

**AN EXPERIMENTAL STUDY OF FLIPPED LEARNING IN TEACHING
VOCABULARY AT MTs PERGIS CAMPALAGIAN**



A Research Proposal

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ABSTRAK

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Title : **An Experimental Study of Flipped Learning in Teaching
Vocabulary at MTs Pergis Campalagian**

Vocabulary mastery plays a crucial role in learning English as it forms the foundation of listening, speaking, reading, and writing skills. Vocabulary achievement does not merely depend on theoretical understanding but also requires sufficient practice. However, at MTs Pergis Campalagian, there is an imbalance in time allocation between theory and practice, which results in students' vocabulary mastery being less optimal. This study employed a quantitative design with a pre-experimental method, specifically the *one-group pre-test and post-test model*, to examine the effectiveness of the Flipped Learning method in improving students' vocabulary achievement. The population of this research was all ninth-grade students of MTs Pergis Campalagian, while the sample was class IX-C, selected through purposive sampling. The main research instrument was a vocabulary test consisting of multiple-choice, short-answer, and vocabulary identification items, validated by an English teacher and the thesis supervisor. The data collection procedure was conducted in three stages: pre-test, treatment, and post-test. During the treatment stage, students participated in six sessions using the Flipped Learning model with Video-Based Instruction through Google Classroom. Thus, classroom activities were more focused on practicing vocabulary mastery. The data analysis results revealed a significant improvement in students' vocabulary achievement. The average pre-test score of 41.69 increased to 80.38 in the post-test. The mean difference between pre-test and post-test scores was 38.692, with a standard deviation of 12.318 and a standard error mean of 2.415. The paired sample t-test showed a significance value of $0.000 < 0.05$, indicating a significant difference between pre-test and post-test scores. Therefore, it can be concluded that the Flipped Learning method with Video-Based Instruction has a significant effect on improving vocabulary mastery of ninth-grade students at MTs Pergis Campalagian.

Keywords: *Flipped Learning, Vocabulary Achievement, EFL Class, Video-Based Instruction*

ABSTRAK

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Title : **An Experimental Study of Flipped Learning in Teaching Vocabulary at MTs Pergis Campalagian**

Penguasaan kosakata sangat penting dalam pembelajaran Bahasa Inggris karena menjadi dasar dari keterampilan menyimak, berbicara, membaca, dan menulis. Pencapaian kosakata tidak hanya bergantung pada pemahaman teori, tetapi juga pada latihan yang memadai. Namun, di MTs Pergis Campalagian terdapat ketidakseimbangan alokasi waktu antara teori dan praktik sehingga penguasaan kosakata siswa menjadi kurang optimal. Penelitian ini menggunakan desain kuantitatif dengan metode pra-eksperimen, yaitu model *one group pre-test and post-test*, yang bertujuan untuk menguji efektivitas metode *Flipped Learning* dalam meningkatkan pencapaian kosakata siswa. Populasi penelitian adalah seluruh siswa kelas IX MTs Pergis Campalagian, sedangkan sampelnya adalah kelas IX-C yang ditentukan melalui teknik *purposive sampling*. Instrumen utama penelitian berupa tes kosakata yang terdiri atas soal pilihan ganda, isian singkat, dan identifikasi kosakata, yang divalidasi oleh guru Bahasa Inggris dan dosen pembimbing. Prosedur pengumpulan data dilakukan melalui tiga tahap, yaitu pre-test, treatment, dan post-test. Pada tahap treatment, siswa mengikuti enam kali pertemuan dengan model *Flipped Learning* berbasis *Video-Based Instruction* melalui Google Classroom. Dengan demikian, pembelajaran tatap muka di kelas lebih difokuskan pada praktik penguasaan kosakata. Hasil analisis data menunjukkan adanya peningkatan signifikan dalam pencapaian kosakata siswa. Nilai rata-rata pre-test sebesar 41,69 meningkat menjadi 80,38 pada post-test. Perbedaan rata-rata antara skor pre-test dan post-test adalah 38,692, dengan standar deviasi sebesar 12,318 dan *standard error mean* sebesar 2,415. Hasil uji-t sampel berpasangan menghasilkan nilai signifikansi $0,000 < 0,05$, yang berarti terdapat perbedaan signifikan antara skor pre-test dan post-test. Dengan demikian, dapat disimpulkan bahwa metode *Flipped Learning* berbasis video berpengaruh signifikan terhadap peningkatan penguasaan kosakata siswa kelas IX MTs Pergis Campalagian.

Kata Kunci: *Flipped Learning, Pencapaian Kosakata, Kelas EFL, Video-Based Instruction*

CHAPTER I

INTRODUCTION

A. Research Background

Learning English as a foreign language has become an essential part of education worldwide. English is now a medium of communication used across various fields, such as education, business, trade, and technology. As stated by Tauhid (2023), "English plays a vital role in communication, education, and international business activities because it is widely used across the globe." Given its significant role, English proficiency is not only necessary in the academic sphere but also serves as a key factor in enhancing one's competitiveness on a global scale. Therefore, this skill needs to be developed from an early age to better prepare students for the increasingly complex challenges of the modern world.

In the field of English as a Foreign Language (EFL) education, vocabulary achievement plays a crucial role in the development of language proficiency. Vocabulary serves as the foundation for the four core language skills: reading, writing, listening, and speaking. Without sufficient vocabulary knowledge, learners may struggle to comprehend texts, express ideas, or engage in effective communication. As emphasized by Nunan (1991), "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." Therefore, implementing a structured and learner-centered approach to vocabulary instruction is essential for achieving meaningful and effective language learning outcomes.

However, vocabulary instruction in the EFL context still faces various challenges in its implementation. One of the main issues is the persistent reliance on monotonous teaching approaches, which often limit the use of diverse media. Many educators continue to depend heavily on lecture methods and textbooks as

primary sources of instruction. This dependency often results in rigid and less engaging learning processes, thereby hindering students' vocabulary achievement. Although technological facilities such as LCD projectors are available in many schools, these tools are often underutilized in creating interactive and visually stimulating learning environments. This is supported by Rusmawaty (2021), who stated that "the lack of adequate teacher training and institutional support remains a major barrier to the effective use of technology in vocabulary instruction." While some EFL teachers have begun to integrate technology, such as PowerPoint presentations, to enhance vocabulary teaching, challenges persist. These include limitations in teachers' ability to use more advanced technological tools and the lack of support from educational institutions, which can hinder the optimal integration of technology to improve students' vocabulary achievement.

These issues were also found at the research site. The school is equipped with adequate technological facilities, including LCD projectors and electricity, available in every classroom. However, in practice, this technology has not been optimally utilized in the teaching and learning process. Teachers still tend to rely on textbooks as the sole learning medium and have not yet integrated digital media such as videos, animations, or online platforms that could enrich vocabulary instruction. Based on observations and discussions with students, many students are more interested in visual and audiovisual materials, which can help them understand vocabulary more effectively.

In addition to the underutilization of technology, another issue that affects students' learning outcomes is the imbalance between theoretical instruction and the practical application of language use. Instruction that places too much emphasis on theory tends to make students passive and less involved in the actual use of the language. As stated by Nation (2020), "Learners not only need to

recognize vocabulary, but they must also practice it in various contexts in order to acquire and retain it effectively.” This statement highlights that vocabulary mastery is not merely about recognizing or understanding word meanings passively; students also need to use vocabulary in various contexts in order to master it and store it in their long-term memory.

This finding is consistent with the researcher observations, which indicated that students did not have equal opportunities to engage in practical activities actively. This was due to limited time and ineffective classroom management. As a result, only a small number of students were able to participate directly in language practice, while others remained passive; some were even observed talking off-topic or falling asleep during the lesson. This condition reflects the low level of student engagement and the lack of contextualized practical activities in the learning process, which can affect students' vocabulary achievement.

This condition has impacted the effectiveness of the teaching and learning process, as reflected in students' suboptimal vocabulary achievement. The limited variation in teaching methods and the lack of technology integration prevent students from experiencing a comprehensive and meaningful learning process. This is in line with the findings of Harlina and Yusuf (2020), who stated that "difficulties in learning English are caused by several factors, including low student motivation, lack of environmental support, and the need to improve teacher quality." In this context, teaching methods that fail to adapt to the demands of the modern era have become a contributing factor to students' low learning outcomes.

To address these challenges, an innovative, interactive, and technology-relevant learning approach is needed. One approach proposed in this study and

considered promising for enhancing the effectiveness of vocabulary instruction is the flipped classroom model. This model reverses the traditional learning pattern by providing students with learning materials to study at home in advance, such as instructional videos or digital texts. Subsequently, classroom time is used for discussion, question-and-answer sessions, exercises, and practical activities. This approach allows students to learn at their own pace and be better prepared for in-class learning. According to Bergmann and Sams (2012), “the flipped classroom provides space for teachers to focus on individual guidance and concept reinforcement, while students experience a more active and personalized learning process.”

Through the flipped learning approach, teachers can maximize face-to-face classroom time to identify students’ difficulties and provide more focused guidance. Moreover, this method encourages more active learning, as students are directly involved in problem-solving activities and concept application. The implementation of flipped learning is expected to have a positive impact on improving students’ learning outcomes, particularly in mastering English vocabulary. This method not only utilizes available technology but also offers a richer and more flexible learning experience for students.

In line with the advantages of flipped learning, which encourages students to become more active learners and provides teachers with opportunities to offer more focused guidance, a study conducted by Bobkina, Baluyan, and Dominguez Romero (2025) explored the use of student-created videos within the flipped classroom model to enhance vocabulary achievement. In the study, 47 university students were divided into three groups: those who created their videos, those who only watched videos, and those who learned through conventional methods. The results showed that the group who created videos achieved the highest vocabulary

improvement, followed by the group who only watched videos. In contrast, the group taught using conventional methods showed the least improvement. Furthermore, the video creation process encouraged greater student engagement and improved collaboration among students. These findings reinforce the idea that the interactive use of technology in flipped learning can effectively support vocabulary achievement in English as a Foreign Language (EFL) classrooms.

Based on the aforementioned background, this study aims to evaluate and compare the effectiveness of the flipped learning method in teaching vocabulary in English as a Foreign Language (EFL) classrooms. The primary focus of this research is on students' learning outcomes, particularly vocabulary achievement, which serves as the leading indicator of instructional success. Although student motivation and engagement are recognized as supporting factors, they are not the central focus of this study. Therefore, the findings of this research are expected to provide educators with practical insights on selecting the most effective instructional strategies to enhance students' academic achievement in English language learning.

The subjects of this study are the students of MTs Pergis Campalagian, located in Polewali Mandar Regency. This school was selected because it still predominantly applies traditional teaching methods, in contrast to several other schools that have begun to integrate technology-based approaches such as flipped learning. Based on this background, the researcher has chosen to conduct a study entitled: **“An Experimental Study of Flipped Learning in Teaching Vocabulary at MTs Pergis Campalagian.”**

B. Research Question

Based on the research background above, this study aims to investigate the results of an experimental study on the use of flipped learning in teaching vocabulary in EFL classrooms. The research question formulated in this study is: “Is there a significant difference in students’ vocabulary achievement before and after taught using the flipped learning method in an EFL classroom?.”

