



## **The Effect of Flipped Classroom Model on the Students' Mastery in Passive Voice at Grade XI of SMA Negeri 1 Sei Balai**

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### **Abstrak**

Penelitian ini bertujuan untuk mengetahui pengaruh model flipped classroom terhadap penguasaan passive voice siswa kelas XI SMA NEGERI 1 SEI BALAI tahun ajaran 2021/2022. Jenis penelitian ini adalah penelitian kuasi eksperimen dengan dua kelompok pre-test dan post-test. Populasi dalam penelitian ini adalah seluruh kelas XI yang terdiri dari 3 kelas. Sampel penelitian terdiri dari 2 kelas (kelas XI-IPA 2 dan XI-IPA 3) yang diambil secara purposive sampling. Pada kelas XI-IPA 2 sebagai kelas eksperimen dengan menggunakan Model Flipped Classroom dan pada kelas XI-IPA 3 sebagai kelas kontrol dengan model pembelajaran konvensional. Setelah pembelajaran selesai, diperoleh post-test dengan hasil rata-rata 75,6 untuk kelas eksperimen dan 66,0 untuk kelas kontrol. Hasil uji-t diperoleh  $t_0 = 5,092$  kemudian dikonsultasikan dengan  $t_{table}$  pada taraf 5% = 2,045 atau 1% = 2,758. Karena itu  $t_0$  yang diperoleh  $t_0 = 5,092$  dan kemudian dikonsultasikan dengan  $t_{table}$  pada taraf 5% = 2,045 atau 1% = 2,758. Karena  $t_0$  yang didapat lebih besar dari  $T_{table}$  yaitu  $2,045 < 5,092 > 2,758$  maka hipotesis nihil ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) diterima. Kasus tersebut menjelaskan bahwa penguasaan siswa dalam passive voice simple present tense dengan model flipped classroom dengan menggunakan media audio visual sangat berpengaruh.

**Kata Kunci:** *Model Kelas Terbalik, Audio Visual, Kalimat Pasif, Simple Present Tense*

### **Abstract**

This research has purpose for knowing the effect of flipped classroom model on the students' mastery in passive voice at grade XI of SMA NEGERI 1 SEI BALAI in academic year of 2021/2022. This type of research is a quasi-experimental research design with two groups pre-test and post-test. The population in this study were all class XI which consisted of 3 classes. The research sample consisted of 2 classes (class XI-IPA 2 and XI-IPA 3) which were taken by purposive sampling. In class XI-IPA 2 as an experimental class using the Flipped Classroom Model and in class XI-IPA 3 as a control class with conventional learning models. After the learning was completed, the post-test was obtained with an average result of 75,6 for the experimental class and 66,0 for the control class. The results of the t-test were obtained with  $t_0 = 5,092$  and then was consulted with  $T_{table}$  at level 5% = 2,045 or 1% = 2,758. Because of it  $t_0$  that was gotten bigger than  $T_{table}$  namely  $2,045 < 5,092 > 2,758$  so hypothesis nil ( $H_0$ ) was refused and alternative hypothesis ( $H_a$ ) was accepted. The case explains that students' mastery in passive voice of simple present tense by flipped classroom model by using audio visual media was very effect.

**Keywords:** *Flipped Classroom Model, Audio Visual, Passive Voice, Simple Present Tense*

## **INTRODUCTION**

English is one of the worldwide languages that is spoken by a large number of people all over the world. English is the second most studied language in the world, and it is also the language that is most widely used by people all over the world. In Indonesia, English is one of the most significant subjects that all high school students must study as a main or necessary subject, and it is also one of the most difficult.

English as a foreign language requires four skills: speaking, writing, reading, and listening. Writing is one of the language skills that affect writing. Writing is a crucial tool for communication. Additionally, students must be able to master the basics of grammar. Passive sentences are one part of grammar that students must learn. However, Indonesian students seem to struggle with the passive voice.

When it comes to passive voice, students are frequently perplexed by the many tenses. In the passive Flipped Classroom Model, Audio Visual, Passive Voice, Simple Present Tense voice, the norms for each tense are extremely distinct from one another. For example, if the active sentence is in the simple present tense, it is followed by the past participle of the verb. The object is then followed by the verb to be and the past participle. Turning forms of verbs, such as changing the infinitive into the past participle of regular and irregular verbs, is something that students are still learning about. This is significant since the passive voice is used in both spoken and written English in this context.

