

# **THE EFFECT OF FLIPPED CLASSROOM INTO FOCUS GROUP DISCUSSION IN SPEAKING SETTING CLASSROOM**

**SKRIPSI**

*Submitted in Partial Fulfillment of The  
requirements For the Degree of Sarjana Pendidikan (S.pd)  
Study Program of English Department*

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**MEDAN**

**2023**



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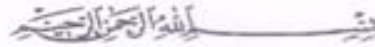
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "The Effect Flipped Classroom into Focus Group Discussion in Speaking Setting Classroom" adalah bersifat asli (original) bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, 12 September 2023  
Hormat saya  
Yang membuat pernyataan,



UMSU  
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## ABSTRACT

**Widia Surya Ningsih: NPM: 1902050107 “ The Effect of Flipped Classroom Into Focus Group Discussion In Speaking Setting Classroom”. Skripsi: English Education Program, Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan.2023.**

This study deals with the Effect of Flipped Classroom into Focus Group Discussion in Speaking Setting Classroom. The researcher took this method by expecting that students would be more active in communication and doing great speaking with their teacher and friends in learning English. And also the researcher would like to introduce the new strategy where the students could enjoy in learning English by group discussion in speaking method. This study was conducting by using experimental and control class and it took 68 (sixty eight) total students of SMAS Budi Agung Medan as sample. They were divided into two groups, they were 37 students were taken as experimental group and by the effect group discussion in speaking, 31 students were taken as control group by flipped classroom method-centre learning by teacher. The instrument of this study was making the sentences they could by paying attention the grammar, pronunciation, fluency, comprehension and vocabulary. The result of the t-test showed that the t-observed was higher than t-table ( $1.280 > 1.279$ ). Group speaking method gave a significant effect on the students' speaking. In order it is possible to make that the students' speaking enhanced as a result of the group discussion. The effect of speaking method in the students' flipped classroom performed better than the usual approach (TCL). Discussions in groups were of a lot of relaxing, cheerful, and challenging activities that make it difficult for students learn spoken English in the classroom.

**Keywords:** *group speaking discussion method, conversation, challenging activity*

## ACKNOWLEDGEMENTS



Alhamdulillahirabbil'alamin. First of all, the research would like to thank alhamdulillah for Allah SWT the most almighty, who has given healthy and chance for researcher in resolving this study form the beginning up to the end. Blessing and peach be upon prophet Muhammad SAW who has brought human being from the darkness into the light era as we behold today.

The aim of writing this study is to fulfill the requirements for the degree of Sarjana Pendidikan (S.pd) English Education Program. In resolving this study with the title *“The effect of Flipped Classroom Into Focus Group Discussion In Speaking Setting Classroom”*, the researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for to finish it. For that, the writer wants to thanks her beloved father Suparna and her mother Siti Rodiah who provides the researcher both material and spiritual support to follow her study to its summary, beginning from the researcher's first direction. Thank you on the motivation and prayer. The researcher got a lot more guidance and help from a variety of individuals. Therefore, the researcher would like to thank a lot of to:

1. **Prof.Dr.Agussani,MAP.**, the rector of University of Muhammadiyah Sumatera Utara.

2. **Dra. Hj. Syamsuyurnita, M.Pd** as the Dean of Faculty of Teacher Training and Education
3. **Dr. Hj. Dewi Kesuma Nst., M.Hum** as the vice dean 1 of FKIP UMSU, who has encouraged her education in FKIP.
4. **Pirman Ginting, S.pd.,M.Hum** and **Rita Harisma, S.pd., M.Hum**, as the head and secretary of English Education Program of UMSU.
5. **Resty Wahyuni, S.pd., M.Hum**, her supervisor who had given suggestion, ideas, criticism and guidance in writing the study.
6. **Dr.Muhammad Arifin M.Pd** who had helped and guided the researcher in conducted research.
7. All lecturers who had given their valuable thought in Teaching English during the academic years at UMSU.
8. Her beloved brother **Abimanyu Rizkiandi ST** who has given the researcher pray, support, suggestion, inspiration, spirits, and motivations in finishing her study at FKIP UMSU. Thanks for everything.
9. All friends in VIII B Morning who cared and supported each other in finishing this researcher.
10. His mine 0506202153 who had given the researcher pray, support, suggestion, inspiration, spirits, and motivations in finishing her study at FKIP UMSU. Thanks for everything.

11. Friends in class B Morning of English Education Department program for unpredictable years at Universitas Muhammadiyah Sumatera Utara, especially Maisyaroh Raudhah.

Finally, with all humility, the researcher realizes that the writing of this Skripsi. It's still far from perfect. The author sincerely apologizes for all uncomfortable language in this paper, and perhaps this thesis will be helpful for all. May Allah Ta'ala always bless us all. Aamiin.

**Wassalamualaikum Warahmatullahi Wabarakatuh**

The researcher



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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

Learning is a generally permanent change in conduct or potential action as a result of reinforced experience or practice. Learning is the product of the interaction of stimulation and reaction. Someone is said to have learned something if he can demonstrate changes in behavior. According to this hypothesis, the shape of input and output of the stimulus in learning is significant. Learning is defined as "a process that leads to change as a result of experience and increases the potential for improved performance and future learning". (Ambrose et al, 2010)

One of the most innovative pedagogical approaches in today's education is the usage of the flipped classroom in student-centered learning. The goal of this study is to investigate, show, and answer the challenges of implementing the flipped classroom in undergraduate courses. This research focuses on the arrangement of course content that will be prepared before, during, and after class learning and evaluations, based to learning purposes that would result in various Bloom's taxonomy levels. In conventional learning environments, the learner moves through the learning process in the instructor. (Ash, K, 2012).

Technological advances affect our way of life and educational procedures. As the twenty-first century brings about the globalization of ICT through the creation of

vast amounts of new knowledge, education institutions must move from being teacher-centered to being more student-centered. The impact of technical improvements on educational approaches may explain the employment of audio-visual aids for instructional purposes. A new pedagogical technique known as flipped classroom has arisen in combination with technological improvements and a shift in teaching and learning paradigms (Hawks, 2014).

Meeting the needs of students and increasing their knowledge and abilities that would enable them to be global competitors in the 21st century have proven to be difficult with traditional direct teaching. Flipped classrooms could give teachers the opportunity to replace conventional teaching methods with a more student-centered approach in which students collaborate with peers about some activities, such as tasks or projects, engage deeply with content, develop their thinking skills, and receive feedback about their development in order to break this traditional direct lecture-based teaching and transform it into a self-directed and active learning approach (Hamdan et al., 2013; Kong, 2014; Missildine et al. 2013).

The first is imitation. The attempt to imitate a word, phrase, or sentence is known as imitative speaking. The most important aspects are pronunciation and grammar. Imitative speaking does not prioritize communicative language competence because it is performed solely to obtain information, which is then verbally copied without explanation. Students should concentrate on vowel sounds and intonation and practice imitating them correctly.

The second demands effort. In intensive speaking, pronunciation and phonological features were more important than understanding meaning in response to specific tasks. The interlocutor plays a minor duty in intense speaking types including reading aloud, sentence completion, and dialogues. This fundamental kind of speaking can be studied in pairs by students in the speaking course.

The third may be replaced. Respondent speaking emphasizes the gravity and honesty of the dialogue. When speaking responsively, the speaker is urged to answer as soon as feasible. Popular instances of responsive speaking include comments, brief chats, and basic requests. Participation is crucial in class. They must provide input in the speaking class through asking questions on the teacher and making comments.