C. Research Objective

Based on the research question, this study aims to investigate whether there is a significant difference in students’ vocabulary achievement before and after the implementation of the flipped learning method in the context of English as a Foreign Language (EFL) learning at MTs Pergis Campalagian.

D. Research Significance

This study expected to provide both theoretical and practical contributions to the field of English as a Foreign Language (EFL), particularly in the context of vocabulary achievement through the flipped learning method:

1. Theoretical Significance

This study contributes to the existing body of literature in the field of language teaching methodology, specifically in vocabulary acquisition within English as a Foreign Language (EFL) classrooms. It aims to enrich theoretical understanding by analyzing the implementation of flipped learning in vocabulary instruction. The findings of this research are expected to provide insights into how innovative learning models can impact vocabulary learning outcomes, thereby enhancing pedagogical theories related to second language acquisition and the integration of technology in education. Furthermore, this study may serve as a valuable reference for future research that seeks to explore more innovative teaching strategies in the context of EFL.

2. Practical Significance

a. For Teachers

This study provides evidence-based insights for English as a Foreign Language (EFL) teachers regarding the effectiveness of flipped learning as an innovative teaching method. It also serves as a practical guide for teachers in implementing flipped learning strategies to enhance vocabulary achievement, enabling them to use classroom time more effectively for interactive activities, feedback, and personalized support. Consequently, this approach can improve students' vocabulary achievement while creating a more engaging learning experience.

b. For Students

The findings of this study benefit students by offering a learning approach that encourages active participation and independent study outside the classroom. Flipped learning supports diverse learning styles and motivates students to prepare materials outside of class, resulting in a deeper understanding and mastery of vocabulary. Ultimately, this method aims to enhance students' vocabulary achievement, which is essential for overall English language proficiency.

c. For other Researchers

This study provides valuable insights and serves as a foundation for other researchers interested in exploring innovative teaching strategies, particularly the use of flipped learning in the context of English as a Foreign Language. It also acts as a reference point for designing experimental studies and developing new approaches to improve vocabulary acquisition and overall language learning outcomes.

E. Research Scope

This study is limited to ninth-grade students at MTs Pergis Campalagian during the 2025/2026 academic year. It focuses on the use of the flipped learning

method to enhance students' vocabulary achievement related to the topic *Verbs in Daily Routines*. The vocabulary taught is strictly limited to verbs that are relevant to the topic. The study is conducted in a single class over several sessions. Students' vocabulary achievement is measured through a pre-test and post-test designed to evaluate their ability to recognize, understand, and accurately use verbs within appropriate written contexts. The assessment is focused solely on written responses to ensure objectivity and measurability. Oral use of vocabulary (speaking skills) is excluded from the scope of this study to maintain a clear and narrow focus.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research Findings

Based on the results of previous research, the researcher obtained several previous kinds of research related to the research to be conducted as follows:

The first relevant study, conducted by Bobkina et al. (2025), was titled “Tech-Enhanced Vocabulary Acquisition: Exploring the Use of Student-Created Video Learning Materials in the Tertiary-Level EFL Flipped Classroom.” This study explored the effectiveness of technology-assisted vocabulary acquisition through the flipped classroom model. A total of 47 students from the Translation and Interpretation Studies program were divided into three groups: a video-creating group, a video-viewing group, and a control group that used traditional methods. The quantitative analysis revealed that the video-creating group achieved the highest vocabulary improvement, followed by the video-viewing group, while the control group showed the lowest improvement.

The second study, conducted by Al-Qasmi et al. (2022), is entitled “Flipped Classrooms and Their Effect on Omani Students' Vocabulary Achievement and Motivation Towards Learning English.” This study employed a quasi-experimental design with 48 tenth-grade students in Oman as participants. The findings indicated that the class taught using the flipped classroom model showed higher learning motivation and better vocabulary achievement compared to the control group. However, the study encountered several challenges in implementing the flipped classroom approach, including internet connectivity issues and a lack of collaboration among students within their groups.

The third study was conducted by Aziz et al. (2022), titled “The Use of Flipped Learning Strategy in Teaching English Vocabulary at Elementary

School.” This study employed a pre-experimental design with a single group and implemented both pre-test and post-test procedures. The participants consisted of 60 elementary school students from Pesantren Mambaush Sholihin in Gresik. The results indicated a significant improvement in vocabulary achievement after the implementation of flipped learning. However, the effectiveness of the strategy tended to decrease when task distribution was unclear and student participation was low.

The fourth study, conducted by Gusnita et al. (2021), was titled "The Effectiveness of Blended Learning Model for Teaching Vocabulary at Secondary School.” This study employed an experimental method involving 36 eleventh-grade students at Buq'atun Mubarakah High School in Makassar. The participants were divided into two groups: the first group was taught using the blended learning model, supported by Visuword and Google Classroom applications, while the other group received traditional face-to-face instruction in a controlled classroom without technology. The results showed that the blended learning model was more effective than the traditional model in enhancing students' vocabulary learning outcomes.

This study highlighted several key differences from previous research. First, in terms of educational level, while Bobkina et al. (2025) focused on university-level students, this research involved ninth-grade students at the junior high school level, specifically at Madrasah Tsanawiyah, who possessed different learning characteristics and needs. Second, this study focused specifically on vocabulary achievement, whereas other studies often emphasized broader language skills such as reading, speaking, or writing. The vocabulary taught in this study was also limited to particular types of words, especially verbs relevant to the topic “Daily Routines.” Third, unlike Bobkina et al.’s study, in which

students created their own learning videos as part of the flipped classroom model, this study used pre-existing instructional videos selected specifically to support structured vocabulary learning. These videos were made accessible to students via Google Classroom, allowing them to study independently outside the classroom and review the material at their own pace. Fourth, this research employed a single instructional model, namely flipped learning, unlike previous studies such as Gusnita et al. that adopted blended learning by combining multiple approaches. Fifth, in terms of assessment, this study used a pre-test and post-test design within a single class to measure students' vocabulary achievement through written responses. In contrast to other studies that assessed speaking skills or relied on project-based assessments, this study intentionally excluded oral components in order to maintain a clear, objective, and measurable focus.

B. Some Pertinent Idea

This research discussed two main aspects: vocabulary achievement and flipped learning.

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is a collection of letters combined to form a word that carries a specific meaning and is used in communication. According to Richards and Schmidt (2010), "vocabulary is a set of lexemes, including single words, compound words, and idioms." This suggests that vocabulary is not limited to individual words but can also comprise word combinations that function as a single unit of meaning.

In language learning, vocabulary plays a crucial role as the foundation for skills such as reading, writing, listening, and speaking. According to Schmitt (2020), mastering vocabulary is not merely about memorizing words but also

about understanding their meanings and appropriate use in various communicative contexts.

b. Types of Vocabulary

According to Richards and Schmidt (2010), “a clear understanding of the parts of speech is fundamental to mastering vocabulary because it enables learners to identify how words function within a sentence.” They argue that categorizing words based on their grammatical roles enhances learners’ ability to use vocabulary accurately and appropriately in communication. The main parts of speech relevant to this study are described as follows:

1) Noun

According to Celce-Murcia (2001), “A noun is a word used to name people, places, things, or concepts.” In the topic of Daily Routines, nouns are often used to refer to people, objects, or places related to daily activities, such as student, teacher, school, breakfast, bed. Nouns typically function as the subject or object in a sentence.

2) Verb

In the context of Daily Routines, verbs are the most essential vocabulary items because they describe everyday activities. Examples include wake up, get up, brush, eat, drink, go, study, play, sleep. Verbs in this topic are generally used in the simple present tense, as daily routines are habitual and repeated actions. This study focused on verbs as the main type of vocabulary, since students were expected to recognize, understand, and use them accurately in written contexts.

3) Adjective

.In this topic, adjectives are commonly used to express positive feelings or praise, such as happy, great, wonderful, successful, or amazing. Adjectives

provide additional information about nouns by describing their qualities or conditions. In the topic of Daily Routines, adjectives are used to express feelings or states related to daily activities, such as tired, busy, hungry, sleepy, clean.

4) Adverb

According to Thornbury ((2002), adverbs are essential elements of vocabulary that provide additional detail about actions or descriptions in a sentence.” In Daily Routines, adverbs are commonly used to indicate frequency, time, or manner of performing activities. Examples include always, usually, often, sometimes, quickly, early, late.

5) Preposition

Prepositions show the relationship between nouns and other words in a sentence, particularly in expressing time or place in daily routines. Common prepositions in this topic include in, on, at, to as, in at 6 a.m., in the morning, go to school.

6) Conjunction

Conjunctions are words that connect words, phrases, or clauses within a sentence. In the topic Daily Routines, conjunctions such as and, then, before, after, or because are commonly used to link activities in sequence or to show cause and effect. For example, in the sentence “I wake up and then brush my teeth before I go to school,” the conjunctions and and before connect daily activities to form a coherent description of routine.

Based on the explanation above, the vocabulary used in the material "Daily Routines" focuses specifically on the use of verbs. Verbs play a crucial role in clearly and systematically expressing daily activities. The correct use of verbs helps students develop vocabulary skills that are both relevant and

applicable to real-life communication, particularly in describing their daily habits and routines.

Verbs are a crucial component in vocabulary development as they play a key role in expressing time, actions, and habitual activities in communication. According to Alqahtani (2021), "vocabulary mastery, particularly of verbs, is essential in the process of second language acquisition." Before students can use verbs appropriately in context, they must first be able to recognize and understand their meanings. This view is supported by Rohmatillah (2020), who states, "limited vocabulary remains one of the major challenges in language learning," and further explains that focused and systematic vocabulary instruction can significantly improve students' ability to apply words accurately and appropriately in real-life contexts.

c. Vocabulary Achievement

Vocabulary achievement refers to the level of vocabulary mastery that students have attained at a particular stage in the language learning process. According to Hatch and Brown (1995), "Vocabulary achievement is the ability of individuals to recognize and use words appropriately in both spoken and written contexts." In other words, vocabulary achievement is not only about how many words students know but also reflects their ability to use vocabulary effectively and appropriately in various communicative situations.

According to Richards and Schmidt (2010), "Vocabulary achievement consists of two main aspects: receptive vocabulary, which refers to words that can be recognized when reading or listening, and productive vocabulary, which involves words that can be actively used in speaking and writing." They emphasize that a student is considered to have good vocabulary achievement if they are able not only to understand these words but also to use them. Similarly,

Nation (2001) highlights the importance of both aspects in vocabulary achievement. He states, "Although learners can understand words in certain contexts (receptive), they may not be able to use them actively in speaking or writing (productive)." Therefore, actual vocabulary achievement is only reached when words can be used flexibly and effectively in everyday communication.