According to the findings that have been made, many students in SMA Negeri 1 Sei Balai do not fully comprehend passive voice in a sentence. Students are still perplexed when it comes to constructing passive sentences. Students are still confused in writing passive sentences. Many students have difficulty transforming the object of the active sentence into the subject of the passive sentence. Additionally, students struggle with writing past participles and auxiliary verbs. For example in the sentence "Two mangoes are eat by Marni". From the sentence above students made a mistake of the verb. Based on the passive sentence formula: S + to be + V3 in the simple present tense, the correct past participle is "eaten". As a result, the passive voice structure is correct: "Two mangoes are eaten by Marni".

The Flipped Classroom concept is a teaching and learning method where students learn the subject matter at home before class and do tasks and issues that they have not grasped. It is believed that through undertaking school assignments, children would be able to directly consult with friends or teachers when they have problems.

A flipped classroom requires students to prepare for class by watching videos, reading articles, and listening to podcasts. The flipped classroom is

an innovative teaching method that flips homework and class activities. Students get teachers and learn new topics in their classes, such as lectures and homework assignments. In flipped learning, students learn at home and complete assignments at school, such as watching instructional videos and practicing skills by Chen Hsieh, Wu, & Marek('Ulhaq, 2021).

The flipped classroom has numerous definitions in the literature. Bergman and Sams in ('Ulhaq, 2021) students learn the material through a learning video at home or before coming to class, while classroom activities are used more for group discussions in solving problems, advancing concepts, engaging in collaborative learning, and questioning each other. To summarize, the flipped classroom approach "provides longer teacher-student interaction time, shifts the teacher's role to that of a guide, individual education for each student, repetition of learning concepts and prevents students from missing class for any reason."

Ozdamli and Asiksoy ('Ulhaq, 2021) state that to implement the flipped classroom method, teachers must consider four components. The properties of this technique, whose English correspondence is "Flip", are outlined as follows:

1. F ("F"lexible Environment): It denotes temporal and places flexibility.
2. L ("L"earning Culture): A teacher is the source of knowledge. In a flipped classroom, the focus shifts from teachers to students.
3. I ("I"ntentional Content): Educators in flipped classrooms evaluate how education might assist students to gain fluency and cognitive comprehension.
4. P ("P"rofessional Educator): Teachers who employ the flipped classroom approach are held to higher standards. Instructors in flipped classrooms constantly observe students, evaluate their work, and comment (Ozdamli & Asiksoy, 2016).

The Flipped Classroom model is when students perform their homework at school and their classwork at home. Educators can use the Flipped Classroom to reduce direct instruction while increasing student interaction, according to Johnson. It uses technology to provide online support materials for students. This frees up class time for learning.

The Flipped Classroom methodology emphasizes using class time to improve student learning and knowledge.

According to Bergman and Sams (Gumelar, 2019), the class switching technique is based on two simple steps:

1. Discard any direct instruction (commonly referred to as a lecture). So, before class, students watch and participate in educational movies (reverse videos).
2. Engage in activities that allow students to practice concepts and higher-order thinking skills.

The flipped classroom-based learning approach is also regarded as a learner-centered learning model. Educators used to employ the lecture learning model, which mirrored teacher-centered learning. Then comes the Flipped Classroom model. According to Graham Brent Johnson (Gumelar, 2019), the Flipped Classroom is a learning style that emphasizes individual interaction above group instruction. This technique makes use of technology to provide students with additional online and offline learning resources. Students use class time to interact with project partners, practice skills, and receive feedback.

The Flipped Classroom concept flips or swaps what is normally done in class and homework. Previously, students would come to class to learn, then go home to practice. With the help of other students and teachers, students read the material, watch learning videos, and start discussing, exchanging knowledge, solving problems, training students to develop procedural fluency if needed, inspiring and helping them with challenging projects by providing greater learning control (Gumelar, 2019).

The teacher's role in the classroom is merely that of a facilitator. Following the flipped classroom learning model, one of the primary foundations is the teacher-centered learning model moving to student-centered, so students are more actively involved in the construction of their knowledge.

In the classroom, students spend much of their time interacting with each other in group and class discussions. This supports Johnson's theory. Educators can use the flipped classroom technique to reduce direct instruction while increasing student interaction (Gumelar, 2019).