The fourth is a pastime. Interactive speaking is a more complicated conversation because each one involves a lot of interlocutors. The latter is equally strong. As a high-level speaking talent, extensive speaking requires mature language abilities since it involves asking questions interactions with other speakers, as in discussion activities such as a variety of conversation topics. One of the languages that students and everyone else must learn is speaking. Students in Indonesia experience some difficulties and mistakes while learning English, particularly speaking abilities. As a result of their friend feeling terrified to speak English in class, some students become less confident because they are worried of making mistakes when speaking in English. Students' learning of English must be assisted by the teacher's issues. The teacher uses technology to combine learning and education.

In other words, the flipped classroom's goal is to create a learning environment where an emphasis is placed on a variety of exciting activities that enable students to develop higher order thinking skills. The flipped classroom, a mixed method of learning, may vary in various lessons depending on the teacher, the subject matter, and the adoption of digital resources, tools, and technology (Osguthorpe & Graham, 2003).

The researcher choose the title "The Effect of Flipped Classroom Into Focus Group Discussion in Speaking Setting Classroom" as, based on the description above, I want to know that educators and learners could gain knowledge about speaking and using technology in the classroom.

### **B. Identification of the Problem**

Based on the background above, there were some problems that identified in this research:

1. The students' speaking ability were still low?
2. How they never use English in their daily activities of communication either inside or outside the class?

### **C. Scope and Limitation**

In this study, researcher concerned with the students' speaking skill and group discussion technique. And the limitation would be focus on the performing by the effect of flipped classroom into focus group discussion in speaking setting classroom.



#### **D. Formulation of the Problem**

Based on the background before the problem of the study, was formulated as follows:

1. Was there any significant effect of flipped classroom into focus group discussion in speaking setting classroom?

#### **E. Objective of the Study**

The objectives of the study as followed:

1. To find out the Effect of flipped classroom into focus group discussion in speaking setting classroom
2. To figure out flipped classroom into focus group discussion in speaking setting classroom

#### **F. Significance of the Study**

The result of this research expected to be useful for:

##### a. Theoretically

1. Students, especially the students, has a significant effect on the field of education.
2. Prior to offering information to the teachers, teachers ought to make an important contribution to the field of education.

##### b. Practically

1. English teacher, to increase teaching-learning and process and give positive contribution though discussion flipped classroom.

2. The students, discussion flipped classroom and give positive contribution to the students in technology
3. Research, to increase knowledge about research, especially in student's speaking and also contribute to the development of teaching and learning English theoretically and practically.
4. For other research, they can get information and add reference for the researcher having the same problem as the researcher.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Learning of Flipped Classroom**

In general, the learning model is defined as a conceptual framework. The learning model is a conceptual framework in the form of a pattern of systematic procedures developed based on theory and used in organizing the teaching and learning process to achieve study goals (Sani 2013 ). Where, this learning model is related to the election of teaching methods or strategies, skills and activities of students. Characteristic the main thing in a learning model is the presence of syntax or stages of learning.

The special characteristics of the learning model are logical theoretical rationale compiled by the teacher, the learning objectives will be achieved, the necessary teaching steps in order to model learning can be carried out optimally, as well as a good learning environment necessary so that learning objectives can be achieved (Taufik & Muhammadi 2012).

As a result, the learning model can be viewed as a pattern used to design learning, started with the selection of methods or learning strategies, moving on to the selection of media to organize students in class, with various phases. There are currently numerous learning models established, one of them is learning flipped classroom.

Flipped classroom learning exists because technological advancements have now invaded the field of education, allowing technology to have a major effect on education (Kadiyala & Crynes 2000). Technology in education has been demonstrated to encourage more interactive learning, effective student grouping, or cooperative learning. The term flipped classroom is the first time introduced by J. Wesley Baker in 2000, in his writings which entitled "*The classroom flip: using web course management tools to become the guide by the side*". At the same year, Lage, Platt, and Treglia conduct research using an identical idea, the 21 inverted classroom. Several terms are used in various contexts, according to research that shows flipped classroom learning is just-in-time teaching by Novak and inverted learning by Barker (Uzunboylu & Karagozlu 2015).

Confirms that time learning in the classroom on flipped classroom learning is used for active learning activities and requires students to complete pre/post class assignments (Abeysekera & Dawson 2015). On another occasion (Lai & Hwang 2016) added that flipped classroom allows carrying out practical and effective interaction between teachers and students in the classroom. In flipped classroom learning students are required to engage in completing online learning activities in order to prepare lessons that are aligned with in the classroom (Reidsema et al. 2017).

This understanding results in an understanding that flipped learning is learning that combines learning in class with learning outside the class in order to maximize learning activities. Internal learning is regarded as learning where a teacher offers

students of the subject matter to learn. While learning outside of the classroom is more efficient, as sets a higher priority on the introduction of the material.

## **2. Description of Flipped Classroom**

### **a. What is in flipped classroom?**

A flipped classroom method of teaching is centered on the basic principles of online instruction and getting active learning into the classroom. There are various strategies to give instruction online, such getting the course instructors create online lectures, constructing the course around a MOOC, and collecting online videos from many sources. There are additional options for including active learning in the classroom . In this paper, we describe our strategies for using online videos in a flipped classroom. These involve selecting videos from a variety of sources, incorporating video selection and evaluation to the process of learning, and organizing lessons in the classroom around establishing abilities and identifying misconceptions. As the flipped classroom method to teaching is effective, it results in students become self-conscious. (Love, Hodge, Grandgenett, & Swift, 2014).

### **b. How is flipped classroom ?**

According to the teacher's assignments, students study the material at home before studying is in class in a flipped classroom. When a student absent from class for any reason, teachers use this approach.



c. Why is flipped classroom ?

Because they prepared for the class through learning the subject matter. Due to the model's increased curiosity, pupils are urged as well to participate.

### **3. Variety of Flipped Classroom**

a. teacher from the school has implemented a flipped classroom system. flipped a classroom as a method of instruction.

b. The flipped classroom is a technique of students use video on the internet or a combination of face-to-face and activity-based instruction. Mobile technology in the process of learning.

c. A flipped classroom improves student' communication and thinking skills. The interview process evaluates learning achievements of students.

d. In a modified form on the flipped classroom, students in the teaching group deliver curriculum to the others and organize activities. Students engage in groups create papers on research after class and conduct empirical research. It was found through qualitative and quantitative analysis that a modified flipped classroom can effectively encourage student initiative and improve the level of learning satisfaction. Students in the experimental group formed.

### **4. The Definition of Speaking.**

Speaking is different from other components of language because it needs a lot of energy. Speaking requires effort from the speaker because they support the

production of the words and also the attempt to convey the meaning. (Cameron, 2001). According to Marriam Bashir, Speaking is a essential capacity as speaking verbally. Similarly to the other skill, it required more than simply word pronunciation and is more difficult than it first seems.

### **5. Definition of Discussion**

Definition of discussion is the English language teaching(ELT) that proposed by experts. Argawati defined discussion is a process of taking things over among two or more persons, preferable face to face. In the classroom use from idea paper discussion is define as two way, spoken English communication between the teacher and the students and more importantly the students themselves.

### **6. Challenge in Flipped Classroom**

The issues with Classroom Flipped teachers and students must overcome a number of obstacles in using flipped classroom in the teaching and learning process. According to (Akçayr & Akçayr, 2018), integrating a flipped classroom in the teaching and learning process presents many kinds of difficulties for both teachers and the students. First, the pupils enhance their learning at home in their own. In this situation, pupils must be aware of their level of subject comprehension. Students should write them down any questions they have and bring them to class to ask the teacher. If there aren't any, the teacher will ask questions to gauge how well the learners retain the information they were given at home. They require more time as

the flipped classroom is used as an active activity in which the teacher and the student participate. (Smith, 2013).

