

**THE PERCEPTIONS OF THE SECOND SEMESTER STUDENTS OF
THE ENGLISH LANGUAGE EDUCATION OF FKIP UIR ON THE USE
OF FLIPPED CLASSROOM IN LEARNING INTERMEDIATE
GRAMMAR**

A THESIS

*Intended to Fulfill one of the Requirements for the award of Sarjana Degree in
English Language Teaching and Education Universitas Islam Riau*



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OF THE ENGLISH LANGUAGE EDUCATION OF FKIP UIR ON
THE USE OF FLIPPED CLASSROOM IN LEARNING
INTERMEDIATE GRAMMAR”**

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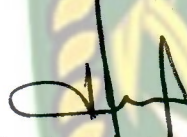
THESIS

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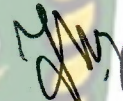
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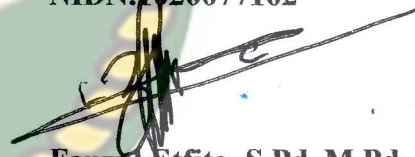
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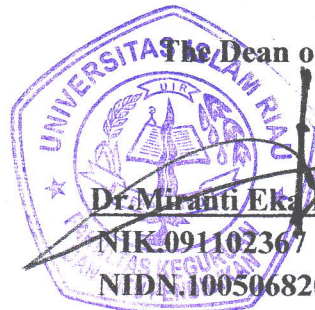
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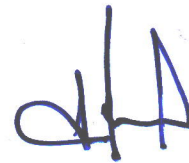
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**THE PERCEPTIONS OF THE SECOND SEMESTER STUDENTS
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to praise Allah almighty who has given grace to the researcher, so she can complete her academic requirement, a thesis entitled :

THE PERCEPTIONS OF THE SECOND SEMESTER STUDENTS OF THE ENGLISH LANGUAGE EDUCATION OF FKIP UIR ON THE USE OF FLIPPED CLASSROOM IN LEARNING INTERMEDIATE GRAMMAR.

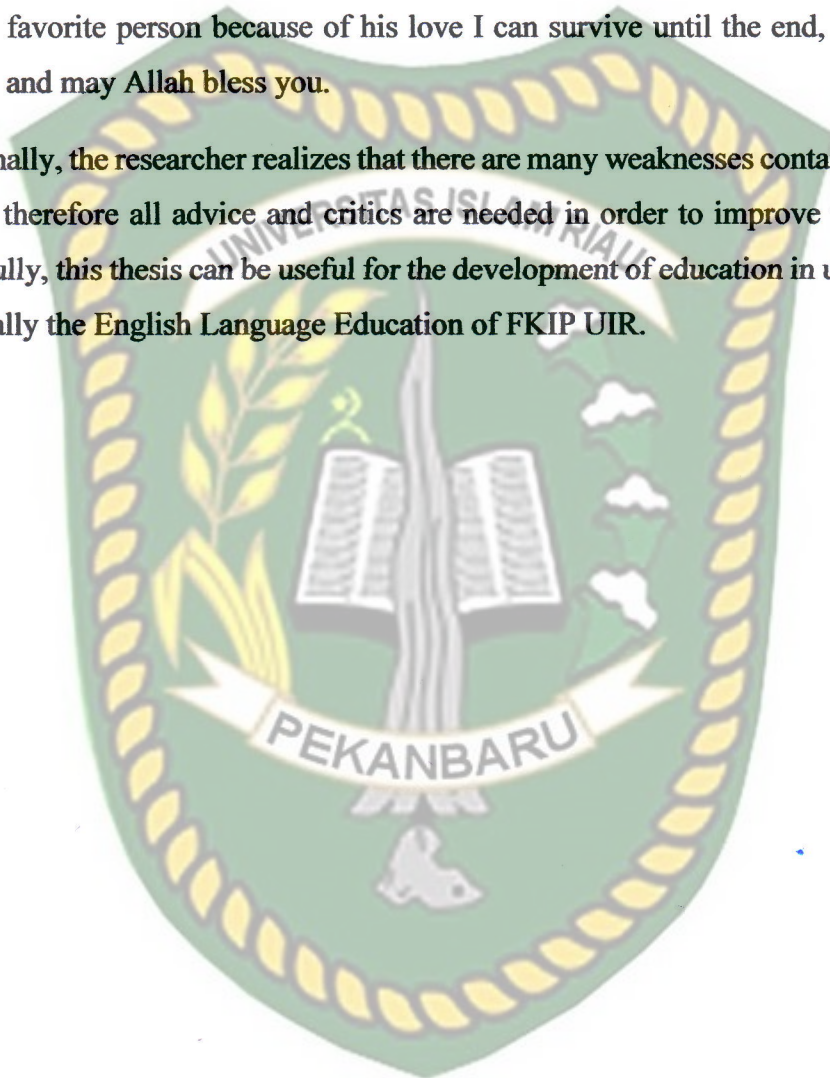
Then peace be upon to Prophet Muhammad S.A.W (Allahumma Shalli ‘ala sayyidina Muhammad wa’ala ali sayyidina Muhammad)