Vocabulary achievement plays a crucial role in the success of language learning in an EFL context. Without adequate vocabulary mastery, students will face difficulties in understanding reading texts, writing, expressing ideas orally, and even comprehending everyday conversations. This aligns with the view of Liu Na and Nation (1985), who state that "the extent to which learners understand written and spoken texts largely depends on how familiar they are with the words in the language." In other words, the more vocabulary learners master, the more effectively they can understand and use the language in various contexts.

d. Factors Affecting Vocabulary Achievement

Several factors influence the level of vocabulary achievement attained by learners, including:

- 1) Frequency of vocabulary exposure. The more often a learner encounters and uses certain words, the greater the likelihood that those words will be well mastered (Nation, 2001).
- 2) Learning strategies. The use of techniques such as repetition, utilizing context to understand word meanings, or recording new vocabulary can help accelerate and strengthen vocabulary mastery (Oxford, 1990).
- 3) Motivation and interest in learning. According to Gardner (1985), "learners with high motivation tend to be more diligent and active in expanding and retaining the vocabulary they have mastered."

- 4) Learning environment. According to Schmitt (2020), “a learning environment rich in authentic language input and opportunities for direct interaction with native speakers greatly supports the development of learners’ vocabulary mastery.”

2. Flipped Learning

a. Definition of Flipped Learning

Embi (2014) stated that "the flipped classroom is a pedagogical approach that replaces direct classroom lectures with independent learning activities outside the classroom, where students are given the opportunity to explore concepts and review materials on their own beforehand." In line with this, O’Flaherty and Phillips (2015) explained that "flipped learning is a part of blended learning that reverses the traditional teaching and learning paradigm by providing instructional materials in digital form to be accessed before class, while face-to-face time is used for interactive activities."

Thus, flipped learning not only reverses the traditional classroom learning pattern but also utilizes technology as a supporting tool to enhance the effectiveness of the teaching and learning process. This approach also promotes a shift from teacher-centered to student-centered learning. This aligns with Tucker's (2012) statement, which explains that "in the flipped learning model, the teacher's role shifts from an instructor to a facilitator who guides students through discussions and in-depth understanding activities."

b. Types of Flipped Learning

Flipped learning can be categorized into three main types, namely:

1) Flipped Learning Using Modules

In this approach, students receive instructional materials in the form of printed or digital modules that they study independently before class

sessions. These modules typically include the main content, learning guidelines, and exercises to build foundational understanding. Classroom time is then used to deepen comprehension through discussions and problem-solving activities with the teacher. As Bergmann and Sams (2012) stated, "*Flipped learning is not about the technology, it's about using class time differently.*" This emphasizes that even with simple tools like printed modules, flipped learning can still be effectively implemented.

2) Synchronous Flipped Learning via Zoom

Flipped learning can also be conducted synchronously through video conferencing platforms like Zoom. In this model, students study the material independently before participating in a live online session with the teacher. These Zoom sessions are used for discussions, clarifying concepts, and completing exercises together in real time. Tucker (2012) noted, "*The flipped classroom model provides flexibility, allowing teachers to create synchronous or asynchronous learning opportunities that promote active learning and student engagement.*" This model supports interactive learning while offering flexibility for both teachers and students.

3) Flipped Learning with Video-Based Instruction

One of the most common forms of flipped learning involves video-based instruction. In this model, students are assigned educational videos to watch before class. These videos explain core concepts, provide usage examples, or demonstrate specific processes. Teachers reinforce understanding through discussion, practice, and collaborative projects during class. Bishop and Verleger (2013) state, "*The flipped classroom is most commonly defined as a learning environment in which students watch*

video lectures outside of class and engage in active learning during class."

Watching videos before class allows students to learn at their own pace and come to class prepared for meaningful engagement.

Of the three types of flipped learning described above, this study adopted video-based instruction as its flipped learning model. This approach was chosen because it allowed students to study the material through videos before face-to-face classroom sessions independently. In doing so, students could learn vocabulary at their own pace and come to class well-prepared. The teacher facilitated discussions, exercises, and collaborative activities to reinforce understanding during class. This approach effectively enhanced vocabulary mastery, as it emphasized active student engagement and readiness to learn before entering the classroom.

c. Advantages of Flipped Learning

Flipped learning offered several advantages that had been identified in numerous previous studies. Some of the main benefits of this learning model included:

1) Enhancing Student Engagement

Zainuddin and Halili (2016) stated that "flipped classrooms can increase student engagement because they are more actively participating in discussions and class activities." This is further supported by recent research by Al-Qasmi (2022), which showed that "students in the flipped classroom demonstrated higher motivation and better vocabulary achievement compared to the control group."

2) Improving Learning Outcomes

According to Bishop and Verleger (2013), "flipped learning can improve student learning outcomes because students had more time to understand

the material in depth outside of class.” Similarly, Bobkina et al. (2025) found that “the student-created video group outperformed the other groups in vocabulary acquisition, indicating the effectiveness of tech-enhanced flipped learning.”

3) Supporting Learner Autonomy

According to McLaughlin et al. (2014), “flipped classroom encourages students to take ownership of their learning by accessing content independently before class.” This is also supported by findings from Bobkina et al. (2025), who explained that “the creation of video content led students to explore materials independently and manage their learning processes.”

4) Flexibility of Time and Place

Another advantage of flipped learning was the flexibility of time and place it offers to students. According to Jenkins (2012), “Students could stop, pause, rewind, and fast forward material so that they can examine things in their way.” This allowed learners to study at their own pace, adapting to their individual learning speed. This benefit is also supported by Gusnita et al. (2021), who found that “the integration of Google Classroom and Visuword supported more flexible and technology-assisted vocabulary learning.”

d. Implementation Flipped Learning

The implementation of flipped learning required careful planning and appropriate strategies to ensure its effectiveness. Several key aspects that needed to be considered in applying flipped learning included :

1) Planning of Learning Materials and Resources

The implementation of flipped learning began with preparing learning materials that students could access outside of school. In this study, the learning materials were provided in the form of instructional videos. The teacher shared the videos by sending the link through the Google Classroom application so that students could study them before classroom meeting. According to Bergman and Sams (2012), “the main role of the teacher was to design materials that were interesting and could facilitate students’ understanding.” The teachers also had to ensure that the videos were clear, well-structured, and easily accessible to all students.

2) Designing Interactive Classroom Activities

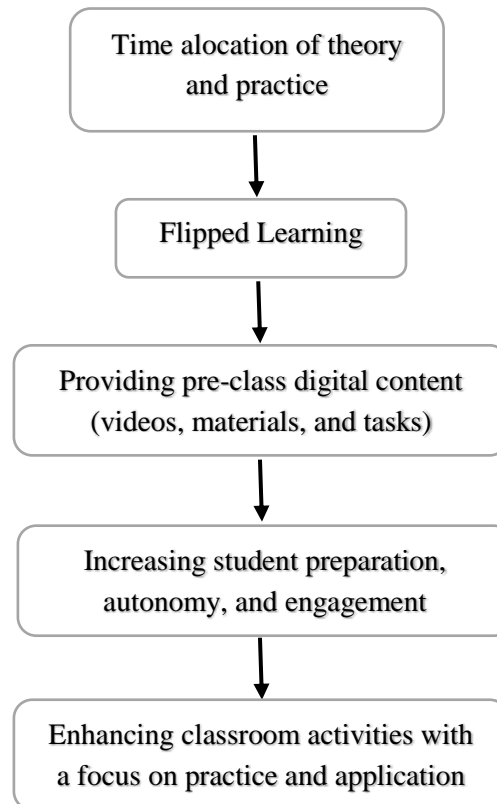
After students had studied the material independently, classroom time was utilized for more interactive activities such as discussions, Q&A sessions, or problem-solving tasks. According to O’Flaherty and Phillips (2025), “the implementation of flipped learning relies heavily on the design of classroom activities that can stimulate discussion and critical thinking.” This presented a challenge for teachers in managing the classroom to ensure that students were actively engaged in the learning process.

3) Assessment and Feedback

The evaluation process was essential in the learning process, especially in the implementation of flipped learning. According to McLaughlin et al. (2014), “evaluation could be done through tests, quizzes, or group activities that reflect the extent to which students understood the material previously learned.” In this study, the teacher also provided assessments to check whether the students had watched the learning videos and to measure their level of understanding. Furthermore, the teacher gave

feedback to help students overcome difficulties in comprehending the material and to improve their learning strategies.

C. Theoretical Framework



D. Hypothesis

Null Hypothesis (H₀): There is no significant difference in students' vocabulary achievement before and after taught using the flipped learning method in an EFL classroom

Alternative Hypothesis (H₁): There is a significant difference in students' vocabulary achievement before and after taught using the flipped learning method in an EFL classroom

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a quantitative approach using a pre-experimental design, specifically the One-Group Pretest-Posttest Design. According to Sugiyono (2020), "Pre-experimental research is a type of research that does not fully meet the requirements of true experimental research due to the absence of control groups or random assignment". Although this design has limitations in controlling external variables, it was still useful in providing preliminary evidence regarding the effect of a treatment. In this design, a single group of students was given a pre-test before the treatment (implementation of flipped learning) and a post-test after the treatment to measure changes in vocabulary achievement. This allowed the researcher to observe the difference in students' learning outcomes before and after the application of the flipped learning model.

According to Sugiyono (2020), the research design used is as follows:

$$O_1 \longrightarrow X \longrightarrow O_2$$

Symbol Description:

- **O_1** : Pre-test administered before the treatment to measure students' initial vocabulary knowledge.
- **X** : Treatment, referring to the flipped learning model implemented during the instructional period.
- **O_2** : Post-test administered after the treatment to assess students' vocabulary achievement following the flipped learning intervention.

B. Research Variable

1. The independent variable is the factor that influences or causes changes in other variables. In this study, the independent variable was the learning method, specifically the flipped learning method. This method serves as the treatment given to a group of students to examine its effect on vocabulary achievement in learning English as a foreign language.
2. The dependent variable was students' vocabulary achievement, which is the learning outcome influenced by the learning method applied during the learning process. This variable was measured to determine the effectiveness of flipped learning methods in improving vocabulary achievement.

C. Population and Sample

1. Population

The population of this study consisted of all ninth-grade students at MTs Pergis Campalagian during the 2025/2026 academic year, totaling three classes. This population was considered relevant because students at this level had already acquired basics of English vocabulary. However, only one class was selected as the sample of the study.

Table 3.1 The Population of The Research

Class	Total
IX A	29
IX B	28
IX C	26

2. Sample

Based on the table above, there were three classes at MTs Pergis Campalagian. The samples used in this study consisted of one class: Class IX C.

The class was selected using a purposive sampling technique, which is a sampling method based on specific considerations relevant to the research objectives.

D. Research Location

This research was conducted at MTs Pergis Campalagian, located in Campalagian District, Polewali Mandar Regency. This school was chosen as the research site because it has characteristics that align with the research objectives, specifically to compare the effectiveness of conventional and flipped learning methods in teaching English vocabulary in English as a Foreign Language classes.

E. Research Instrument

The primary instrument used in this study was a vocabulary test. The test was designed to measure students' vocabulary achievement before and after they received treatment through the flipped learning method. The test consisted of three parts: multiple-choice questions, fill-in-the-blank items and vocabulary identification. It was developed based on the provided teaching materials. Before being administered, the test underwent a validation process carried out by English subject teachers and supervisors, who acted as content experts. This validation aims to assess the alignment of the questions with learning objectives, the level of difficulty, and the targeted competence indicators.