## **7. Advantages of Flipped Classroom**

A flipped classroom is a technology-enhanced method of teaching and learning. As a result, both teachers and students benefit the flipped classroom. According to Lutz-Christian and Jenny (2017), The use in classroom flipped has multiple benefits:

- 1) Improve the process of learning in students.
- 2) Flexible learning.
- 3) Improving performance among students.

## **8. Types of Discussion**

According to Ernest G. Bormann There are four types of discussions:

### **a. Forum Discussion**

The program's format, which is a forum discussion, incorporates a special section for audience participation. The panel discussion show appears on radio and television, and viewers can submit topics by phone and letter.

### **b. Panel Discussion**

A small number of individuals talk about the topic in a panel discussion, identical to in a conversation about topic. Much to a way a speaker might prepare and deliver a spontaneous speech, panel discussion topics and questions are often outlined, and participants improve their remarks.

### c. Symposium Discussion

The topic is split according to a group of experts in the symposium. After their prepared says, the experts could take part in a panel discussion, question one another inquiries, be interviewed by another set of interrogators, or perhaps maybe invite people in the audience to join the discussion.

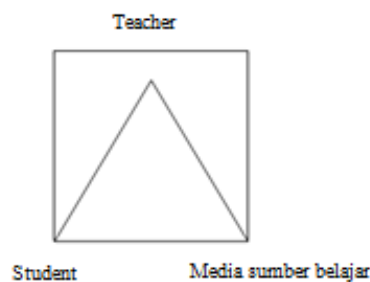
## **B. Previous Research**

At first looked at, helpful declarations were encoded to create a coding scheme, subcategories were created by combining the codes, and inductive categories were formed by combining subcategories (Miles and Huberman 1994). Learning on these two kinds of groups personal and online(Carle's 2009). interaction between students and teachers in location and whole class online (Bergelson 2005). Online classes provide learners the ability for interacting in the material at their personal movement, facilitating learning and participation. (Schulte 2004). There are several reasons that students to speak up. According to Harmer (2007), Students speak in class due three basic reasons. The first reason is that speaking in class provides students the chance to practice speaking in situations that are real. Second, the speaking task help students learn the language and give them the opportunity to give feedback to other students or the teacher. Ultimately, the students are exposed to an array in language components and have the capacity to remember the knowledge so that they can apply it easily and talking.

### C. Conceptual Framework

Provided outside of the classroom including instruction Instructors have to decide how to split the learning process between the three stages of the flipped classroom building prior to are allowed to flip their classrooms. They must first decide which portions of the lecture can be studied online, which are best completed in class, as well as which may be completed after class. After this distribution finished, students ought to think on how to meaningfully deliver content to students outside of the classroom. Educators have delivered information outside of the classroom employing a variety of methods. A teacher's effort must be made so as to help students in performing educational tasks. argues that interactions between teachers and students is the core of teaching. In this interaction, pupils engage in an activity known as learning, while the teacher engage in an activity known as teaching. Therefore, the term "teaching-learning process" also refers to the interaction between students and teachers in learning (Ibrahim & Nana 2010)

The description of how teachers and students interact in learning resources and media in an activity (Sani 2013).

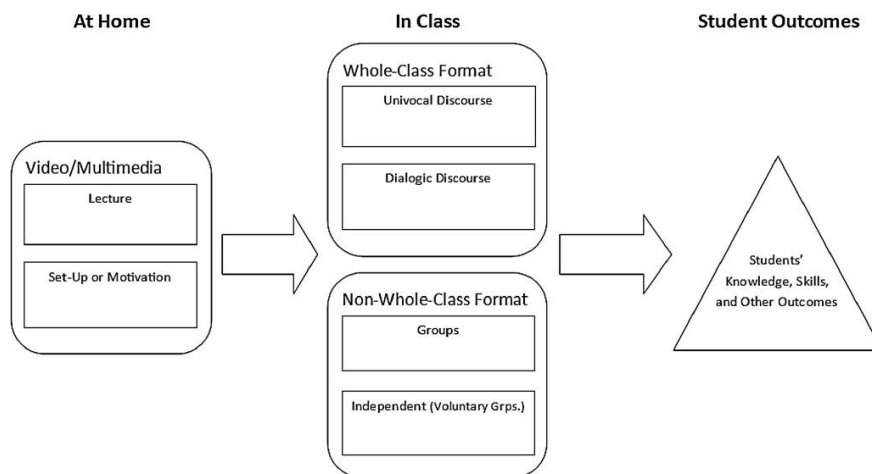


**Picture 2.1**

### Picture 2.1 Interaction Between Teachers, Students, And Learning Resources

In an effort to enhance learning quality and increase students' understanding of the subject matter, flipped education lays more of a focus on how time works both inside and outside of the classroom. In his writings (Bergmann & Sams 2012) distinguished between normal and flipped classroom strategies for learning implementation in the classroom.

(De Araujo et al. 2017), conceptual framework *flipped classroom* can see a



Picture 2.2 Conceptual Framework *Flipped Classroom*

### D. Hypothesis of Research

Ha>Ho: the use of a flipped classroom into focus group discussion in speaking setting classroom.

Ha<Ho: the use of a flipped classroom into focus group discussion in speaking setting classroom.

## CHAPTER III

### METHOD OF RESEARCH

#### A. Location and time

This research was conducted in the students of SMA Swasta Budi Agung, Jl. Platina Raya No.7, Rengas Pulau, Kec. Medan Marelan, Kota Medan, Sumatera Utara 20255 during the odd semester of 2023/2024 academic year. The location has been chosen because prior research will be made and there is problems related to the students' ability to speak.

#### B. Population and Sample

##### 1. Population

The term "population" refers to people or objects that have specific characteristics and traits that scientists select to research in getting to conclusions. (Sugiyono, 2019). The population for this study will collect from tenth senior high school year 2023/2024 at SMA Swasta Budi Agung, Medan which consist of two class such as X Jendral Sudirman consist 37 students, X Albatani Consist 31 students so the entire of the students consist 60 students.

**Table 3.1 Table of Population**

Class	Population
X Jendral Sudirman	37
X Albatani	31
Total	68

## 2. Sample

The shape and size of the population are accurately reflected on the sample. In this study, simple random sampling was used, meaning the population's strata had not been taken consideration in choosing sample at random. (Sugiyono,2019). In this study, X Jendral Sudirman dan X Albatani as the experimental class. A total of 68 students will sample, with 30 students in the control class and 37 students in the experimental class.

**Table 3.2 Sample of Research**

No	Class	Population	Sample
1	X Jendral Sudirman	31	31
2	X Albatani	37	37
Total		68	68

## C. Research Design

This study will conduct by using experimental design which applies two groups that receives pre-test and post-test. Those groups were experimental and control groups. The experimental group obtain treatment by flipped classroom into focus group discussion in speaking and the control group are taught by description quantitative method.

A flipped classroom is one where the teacher presents the topic in class with powerpoints, audio, and videos, and the students apply the knowledge they have learned online (Bergmann & Sams, 2012). The flipped classroom was introduced in a way to implement novel teaching and learning methods.



**Table 3.3 Research Design**

Group	Pre-test	Treatment	Post-test
Experimental	✓	Discussion Flipped classroom	✓
Control	✓	Conventional Method	✓

The research was intended to examine the effects of particular aspects of this study, such as the type of course content in English and belonging to two demographic groups, as a result of the innovation of the model and the diversity of student demographics.

