Second Grade of SMPN 2 X Koto Tanah Datar. The item of *The flipped classroom increases students' responsibility for their own learning* consist of 3 Statements. For statement 1; there were 50 point students answered strongly agree, Agree 38, Neutral 1, Disagree 1, Strongly Disagree 5. For Statement 2; there were 61 point students answered strongly agree, Agree 30, Neutral 1, Disagree 1, Strongly Disagree 2. Statement 3; there were 44 point students answered strongly agree, Agree 37, Neutral 5, Disagree 3, Strongly Disagree 6.

The perception was accumulated. In order to explain the data clearly, it is put into the following diagram below.



**Diagram 3.3 The Flipped Classroom Increases Students' Responsibility for Their Own Learning**

Based on diagram 3.3 above it can be known that the average percentage of Item *The flipped classroom increases students' responsibility for their own learning* the maximum score that can reach by students were 432. In statement 1, the highest score that reach by students in this statement were 412 and it was 82,4%. In statement 2 the score of students were 432 or 86,4%. and then the statement 3 the score was 395 or it was 79%.

**d. Improved learning performance of students**

**Table 3.4 Improved Learning Performance Of Students**

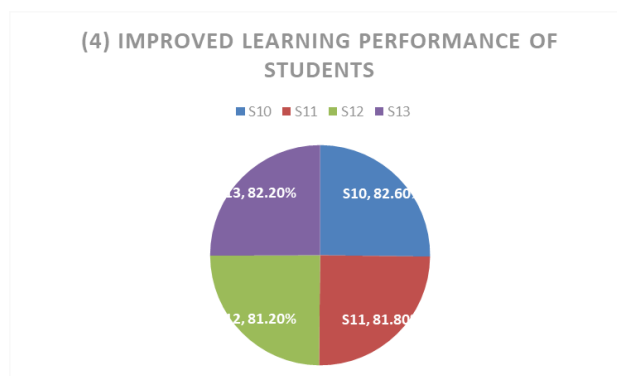
No	Statement Number	Students' Responses					Total of Score	Average of Percentage
		SDA (1)	DA (2)	N (3)	A (4)	SA (5)		
1	Statement 10	2	5	3	33	52	413	82.6%
2	Statement 11	3	3	2	41	46	409	81.8%
3	Statement 12	5	3	3	34	50	406	81.2%
4	Statement 13	2	5	1	39	48	411	82.2%
Total of Percentage								328
Mean of Average of Percentage								81.95

*Source: Primary Data processed using SPSS 22*



Based on Table 3.4, it can be seen that the students' perception of use the Flipped Classroom in Learning English at Second Grade SMPN 2 X Koto Tanah Datar. The item of *Improved learning performance of students* consist of 4 Statements. For statement 1; there were 52 point students answered strongly agree, Agree 33, Neutral 3, Disagree 5, Strongly Disagree 2. For Statement 2; there were 46 point students answered strongly agree, Agree 41, Neutral 2, Disagree 3, Strongly Disagree 3. For Statement 3; there were 50 point students answered strongly agree, Agree 34, Neutral 3, Disagree 3, Strongly Disagree 5. Statement 4; there were 48 point students answered strongly agree, Agree 39, Neutral 1, Disagree 5, Strongly Disagree 2.

The perception was accumulated. In order to explain the data clearly, it is put into the following diagram below.



**Diagram 3.4 Improved Learning Performance of Students**

Based on diagram 3.4 above it can be known that the average percentage of Item *The flipped classroom increases students' responsibility for their own learning* the maximum score that can reach by students were 413. In statement 1, the highest score that reach by students in this statement were 413 and it was 82,6%. In statement 2 the score of students were 409 or 81,8%. In statement 3 the score was 406 or 81,2%. And then the statement 4 the score was 411 or it was 82,2%.