In completing this thesis, the Researcher has received support from various sides. Therefore, the researcher would like to express her sincere deep gratitude to:

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Finally, the researcher realizes that there are many weaknesses contained in this thesis, therefore all advice and critics are needed in order to improve this thesis. Hopefully, this thesis can be useful for the development of education in universities especially the English Language Education of FKIP UIR.



ABSTRACT

Intan Syazwina Salsabila.2022. **The Perceptions of the Second Semester Students of the English Language Education of FKIP UIR of the Use of Flipped Classroom in Learning Intermediate Grammar.**

Keywords: Perception, Flipped Classroom, Grammar

This study investigates the second-semester students' perception of the use of flipped classroom in learning grammar, in this case, at the English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau. The focus of this study was on identifying the students' perception of the use of flipped classroom in learning intermediate grammar, and their suggestions to improve the use of flipped classroom in learning intermediate grammar.

In order to obtain the data for this study, the researcher used mix method designed where questionnaires and interview for the respondents were used. The questionnaire was adapted from Chen Hsieh et al., (2017), and is divided into six constructs, namely System Characteristics, Material Characteristics, Perceived Ease of use, Perceived Usefulness, Attitude about use, Behavioral Intention. For further process, the questionnaire is tied with a 5 Likert-scale, ranging from strongly disagree, disagree, neutral, agree, and strongly agree. The questionnaire was distributed to 29 students in the English education study program as subjects in this study. In addition, to obtain more in-depth information, interviews were conducted with 6 students.

The result of the questionnaire showed that all the six constructs (indicators) were responded positively (agree) by the respondents. The same picture was also found in the interview that the majority of respondents responded positively (agree) of the questions provided for them. From this finding, it can be concluded that the students in the second semester of the English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau, agree with the use of flipped classroom in learning intermediate grammar.

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Perpustakaan Universitas Islam Riau

CHAPTER I

INTRODUCTION

1.1 Introduction

This research was conducted to examine the application of the flipped classroom to facilitate students' learning of English grammar as a foreign language (EFL) by using qualitative research. This chapter consists of Background of the study, Statement of the problem, purpose of the study, objective of the research, and research questions, needs of the study, the significance, and definition of key terms used in this study are also discussed in this chapter.

1.2 Background of the study

The position of grammar has become an important thing in language learning. It has also become an important issue and debate in the learning and teaching of second and foreign languages. Some argue that grammar is not important in language teaching and learning. While others stated the importance of learning grammar in a second or foreign language (Hidayat, 2016). This debate causes many teachers or lecturers of second or foreign languages to be uncertain about the status of English in the learning process. They feel uncertain whether Grammar should be taught or not, and what methods or approaches were suitable to be implemented in the classroom (Hendrikus, 2011).

Apart from the debate about the status of grammar in language learning. According to Putri et al., (2017) grammar is very crucial in language learning. It is needed by students to correct their mistakes in order to write well. Debata et al., (2013) also state

that if students master grammar, they can improve their written work and correct errors that occur in their writing. In addition, grammar is very important to convey messages accurately. This has its own reasons because, without good grammar knowledge, language development in the learner itself will not occur. Hence, Grammar will prepare language learners not only to understand the structure of language but also to be able to apply it accurately (Richards & Reppen, 2014).

Furthermore, in terms of writing, grammar also affects the writer's ability to write into the target language despite the fact that each target language has its own language system, which means it is different from the source language. Therefore, writers need sufficient information about grammar, in-intensity choice of words or phrases, mastery of the mechanics and flexibility of writing. In terms of reading, grammar allows the learner to understand the interconnection of sentences and paragraphs, sections and texts. Meanwhile, in terms of vocabulary, grammar provides learners with several paths on how several lexical items should be combined into a sentence so that they can form meaningful and communicative statements or expressions. Hence, the function of grammar plays an important role in all language skills and it cannot be denied as it really helps to establish communicative tasks.