#### **D. The Instrument of Research**

According to Harmer (2007) Speaking requires competence in grammar, vocabulary, pronunciation, fluency, and comprehension, so it made it a challenging skills. Speaking included a few important components, there were:

**Table 3.4 the five Component to evaluate speaking achievement**

##### a. Pronunciation

Level	Explanation
16-20	Very good: Understandable
11-15	Good: Few noticeable errors
6-10	Fair: Error of basic pronunciation
1-5	Unsatisfactory: Hard to understand because of sound, accent, pitch, difficulties and incomprehensible.

## b. Grammar

Level	Explanation
16-20	Very good : Understand
11-15	Good : Few noticeable errors
6-10	Fair : Error of the basic structure, meaning occasionally obscure by grammatical errors.
1-5	Unsatisfactory: Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure.

## c. Vocabulary

Level	Explanation
16-20	Very good : Rarely has trouble
11-15	Good : Sometimes use in appropriate terms about language
6-10	Fair : Frequent uses wrong word speech limited to simple vocabulary.
1-5	Unsatisfactory : Very limited vocabulary and make the comprehension quiet difficult.

## d. Fluency

Level	Explanation
16-20	Very good : Understandable
11-15	Good : Speech is generally natural
6-10	Fair : Some definite stumbling but message to rephrase and continue
1-5	Unsatisfactory : Speed of speech and length of utterances are far below normal, long pause, utterances left unfinished.

## e. Comprehension

Level	Explanation
16-20	Very good : Understand the material and purpose the text
11-15	Good : Acting power is generally natural
6-10	Fair : Some topic is wrong and is not fix with the material but still understand what is it
1-5	Unsatisfactory : Could not design well the material with the topic, and speak slow and low.

Pre- and post-tests would be employed for the test. Both groups would practice in front of the class using the researcher's provided topic for the pre-test. The researcher would be ready with the paper in this precise moment to collect the test results of the students. The researcher could offer a simple topic for this pre-test.

### **E. Technique of Collecting Data**

In collecting the data, some steps would be applied as follows:

1. Conduct a group discussion and give a pre-test question for each student for both lessons.
2. Using discussion to give treatment to the control group.
3. Using improve speaking in giving treatment to the experimental group. Giving post-test to both of classes.
4. Evaluating the effect of discussion speaking in flipped classrooms.

### **F. Technique of Data Analysis**

The researcher used the data analysis method described Prof. Drs. Anas Sudijono's in *Buku Pengantar Statistik Pendidikan* to analyze the data (Anas Sudijono, 2017). The data will analysis by using the SPSS statistic 16.0. The SPSS program was used to generate several types of statistics such as mean, median, sum and others from the quantitative data collect via the pre-test and post-test. After collecting the data, the researcher would implement to analyze the data:

1. Evaluating the test's value for scoring the students' activities.
2. Delivering their findings in two tables: the experimental class score is shown initially, followed in the control class scores. Calculating the normality and homogeneity test by using Liliefors test to know the normality and reliability of the test.
3. The calculating was concluded by using t-test as show below, according Sugiyono.

a. Coefficient r

(Sugiyono,2010)

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}}$$

b. Testing hypothesis

(Sugiyono,2010)

$$t = \frac{\overline{X_1 X_2}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} + 2R \left( \frac{S_1}{\sqrt{N_1}} \right) \left( \frac{S_2}{\sqrt{N_2}} \right)}}$$

In which

## **CHAPTER IV**

### **DATA AND ANALYSIS**

#### **A. Data Collection**

The data was taken from students' speaking test. The research took place at SMAS Budi Agung Medan. This research used total sample 68 students were taken as the samples. The samples were divided into two groups, such as experimental group and control group, for which each of consisted of 31 and 37 students. The instrument used in collecting data was speaking test. The following table 4.1 showed the data of experimental group in pre-test and post-test. The final score which were obtained from accumulating several score of vocabulary, grammar, pronunciation, comprehension and fluency.

The experimental group was taught by using group. The data in experimental class and in controlled class, which was gained from pre-test and post-test were applied in both of class.

The result of the test presented on the table 4.1 below:

**Table 4.1 The Table Result of Experimental Group X Jendral Sudirman**

No.	Nama	Pre test	Post test
1	Zie-zie Azura Lubis	81	88
2	Muhammad Fauzan Majid	83	90
3	Muhammad Reyvan Milan	70	80
4	Muhammad Satura Affandi	60	81
5	Sophia Almaghvira	61	78
6	Ariqah Uswahni	62	73
7	Farrasah Ayunda	73	80
8	Muhammad Ariyanda Aditya	65	79
9	Gilang Abdulrohman	78	81
10	Fika Afriyanti	72	79
11	Annisa Ramadhani	68	77
12	Agil Aprian Maulana	74	78
13	Fahri Prayuda	63	73
14	Cut Nadia Shafwa	74	78
15	Prayogi Pratama	78	80
16	Anita Anggraini	64	78
17	Nazril Hidayat	60	82
18	Ananda Keyla Putri	79	81
19	Dava Adiansyah	77	81
20	Juliadi	64	77
21	Humaira	74	77
22	Dina Ananda	67	70
23	Chintia Dewi Aldanel	63	68
24	Dwi Rizki Amanda	70	73
25	Muhammad Irza Al Fauzan	67	71
26	Alfitriani Nur Hasanah	65	70
27	Dewi Aulia	70	73
28	Fendya Amanda	68	72
29	Fitri Rindiani Suci	65	71
30	Kalesha Qirani BR. Sagala	66	76
31	Kelvin Alvajar Ramadan	64	78
32	Khayla Matalita Putri	71	75
33	Khodziah Syafitri Simbolon	68	73
34	Miftahul Fallah	70	78
35	Muhammad Aldy	70	76
36	Ririn Dwi Artika	71	74
37	Doni Damara	68	70
<b>Total</b>		<b>2563</b>	<b>2839</b>

Based on the table above 4.1 showed that the mean of Pre-test in experimental was 68.27 and the mean of post test was 76.72. The highest score in pre-test of the experimental group was and the lowest score was 60. While in the post test was and that mean was 76.72 and that mean was 68.27. There was an score between post test and pre-test in experimental group. Based on the fact in the field, the students taught by using the effect of flipped classroom into focus group discussion in speaking classroom was more active of a students.

The pre-test and post-test score obtained from control group was shown in table 4.2 below

**Table 4.2 The Score of Pre-Test and Post Test in Control Group X-Albatani**

No	Name	Pre-Test	Post-Test
1.	Sulthan Hakim Azhari	84	91
2.	Fahmi Wibowo	73	75
3.	Ridho Sanjaya	68	70
4.	Raisyah Shadiqah Annisa	70	73
5.	Aulia Tri Anisa	65	71
6.	Zeiska Balqis	60	68
7.	Abid Romzi	64	69
8.	Fachriza Andika	80	82
9.	Adelia Delfiyanti Setiawan	66	72
10.	Nadin Febrina Br. Ginting	70	74
11.	Natasya Aulia Putri	80	82
12.	Mutiara Anjani	73	72
13.	Farel Ismail	69	74
14.	Azriel Akbar	75	82
15.	Ayu Febriyanti	60	75
16.	Abdul Romzi	65	76
17.	Affan Nazmi Viandry	79	79
18.	Amanda Febrika	64	68
19.	Andrean Syahputra	76	78
20.	Dinda Kirana Assifa	77	73
21.	Muhammad Ikhsan Husada	69	75

22.	Fadli Akbar	70	73
23.	Nova Arianti	75	71
24.	Try Aditya Nasution	64	77
25.	Silvia Vindri	76	80
26.	Nay Silla Ananda	77	73
27.	Rizqi Putri Arbania	72	78
28.	Gunawan	71	80
29.	Arif Yudha Permana	70	75
30.	Nadira Syifa	65	73
31.	Annisa Putri Sutiawan	73	78
Total		<b>2.200</b>	<b>2.337</b>

Based on the table above 4.2 showed that the total score of pre-test was 2.200 and the mean was 70.96. While the total score of pre-test and post-test was 4.537 and the mean of post-test was 75.38 There was an improvement score also between pre-test and post-test in control group. Based on the fact in the field, the students taught by using TCL in teaching speaking was completely knew about the theory of asking and giving an opinion because the student could listen in the explanation about the material but in the real practice the students who taught by using group speaking discussion. The highest score 84 in Pre-test of the control group was and the lowest score was 60. While in post-test the highest score was 91 and the lowest score was 68.