#### e. Flexible learning

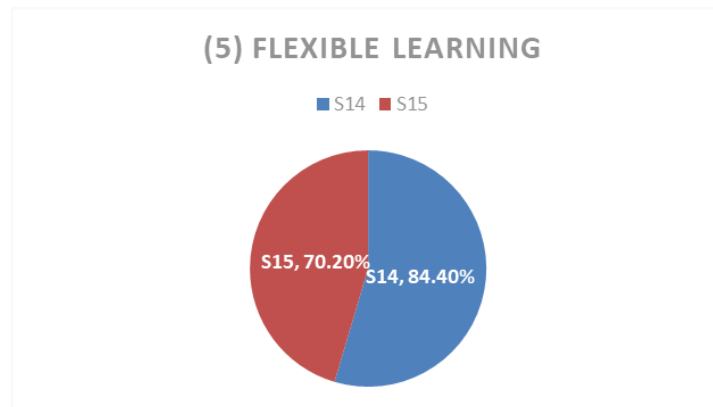
**Table 3.5 Flexible Learning**

No	Statement Number	Students' Responses					Total of Score	Average of Percentage
		SDA (1)	DA (2)	N (3)	A (4)	SA (5)		
14	Statement 14	2	1		42	50	422	84.4%
15	Statement 15	5	12	13	42	23	351	70.2%
Total of Percentage								155
Mean of Average of Percentage								77.3

Source: Primary Data processed using SPSS 22

Based on Table 3.5, it can be seen that the students' perception of use the Flipped Classroom in Learning English at Second Grade of SMPN 2 X Koto Tanah Datar. The item of *Flexible Learning* consist of 2 Statements. For statement 1; there were 50 point students answered strongly agree, Agree 42, Neutral 0, Disagree 1, Strongly Disagree 2. For Statement 2; there were 23 point students answered strongly agree, Agree 42, Neutral 13, Disagree 12, Strongly Disagree 5.

The perception was accumulated. In order to explain the data clearly, it is put into the following diagram below.



**Diagram 3.5 Flexible Learning**

Based on diagram 3.5 above it can be known that the average percentage of Item *Flexible Learning* the maximum score that can reach by students were 422. In statement 1, the highest score that reach by students in this statement were 422 and it was 84,4%. In statement 2 the score of students were 351 or 70,2%.

#### f. Individualized learning

**Table 3.6 Individualized Learning**

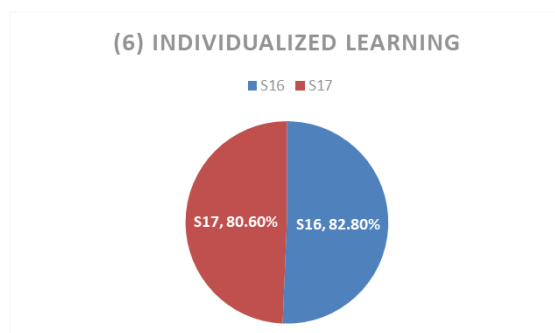
No	Statement Number	Students' Responses					Total of Score	Average of Percentage
		SDA (1)	DA (2)	N (3)	A (4)	SA (5)		
16	Statement 16	1	4	8	29	53	414	82.8%
17	Statement 17	1	4	13	30	47	403	80.6%
Total of Percentage								163.4
Mean of Average of Percentage								81.7

Source: Primary Data processed using SPSS 22

Based on Table 3.6, it can be seen that the students' perception of use the Flipped Classroom in Learning English at Second Grade of SMPN 2X Koto Tanah Datar. The item of *Individualized Learning* consist of 2 Statements. For statement 1; there were 53 point students answered strongly agree, Agree 29, Neutral 8, Disagree 4, Strongly

Disagree 1. and then for Statement 2; there were 47 point students answered strongly agree, Agree 30, Neutral 13, Disagree 4, Strongly Disagree 1.

The perception was accumulated. In order to explain the data clearly, it is put into the following diagram below.



**Diagram 3.6 Individualized Learning**

Based on diagram 3.6 above it can be known that the average percentage of Item *Individualized Learning* the maximum score that can reach by students were 414. In statement 1, the highest score that reach by students in this statement were 414 and it was 82,8%. In statement 2 the score of students were 403 or 80,6%.