In terms of teaching grammar, teachers or lecturers have traditionally viewed grammar teaching only as an isolated presentation and practice of grammatical structures. As a result, students of English as a foreign language can easily get bored with learning grammar (Jean & Simard, 2011). In addition, it not only causes grammar learning to be passive and uninteresting but also weakens students' ability to develop a clear understanding of the context of proper grammar use (Liu et al., 2011). In 21st century

learning, students are expected to learn by collecting information from various sources, especially from the internet. Students can use a variety of technological tools, such as laptops, computers, and smartphones, to access learning resources (Sung et al. 2016; Cheng 2017). In today's digital era, students are already familiar with technology and they spend most of their time using technology. By using technology, students can interact with friends, teachers or lecturers, and their learning content anywhere, not only in the classroom but also outside the classroom through distance learning (Virtič et al., 2021; Beck et al., 2020) . In the context of education, the traditional teacher-centered approach, which generally focuses on teaching content and repetition, is not suitable for current teaching models which are mostly based on digital technology (Hsu et al., 2016).

Therefore, in order to accommodate and facilitate students in learning grammar, the learning environment need to be changed for being teacher-centered to more learner-centered (Yanto et al., 2020). In line of this, innovative of teaching model “flipped classroom” is necessary to be considered. Flipped classroom is a kind of blended learning in which students are required to watch video lesson at home or online lesson and come to class for hand-on their activities and having group discussion in face-to-face classes. In the flipped classroom activities, the traditional lecture in the classroom is transferred to the video face to face and the students can review the content outside the classroom (Bergmann & Sams A, 2011). The main aim of adopting flipped classroom is to change students from passive to active learners. In the case of teaching and learning grammar, a set of grammar pedagogy has been designed for the students through the management of learning systems as well as edmodo, google classroom and others.

However, the implementation of the flipped classroom in the context of Indonesian English pedagogy, especially in teaching grammar at the university level is still limited. Since grammar is one of the important aspects in language teaching (Wright, 2017), mastering of English grammar has become a must for students. Therefore, in order to master the language well, including grammar, it is necessary to use good and effective methods by educators in the classroom. In this regard, it is important to study the methods applied by educators. Information about how this method is implemented and how students perceived this method is important to help students in learning grammar. Thus, this study is an attempt to investigate the implementation of the flipped classroom in teaching grammar in the context of Indonesian, especially for second year students of the English Department of FKIP UIR.

1.3 Statement of the Problem

English grammar is one of the important language components that need to be learned and mastered by students who learn English as the target language. At the university level, including at Universitas Islam Riau, especially in the English Department, grammar is taught in the early semester since it is the basic foundation for students to learn the four skills; listening, speaking, reading, and writing (Mufanti et al., 2019). In terms of writing, grammar affects writing abilities in a target language. The writer needs extensive knowledge of grammar, in-depth choice of words or phrases, and mastering the mechanism and flexibility of writing (M. Yunus & Chien, 2016). In reading, grammar enables learners to understand the interconnection of sentences and a paragraph, passage, and text. While in the case of vocabulary, grammar gives learners some pathways on how some lexical items should be combined into a sentence so that they can form

meaningful and communicative statements or expressions. Hence, the function of grammar plays an important role in all language skills and it cannot be denied as it really helps to establish communicative tasks.

As it is believed that to support other language skills, grammar is provided in three levels by the English Study Program in every semester, namely Basic English Grammar, Intermediate English Grammar, and Advanced English Grammar. The students in this department have to pass all the grammar courses offered in order to graduate from the University. Moreover, they need to have a good grammatical competence in written and spoken because they will work professionally as English teachers (Yunita et al., 2019; Afrizal, 2005). On the other hand, even though grammar is used as instruction in almost all English subjects in the English Department, the appropriate use of grammar in writing or speaking is still a problem to most students. In line with this, data from the English Study Program revealed that many students got C score (in the fair level category) in grammar subject. It means that the students still face problems with grammar even though they have already taken all grammar courses that are provided by the faculty (English Study Program of FKIP UIR, 2022).

Furthermore, the researcher also personally observed and encountered many students who got into trouble when they wanted to produce efficient English in real-life situations. Some of them have difficulty or even make a lot of mistakes when they want to express their ideas in the right way so that what they say can be understood. Since it is believed that proficiency in grammar is important in providing a solid foundation for language acquisition, therefore, finding ways to help students learn and use grammatical knowledge in both speaking and writing is also important. In line with this, Huang (2010)

claims that the traditional grammar teaching methods which have been followed by most English language learning instructors such as lecturers or teachers over the years have reduced the attention to other language skills which impact on the growth of students' English language learning such as writing and speaking abilities. In this line, if we avoid the traditional perspective of grammar rule teaching and teach students how to use grammar in real life situation it will help for them (Khan, 2007).