After seeing both of table (4.1 and 4.2) showed that the mean score of post-test in experimental group was 65.60 and mean score of control group was 76.05. The data showed that the mean score of students in experimental group who were taught by group speaking discussion was better than the mean score of students in control group who were taught by using Teacher Centre Learning in discussion.



## B. Data Analysis

### 1. Normality Test

Normality test used to determine if a data set well, modeled by a normal distribution and to compete how likely it was for random variable underlying the data to be normally distribution.

#### a. Normality Test of X Variable

The normality test of variable X used Lilifors test:

1. Speaking the students' score from the lowest to the highest.
2. The score made to  $Z_1, Z_2, Z_3, \dots \dots \dots Z_n$  by using formula:

$$Z_i = \frac{X - \bar{X}}{S}$$

$$3. R(Z_i) = \frac{F_{kum}}{n} = \frac{1}{37} = 0,027$$

**Table 4.3 Standard Deviation of X Variable**

Case Processing Summary						
Data Uji	Valid		Cases Missing		Total	
Normality	N 37	Percent	N	Percent	N 37	Percent
		100.00%	0	.0%		100.00%

## Descriptive Statistics

	N	Minimum	Maximum	Mean	Standard Deviation
Pre-test Control	31	60,00	84,00	70,9677	6,06896
Post-test Control	31	68,00	91,00	75,3226	4,75666
Pre-test Treatment	37	60,00	83,00	69,2973	5,92952
Post-test Treatment	37	68,00	90,00	76,8108	4,80068
Valid N (Listwise)	31				

## Tests of Normality

Class	Kolmogorov- Smirnov2					
	Statistic	df	Sig.	Statistic	df	Sig.
Result Pre-test control class	,095	31	,200	,976	31	,745
Post-test control class	,108	31	,200	,931	31	,045
Pre-test treatment class	,101	37	,200	,964	37	,279
Post-test treatment	,110	37	,200	,956	37	,147
Class						

This is a lower bound of the true significance

a. Liliefors Significance Correction

Based on the data in table 4.3  $L_{hitung}$  was 0.110 and the liliefors test is significant  $\alpha=0.05$ . So it could be distributed normal if the score of statistic is bigger than the significant ( $0.110 < 0.05$ ). So it could be concluded that the data was normally distributed.

**b. Normality Test of Y Variable**

The normality test of variable Y used Liliefors test:

1. Listing the students score from the lowest to the highest
2. The score made to  $Z_1, Z_2, Z_3, \dots, Z_n$  by using formula:

$$Z_i = \frac{X - \bar{X}}{S}$$

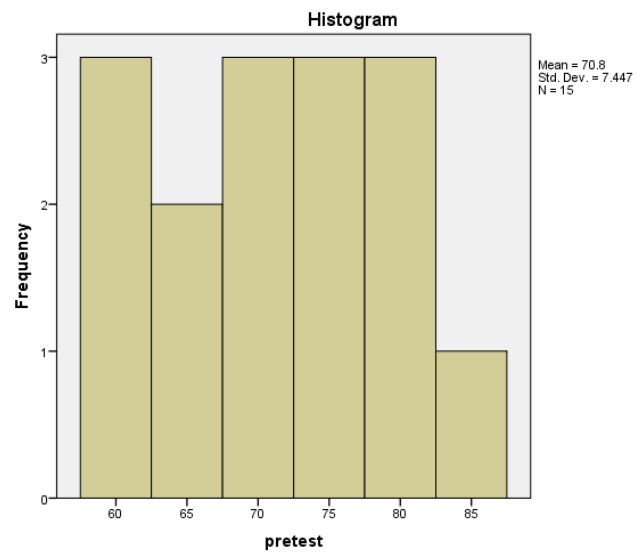
$$3. F(Z_i) = \frac{f_{kum}}{N} = \frac{1}{31} = 0,032$$

Table 4.4 Standard Deviation of Y Variable Paired Samples Test

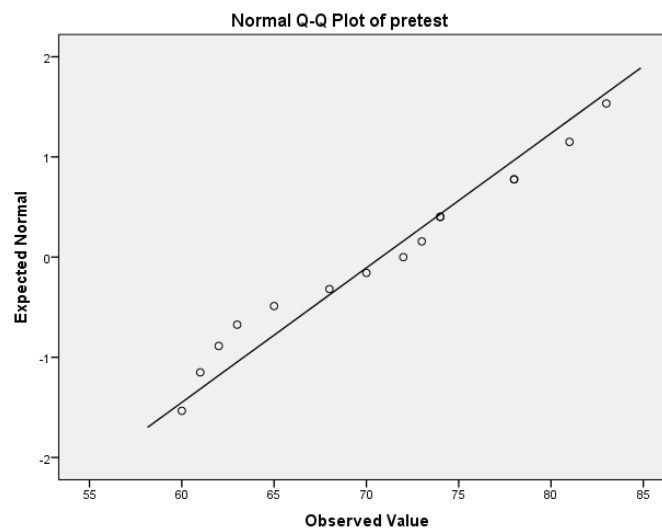
	Paired Differences					t	df	Sig(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the Difference				
				Lower	Upper			
Pair 1 Post test class control	-1,93548	5,99964	1,07757	-4,13617	-26520	-1,796	30	,083

Based on the data in table 4.4  $L_{hitung}$  was 0.032 and the liliefors test in significance  $\alpha = 0.200$  So the  $L_{hitung} < L_{table}(0.032 < 0.200)$ . So it could be concluded that the data was normally distributed.

Picture 4.3 Expected Normal of Y



Picture 4.4 Normal Deviation of Y



## 2. Homogeneity

Homogeneity test performed to determine whether the variances of data equal from two distribution group.

**Table 4.5 Homogeneity Score Test of homogeneity of variances**

Post-test class control

Levene Statistics	df1	df2	Sig.
1,013	7	16	,458

The value of  $F_{table}$  with the significance  $\lambda = 0,458$  with  $n=37$  was 3.54 those scores got in the constant table in  $F_{table}$ . And the  $F_{hitung}$  was 1.03 so the  $F_{hitung} < F_{table} (1.03 < 3.54)$ . So it could be concluded that the data was homogen.

## C. Testing Hypothesis

### 1. Coefficient r

**Table 4.6 Coefficient r**

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method Enter
1	X <sup>a</sup>		

a. All requested variables entered

b. Dependent variable: Y

Model	R	R Square	Adjusted R Square	Std. Error the estimate
1	.985	.971	.970	.59477

Based on the table 4.6 R square score 0,971, so it could be concluded that the variable effect towards the score of students were 97.1 %.

## 2. Examining the Statistical Hypothesis

Ha: there was significance effect flipped classroom into focus ,group discussion in speaking setting classroom.