F. Technique of Data Collection

Data collection in this study was carried out in several stages as follows:

1. Pre-Test

The pre-test was administered before the treatment phase. It consisted of two types of questions, developed based on the theme "**Daily Routines**" and designed using vocabulary appropriate to the context. The data collected from the pre-test is used to compare students' vocabulary mastery before and after the class receives the treatment through the flipped learning method.

2. Treatment

As for the treatment procedure for the class, the researcher conducted the treatment for six meetings, as follows:

- a. In the first meeting, the researcher introduced herself to the students, then administered a pre-test to measure their initial vocabulary mastery before they received the learning treatment. The researcher also explained how to complete the exercises provided in the learning process so that the students clearly understood the tasks. After the pre-test, the researcher explained the learning process that would take place over the next five meetings. Flipped learning was also introduced, where the students were required to study the material through videos before attending the classroom session. In addition, the researcher guided the students in creating and joining Google Classroom, helping them enter the online class and use the platform to access the instructional videos. Afterward, the researcher sent the learning video for the next meeting to be studied at home. In this meeting, the material focused on **verbs in daily routines** as an introduction to the topic. The video introduced the topic by focusing on vocabulary related to daily routines. In this video, repetition was applied to help students become familiar with hearing and pronouncing common verbs, enabling them to master the basic vocabulary needed for daily communication. The selection of this material was also consistent with the research scope, which specifically focused on verb mastery.



Figure 3.1 Daily Activity

b. In the second meeting, the researcher assessed the students' understanding of the vocabulary presented in the previous learning video by conducting a lottery-style vocabulary test. This activity was carried out to identify students who had not watched the learning video. Each student randomly drew a paper containing a vocabulary word that had been taught in the video. The researcher then called each student to come forward and answer in front of the class. Students who could not answer were assisted by their classmates, and then each student was instructed to write the meaning of the word on the whiteboard. After the vocabulary check, the students were divided into small groups. Each group received a picture related to verbs in daily routines. The groups worked collaboratively to complete a task based on the picture and then presented their answers to the class. Next, the same groups participated in a gesture-based guessing game, in which one member acted out a verb while the others tried to guess it. Before concluding the session, the researcher sent the learning video for the next meeting and reminded the students to watch it in preparation for the upcoming lesson. The video broadens students' understanding by introducing regular and irregular verbs. The reason for choosing this material is to ensure that students are not limited to verbs of daily routines, but also exposed to a wider range of vocabulary, which enriches their language skills.



Figure 3.2 Regular & Irregular Verbs in Daily Routines

- c. In the third meeting, the researcher began the session by taking attendance to identify absent students. The assigned task required students to write down the vocabulary they had watched in the learning video and then memorize it. Afterward, students submitted their memorized vocabulary, and the researcher randomly called out words for the students to answer. The researcher also provided feedback on the correct pronunciation of each word. Students who did not submit their memorized vocabulary were considered absent. Before concluding the session, the researcher distributed the learning video for the next meeting and reminded the students to watch it as preparation for the upcoming lesson. The video introduces new vocabulary and demonstrates how to write and use it in sentences. The goal is to enable students to connect previously learned vocabulary with the correct context in communication, both spoken and written.



Figure 3.3 Daily Activity (sentences)

- d. In the fourth meeting, the researcher began the session by taking attendance. This was followed by asking questions to students who had not watched the previous learning video to ensure that they had viewed the current instructional video. The researcher wrote ten fill-in-the-blank questions on the whiteboard,

and the students completed the tasks individually. Students who had finished submitted their work on the desk, while those who had not completed the tasks were instructed to answer the questions on the whiteboard. The researcher and the students then reviewed the answers, providing feedback to ensure all students understood the correct responses. Before concluding the session, the researcher distributed the learning video for the next meeting and reminded the students to watch it as preparation for the upcoming lesson. The video contains a complete text about daily activities, allowing students to analyze verbs used in an authentic discourse. In this way, they do not merely memorize vocabulary but are also able to understand its application in proper sentence contexts.



Figure 3.4 My Daily Routine (Text)

- e. In the fifth meeting, the researcher divided the students into four groups, which were selected randomly. Afterward, the researcher distributed the group worksheets and explained how to complete the tasks. The tasks provided by the researcher consisted of two types: group tasks and individual tasks.

For the group tasks:

- 1) Students were asked to analyze a reading text about daily routines and identify the verbs,

2) Then, they created sentences using three of the vocabulary words they found.

For the individual tasks, students were instructed to write their own daily routines, following the example text provided. Before concluding the session, the researcher reminded the students about the test that would be conducted in the next meeting.

f. In the last meeting, the researcher administered a post-test to the students after they had received instruction through four meetings using the flipped learning method. The post-test was to measure the improvement in the students' vocabulary achievement following the learning process. The English teacher and the researcher jointly supervised the test to ensure that the data collected was valid and accurately reflected the students' abilities.

3. Post-test

After completing all the treatments using the flipped learning method, the students will be given a post-test with the same type of content as the pre-test. The test aims to measure the improvement in students' vocabulary mastery after participating in a series of flipped learning sessions. The post-test consists of three sections: multiple-choice questions, fill-in-the-blank items and vocabulary identification. The test aimed to measure the improvement in students' vocabulary mastery after participating in a series of flipped learning sessions.

G. Techniques of Data Analysis

Since the measurements would be conducted twice before the learning process, the analysis will focus on comparing the pre-test and post-test results between the experimental and control groups. The analytical techniques to be used include:

1. Descriptive Statistics:

Descriptive statistics will be used to provide an overview of the pre-test and post-test results, including the highest score, lowest score, mean, and standard deviation. This analysis aims to determine the extent of students' vocabulary improvement after participating in the flipped learning sessions. Students' scores will be calculated using a standard conversion formula to ensure objective comparison of results. The collected data will serve as the basis for drawing conclusions about the effectiveness of the applied learning model.

a. The formula score:

$$\text{Final Score} = \frac{\text{Number of Scores obtained}}{\text{Total Maximum Score}} \times 100$$

b. Student classification rating scale

Table 3.2 Classification of Students' Scores

Score	Category	Notes
90-100	Very Good	Students are well-versed in vocabulary and able to use words appropriately and effectively in various contexts.
80-89	Good	Students possess a sufficient vocabulary and can use most words appropriately.
70-79	Fair	Students master basic vocabulary but still struggle with specific contexts.
60-69	Poor	Students' vocabulary acquisition is low, only being able to recognize a few words
0-59	Very Poor	Students have not yet fully grasped the vocabulary taught and require additional guidance.

(Arikunto, 2010)

2. Inferential Statistics

- a. **Normality Test:** The normality test is conducted to determine whether the post-test data are normally distributed, as a normal distribution is one of the fundamental assumptions required for the application of parametric tests such as the *paired samples t-test* used in this study. Since this study involves only one class consisting of 28 students ($n < 50$), the Shapiro-Wilk test is employed, as it is more suitable and recommended for small sample sizes (Ghasemi & Zahediasl, 2012). According to Sugiyono (2019), "testing for normality is essential in selecting the appropriate statistical analysis for hypothesis testing." Therefore, the results of the normality test serve as the basis for determining the appropriateness of using parametric tests to evaluate the effectiveness of the flipped learning model in vocabulary instruction.
- b. **Paired Sample t-test:** According to Santoso (2010), "the paired sample t-test is used to determine whether there is a significant difference between two related data sets, such as the scores obtained by the same group before and after treatment." In this study, the test is applied to compare students' vocabulary mastery before and after being taught using the flipped learning model. Since the research involves only one class that received both the pre-test and the post-test, this test is considered appropriate to assess the effectiveness of the treatment by analyzing the mean difference between the two sets of scores.

This study applies descriptive and inferential statistical methods to evaluate the effectiveness of the flipped learning model in enhancing students' vocabulary mastery. The Shapiro-Wilk test is used to confirm the normality of the data, which is a necessary assumption for conducting the paired sample t-test. By comparing students' performance before and after implementing the flipped learning model, the analysis is expected to produce valid and reliable findings.

These findings are intended to provide meaningful insights for educators and researchers in developing more effective strategies for teaching English vocabulary in EFL

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

This chapter presented the study's findings entitled "An Experimental Study of Flipped Learning in Teaching Vocabulary at MTs Pergis Campalagian." The findings were systematically described to provide a comprehensive overview of the effect of the flipped learning model on students' vocabulary mastery. The data were obtained from the pre-test and post-test results, which were then analyzed using descriptive and inferential statistical techniques. The analysis determined whether there was a significant difference between students' abilities before and after the treatment. Thus, the findings reported in this chapter were expected to answer the research questions and to demonstrate the effectiveness of flipped learning in teaching vocabulary. The data processing results obtained are as follows:

1. Pre-Test Result

This section presents the results of the students' pre-test, which was administered on August 11th, 2025. The pre-test was given to measure the students' initial vocabulary mastery before implementing the flipped learning model. The test was conducted for 60 minutes, and the scores obtained were tabulated and analyzed using descriptive statistics. To provide a more detailed description, the frequency and percentage of the students' scores were presented in the following table:

Table 4.1 Frequency and Percentage of Students' Pre-Test Score

NO	Classification	Score Range	Frequency	Percentage
1	Very Good	90-100	0	0%
2	Good	80-89	0	0%

3	Fair	65-79	3	11.5%
4	Poor	55-64	5	19.2%
5	Very Poor	54	18	69.3%
TOTAL			26	100%

Based on the table above, the results of the pre-test administered to 26 students revealed that most of the students fell into the *Very Poor* classification, with 18 students or 69.3%. Meanwhile, no students reached the *Very Good* or *Good* classifications. The highest level achieved in the pre-test was only in the *Fair* classification, which consisted of 3 students. Therefore, it can be concluded that before the treatment was given, the students' vocabulary mastery was still considered low.