The flipped classroom, according to Bishop and Verleger (Fajria, 2019), combines classroom interaction with computer-based learning outside the classroom. The table below summarizes Bishop and Verleger's explanations:

Based on the preceding description, the Flipped Classroom learning approach reverses classroom learning sessions with outside learning activities. Home learning activities replace classroom activities. In the classroom, activities that are commonly done at home are replicated. The teacher develops digital learning material in the form of videos for students to learn at home so they are better prepared for class.

Based on the following experts' explanations above, the flipped classroom is a learning approach where students see films before class and then discuss them with their classmates or the teacher.

## **METHODOLOGY**

According to Gay et al (2012:7) in (Basir, 2021) in their book, quantitative research is the collecting and analysis of numerical data to describe, explain, forecast, or regulate processes that are of interest to the researcher. The descriptive quantitative research method was chosen

because it defined what already existed and has the potential to disclose fresh points of view and significance.

This study used a quasi-experimental design. Quasi-experiments are not true experiments. A true experiment had randomly assigned groups, whereas a quasi-experiment did not. According to Sugiyono (2009) in (Hasanah, 2017), a quasi-experimental design is a study that seeks to discover a treatment's impact. With pre-test and post-test non-equivalent control class design. The experiment and control group are compared.

There are two group of sample namely Experimental group and Control group. This study consists of two variables and two group. This design focuses on treatment and outcome. The data are collected from pre-test and post-test to know flipped classroom model is effective in teaching passive voice.

## RESULT AND DISCUSSION

The data of this research was purposed to find out that Flipped Classroom Model could give significant effect on students' mastery in passive voice of simple present tense. The data consist of results from the implementation of Flipped Classroom Model and conventional model. The research was conducted at grade XI of SMA Negeri 1 Sei Balai. The sample were XI-IPA 2 that consist of 30 students as experimental group and XI-IPA 3 that consist of 30 students as control group.

Table 1. The Scores of Control Group in Pre-Test and Post-Test

No	Student's Name	Pre-Test	Post-Test	Score of	
				Pre-Test	Post-Test
1	AI	12	13	60	65
2	AA	11	13	55	65
3	AM	13	14	65	70
4	AS	14	14	70	70
5	AR	12	13	60	65
6	AA	12	12	60	60
7	BS	13	14	65	70
8	CR	12	12	60	60
9	DL	10	11	50	55
10	FI	12	12	60	60
11	FA	13	13	65	65
12	FA	11	12	55	60
13	HA	12	13	60	65
14	ISS	13	13	65	65
15	JL	12	13	60	65
16	JD	10	12	50	60
17	LR	13	14	65	70
18	LA	12	13	60	65

19	MS	11	12	55	60
20	MCA	11	12	55	60
21	MH	12	14	60	70
22	NI	14	15	70	75
23	NS	13	15	65	75
24	NA	13	15	65	75
25	NH	12	14	60	70
26	PA	11	12	55	60
27	SP	14	15	70	75
28	SS	14	15	70	75
29	SA	12	14	60	70
30	WY	11	12	55	60
$\Sigma$				$\Sigma x =$ <b>1825</b>	$\Sigma y =$ <b>1980</b>

From the table 1 above, it can be seen that the highest and lowest scores of the control group in the pre-test are 70 and 50, while the post test are 75 and 55.

Based on the table above, it showed that:

$$M = \frac{\Sigma X}{N} = \frac{1825}{30} = 60,83$$

$$M = \frac{\Sigma Y}{N} = \frac{1980}{30} = 66$$

From the table above, it can be seen from the results of the pre-test, that the control class obtained an average score of 60.83. Furthermore, the results of the post-test control class obtained an average value of 66. So it can be concluded that there is no improvement from before teaching and after teaching, and does not meet the KKM at school, which is 70.