Table 4.7 Hypothesis

### Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 post-test control class & Post-test class treatment	31	,242	,189

After measuring the data above by using t-test formula. It showed that t-observed value was 32.20 after seeking the table of the distribution of t-observed as the basis of accounting in certain degree of freedom(Df), the calculating showed that:

$$Df = N_1 + N_2 - 2$$

$$= 37 + 31 - 2$$

$$= 66$$

		Levene's Test for Equality of Variances		Independent Samples Test			t-test for Equality of Means		95% Confidence Interval of the difference	
		F	Sig.	t	Df	Sig(2-tailed)	Mean difference	Std. error difference	Lower	Upper
		Hasil	Equal variance assumed	.068	.795	1.279	66	.206	1.488	1.164
	Equal variances not assumed			1.280	64.131	.205	1.488	1.163	-8.35	3.812

#### D. Research Findings

It was found that the application of the effect of flipped classroom into focus group discussion in speaking setting classroom. The students were taught by using

Group speaking setting classroom got higher score than those taught by Teacher-Centre Learning as discussion method. The result of the t-test showed that the t-showed was higher than t-table( $1.280 > 1.279$ ). It means that the effect of flipped classroom into focus group discussion in speaking setting classroom. Students actually like something challenging so much, so when the teacher could combine and collaborate the cheerful activity with the subject material, the students would enjoy studying with their teacher and their teacher classmate as well. We could not just blame them if they did not understand the material, but we needed to look at our strategy about how we could grab the students' attention in teaching.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the findings and data analysis, there were some conclusion that could be described as follows:

1. Based on the result of the pre-test and post-test the researcher found there was a significant the effect of flipped classroom into focus group discussion in speaking setting classroom, which is proven from the result of the test t-observed  $> t$ -table or  $32.20 > 2.30$ . The fact hypothesis  $H_a$  was accepted.
2. The problem faced by the students they were difficult to understand the meaning of the English words and sentences and they haven't been able to express their ideas. The result from students who were taught by using group discussion speaking became more enjoy, cheerful, active and interesting in speaking. It meant that there was a significant effect of flipped classroom into focus group discussion in speaking setting classroom.
3. The reason why the students' were bored and felt difficult to understand the speaking was, the students did not experienced forward what the practice about, and the students were fun while they played the challenging activity into their learning moment. Student needed to get attention to their teacher, so they could understand well the learning was all about.

## **B. Suggestion**

Related to the conclusion above, some suggestions were stated as following:

1. The English teacher could be applying effect of flipped classroom into focus group discussion in speaking setting classroom.
2. The teacher could be easier to organize and the technique instruction in teaching English.
3. The students were expected to use the effect of group discussion speaking by themselves to encourage their confidence in order to improve their achievement in learning speaking.
4. It was suggested to the researchers use these findings as source of information for further related studies.
5. It was also suggested to school management to encourage the teacher to improve their teaching skills. Not only by using the effect group discussion speaking but also other technique that were believed to give better understanding for students in their effort to learning speaking.

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# **LIST OF APPENDICES**

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMA Swasta Budi Agung
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/Gasal
Materi Pokok	: Asking and giving Information
Alokasi Waktu	:4 x 6 JP@40
Standar Kompetensi	:3. Memahami makna dalam percakapan transional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
Kompetensi dasar	:3.2 Merespon makna dalam percakapan transaksional ( <i>to get things done</i> ) and interpersonal(bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan member informasi. Mengucapkan terimakasih, meminta maaf dan mengungkapkan kesantunan.
Indikator	: Menggunakan tindak tutur yang menyatakan ungkapan: menanyakan ( <i>asking for</i> ) dan memberikan informasi( <i>giving information</i> ).

### A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

- Menentukan tujuan komunikatif teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan
- Mengidentifikasi struktur teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan.
- Mengidentifikasi unsur kebahasaan dalam teks
- Mengidentifikasi ungkapan memaparkan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan
- Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks memaparkan kemampuan dan kemauan, melakukan suatu tindakan dalam bentuk tulisan

- Menggunakan ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.

## B. Media Pembelajaran, Alat dan Sumber Belajar

- **Media** : **STUDYSASTER** merupakan sebuah inovasi berupa model pembelajaran untuk mengintegrasikan pendidikan dalam kegiatan belajar mengajar, dengan tujuan meningkatkan minat siswa belajar
- **Alat dan bahan** : Penggaris, spidol, papan tulis, Laptop dan infocus
- **Sumber belajar** : Buku Bahasa Inggris Kelas X Kurikulum 2013

## C. Langkah-Langkah Pembelajaran

<b>Kegiatan Pendahuluan (15 Menit)</b>
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Guru dan siswa mengingat materi yang dipelajari pada pertemuan sebelumnya.
Guru memberi stimulasi kepada siswa.
Motivasi : Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa.
<b>Kegiatan Inti (40 Menit)</b>
Siswa memperhatikan penjelasan guru dengan materi mengenai penggunaan kata <i>when</i> dalam kalimat interrogative.
Beberapa siswa memberikan contoh kalimat <i>when</i>
Siswa memperhatikan penjelasan guru tentang <i>telling the time</i> dan siswa merespon pertanyaan-pertanyaan dengan baik
Siswa membuat <i>daily activities</i>
Evaluasi (performance work in pairs)
Siswa Tanya jawab satu sama lain tentang <i>daily activities</i>
<b>Kegiatan Penutup (20 Menit)</b>
Guru mengkonfirmasi pemahaman siswa
Feed back (menanyakan kesulitan siswa selama KBM)
Guru bersama siswa menyimpulkan tentang materi yang telah diajarkan
Guru memberikan tugas
Guru menutup kegiatan pembelajaran



❖ **Sumber Belajar dan Media Pembelajaran**

- Buku paket
- Lingkungan kelas(real objects in the classroom)
- gambar-gambar yang relevan

4. Penilaian

Teknik Penilaian : Tes Lisan  
Bentuk instrument : Performance (work in pairs)  
Contoh instrument/ soal : Answer question based on the material.

a. Rubrik Penilaian

Penilaian	Skor
Jika pelafalan tepat dan lancar tanpa membaca teks	A
Jika pelafalan tepat dan kurang tanpa membaca teks	B
Jika pelafalan tepat, dan kurang lancar dengan membaca teks	C

b. Pedoman Penilaian

A=91-100 (Very good)

B=81-90 (Good)

C=71-80 (Average)

Medan, September 2023

Kepala Sekolah



Mahasiswa Riset


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## PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

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Program Studi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Integrating Flipped Classroom Into Focus Group Discussion In Speaking Classroom Setting	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 16 Januari 2023

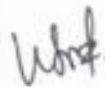
Disetujui oleh

Dosen Pembimbing



(Resty Wahyuni S.Pd., M.hum.)

Hormat Pemohon



(Widia Surya Ningsih)





Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

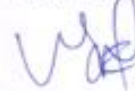
Nama Mahasiswa : Widia Surya Ningsih  
NPM : 1902050107  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 133 SKS

IPK = 3.57

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
 04/01/23	Integrating Flipped Classroom into Focus Group Discussion in Speaking Classroom Setting	
	Effect of Reading Speed Technique on Report Text Using E-Jakarta Post	
	Reading Comprehension in Children Reading Argument Reality and Print Story Books	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 04 Januari 2023  
Hormat Pemohon,



Widia Surya Ningsih

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Widia Surya Ningsih  
NPM : 1902050107  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Integrating Flipped Classroom into Focus Group Discussion  
in Speaking Classroom Setting

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Resty Wahyuni, S.Pd., M.Hum,

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, Januari 2023  
Hormat Pemohon,

Widia Surya Ningsih

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan



Nomor : 1150 /IL3/UMSU-02/F/2023  
Lamp : ---  
Hal : **Pengesahan Proyek Proposal  
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

