

**STUDENTS' COGNITIVE ENGAGEMENT IN FLIPPED CLASSROOM
FOR *BAHASA INGGRIS* I CLASS**

***SARJANA'S* THESIS**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2022

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FOR *BAHASA INGGRIS I* CLASS**

SARJANA'S THESIS PROPOSAL

**Presented to the Faculty of Teacher Training and Education as a Partial
Fulfillment of the Requirements for Completing the *Sarjana*
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2022

ABSTRACT

Budiarto, N. A. D. (2023). *Students' Cognitive Engagement in Flipped Classroom for Bahasa Inggris I Class*. Sarjana's Thesis. English Department, Faculty of Teachers' Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Elvina Arapah, M. Pd., the second advisor: Fahmi Hidayat, M. Pd

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The development of technology has made changes in the educational world, one of them being the use of the flipped classroom in learning. Flipped learning is student-centered learning where the class is divided into inside and outside classroom learning. Since the class is divided into two parts, it could be assumed that students might have different cognitive engagement. This study aimed to investigate students' cognitive engagement for the flipped classroom in *Bahasa Inggris I* class as it used the flipped classroom method in its learning.

This study used a qualitative approach and the subjects were the five students of the English Language Education Study Program from batch 2022 who have taken the class and achieved a score of 84 or more than 85 or A in the form of letter. Additionally, they have answered the questionnaire with at least six 'strongly agree'. The instruments used in this research are interview and questionnaire, with the interview as the primary data source.

The findings of this study discovered that students demonstrated various cognitive engagement for the flipped classroom in *Bahasa Inggris I* class. Students engage cognitively by investing in their learning such as feeling excited about new lessons and discussions, enjoying difficult assignments, being confident to complete assignments and acquire new knowledge, viewing their assignments and lectures as something that can improve their English skill, willing to take academic risks, giving up other activities to complete assignments, fully focusing on assignments, and going beyond assignments' instructions. Students also engage cognitively by using cognitive, metacognitive strategies such as setting a learning goal, breaking down assignments and lesson materials, taking lesson notes using their own words, ensuring their comprehension of a lesson material, checking their accuracy in answering assignments, and comparing their learning outcomes to check any learning development. The findings indicate that the students of *Bahasa Inggris I* class have demonstrated various cognitive engagements for flipped classroom, it is suggested for the lecturers to provide even more chances for them to engage cognitively and for the students to keep improving how they engage cognitively in during class.

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LETTER OF APPROVAL

LETTER OF APPROVAL

This is to certify that the Sarjana's Thesis Proposal of Najla Adizka Defria Budiarto Reg. Number 1910117120019 entitled "Students Cognitive Engagement in Flipped Classroom for Extensive Reading Class" has been approved by the advisor for oral examination.

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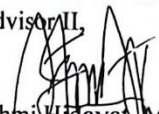
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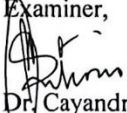
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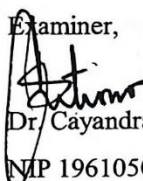
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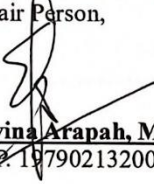
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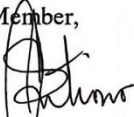
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STATEMENT OF ORIGINALITY

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Banjarmasin, 12 Februari 2024



Najla Adizka Defria Budiarto

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