Table 2. The Score of Pre-Test and Post-test on Experimental Group

No	Student's Name	Pre-Test	Post-Test	Score of	
				Pre-Test	Post-Test
1	AN	11	14	55	70
2	BA	15	17	75	85
3	CS	10	13	50	65
4	CR	13	16	65	80
5	DS	12	14	60	70
6	DP	10	14	50	70
7	FA	15	17	75	85
8	FS	12	15	60	75
9	FS	16	16	80	80
10	JT	11	15	55	75
11	KC	13	17	65	85
12	KA	9	13	45	65
13	LH	12	16	60	80

14	MR	15	17	75	85
15	MF	10	13	50	65
16	MZ	15	17	75	85
17	MN	11	12	55	60
18	MS	12	14	60	70
19	NA	14	16	70	80
20	PA	12	15	60	75
21	RD	13	16	65	80
22	RA	11	12	55	60
23	RS	14	15	70	75
24	RY	15	17	75	85
25	SA	13	15	65	75
26	SA	14	16	70	80
27	SR	11	14	55	70
28	SE	13	15	65	75
29	SE	12	17	60	85
30	TW	12	16	60	80
		$\Sigma$		$\Sigma x = 1880$	$\Sigma y = 2270$

From the table 2 above, it can be seen that the highest and lowest scores of the experimental group in the pre-test are 80 and 50, while the post test are 85 and 60.

Based on the table above, it showed that:

$$M = \frac{\Sigma X}{N} = \frac{1880}{30} = 62,6$$

$$M = \frac{\Sigma Y}{N} = \frac{2270}{30} = 75,6$$

From the table above, it can be seen from the results of the pre-test, that the experimental class obtained an average value of 62.6. Furthermore, the results of the post-test of the experimental class obtained an average value of 75.6. So it can be concluded that there is an increase from before teaching and after teaching using the flipped classroom model and has met the KKM at school, which is 70.

Table 3. The Results of The Similarity Test of The Two Means of Initial Data

No.students	Mastery of students' passive voice at the beginning		$D = (X - Y)$	$D^2 = (X - Y)$
	X	Y		
1	60	55	5	25
2	55	75	-20	400
3	65	50	15	225
4	70	65	5	25
5	60	60	0	0
6	60	50	10	100

7	65	75	-10	100
8	60	60	0	0
9	50	80	-30	900
10	60	55	5	25
11	65	65	0	0
12	55	45	10	100
13	60	60	0	0
14	65	75	-10	100
15	60	50	10	100
16	50	75	-25	625
17	65	55	10	100
18	60	60	0	0
19	55	70	-15	225
20	55	60	-5	25
21	60	65	-5	25
22	70	55	15	225
23	65	70	-5	25
24	65	75	-10	100
25	60	65	-5	25
26	55	70	-15	225
27	70	55	15	225
28	70	65	5	25
29	60	60	0	0
30	55	60	-5	25
<b>30 N</b>	<b>60,83</b>	<b>62,60</b>	<b><math>\Sigma D = -55</math></b>	<b><math>\Sigma D^2 = 3.975</math></b>

From the table 3 above, in giving the pretest given to the control class and the experimental class, it is known that the two classes have no effect on the students' initial abilities.

- a. Looking for  $SD_D$  (Deviasi Standart)

$$\begin{aligned}
 S D_D &= \left( \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \right) \\
 &= \left( \sqrt{\frac{3.975}{30} - \left(\frac{-55}{30}\right)^2} \right) \\
 &= \sqrt{132,5 - (-1,83)^2} \\
 &= \sqrt{129,16} = 11,364
 \end{aligned}$$

- b. Looking for  $SD_{MD}$  (Standart Error)

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \rightarrow \frac{11,364}{\sqrt{29}}$$

$$= \frac{11,364}{5,38} = 2,112$$

c. Looking for  $t_0$

$$MD = \frac{\sum D}{N} \rightarrow \frac{-55}{30} = -1,83$$

$$t_0 = \frac{M_D}{S_{EMD}} = \frac{-1,83}{2,112}$$

$$t_0 = -0,866^3$$

Note: (-) the sign beside is not an algebraic sign, but indicates that there is a difference in the degree of difference in scores. After  $t_0$  has been found, it is necessary to consult the  $T_{table}$  with a significant level of 5% and a level of 1%.

$$T_{table} 5\% : 2,045$$

$$T_{table} 1\% : 2,758$$

From the results of the table with a significant level above, it can be concluded that  $T_0$  is smaller than  $T_{table}$ .

$$0,866 < 2,045$$

$$0,866 < 2,758$$

Because  $T_{table}$  is greater than  $T_0$ , then the value hypothesis used is accepted, namely "the initial ability of students in the experimental class is the same as students' initial ability in the control class". So it can be concluded that  $H_0: \mu_1 = \mu_2$  is accepted