#### **g. interactions**

**Table 3.7 Increased Interactions**

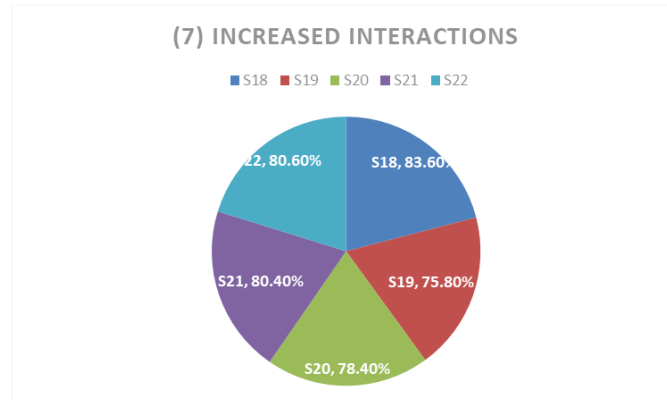
No	Statement Number	Students' Responses					Total of Score	Average of Percentage
		SDA (1)	DA (2)	N (3)	A (4)	SA (5)		
18	Statement 18	2	4	3	31	55	418	83.6%
19	Statement 19	3	9	14	29	40	379	75.8%
20	Statement 20	2	11	4	34	44	392	78.4%
21	Statement 21	1	10	5	29	50	402	80.4%
22	Statement 22	3	3	8	35	46	403	80.6%
Total of Percentage								398.8
Mean of Average of Percentage								79.76

*Source: Primary Data processed using SPSS 22*

Based on Table 3.7, it can be seen that the students' perception of use the Flipped Classroom in Learning English at Second Grade of SMPN 2 X Koto Tanah Datar. The item of *Increased Interactions* consist of 5 Statements. For statement 1; there were 55 point students answered strongly agree, Agree 31, Neutral 3, Disagree 4, Strongly Disagree 2. For Statement 2; there were 40 point students answered strongly agree, Agree 29, Neutral 14, Disagree 9, Strongly Disagree 3. For Statement 3; there were 44 point students answered strongly agree, Agree 34, Neutral 4, Disagree 11, Strongly

Disagree 2. Statement 4; there were 50 point students answered strongly agree, Agree 29, Neutral 5, Disagree 10, Strongly Disagree 1. And then for Statement 5; there were 46 point students answered strongly agree, Agree 35, Neutral 8, Disagree 3, Strongly Disagree 3.

The perception was accumulated. In order to explain the data clearly, it is put into the following diagram below.



**Diagram 3.7 Increased Interactions**

Based on diagram 3.7 above it can be known that the average percentage of Item *Increased Interactions* the maximum score that can reach by students were 418. In statement 1, the highest score that reach by students in this statement were 418 and it was 83,6%. In statement 2 the score of students were 379 or 75,8%. Statement 3, the score of students were 392 or 78,4%. Statement 4 the score of students were 402 or it was 80,4%%. and then statement 5, the score of students were 403 or it was 80,6%.

#### **h. Enhanced student satisfaction, engagement, and enjoyment**

**Table 3.8 Enhanced Student Satisfaction, Engagement, and Enjoyment**

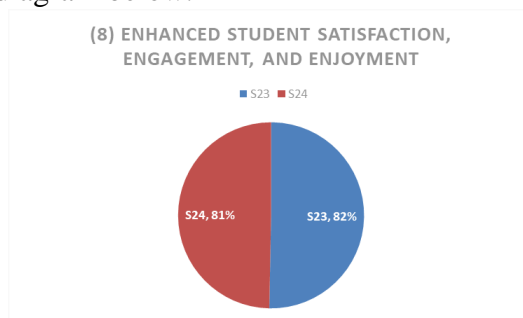
No	Statement Number	Students' Responses					Total of Score	Average of Percentage
		SDA (1)	DA (2)	N (3)	A (4)	SA (5)		
23	Statement 23	2	5	1	40	47	410	82%
24	Statement 24	4	4	6	30	51	405	81%
Total of Percentage								163
Mean of Average of Percentage								81.5

*Source: Primary Data processed using SPSS 22*

Based on Table 3.8, it can be seen that the students' perception of use the Flipped Classroom in Learning English at Second Grade of SMPN 2 X Koto Tanah Datar. The item of *Enhanced student satisfaction, engagement, and enjoyment* consist of 2 Statements. For statement 1; there were 47 point students answered strongly agree,

Agree 40, Neutral 1, Disagree 5, Strongly Disagree 2. For Statement 2; there were 51 point students answered strongly agree, Agree 30, Neutral 6, Disagree 4, Strongly Disagree 4.

The perception was accumulated. In order to explain the data clearly, it is put into the following diagram below.