It is therefore, to overcome this problem, there must be a slight change in the grammar teaching method, namely from the traditional method to a new method based on the Flipped Classroom teaching. The Flipped Classroom is believed to be an effective approach for moving content outside the classroom and spending valuable time in class with discussion, active learning, and creating a deeper understanding of the subject. It is an active learning strategy that can be applied in the classroom, where the learning process is flipped, namely from teacher to student or student-centered learning (Ni Wayan Novi et al., 2019).

A large number of studies have proven that this teaching model has a positive impact on the teaching and learning process (Huynh & Nguyen, 2019; Al-Naabi, 2020; Paryani & Ramadan-Jradi, 2019; Singay, 2020). However, research on the flipped classroom approach in Indonesian is still limited, particularly at the university level (Yanto et al., 2020; Saidah, 2019; Ahmad & Arifin, 2021), more particularly in terms of grammar (Wahyudin et al., 2021). Therefore, this research is expected to be able to investigate the implementation of the flipped classroom at the university level, especially for students at the English Language Education of UIR in learning grammar (Intermediate Grammar).

1.4 Purpose of the study

Based on the background and statement of problem before, the researcher limits this study to find out the perceptions of the second semester students of the English Language education of FKIP UIR on the use of Flipped Classroom in grammar in Intermediate English Grammar.

1.5 Objectives of the Study

Based on purpose of the study above, the objectives of this study are to know about the perceptions of the second semester Students of the English Language Education of FKIP UIR on the use of Flipped Classroom in Learning Intermediate Grammar and their suggestions on how to improve the implementation of Flipped Classroom in Learning Intermediate Grammar.

1.6 Research Questions

Based on the objectives of the study, the following are the research questions for the study:

1. What are the second semester Students' perception on the use of Flipped Classroom in Learning Intermediate Grammar ?
2. What are the students' suggestions to improve the use of flipped classroom in learning Intermediate Grammar?

1.7 Needs of the Research

Hopefully, this research could give more information about the use of the method named a flipped classroom in learning grammar for lecturers at the university level, especially for all Students of the English Language Education of FKIP UIR. In addition,

this study is also expected to help better research the use of the method named flipped classroom in learning Intermediate grammar.

1.8 Significance of the Research

1. For the Lecturer

Hopefully this research could give more information for Lecturer about the use of Flipped Classroom for English subject especially for Intermediate Grammar

2. For Students

Hopefully this research can enrich their understanding about what are the use of Flipped Classroom itself for Intermediate grammar especially for second-semester students of English Language Education at FKIP UIR.

3. For Future Researcher

Hopefully through this research, a better understanding of this approach will be achieved and can help future researcher who want to conduct the similar research especially at the Islamic University of Riau.

1.9 Definition of the Key Terms

1. Perception

Perception is a process of individualism in assessing the surrounding situation based on what is felt by the senses. According to Sinaga (2018) states that perception refers to the identification, organization, and interpretation of sensory information to represent and understand the environment. It is the process by which individuals select, store, organize, and interpret information gathered from the senses. In this study, perception refers to the perception of the second semester students of FKIP UIR of the implementation of flipped classroom in leaning Intermediate grammar.

2. Flipped Classroom

Flipped classroom means a learning approach that can increase student engagement and performance by moving classroom instruction directly outside of school with the help of technology tools and transferring homework and assignments with concepts in the classroom through learning activities (Clark 2013). In this study, the flipped classroom acts as a learning approach where second semester students watch short video lessons at home to form basic knowledge of the grammatical material given and taken from the syllabus of the English study program, especially at the Islamic University of Riau. Furthermore, the material is discussed in depth in class to improve their grammatical abilities.

3. Grammar

Grammar is the study of the structure of phrases, clauses, and sentences in order to understand grammatical sequences and identify what is grammatical and what is not (Yule 2010). According to Tuan and Doan (2010), grammar as language rules consists of how to construct and form words and sentences. In this study grammar refers to Intermediate English Grammar provided by the English Study Program of FKIP UIR for the students in the second semester.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Definitions of Grammar

Grammar is a part that has a crucial function in a language. It is claimed as the heart of a language since it gives the grammatical structures to produce accurate and significant language. Some scholars of language have developed a variety of grammar definitions. No one can argue that this is the only way to define grammar because it might mean different things to different individuals (Takala 2016). As long as grammar is associated with its function and use in language teaching and learning, a few experts, as an example, According to Chierchia and Ginet (2000), they stated that Grammar is a theoretical tool and organization that helps to produce good sentences in a language. This is also supported by the idea that grammar is a set of language rules that direct word relationships at the sentence level and change words into new forms. (Brown, 2001). It means that without good grammar mastery, a student is still seen as not being able to produce word relationships at the sentence level perfectly.

