

**FLIPPED CLASSROOM OF ENGLISH SUBJECT IMPLEMENTED IN
THE VII GRADE OF SMPN 7 BANJARMASIN**

SARJANA'S THESIS

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

2024

**FLIPPED CLASSROOM OF ENGLISH SUBJECT IMPLEMENTED IN
THE VII GRADE OF SMPN 7 BANJARMASIN**

SARJANA'S THESIS

**Presented to Faculty of Teachers' Training and Education as a Partial
Fulfillment of the Requirements for Completing the *Sarjana*
Pendidikan Degree in English Language Education Study Program**

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FACULTY OF TEACHER TRAINING AND EDUCATION
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2024

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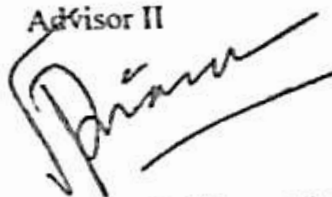
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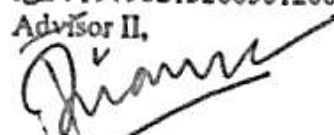
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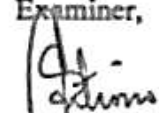
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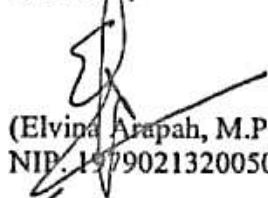
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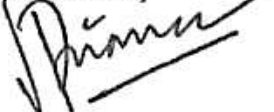
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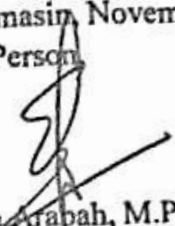
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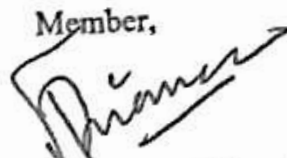
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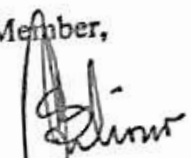
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ABSTRACT

Ariani, Julia Dwi. 2023. Flipped Classroom of English Subject Implemented in the VII Grade of SMPN 7 BANJARMASIN. 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: Dr. Novita Triana, M.A.

Keywords: Flipped Classroom, Flipped Material, out-of-class activities, in class activities

Covid 19 has been the source of changes in the English teaching and learning during the pandemics. Teachers seek many possible and applicable models to keep their classrooms working. Flipped Classroom is one of the innovative teaching models that appeared and became familiar to teachers after covid-19. Based on the preliminary study conducted, the English teacher admitted that she implemented this Flipped Classroom. The problem of this study is focused on to find out how Flipped Classroom implemented in the post-covid 19 in the English teaching and learning at SMPN 7 Banjarmasin.

The primary data in this research are from the classroom observations in class VII A for three meetings and interviews with the English teacher at SMPN 7 Banjarmasin. It was found that the implementation of Flipped Classroom is divided into two indicators. Those are out-of-class activities and in-class activities (Schallert et al., 2021) which contain 5E phase activities –engagement, exploration, explanation, elaboration and evaluation.

First conclusion is that not all 5E phase activities are completely implemented by the English teacher. Second, in the implementation of Flipped Classroom, the online modes utilized the use of advanced technologies. Third, in implementing flipped classroom, teachers have to concern about LOTS and HOTS. It is recommended that the English teachers should give more focus on the steps or phases for the Flipped Classroom implementation. Also, further researchers might be expected to develop certain offline or online-based applications for flipped classrooms. Last, the schools should facilitate the English teachers with hard and soft skills in using technologies.

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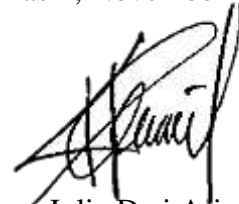
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The writer realizes that this thesis is far from perfect. The writer accepts criticism and suggestions so that this thesis can become better.

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Julia Dwi Ariani

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