2. Treatment

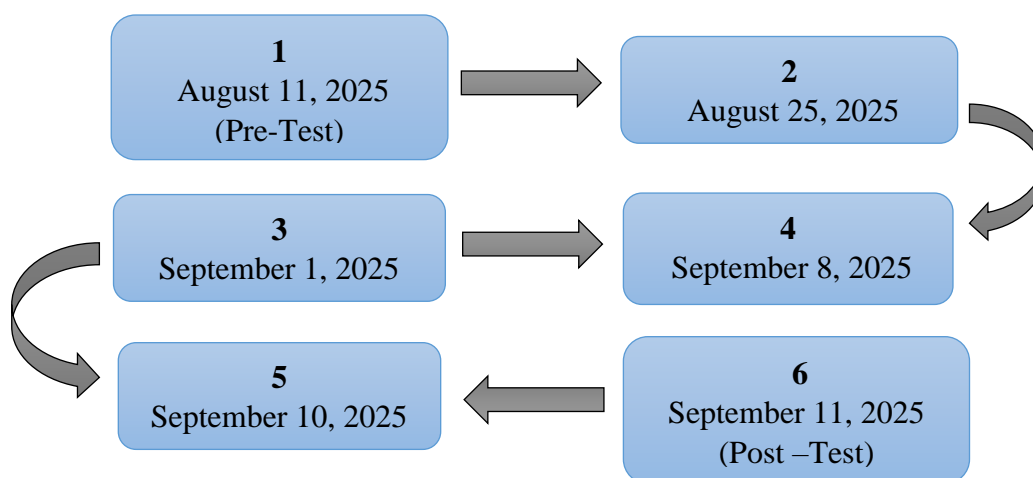


Table 4.2 Diagram Treatment Schedule

Based on the table above, there were six meetings in this study. These meetings were divided into two: two meetings for administering the pre-test and post-test, and four meetings for the treatment sessions in which the material was delivered through the flipped learning method. In this research, the researcher acted as the teacher. The study was conducted from August 11, 2025, to

September 11, 2025, at MTs Pergis Campalagian. As previously mentioned, the pre-test results revealed that the students' vocabulary mastery was still low, particularly in verbs commonly used in daily routines. After completing the pre-test in the first meeting, the researcher continued with four treatment sessions, which were organized as follows:

- a. On August 25, 2025, the researcher evaluated the form of an oral quiz using a lottery method. Before this session, the teacher uploaded the instructional video to Google Classroom so students could study independently before the second meeting. During the activity, students were asked to provide the meanings of verbs previously learned through the instructional video. In this activity, students were asked to answer the meaning of verbs that had been learned previously through the instructional video. The following pie chart presents the results of the quiz:

Table 4.3 Students' Quiz Result

Result	Number of Students	Percentage
Answered Correctly (possibility to watch)	15	57,7%
Did not Answer Correctly (not possibility watched)	11	42,3%
Total	26	100%

Based on the evaluation data conducted on August 25, 2025, prior to the group task assignment, it was found that most students had watched the instructional video, totaling 15 students (57,7%). However, a considerable number of students had not watched the video, amounting to 11 students (42,3%). In response to this

situation, the teacher plans to assign additional tasks to those students who did not watch the video to encourage full participation.

Furthermore, the researcher assigned a group task after administering the vocabulary test to evaluate the students' vocabulary mastery in context. In this activity, each group received a picture related to verbs used in daily routines. The groups worked collaboratively to complete a task based on the given picture, and then presented their answers in front of the class. The results of the group work are presented below:

Table 4.4 The Result of Students' Group Task

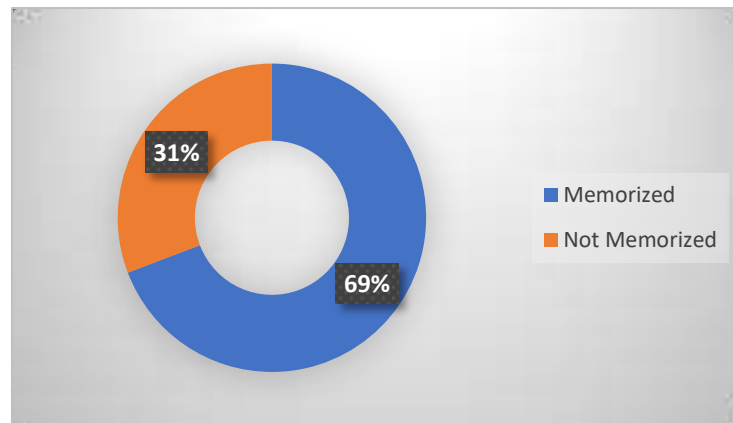
No	Group	Score	Description
1	Group 1	$\geq 80\%$	Completed Correctly
2	Group 2	$< 80\%$	Some difficulties in Vocabulary
3	Group 3	$\geq 80\%$	Completed Correctly
4	Group 4	$< 80\%$	Some difficulties in Vocabulary

Based on the data above, the results indicate that half of the students began to understand the contextual use of verbs. Two groups, namely Group 1 and Group 3, could complete the task correctly with scores above 80%. Meanwhile, the other two groups, Group 2 and Group 4, still experienced difficulties recognizing vocabulary. Overall, these results suggest that the students' vocabulary mastery is starting to develop, although some still require further guidance.

b. On September 1, 2025, prior to this learning session, the teacher had uploaded the instructional video during the second meeting. Therefore, the students could study the material before entering the third meeting. In this third meeting, the task assigned to the students was to memorize the vocabulary presented in the instructional video and then present it in front of the class. The

data of the students who submitted their memorized vocabulary is presented as follows:

Table 4.5 Students' Vocabulary Memorized



Based on the data above, 18 students successfully memorized the vocabulary after watching the instructional video. In contrast, eight students did not memorize the vocabulary because they had not watched the video shared via Google Classroom. Furthermore, students who failed to submit their memorized vocabulary were considered absent per the prior agreement. This condition indicates a significant difference between students who prepared by watching the video beforehand and those who did not.

c. The evaluation in the third meeting, which was conducted on September 8, 2025, was administered individually through fill-in-the-blank questions. The material for the fourth meeting had been distributed in advance via Google Classroom. During the learning process, students were assigned to answer 10 fill-in-the-blank questions using appropriate and accurate verb vocabulary. The students' scores from this assignment are presented as follows:

Table 4.6 Students' Result of Fill in the Blank

No	Category	Number of Students	Percentage
1	Correctly answered all 10 items	18	69.2%
2	Correctly answered 7 items	5	19.2%
3	Correctly answered below 7 items	3	11.6%
Total		26	100%

Based on the previous table, the results indicate that most students could complete the tasks accurately, as they provided correct answers for all ten questions. Meanwhile, three students could only answer fewer than seven questions correctly, indicating that they still faced difficulties in selecting the appropriate verbs according to the sentence context. Nevertheless, the overall results demonstrate that the students' vocabulary mastery showed improvement from the first meeting to the third meeting.

d. In the final treatment session, which was conducted on September 10, 2025, the researcher provided an evaluation in which the students analyzed the vocabulary in a text in groups. The results for each group were as follows:

Table 4.7 The Result of Students' Group Work

No	Group	Score	Description
1	Group 1	92	Completed correctly
2	Group 2	90	Completed correctly
3	Group 3	95	Completed correctly
4	Group 4	85	Some difficulties in vocabulary

Based on the data above, three groups achieved scores above 90, while one group obtained a score below 90. This indicates that all groups were able to successfully identify verbs in a text. These results also show an improvement

compared to the group tasks conducted in the initial meeting, where Group 2 was previously in the same position as Group 4, and has now demonstrated progress.

Overall, during the four treatment sessions, the students actively engaged in various activities aimed at enhancing their vocabulary mastery, particularly verbs used in daily routines. Although some students demonstrated higher enthusiasm than others and a few had not watched the learning videos prior to the sessions, the learning process as a whole proceeded smoothly. The combination of individual and group tasks, along with interactive activities such as guessing games and fill-in-the-blank exercises, provided students with multiple opportunities to practice and reinforce the vocabulary they had acquired. However, compared to the initial session, the students showed significant improvement by the final session. These treatment sessions thus established a foundation for evaluating the effectiveness of the flipped learning method, which will be further examined through the post-test results.

3. Post-Test Result

On September 11, 2025, the researcher conducted a post-test to evaluate the students' abilities after they had participated in four treatment sessions. The post-test lasted for 1 hour and consisted of three types of questions designed to assess vocabulary mastery comprehensively. A total of 26 students at MTs Pergis Campalagian took part in this post-test, and all scores were calculated. The data from the students' post-test results are presented in the following table, reflecting their vocabulary development after the implementation of the flipped learning method. The data from the students' post-test scores were analyzed descriptively by the researcher, and the summary is shown in the table:

Table 4.8 Frequency and Percentage of Students' Post-Test Score

No	Classification	Score Range	Frequency	Percentage
1	Very Good	90-100	7	27%
2	Good	80-89	9	35%
3	Fair	70-79	6	23%
4	Poor	60-69	4	15%
5	Very Poor	0-59	0	0%
Total			26	100%

Based on the students' post-test results, the Good classification had the highest number of students, totaling 9, followed by the Very Good with seven students. This indicates that the majority of students were able to achieve a good to very good level of vocabulary mastery after participating in the treatment. Meanwhile, no students fell into the Very Poor, although a few were still classified as Poor. This condition suggests that, although some students had not yet reached a high level of vocabulary mastery, the Flipped Learning method was generally effective in enhancing their vocabulary skills.

a. Comparison between pre-test and post-test

The following are the scores between the pre-test and the post-test

Table 4.9 Comparison between pre-test and post-test

Category	Pre-Test	Post-Test
Very Good	0	8
Good	0	10
Fair	4	6
Poor	6	4
Very Poor	18	0

Based on the data presented, a significant improvement in students' vocabulary mastery was observed after implementing the Flipped Learning method. In the pre-test, most students were classified as Very Poor, totaling 18, and no students achieved scores in the Good or Very Good categories. Fair was the highest category, with only three students (11.5%).

In contrast, the post-test results showed a notable shift toward higher performance categories. Nine (35%) students were classified as Good, followed by seven (27%) in the Very Good category. Meanwhile, the lowest classification was Poor, with four students. It is important to note that no students were classified as Very Poor in the post-test.

The comparison above indicates that students' vocabulary mastery improved substantially after the treatment. Most students moved from the Very Poor and Poor categories in the pre-test to the Good and Very Good categories in the post-test. These data suggest that the Flipped Learning approach, supported by vocabulary learning videos, positively impacted enhancing students' English vocabulary achievement.

b. Descriptive Statistics

Before presenting the detailed analysis, the following table displays the descriptive statistics based on the pre-test and post-test results. The data included several important variables: sample size (n), minimum value, maximum value, and standard deviation. Examining these descriptive statistics, the distribution and variability of the test scores could be clearly understood as an initial step in the analysis.

Table 4.10 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
	Statistics	Statistics	Statistics	Statistics	Statistics
Pre-Test	26	20	70	41,69	16,375
Post-Test	26	60	100	80,384	12,893

Based on the table, N represented the number of samples used in this study, comprising 26 students. The scores obtained in the pre-test ranged from a minimum of 20 to a maximum of 70, while in the post-test, the scores ranged from a minimum of 60 to a maximum of 100. The mean score increased by 38.694, from 41.69 in the pre-test to 80.384 in the post-test. Meanwhile, the standard deviation decreased, indicating that the students' score distribution became more homogeneous after the treatment. This suggested that the Flipped Learning method was effective in improving students' overall vocabulary achievement.

c. Inferential Statistics

The researcher conducted a normality test to examine whether the pre-test and post-test data were normally distributed. The test was carried out using SPSS version 2.5, applying the One-Sample Shapiro-Wilk Test. The results of the normality analysis are presented in the following section:

1) Normality Test

The following data show the results of the normality test for both the pre-test and post-test:

Table 4.11 Test of Normality

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-Test	,898	26	,014
Post-Test	,929	26	,073
a. Lilliefors Significance Correction			

The table presents the results of the normality test using the Shapiro-Wilk method for the pre-test and post-test scores. The pre-test data showed a Shapiro-Wilk statistic of 0.898 with a significance value (p-value) of 0.014. Since this value was greater than the significance level of 0.05, the pre-test data were normally distributed. Meanwhile, the post-test data yielded a Shapiro-Wilk statistic of 0.929 with a significance value of 0.073, greater than 0.05. This indicates that the post-test data were normally distributed. These results suggest that different normality assumptions apply to the pre-test and post-test data, which should be considered in subsequent statistical analyses.

