

**THE IMPLEMENTATION OF FLIPPED LEARNING METHOD IN LIA
ENGLISH COURSE IN BANJARBARU**

SARJANA'S THESIS

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

2022

**THE IMPLEMENTATION OF FLIPPED LEARNING METHOD IN LIA
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SARJANA'S THESIS

**Presented to
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For the Degree of Sarjana in English Language Education**

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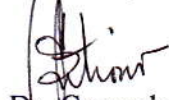
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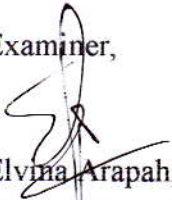
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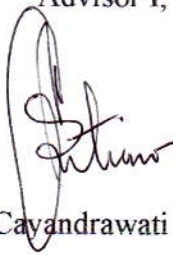
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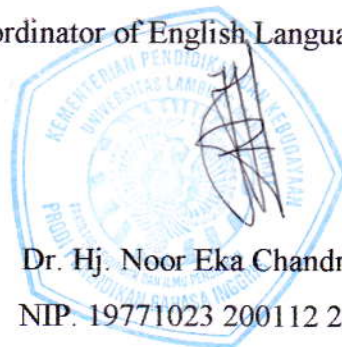


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Telah menyelesaikan Revisi Naskah Skripsinya sesuai dengan saran-saran yang diberikan oleh Dewan Penguji, sehingga Naskah Skripsi ini siap untuk didaftarkan untuk mengikuti ujian skripsi.

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The researcher realizes that there are still weaknesses in this thesis. Therefore, suggestion, opinion, and criticism are really needed to improve it. Hopefully, this thesis will be beneficial for other researchers and give a meaningful contribution to the readers.

Banjarmasin, 30rd May 2022



The Researcher

Ghina Ariqoh

ABSTRACT

Ariqoh, Ghina. 2021. *The Implementation of Flipped Learning Method in LIA English Course in Banjarbaru*. Sarjana's Thesis. English Language Education, Faculty of Teachers Training and Education. Lambung Mangkurat University, Banjarmasin. Advisors: (1) Dr. Cayandrawati Sutiono, M.A., (2) Dr. Hj. Noor Eka Chandra, M.Pd.

Keywords: flipped learning, implementation, teacher.

The learning method nowadays is student-centred. In the flipped learning method, the teachers give students the material for an upcoming class. Then, in the classroom, students can discuss the material with the teacher. Students actively process the information before teachers explain it to them. Teachers no longer have to explain the material from zero in the classroom, yet they have to be prepared for students' questions regarding the given material. In Banjarbaru, only the LIA English course applied Flipped Learning method in their teaching and learning process, and the head office of the LIA English course confirmed it. Hence, this research was conducted to see how the teachers apply flipped learning method in the classroom.

The method used for this research is the qualitative approach. For this research, the subjects studied are teachers and students in the LIA English Course. In this research, the researcher used an observation sheet and interview to know the implementation of flipped learning method in the LIA English course Banjarbaru.

The findings of this research, the implementation of flipped learning, showed that the students were given the lesson materials a day before entering the classroom. Therefore, they must learn and review the material at home. An exercise was presented at the same time as the teacher provided the material. Another exercise was given to the students in the classroom, and it was a grouping exercise. Students showed the discussion results directly in front of the class. The teacher checked the results of student group discussions/work reasonably, objectively, and critically and also provided feedback about the assignments that students had done previously. Next, the teacher asked the students to collect the assignments before leaving the class.

The researcher concludes that implementing Flipped Learning in the LIA English course Banjarbaru saves much time lecturing because if the teacher explained the material to the students from the beginning, the teacher would spend more than one meeting in the classroom. The students being the core were responsible for their learning. Therefore, it was expected that the study's result could inspire other teachers and other researchers to conduct research related to implementing the Flipped Learning method in different levels of students to enrich the existing research.

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