### The Hypothesis Test

Table 4. The Results of Hypothesis Use  $t$  Test

No.students	Mastery of students' passive voice		$D = (X - Y)$	$D^2 = (X - Y)$
	X	Y		
1	65	70	-5	25
2	65	85	-20	400
3	70	65	5	25
4	70	80	-10	100
5	65	70	-5	25
6	60	70	-10	100
7	70	85	-15	225
8	60	75	-15	225
9	55	80	-25	625
10	60	75	-15	225
11	65	85	-20	400
12	60	65	-5	25
13	65	80	-15	225
14	65	85	-20	400
15	65	65	0	0

16	60	85	-25	625
17	70	60	10	100
18	65	70	-5	25
19	60	80	-20	400
20	60	75	-15	225
21	70	80	-10	100
22	75	60	15	225
23	75	75	0	0
24	75	85	-10	100
25	70	75	-5	25
26	60	80	-20	400
27	75	70	5	25
28	75	75	0	0
29	70	85	-15	225
30	60	80	-20	400
<b>30 N</b>	<b>66,0</b>	<b>75,6</b>	<b><math>\sum D = -290</math></b>	<b><math>\sum D^2 = 5.900</math></b>

From the table above, in the post-test given to the control class and the experimental class, it is known that both classes have an influence on students' abilities after teaching, which is carried out with different teaching where the experimental class uses the Flipped Classroom Model learning model and the control class uses the Conventional way.

- a. Looking for  $SD_D$  (Deviasi Standart)

$$\begin{aligned}
 SD_D &= \left( \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \right) \\
 &= \left( \sqrt{\frac{5900}{30} - \left(\frac{-290}{30}\right)^2} \right) \\
 &= \sqrt{196,6 - (-9,6)^2} = \sqrt{104,44} = 10,219
 \end{aligned}$$

- b. Looking for  $SD_{MD}$  (Standart Error)

$$\begin{aligned}
 SE_{MD} &= \frac{SD_D}{\sqrt{N-1}} \rightarrow \frac{10,21}{\sqrt{29}} \\
 &= \frac{10,21}{5,38} = 1,897
 \end{aligned}$$

- c. Looking for  $t_0$

$$\begin{aligned}
 MD &= \frac{\sum D}{N} \rightarrow \frac{-290}{30} = -9,66 \\
 t_0 &= \frac{MD}{SE_{MD}} = \frac{-9,66}{1,897} = -5,092^3
 \end{aligned}$$

Note: (-) the sign next to it is not an algebraic sign, but indicates a difference in the degree of difference in scores as much as: 5,092. After  $T_0$  has

been found, it is necessary to consult the  $T_{table}$  with a significant level of 5% and a level of 1%.

$T_{table}$  5% : 2,045

$T_{table}$  1% : 2,758

Then  $T_0$  is greater than  $T_{table}$ .

From the results of the table with a significant level above, it can be concluded that  $T_0$  is smaller than  $T_{table}$ .  $2,045 < 5,092 > 2,758$

Because  $T_0$  is greater than  $T_{table}$ , the value hypothesis used is rejected, because there is a significant difference. So it can be concluded that the flipped classroom model has shown a significant increase in efficiency. So,  $H_0$  is rejected, then  $H_a$  is accepted.

### Hypothesis Test of Research Data

In testing this hypothesis, it can be seen that the data provided shows that to see the test of this hypothesis is, it can be seen the results of the T test which means that it is  $T_{table} < T_{hitung}$ . It was meant that it can be concluded that:

$H_0: \mu_1 \geq \mu_2$  which has a positive and significant effect in the applying flipped classroom model by using audio visual media on the students' mastery in the passive voice at simple present tense.

### CONCLUSION

Based on the formulation of the problems that have been answered in this study, it can be concluded: there is an effect between the flipped classroom on the students' mastery in passive voice, especially in the simple present tense in the experimental class. Based on the post-test data of the experimental class and the control class that the population is normally distributed, this study has different variants (heterogeneous). In this study, the experimental class had greater learning independence than the control class. This means that the flipped classroom model affects the learning independence of students.

In other word, this research concludes that there is significant effect of using flipped classroom model by using audio visual media on the students' mastery in passive voice of simple present tense at grade XI IPA 2 of SMA NEGERI 1 SEI BALAI in 2021/2022 academic year. Therefore, this research can be used for the reader to conduct the other research by using flipped classroom model.

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