**Diagram 3.8 Enhanced Student Satisfaction, Engagement, and Enjoyment**

Based on diagram 3.8 above it can be known that the average percentage of Item *Increased Interactions* the maximum score that can reach by students were 410. In statement 1, the highest score that reach by students in this statement were 410 and it was 82%. In statement 2 the score of students were 405 or 81%.

As stated previously, to know about the students' perception about the use flipped classroom in learning english, this research collected the data by using questionnaire. When the data have been collected, The research focused to analyze the data and accumulated the scores of the items that were evaluated by the students.

This percentage was taken from the formulation conducted by Norman Blaikie.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{(84 + 82.5 + 82.6 + 81.95 + 77.3 + 81.7 + 79.76 + 81.5)}{8} \times 100\%$$

$$P = \frac{651.31}{8} \times 1$$

$$P = 81.41$$

Based on accumulation of the data, it can be concluded that percentage of the students toward the 8 items of the the Flipped Classroom in Learning English at Second Grade SMPN 2 X Koto Tanah Datar is 81.41%.

#### **4. DISCUSSION**

Based on the description and analysis the data above, there were 8 items consist of 24 statements that answered by 95 students as sample. One statement consists of 5 possible answers as: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The researcher interpreted the highest of mean data percentage into rating quality by Arikunto's criteria that divided into five rates: Very Good (81% - 100%), good (61% - 80%), enough (41% - 60%), low (21% - 40%), and Very low (>20%). Based on the accumulation of mean percentage of the items with 81.41% it can be concluded that the students' perception of the use Flipped Classroom in learning English was in Verry good category. 66 By the finding above, the researcher assumed that Flipped classroom has good in (1) Students have opportunities to control their own learning, (2) The flipped classroom technology encourages collaboration among students due to mutual projects and group work, (3) The flipped classroom increases students' responsibility for their own learning, (4) Improved learning performance of students, (5) Flexible learning, (6) Individualized learning, (7) Increased interactions, (8) . Enhanced student satisfaction, engagement, and enjoyment. It means that the students had good perceptions toward that Flipped classroom to use in learning English in SMPN 2 X Koto.

#### **5. CONCLUSION**

Based on the findings and analysis presented above, it can be concluded that students at SMPN 2 X Koto Tanah Datar have a very positive perception towards the use of Flipped Classroom in learning English. The research collected data from 95 second-grade students, revealing that across the 8 identified items, students consistently expressed favorable views. These items include opportunities for controlling their own learning, collaboration through group work, increased responsibility for learning, improved learning performance, flexible and individualized learning experiences, enhanced interactions, and higher satisfaction and engagement.

The average percentage score across these items was 81.41%, placing the overall perception in the "Very Good" category according to Arikunto's criteria. This suggests that the Flipped Classroom methodology is well-received and perceived as beneficial by the students for learning English at SMPN 2 X Koto Tanah Datar.

Based on the analysis of data from 95 students at SMPN 2 X Koto Tanah Datar, the perceptions towards the use of Flipped Classroom in learning English were rated as follows: "Students have opportunities to control their own learning" received a very good rating at 84%, "The flipped classroom technology encourages collaboration among students due to mutual

projects and group work" was also rated very good at 82.5%, "The flipped classroom increases students' responsibility for their own learning" achieved a very good rating of 82.5%, "Improved learning performance of students" was very good at 81.95%, "Flexible learning" was rated good at 77.3%, "Individualized learning" received a very good rating at 81.7%, "Increased interactions" was rated good at 79.76%, and "Enhanced student satisfaction, engagement, and enjoyment" achieved a very good rating of 81.5%. These ratings indicate a strong positive perception among students towards the implementation of Flipped Classroom in their English learning at SMPN 2 X Koto Tanah Datar.

Based on the findings and analysis presented, it is evident that students at SMPN 2 X Koto Tanah Datar hold a highly favorable perception of using the Flipped Classroom approach in learning English. The research, conducted with 95 second-grade students, highlighted positive responses across various aspects including autonomy in learning, collaborative opportunities, increased responsibility, improved learning outcomes, flexibility, individualized learning experiences, enhanced interactions, and overall satisfaction and engagement. With an average percentage score of 81.41% across these dimensions, categorizing their perception as "Very Good" according to Arikunto's criteria, it is clear that the Flipped Classroom methodology is well-received and beneficial for English education at SMPN 2 X Koto Tanah Datar.

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