2) Paired Sample Test

The paired sample t-test was conducted to determine whether the hypothesis was accepted or rejected. This test compared the pre-test and post-test results to examine whether there was a significant difference in students' vocabulary achievement after the implementation of the Flipped Learning method with Video-Based Instruction. The following table presents the results of the paired sample t-test.

Table 4.12 Paired Sample Test

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 pretest – posttets	-38,692	12,318	2,415	-43,667	-33,716	-16,016	25	,000

The table presents the results of the paired sample t-test conducted to examine the effect of the Flipped Learning method with Video-Based Instruction

on the vocabulary achievement of ninth-grade students at MTs Pergis Campalagian. The mean difference between the pre-test and post-test scores was 38.692, with a standard deviation of 12.318 and a standard error of the mean of 2.415. The 95% confidence interval for the difference ranged from -43.667 to 33.716. The t-value obtained was -16.016 with 25 degrees of freedom, and the significance value (2-tailed) was 0.000, which is less than 0.05. This indicates that there was a statistically significant improvement in students' vocabulary achievement following the implementation of the Flipped Learning method with Video-Based Instruction.

The table shows that the significance level obtained is 0.000 with a significance threshold 0.05. Therefore, the paired sample t-test result shows a significance value of $0.000 < 0.05$. Thus, H_0 is rejected and H_1 is accepted. This means that there is a significant difference in English vocabulary achievement between students taught using the flipped learning method in class IX of MTs Pergis Campalagian.

B. Discussion

The results of this study indicate that implementing Flipped Learning in teaching vocabulary significantly enhanced students' vocabulary achievement. The pre-test results demonstrated that students' initial vocabulary knowledge was limited, whereas the post-test scores showed a clear improvement after participating in the Flipped Learning program. This finding confirms that this instructional model effectively supports students' understanding, retention, and practical use of new vocabulary. These results are consistent with the findings of Bobkina et al. (2025), who reported that students in a video-based flipped classroom achieved higher levels of vocabulary acquisition than those in conventional learning settings.

A key factor contributing to the success of Flipped Learning in this study was the pre-class instructional videos. Students could study independently, which allowed them to learn at their own pace, review complex material multiple times, and prepare for in-class exercises. Mayer et al. (2020) emphasized that learning through multimedia, particularly videos, enhances comprehension and long-term retention by providing visual and auditory reinforcement. By engaging with the content before class, students arrived at the classroom ready to actively participate, ask questions, and apply newly learned vocabulary in meaningful contexts.

In addition, the interactive in-class activities were essential in reinforcing vocabulary mastery. Classroom activities, including group discussions, writing exercises, and vocabulary games, encouraged students to use new words in written and oral contexts. This approach strengthened students' productive vocabulary and enhanced their critical thinking and problem-solving skills. Tucker (2012) and Zainuddin & Halili (2016) highlighted that flipped classrooms allow teachers to use face-to-face time for interactive tasks that deepen understanding, rather than merely delivering content, which aligns closely with the strategies applied in this study.

Furthermore, the results of the group assignments during the flipped learning sessions provided deeper insight into students' vocabulary development. In the second meeting, two groups experienced some difficulties in mastering vocabulary during their group tasks. However, by the end of the flipped learning implementation, only one group remained in the "some difficulties" category, while the other group showed noticeable improvement. This difference occurred because the less-improved group demonstrated weak collaboration, and several of its members did not actively watch or review the instructional videos provided

before class. As emphasized by Johnson and Johnson (2019), “effective group learning requires positive interdependence, individual accountability, and active participation from all members.” Similarly, Zainuddin and Perera (2019) state that “students who fail to engage with pre-class materials tend to perform lower in subsequent collaborative and in-class activities.” Therefore, students’ active involvement in both the individual (pre-class) and collaborative (in-class) phases is crucial to ensure consistent progress in vocabulary achievement.

The implementation of Flipped Learning also positively influenced students’ motivation and engagement. Since students had already engaged with the learning material independently, they showed higher confidence and willingness to participate actively in classroom activities. Al-Qasmi et al. (2022) observed that students in flipped classrooms generally display higher learning motivation and engagement, which enhances their overall learning outcomes. In this study, motivated students were more likely to construct meaningful sentences, participate in discussions, and collaborate effectively with their peers, demonstrating cognitive and affective growth.

Compared to previous studies, this research provides a unique contribution. Most earlier research focused on broader language skills or vocabulary acquisition in general, whereas this study specifically measured vocabulary achievement among MTs students, using content tailored to their learning needs. The videos were teacher-prepared, ensuring alignment with students’ proficiency levels and promoting structured learning. Aziz et al. (2022) highlighted that structured flipped learning provides consistent and measurable outcomes, supporting the approach adopted in this study. Therefore, this research extends existing literature by demonstrating that Flipped Learning is particularly effective for improving vocabulary mastery in junior high school contexts.

In summary, the findings of this study strongly suggest that Flipped Learning is an effective strategy for enhancing students' vocabulary achievement. Its effectiveness is supported by independent pre-class learning, engaging in-class activities, and increased student motivation and participation. Teachers can apply Flipped Learning to foster vocabulary mastery while creating a more dynamic, interactive, and student-centered learning environment. Bishop & Verleger (2013) further emphasized that this model allows class time to focus on meaningful, collaborative, and problem-solving activities, optimally supporting students' language development and overall learning success.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of this study conducted at MTs Pergis Campalagian with ninth-grade students, it can be concluded that the video-based flipped learning model effectively enhanced students' vocabulary mastery, particularly in learning verbs related to daily routines. The average pre-test score was 41.69, with most students classified as "Very Poor." In contrast, the post-test average increased significantly to 80.38, with most students categorized as "Good" to "Very Good." The paired sample t-test showed a significance value of 0.000 ($p < 0.05$), indicating a statistically significant improvement after the treatment. Using instructional videos during the independent learning phase allowed students to study independently and understand vocabulary in meaningful contexts. Classroom activities such as games, group discussions, and writing tasks further supported active vocabulary usage.

Nevertheless, challenges such as limited internet access and low student participation in watching the videos before class were observed. The success of flipped learning strongly depended on students' commitment to self-study and the teacher's role as a facilitator. Overall, video-based flipped learning proved an innovative and effective approach for teaching English vocabulary at MTs Pergis Campalagian, especially for ninth-grade students.

B. Suggestions

Based on the findings and experiences during the implementation of this study, the following recommendations are proposed for future practice and research:

1. For Teachers

English teachers are advised to consider the use of the flipped learning model, particularly in vocabulary instruction, to create a more interactive and student-centered learning environment. Teachers should ensure that the instructional videos used are engaging, concise, and aligned with the learning objectives. Additionally, it is important for teachers to regularly monitor and provide feedback to maintain students' accountability in watching the videos prior to class sessions.

2. For Students

Students are expected to take responsibility for their own learning process by actively studying the material, including watching the instructional videos at home and participating in classroom activities. Developing good learning habits and maintaining motivation are essential to maximize the benefits of the flipped learning model.

3. For Schools

Schools are expected to provide adequate facilities and infrastructure to support the implementation of flipped learning, including a stable internet connection and devices for students who do not have them at home. The school's commitment and support are the key factors in ensuring the success of this

learning model, as without sufficient facilities and appropriate policies, the implementation of flipped learning cannot be carried out effectively.

4. For Future Researchers:

Future studies may explore the long-term effects of flipped learning on students' vocabulary retention or apply this model to other language skills such as grammar, reading, or writing. Researchers could also investigate strategies to overcome challenges related to student engagement and technological limitations in various educational contexts. In addition, the testing system could be varied by combining oral and written pre-tests and post-tests to provide a more comprehensive picture of students' vocabulary achievement.

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Appendix 1: Research Permit



PEMERINTAH KABUPATEN POLEWALI MANDAR
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
 Jln. Manunggal No.11 Pekkabata Polewali, Kode Pos 91315
 Website: dpmpmsp.polmankab.go.id Email: dpmpmsp@polmankab.go.id

IZIN PENELITIAN

NOMOR: 500.16.7.2 /0772/PL/DPMPSTSP/III/2025

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Memperhatikan:
 - a. Surat permohonan sdr NURHAYATI
 - b. Surat rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor: B-0772/Kesbangpol/B.1/410.7/VIII/2025, Tgl. 04-08-2025

MEMBERIKAN IZIN

Kepada: **Nama** : NURHAYATI
NIM/NIDN/NIP/NPn : 10256121010
Asal Perguruan Tinggi : STAIN MAJENE
Fakultas : -
Jurusan : TARBIYAH DAN KEGURUAN
Alamat : BONDE KEC. CAMPALAGIAN
 KAB. POLEWALI MANDAR

Untuk melakukan penelitian di MTs Pergis Campalagian Kabupaten Polewali Mandar yang dilaksanakan Pada bulan Agustus s/d September 2025 dengan Proposal berjudul "AN EXPERIMENTAL STUDY OF FLIPPED LEARNING IN TEACHING VOCABULARY AT MTs PERGIS CAMPALAGIAN"

Adapun izin penelitian ini dibuat dengan ketentuan sebagai berikut:

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil penelitian kepada Bupati Polewali Mandar up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat izin penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian izin penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.



Ditetapkan di Polewali Mandar,
 Pada tanggal 7 Agustus 2025
 Kepala Dinas Penanaman Modal Dan Pelayanan
 Terpadu Satu Pintu,



I NENGAH TRI SUMADANA, AP, M.Si

Pangkat : Pembina Utama Muda
 NIP : 197605221994121001

Tembusan :
 1. Unsur forkopin di tempat.

Appendix 2: Modul Pembelajaran

MODUL AJAR KURIKULUM MERDEKA

FASE D (KELAS IX) SMP/MTs

MATA PELAJARAN : BAHASA INGGRIS

INFORMASI UMUM

DAILY ROUTINES

I. IDENTITAS MODUL

Nama Penyusun	: NURHAYATI
Satuan Pendidikan	: MTs Pergis Campalagian
Kelas / Fase	: IX (Sembilan) – D
Semester	: Ganjil
Mata Pelajaran	: Bahasa Inggris
Prediksi Alokasi Waktu	: 6 x 1 JP (Jam pelajaran)
Tahun Penyusunan	: 2025 -2026

II. KOMPETENSI AWAL

Peserta didik dapat memahami:

1. Mengenal dan memahami kosakata umum (basic vocabulary) berupa kata kerja (verbs) yang berkaitan dengan kegiatan sehari-hari (daily routines).
2. Mengidentifikasi penggunaan kosakata yang sering digunakan dalam mendeskripsikan rutinitas harian, seperti wake up, study, cook, go, eat, wash, play, read, dan lainnya.
3. Menggunakan kosakata tersebut dalam melengkapi kalimat secara tertulis, seperti melengkapi kalimat rumpang, dan mengidentifikasi kosakata verb dalam text bacaan daily routines.
4. Memahami isi materi dari media video pembelajaran yang disajikan secara daring (flipped learning), serta mampu menerapkannya dalam tugas menulis deskripsi daily routine yang sesuai.