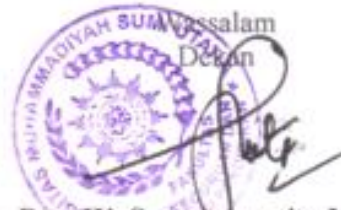
Nama : **Widia Surya Ningsi**  
N P M : 1902050107  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **Integrating Flipped Classroom Into Focus Group Discussion in Speaking Classroom Setting.**

Pembimbing : **Resty Wahyuni, S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **3 Maret 2024**

Medan 10 Sya'ban 1444 H  
3 Maret 2023 M



**Dra. Hj. Svamsuurnita, MPd.**  
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
  2. Ketua Program Studi
  3. Pembimbing Materi dan Teknis
  4. Pembimbing Riset
  5. Mahasiswa yang bersangkutan :
- WAJIB MENGIKUTI SEMINAR**





**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Widia Surya Ningsih  
NPM : 1902050107  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Integrating Flipped Classroom into Focus Group Discussion in Speaking Setting Classroom

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
20-Februari-2023	Revisi Bab 1: Background of the study	<i>Resty</i>	
13-Maret-2023	Chapter 1: (Revision)	<i>Resty</i>	
16-Maret-2023	Chapter 2: Previous research	<i>Resty</i>	
2-April-2023	Chapter 2: Related Study	<i>Resty</i>	
4-April-2023	Chapter 3: Technique collecting the data	<i>Resty</i>	
8-April-2023	Chapter 3: Technique of Data Analysis	<i>Resty</i>	
12-April-2023	ACC Sempro	<i>Resty</i>	

Diketahui oleh:  
Ketua Program Studi  
Pendidikan Bahasa Inggris



(Pirman Ginting, S.Pd., M.Hum.)

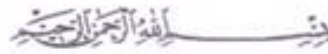
Medan, April 2023

Dosen Pembimbing



(Resty Wahyuni, S.Pd., M.Hum.)





**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Widia Surya Ningsih  
NPM : 1902050107  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Integrating Flipped Classroom into Focus Group Discussion in Speaking Setting Classroom

Sudah layak diseminarkan.

Medan, April 2023

Disetujui oleh  
Pembimbing

**Resty Wahyuni, S.Pd., M.Hum.**

**UMSU**

Unggul | Cerdas | Terpercaya

Kepada: Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Proposal**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Widia Surya Ningsih  
N.P.M : 1902050107  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

Integrating Flipped Classroom into Focus Group Discussion  
in Speaking Setting Classroom

Menjadi:

The Effect Flipped Classroom into Focus Group Discussion  
in Speaking Setting Classroom

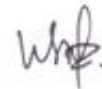


Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.  
Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, Mei 2023

Dosen Pembimbing

Hormat Pemohon



Resty Wahyuni, S.Pd., M.Hum.

Widia Surya Ningsih

Ketua Program Studi  
Pendidikan Bahasa Inggris

Dosen Pembahas



Pirman Ginting, S.Pd., M.Hum.

Rita Harisma, S.Pd., M.Hum.





**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umhu.ac.id> E-mail: [fkip@umhu.ac.id](mailto:fkip@umhu.ac.id)

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Jumat Tanggal 19 Bulan Mei Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Widia Surya Ningsih  
N.P.M : 1902050107  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect Flipped Classroom into Focus Group Discussion in Speaking Setting Classroom.

No	Masukan dan Saran
Judul	Judul diganti menggunakan The Effect
Bab I	Fenomena harus lebih dijelaskan dan Penulisan kutipan harus konsisten Nama dan tahun
Bab II	Justify dlm Pengetikan harus diterapkan
Bab III	Jelaskan kegiatan Apa saja yang akan dilakukan pada Technique of Analyzing Data dan jenis penelitian diganti menjadi quantitative research
Lainnya	Rapikan kembali ketikan dengan mengikuti template yang ada
Kesimpulan	[ ] Disetujui [ ] Ditolak [ ✓ ] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Rita Harisma, S.Pd., M.Hum.)

Dosen Pembimbing

(Resty Wahyuni, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

lto

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Widia Surya Ningsih  
N.P.M : 1902050107  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect Flipped Classroom into Focus Group Discussion in  
Speaking Setting Classroom.

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 19, Bulan Mei,  
Tahun 2023

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan  
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Juli 2023

Ketua,



**Pirman Ginting, S.Pd., M.Hum.**



**UMSU**

Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

# UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XII/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 66224567 Fax. (061) 6625474 6631003

<https://fkip.umsu.ac.id> [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id) [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

Nomor Lamp : 2650 /II.3/UMSU-02/F/2023

Medan, 26 Dzulhijjah 1444 H  
15 Juli 2023 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala  
SMA Swasta Budi Agung Medan  
Di  
Tempat.

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini

Nama : Widia Surya Ningsih  
N P M : 1902050107  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **The Effect Flipped Classroom Into Focus Group Discussion in Speaking Setting Classroom.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam  
Dekan



**Dra. Hj. Samsuurnita, MPd.**  
NIDN : 0004066701

**\*\*Pentinggal**







# SMA SWASTA BUDI AGUNG MEDAN

Jalan Platina Raya No.7 Kel. Rengas Pulau Kec. Medan Marelan, Kode Pos 20255

Website: [www.smasbudiagungmedan.sch.id](http://www.smasbudiagungmedan.sch.id) Email: [smabudiagung@gmail.com](mailto:smabudiagung@gmail.com)

Telp. (061) 6852807 WA: 081271434621

Terakreditasi: A, NSS: 304076011189, NPSN: 10210718, NDS: 3007120118

Nomor : 421/149/295/SMASBA/VIII/2023  
Lamp : -  
Hal : Balasan Permohonan Izin Riset

Kepada

Ibu Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

Di

Tempat

Dengan hormat,

Berdasarkan surat dari Universitas Muhammadiyah Sumatera Utara Nomor: 2650/IL.3/UMSU-02/F/2023 tanggal 15 Juli 2023 tentang Permohonan Melaksanakan Riset, maka disampaikan bahwa memberikan izin kepada:

No	Nama Mahasiswa	NIM	Program Studi
1	Widia Surya Ningsih	1902050107	Pendidikan Bahasa Inggris

Untuk melaksanakan Riset di SMAS Budi Agung Medan, dengan Judul "*The Effect Flipped Classroom Into Focus Group Discussion In Speaking Setting Classroom*" yang dilaksanakan pada tanggal 3 Agustus s/d 10 Agustus 2023.

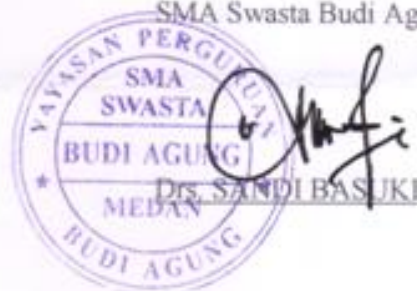
Dengan ketentuan siap mengikuti segala jenis peraturan yang ada di SMA Swasta Budi Agung Medan.

Demikian surat balasan pemberian izin ini di sampaikan atas perhatian dan kerjasamanya di ucapkan terima kasih.