III. PROFIL PELAJAR PANCASILA

1. Beriman, bertakwa kepada Tuhan yang Maha Esa, dan berakhlak mulia - prayer
2. Berkebhinekaan global - English
3. Bergotong royong –Group Work
4. Mandiri – Individual task
5. Bernalar kritis – Q&A
6. Kreatif – Demonstration

IV. SARANA DAN PRASARANA

Lembar Kerja Peserta Didik (LKPD), papan tulis, spidol atau media lain yang tersedia.

V. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

VI. MODEL PEMBELAJARAN

Flipped Learning terintegrasi dengan pembelajaran berdiferensiasi dan berbasis

KOMPONEN INTI

Social Emotional Learning (SEL).

I. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran selama 6 pertemuan dengan model flipped learning, peserta didik diharapkan mampu:

1. **Menampilkan kemampuan akhir kosakata** dengan menyebutkan, menuliskan, dan menggunakan verbs yang berkaitan dengan kegiatan sehari-hari (daily routines) secara tepat.
2. **Mendemonstrasikan pemahaman kosakata dalam konteks** melalui kegiatan menulis teks tentang daily routines, mengerjakan soal isian, serta menyusun kalimat sederhana dengan benar

3. **Menyelesaikan post-test** secara individu sebagai bentuk evaluasi akhir untuk menunjukkan peningkatan penguasaan kosakata setelah pembelajaran flipped learning.

II. MATERI POKOK

Kosakata (Vocabulary) yang berfokus pada kata kerja (verbs), khususnya regular verbs dan irregular verbs, yang digunakan untuk mendeskripsikan kegiatan sehari-hari (daily routines).

III. PERTANYAAN PEMANTIK

Topic: Vocabulary Verbs dalam Daily Routines (Kegiatan Sehari-hari).

- What are some activities you usually do in the morning, afternoon, or evening?
Apa saja kegiatan yang biasanya kamu lakukan di pagi, siang, atau malam hari?
- Can you name some regular verbs **you use when talking about your daily activities? How about irregular verbs?**
Bisakah kamu menyebutkan beberapa *regular verbs* yang kamu gunakan saat membicarakan kegiatan sehari-harimu? Bagaimana dengan *irregular verbs*?
- Why is it important to know both regular and irregular verbs when writing about daily activities?
Mengapa penting untuk mengetahui *regular* dan *irregular verbs* ketika menulis tentang kegiatan sehari-hari?

IV. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)

- Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk peserta didik.

- Guru memberikan motivasi dan mengajukan pertanyaan yang berkaitan dengan materi pembelajaran, menyampaikan cakupan materi, tujuan, dan kegiatan yang akan dilakukan, lingkup dan teknik penilaian.
- Mengondisikan peserta didik untuk duduk secara berkelompok.

Kegiatan Inti (60 Menit)

a) Pertemuan pertama: Metode Orientasi & Pengenalan Flipped Learning:

Fokus: Pengenalan flipped learning & pengukuran kemampuan awal vocabulary.

Aktivitas yang dilakukan yaitu:

- Guru memperkenalkan diri dan menjelaskan model pembelajaran flipped learning.
- Guru menjelaskan alur kegiatan pembelajaran selama lima pertemuan ke depan.
- Guru membimbing siswa bergabung ke Google Classroom untuk mengakses video pembelajaran.
- Guru membagikan dan mengawasi pelaksanaan pre-test vocabulary secara tertulis.
- Guru memberikan video pembelajaran pertama untuk ditonton di rumah sebelum pertemuan kedua.

b) Pertemuan kedua: Vocabulary Check & Kolaborasi

Fokus: Mengecek pemahaman kosakata verbs dalam daily routines

Aktivitas yang dilakukan adalah:

- Siswa mengikuti *lottery test*: setiap siswa mengambil undian berisi kosakata dari video, lalu menyebutkan artinya di depan kelas.
- Siswa yang belum bisa menjawab dibantu oleh teman sekelas, kemudian menuliskan arti kata di papan tulis.

- Siswa dibagi dalam kelompok kecil untuk menyelesaikan tugas berbasis gambar yang berkaitan dengan verbs dalam daily routines, lalu mempresentasikan hasilnya.
- Siswa mengikuti permainan *gesture game* untuk menebak kata kerja melalui gerakan.
- Guru mengirimkan video pembelajaran berikutnya untuk dipelajari di rumah

c) Pertemuan ketiga: Hafalan & Pronunciation

Fokus: Menghafal dan melatih pelafalan kosakata dari video pembelajaran.

Aktivitas yang dilakukan:.

- Siswa menuliskan kosakata yang dipelajari dari video, kemudian menghafalkannya.
- Siswa yang menyetorkan hafalannya dengan system. Guru menyebutkan kosakata secara acak untuk menyebutkan arti dan pelafalan kosakata (vocabulary).
- Guru memberikan umpan balik dan koreksi pelafalan.
- Siswa yang tidak menyerahkan daftar kosakata dianggap tidak hadir.

d) Pertemuan keempat: Fill-in-the-Blank & Diskusi

Fokus: Menerapkan kosakata dalam kalimat sederhana.

Aktivitas yang dilakukan:

- Guru menuliskan 10 soal isian di papan tulis, siswa mengerjakan secara individu.
- Siswa yang selesai mengumpulkan hasil, sementara yang belum selesai menjawab langsung di papan tulis.
- Guru bersama siswa membahas dan mereview jawaban.
- Guru memberikan umpan balik agar siswa memahami jawaban yang benar.
- Guru membagikan video pembelajaran untuk dipelajari di rumah.

e) Pertemuan kelima: Group & Individual Writing

Fokus: Menggunakan kosakata untuk menulis kalimat dan teks tentang daily routines.

Aktivitas yang dilakukan:

- Guru membagi siswa menjadi empat kelompok secara acak.
- Kelompok menganalisis teks bacaan tentang daily routines dan mengidentifikasi verbs yang ada di dalamnya.
- Kelompok membuat tiga kalimat sederhana dengan menggunakan kata kerja yang ditemukan.
- Secara individu, siswa menulis teks singkat tentang daily routines berdasarkan contoh yang diberikan.
- Beberapa siswa diminta membacakan hasil tulisannya, lalu diberi apresiasi dan masukan.
- Guru mengingatkan siswa tentang pelaksanaan post-test di pertemuan berikutnya.

e) Pertemuan keenam: Evaluasi Pembelajaran (Post-Test)

Fokus: Mengukur peningkatan penguasaan vocabulary setelah treatment

Aktivitas yang dilakukan:

- Guru mengulas secara singkat materi dan kosakata penting yang telah dipelajari.
- Guru menjelaskan tujuan pelaksanaan **post-test vocabulary** dan teknis pelaksanaannya.
- Siswa mengerjakan post-test yang berisi soal pilihan ganda, isian kosakata, dan analisis kosakata dalam text.
- Guru mengawasi jalannya post-test untuk memastikan keteraturan dan kejujuran.
- Setelah selesai, guru memberikan apresiasi atas usaha siswa.

Kegiatan Penutup (10 Menit)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

APPENDIX

LEMBAR KERJA PESERTA DIDIK (LKPD)

📁 LKPD Pertemuan Ke-1

Topik: *Pre-Test – Daily Routine (Vocabulary)*

Kelas/Semester: IX / Ganjil

Waktu: 2 x 30 menit

Media: Kertas kerja + perekam suara

Nama Kelompok: _____

Anggota: _____

Petunjuk Pengerjaan

1. Tulislah kosakata (vocabulary) dari flashchard yang telah dibagikan!















📄 LKPD Pertemuan Ke-3

Topik: *Sentences Daily Routine (fill in the blank)*

Kelas/Semester: IX.C / Ganjil

Waktu: 2 x 40 menit

Media: Kertas kerja

Nama Siswa: _____

Tanggal: _____

A. Tujuan Pembelajaran

Setelah mengerjakan LKPD ini, siswa diharapkan mampu:

- Menyelesaikan soal isian (fill in the bank) secara mandiri menggunakan kosakata verbs yang telah dipelajari.
- Mengidentifikasi dan memperbaiki jawaban berdasarkan hasil diskusi kelas serta umpan balik guru.
- Menggunakan kosakata dalam kalimat sederhana dengan lebih tepat sesuai konteks.
- Menunjukkan sikap disiplin, ketelitian, dan tanggung jawab selama mengerjakan latihan individu maupun diskusi kelas.

B. Petunjuk Pengerjaan

Jawablah soal diatas dengan kosakata dengan tepat!

1. Every day, Agung ____ football at the field.
2. Every week, they _____ to school by bus.
3. Aini _____ her teeth after breakfast.
4. On Sundays, Hizam _____ a movie with his friends.
5. Usually, Atika _____ dinner for her family.
6. The baby ____ at 9 p.m
7. The students _____ a book in the library.

8. Alif was_____ to his favorite music.
9. My father usually _____ coffee in the morning.
10. We always _____ English words in the classroom.

LKPD Pertemuan Ke-4**Topik: *Daily Routines (Text)*****Kelas/Semester: IX.C/ Ganjil****Waktu: 2 x 40 menit****Media: Kertas kerja****Nama Siswa:** _____**Tanggal:** _____**A. Tujuan Pembelajaran**

Setelah mengerjakan LKPD ini, siswa diharapkan mampu:

- Mengenal kosakata verb dalam penggunaan daily routines.
- Mengartikan serta mengetahui kosakata verb. .

B. Petunjuk Pengerjaan

1. Identifikasi kosakata verb apa saja yang kamu dapatkan dalam text tersebut..
2. Tulislah kosakata tersebut lengkap dengan artinya..

My Daily Routines

Hi, my name is Zaky. I usually wake up at 6.00 a.m. First, I pray subuh, and then I make my bed. After That, I take a bath and get dressed, and have breakfast with my family. At 6.30 a.m, I go to school by motorcycle. At School, I study many subjects, listen to my teachers, and sometimes talk with my friends. In afternoon, I go home and have lunch. After lunch, I sometimes take a nap or play games in phone. In the evening, I do homework and help my parents. At night, my family and I have dinner together. After that, I watch TV or listen to music. I usually go to bed at 10.00 p.m.

□ **LKPD Pertemuan Ke-6**

Topik: *Post-Test – Daily Routines (vocabulary)*

Kelas/Semester: IX.C / Ganjil

Waktu: 2 x 40 menit

Media: Kertas kerja.

Nama Siswa: _____

Tanggal: _____

A. Tujuan Pembelajaran

Setelah menyelesaikan LKPD ini, siswa diharapkan mampu:

- Menunjukkan peningkatan kemampuan kosakata setelah treatment flipped learning.
- Memahami serta mengetahui kosakata verb yang biasa digunakan dalam daily routines.
- Mencocokkan kosakata dari soal isian (fill in the blank).

B. Petunjuk Pengerjaan

1. Bacalah setiap soal dengan teliti.
2. Kerjakan semua soal sesuai dengan instruksi yang diberikan.
3. Tuliskan jawaban pada tempat yang disediakan.
4. Waktu mengerjakan adalah 45 menit.
5. Jangan mencontek atau bekerja sama dengan teman lain.

A. Multiple Choice!

Choose the most appropriate answer!