Medan, 10 Agustus 2023

Kepala Sekolah

SMA Swasta Budi Agung Medan





**UMSU**  
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**PERPUSTAKAAN**

Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567  
NPP. 1271202D1000003 <http://perpustakaan.umsu.ac.id> [perpustakaan@umsu.ac.id](mailto:perpustakaan@umsu.ac.id) [perpustakaan.umsu](http://perpustakaan.umsu.ac.id)

**SURAT KETERANGAN**

Nomor 1455 / KET/II.3-AU /UMSU-P/M/2023

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan

**Nama** : Widia Surya Ningsih  
**NIM** : 1902050107  
**Univ./Fakultas** : Keguruan dan Ilmu Pendidikan  
**Jurusan/P.Studi** : Pend. Bahasa Inggris

Telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 11 Muharram 1445 H  
29 Juli 2023 M

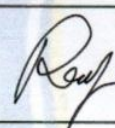

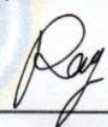
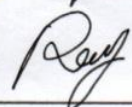
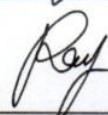
  
Kepala Perpustakaan  
  
Muhammad Arifin, S.Pd, M.Pd





**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi Universitas Muhammadiyah Sumatera Utara  
Fakultas Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi Pendidikan Bahasa Inggris  
Nama Widia Surya Ningsih  
NPM : 1902050107  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect Flipped Classroom into Focus Group Discussion in Speaking Setting Classroom

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
5-9 2023	Chapter II review of literature	
8-9 2023	style and font	
9-9 2023	Previous research	
12-9-2023	T-table	
2-9 2023	ACC Green Table	


Diketahui oleh:  
Ketua Prodi



(Pirman Ginting, S.Pd., M.Hum.)

Medan, September 2023

Dosen Pembimbing



(Resty Wahyuni, S.Pd., M.Hum.)

## **CURRICULUM VITAE**

### **PERSONAL IDENTITY**

Name : Widia Surya Ningsih  
Place/Date of Birth : Medan, 25 Maret 2001  
Religion : Islam  
Status : Single  
Nationality : Indonesia  
Address : Jl. Platina VII A Lk II No.19 Kel.Titipapan  
Phone number : 0831-7512-3673  
Email :suryaningsihwidia1@gmail.com

### **Parents' Data**

#### **Father Identity**

Name : Suparna  
Place/Date of Birth :Yogyakarta, 25 September 1965  
Occupation : Selling Food

#### **Mother Identity**

Name : Siti Rodiah  
Place/Date of Birth : Titipapan, 11 Juli 1973  
Occupation : Selling food

### **EDUCATIONAL BACKGROUND**

2007-2008 : TK Al- Istiqomah  
2008-2014 : SD Swasta Tri Bakti 1 dan 2 Medan Marelan  
2014-2017 : MTs Swasta PAB 3 Manunggal  
2017-2019 : SMA Negeri 1 Labuhan Deli, Deli Serdang  
2019-2023 : Universitas Muhammadiyah Sumatera Utara

#### **Qualifications**


Microsoft Excel

Microsoft office word

Power Point

Indonesia Language (Active), English Language(Active)

Hormat saya,

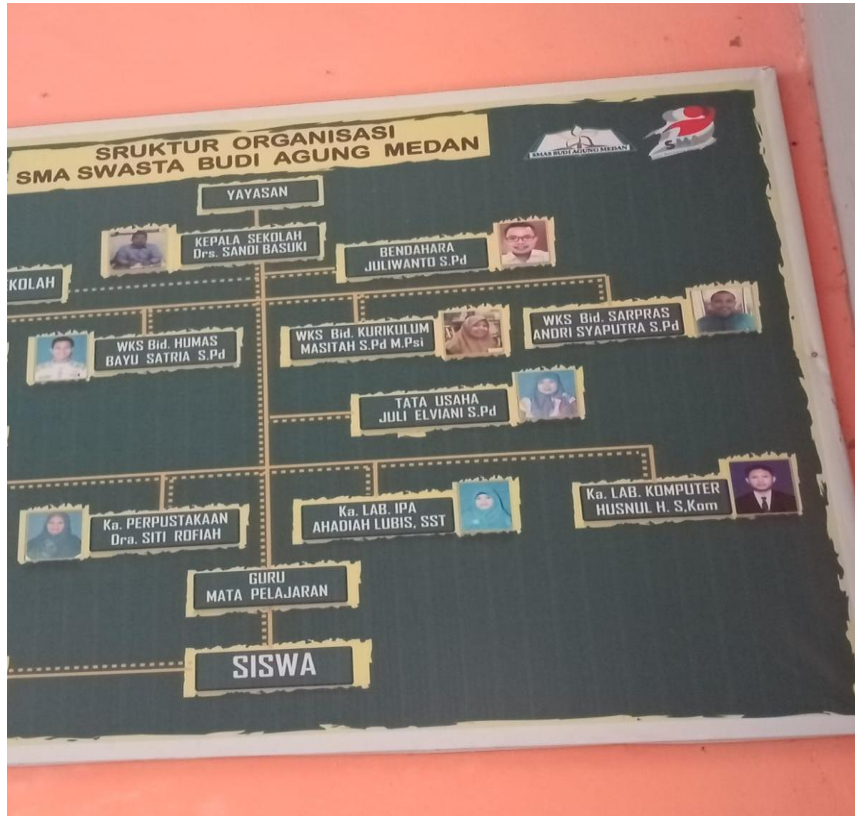
  
Widia Surya Ningsih

Documentation









Name : M. Fauzan Majid  
Class : X Jenderal Sudirman

1. ✓ Where are you from? : I am from Medan
2. ✓ Who do you live with? : I live with parents
3. ✗ Where do you study? : I study at ~~SAT~~ Budi Agung Senior high school
4. ✓ What do you do enjoy most about your course? I am prefer English
5. ✓ Which English speaking countries have you visited, if any? : no
6. ✓ How does that compare with English? : Indonesia is ~~an~~ easier to mastering than English
7. ✓ How long have you lived there? : since I am 5 years old
8. ✓ What is a typical day like for you? ~~not too~~ pleasant take a course
9. ✓ How have you learn English? I study English by ...
10. ✓ Do you think you have that right balance between work and relaxation in your life? Yes, I have right balance between work and relaxation

R (90)

Name: Zie - Zie Azura Lubis

Class: X Jendral Sudirman

1. Where are you from?
2. Who do you live with?
3. Where do you study?
4. What do you do enjoy most about your course?
5. Which English speaking countries have you visited, if any?
6. How does that compare with English?
7. How long have you lived there?
8. What is a typical day like for you?
9. How have you learn English?
10. Do you think you have that right balance between work and relaxation in your life?

1. I'm from Indonesia, medan city, medan marelan
2. With Parents
3. Senior high school Budi Agung Medan
4. Seni budaya
5. ~~I have~~ Never been to an English speaking country
6. English is more difficult than Indonesian
7. from birth
8. Very pleasant
9. study at school and practice at home
10. I don't think it's because there are too many activities compared to relaxing.



Name: SELVIN ALVAJAR RAMADAN

Class: X 2. Sudirman

1. Where are you from? Market one Middle of the road corner two alleys sustainable
2. Who do you live with? Both parents
3. Where do you study? at school and at home
4. What do you do enjoy most about your course? sport
5. Which English speaking countries have you visited, if any? There isn't any yet
6. How does that compare with English? They way he talks
7. How long have you lived there? Twelve years
8. What is a typical day like for you? Friday
9. How have you learn English? listen, read
10. Do you think you have that right balance between work and relaxation in your life? Yes





Kepada: Yth. Ibu Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim -  
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Widia Surya Ningsih  
NPM : 1902050107  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Effect Flipped Classroom into Focus Group Discussion in  
Speaking Setting Classroom

Menjadi:

The Effect of Flipped Classroom into Focus Group Discussion in  
Speaking Setting Classroom

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya  
atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, 19 Oktober 2023

Pembimbing



Resty Wahyuni, S.Pd., M.Hum

Hormat Pemohon



Widia Surya Ningsih

Ketua Program Studi  
Pendidikan Bahasa Inggris



Pirman Ginting, S.Pd., M.Hum.

Dosen Pembahas



Yenni Hasnah, S.Pd., M.Hum