1. The word "Wake up" means ...
 - a. Tidur
 - b. Bangun tidur
 - c. Mandi
 - d. Sarapan
2. The word "talk" means ...
 - a. Berbicara
 - b. Memotong

- c. Membersihkan
 - d. Berjalan
3. “Brush teeth” means...
- a. Menyisir rambut
 - b. Menggosok gigi
 - c. Mencuci muka
 - d. Memakai baju
4. “Bermain” means...
- a. Finish
 - b. Play
 - c. Read
 - d. Watch
5. “Menggunakan” in English is...
- a. Study
 - b. Talk
 - c. Work
 - d. Use
6. “Makan malam” in English is...
- a. Get up
 - b. Have lunch
 - c. Watch
 - d. Have dinner



7. What the boy doing in the picture?
- a. Run
 - b. walk
 - c. Pray
 - d. Play



8. What the boy doing in the picture?

- a. Read
- b. Sing
- c. Listen
- d. Wash



9. What doing in the picture?

- a. Do
- b. Make
- c. Yawn
- d. Drink



10. What does he do?

- a. Wash the face
- b. Make up
- c. Yawn
- d. Take a bath

B. Fill the blank!

Complete the sentences below using the vocabulary provided!

(Verbs: read, make, go, play, watch, brush, sleep,listen)

1. Aini _____ her teeth after breakfast.
2. Every day, Agung _____ football at the field.
3. Every week, they _____ to school by bus.

4. On Sundays, Hizam _____ a movie with his friends.
5. Usually, Atika _____ dinner for her family.
6. The baby _____ at 9 p.m
7. The students _____ a book in the library.
8. Alif was _____ to his favorite music.
9. Underline all the verbs in the text bellow!

My Daily Routines

Hi, my name is Zaky. I usually wake up at 6.00 a.m. First, I pray subuh, and then I make my bed. After That, I take a bath and get dressed, and have breakfast with my family. At 6.30 a.m, I go to school by motorcycle. At School, I study many subjects, listen to my teachers, and sometimes talk with my friends. In afternoon, I go home and have lunch. After lunch, I sometimes take a nap or play games in phone. In the evening, I do homework and help my parents. At night, my family and I have dinner together. After that, I watch TV or listen to music. I usually go to bed at 10.00 p.m.

10. Choose 5 vocabularies from the text above and translate into Indonesian!

V. ASPEK YANG DINILAI

1. Penilaian Tulis (Written Vocabulary Test)

Digunakan untuk LKPD 1, 2, dan 3.

Aspek yang Dinilai	SKOR 4 (Sangat Baik)	SKOR 3 (Baik)	SKOR 2 (Cukup)	SKOR 1 (Kurang)
Kelengkapan Kosakata	Menuliskan semua kata sesuai target ($\geq 90\%$ dari jumlah yang diminta).	Menuliskan sebagian besar kata (70–89%).	Menuliskan kurang dari 70% kata.	Menuliskan kurang dari 50% kata.
Ketepatan Arti	Semua arti kata benar	1–2 arti kata salah.	3–4 arti kata salah.	Lebih dari 4 arti kata salah.
Kerapian	Penulisan	Penulisan cukup rapi,	Penulisan kurang rapi,	Penulisan tidak rapi,

Penulisan	rapi, ejaan kata benar.	ada ≤ 2 kesalahan ejaan.	ada 3–4 kesalahan ejaan.	banyak kesalahan ejaan (>4).
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Rumus Skor Akhir (Tulis) = (Jumlah Skor \div 12) \times 100

2. Konversi Nilai

Nilai (%)	Predikat
86-100	Sangat Baik (A)
76-85	Baik (B)
66-75	Cukup (C)
≤ 65	Kurang (D)

Campalagian, 09 Agustus 2025

Guru Mata Pelajaran

Nurjannah, S.Pd
NIP. 198508132012112001

Nuhayati
NIM.10256121010

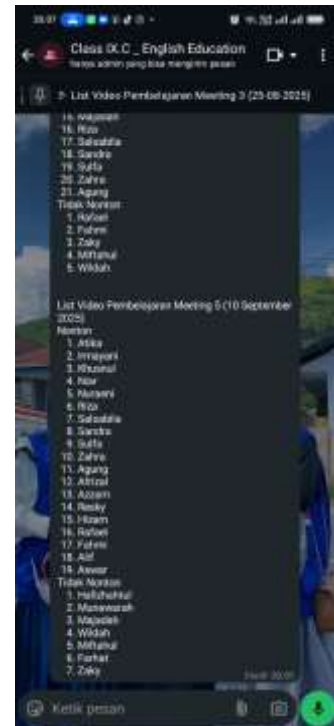
Appendix 3 List of Flip Learning Video Links

NO	Video Title	Video Link
1	Daily Activity	https://youtu.be/gS9qBq_Dqdc?si=LDFkRBqYxHuta0yi
2	Regular & Irregular Verb in Daily Routines	https://youtu.be/RV_Y1to-uMA?si=cnHXkHdO0CtlTKmb
3	Daily Routines (Sentences)	https://youtu.be/jh_VfliYx0M?si=q93SOnsCo2MDAJuO
4	Daily Routines (Text)	https://youtu.be/rvtn6dd7Vkg?si=miBPkvHzATcsX5ap

Appendix 4: Students' Activities on Google Classroom



Appendix 5 Screenshot of Students' Watched the Instructional Video



Appendix 6 Pre-Test and Post-Test Question , Indicators and Scoring

Table: Blueprint of Vocabulary Test Instrument

NO	Indicators	Question Type	Item Number
1.	Student were able to recognize and choose the correct meaning of a verb in daily routines.	Multiple Choice	1-10
2.	The ability to recall to complete with the appropriate verb.	Fill in the Blank	11-18
3.	The ability to identify verbs in a text.	Vocabulary Identification	19-20

A. Scoring Details:

1. Multiple Choice (Items 1–10)

Each correct answer is awarded a score of 4.

Incorrect answers receive a score of 0.

2. Fill (Items 11–18)

Each correct answer (students complete the sentence using an appropriate verb) is awarded a score of 5.

Incorrect answers receive a score of 1.

3. Vocabulary Identification (Items 19–20)

If students correctly identify verbs in the text , is awarded a score 2 for each verb.

If the student identify the verb but provide an incorrect meaning and fail to identify the verb, they receive a score 1.

B. Maximum Total Score:

1) Multiple Choice: $10 \text{ items} \times 4 = 40$

2) Short Answer: $8 \text{ items} \times 5 = 40$

3) Sentence Construction: $2 \text{ items} \times 10 = 20$

C. Maximum total score = 100**Pre-Test & Post-Test****Name** :**Class/ Semester** :**Topic** : **Verbs in Daily Routines****Petunjuk Pengerjaan:**

6. Bacalah setiap soal dengan teliti.
7. Kerjakan semua soal sesuai dengan instruksi yang diberikan.
8. Tuliskan jawaban pada tempat yang disediakan.
9. Waktu mengerjakan adalah 45 menit.
10. Jangan mencontek atau bekerja sama dengan teman lain.

C. Multiple Choice!**Choose the most appropriate answer!**

1. The word "Wake up" means ...
 - a. Tidur
 - b. Bangun tidur
 - c. Mandi
 - d. Sarapan
2. The word "talk" means ...
 - a. Berbicara
 - b. Memotong
 - c. Membersihkan
 - d. Berjalan
3. "Brush teeth" means...
 - a. Menyisir rambut
 - b. Menggosok gigi
 - c. Mencuci muka
 - d. Memakai baju

4. “Bermain” means...
- a. Finish
 - b. Play
 - c. Read
 - d. Watch
5. “Menggunakan” in English is...
- a. Study
 - b. Talk
 - c. Work
 - d. Use
6. “Makan malam” in English is...
- a. Get up
 - b. Have lunch
 - c. Watch
 - d. Have dinner



7. What the boy doing in the picture?
- a. Run
 - b. walk
 - c. Pray
 - d. Play



8. What the boy doing in the picture?
- a. Read
 - b. Sing
 - c. Listen
 - d. Wash



9. What doing in the picture?

- a. Do
- b. Make
- c. Yawn
- d. Drink



10. What does he do?

- a. Wash the face
- b. Make up
- c. Yawn
- d. Take a bath

D. Fill the blank!

Complete the sentences below using the vocabulary provided!

(Verbs: read, make, go, play, watch, brush, sleep,listen)

1. Aini _____ her teeth after breakfast.
2. Every day, Agung _____ football at the field.
3. Every week, they _____ to school by bus.
4. On Sundays, Hizam _____ a movie with his friends.
5. Usually, Atika _____ dinner for her family.
6. The baby _____ at 9 p.m
7. The students _____ a book in the library.
8. Alif was_____ to his favorite music.
9. Underline all the verbs in the text bellow!

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Hi, my name is Zaky. I usually wake up at 6.00 a.m. First, I pray subuh, and then I make my bed. After That, I take a bath and get dressed, and have breakfast with my family. At 6.30 a.m, I go to school by motorcycle. At School, I study many subjects, listen to my teachers, and sometimes talk with my friends. In afternoon, I go home and have lunch. After lunch, I sometimes take a nap or play games in phone. In the evening, I do homework and help my parents. At night, my family and I have dinner together. After that, I watch TV or listen to music. I usually go to bed at 10.00 p.m.

10. Choose 5 vocabularies from the text above and translate into Indonesian!

Appendix 7 Students' Score

PRE- TEST			
NO.	STUDENT	TOTAL ITEMS	SCORE
1	AF	20	25
2	AG	20	58
3	AB	20	49
4	ANK	20	50
5	FI	20	25
6	HA	20	64
7	I	20	32
8	K	20	22
9	MAS	20	20
10	MAF	20	63
11	MF	20	27
12	MH	20	25
13	MM	20	28
14	M	20	32
15	MZS	20	29
16	NR	20	58
17	NI	20	30
18	NM	20	67
19	NRZ	20	47
20	RSA	20	23
21	RNA	20	35
22	SA.S	20	59
23	SR	20	55
24	SF	20	54
25	WAP	20	37
26	ZSM	20	70

POST- TEST			
NO.	STUDENT	TOTAL ITEMS	SCORE
1	AF	20	70
2	AG	20	76
3	AB	20	100
4	ANK	20	89
5	FI	20	82
6	HA	20	90
7	I	20	72
8	K	20	79
9	MAS	20	65
10	MAF	20	90
11	MF	20	83
12	MH	20	65
13	MM	20	74
14	M	20	60
15	MZS	20	62
16	NR	20	90
17	NI	20	92
18	NM	20	92
19	NRZ	20	62
20	RSA	20	70
21	RNA	20	73
22	SA.S	20	100
23	SR	20	98
24	SF	20	92
25	WAP	20	69
26	ZSM	20	95

Appendix 8: Documentations



Curriculum Vitae



Nurhayati was born in Campalagian, Polewali Mandar Regency, West Sulawesi, on September 21, 2002. She is the third daughter of Jalaluddin and Nuraeni. She began her formal education at SDN 001 Campalagian and continued her study at MTs Syekh Hasan Yamani. After finishing junior high school, she pursued her senior high school education at MA Syekh Hasan Yamani and graduated in 2020. After completing her study, she devoted herself to teaching at her alma mater as a form of service. In 2021, she continued her higher education at State Islamic College of Majene (STAIN Majene), Department of Tarbiyah and Teacher Training, English Language Education as students at TBI 2021.