Other expert also stated other view about grammar, according to Baden in (2013), Grammar is a system of guidelines that reveals and structures meaning a language. This definition means that grammar tells us how language rules actually work. In the same opinion, Freeman (2001) defines grammar as a device of significant systems and pattern that are ruled via specific pragmatic constrain. It is the system that arranges sounds to words and then to sentences. In addition, according to Nunan (2015)

additionally notes that grammar is a study on a way to form the words and integrate into sentences. With the same regard, according to Mart (2013) states that grammar is a set of rules that plays an important position in language learning. It gives learners with knowledge how to integrate and organize words to construct sentences, and express what is on their main in the proper way. In this line, Richards and Reppen, (2014) state that grammatical knowledge involves learning the rules to form sentences, while grammatical ability refers to the use of grammar as a tool to communicate orally and writing.

In a different point of view, Burn (2009), describes grammar as a source of nutrition, which helps students to strengthen language learning. Burn (2009) divides grammar into three main grammatical concepts that have a significant role in language learning. First, traditional grammar views language as a set of rules in which learners are required to be able to correctly identify and classify words or phrases in a sentence into their parts of speech. Second, formal grammar provides language as a cognitive development that occurs in the human brain and has been innate since birth. Third, functional grammar is concerned with how language is used by people to communicate effectively with each other.

Based on various views of grammar definitions that have been given by language scholars, in general grammar can be defined as a set of structures and rules that explain how words, phrases, and clauses are used to connect in a sentence to build a language. In this case, in teaching grammar should pay attention to the methods by which learners learn and apply grammatical rules that can construct meaningful sentences in a given context. The philosophy of teaching grammar differs from each English educator for

their knowledge of grammatical concepts, the personal experience of a learner and teacher, and the teachers' own beliefs about the effectiveness of their language teaching (Burns 2009).

2.1.2 The importance of grammar

The sound, structure, and meaning system of language is known as grammar. Grammar exists in all languages, and each language has its own grammar. People who speak the same language can communicate because they intuitively understand the language's grammatical system, or the rules for making meaning. Grammar is important because it is the language that allows us to talk about the language (Subasini & Kokilavani, 2013). Still in the same line with this, Grammar defines the main types of words and word groups that make up sentences in any language. Even as children, we can put sentences together and practice grammar. The structural foundation of our ability to communicate oneself is grammar. Students who are natural English speakers are familiar with English grammar. They understand the sounds of English words, their meanings, and the various ways to combine words to form coherent phrases (O'Hare, 1973). It is important to use proper grammar to avoid misconceptions and to make it easier for the listener to understand the speaker. Communication and conversation will be slowed if there are faults in the language.

Hence, for accuracy and proper language usage, grammar is important. It can act as a motivator for students on their way to mastery by acting as an enabling ability. Students are expected to become familiar with appropriate grammar as a result of the widespread use of tests as a way of admission to institutions, programs, and higher education, which need participants to act and perform correctly in these settings. As a

result, the lecturer must integrate grammar skill into the curriculum. Meanwhile, clear and successful communication may be impossible without a good understanding of grammar. Poor communication skills will lead to the construction of bad impressions in interlocutors, while good grammar knowledge is usually a sign of education.

Furthermore, good writing and speaking skills give you confidence and trustworthiness. It is really important if you want to high ambitions and a better professional reputation. Grammatical rules, according to Ur (1999), let learners to understand how sentence patterns work. As a result, grammar should focus on the proper use of structural elements or sentence patterns. Thus, grammar instruction covers the language's structure or sentence patterns. Grammar, on the other hand, is the foundation for other language skills such as reading, speaking, and writing. In terms of speaking, grammar as acceptable forms in the language, grammar is extremely crucial (Corder, 1988). As a consequence, grammar plays a crucial role in language teaching when it comes to preparing communicative tasks. This is similar to Doff's (2000) notion that students can communicate meanings through phrases, clauses, and sentences.

2.1.3 Grammar Teaching

1 Traditional Grammar Teaching

The Grammar-Translation Method was a prime example of traditional language teaching. For a long period, grammar-translation dominated language teaching and instruction. The essential component of this strategy was explicit grammar instruction. They placed a high value on grammar, which they thought to be the most important aspect of language learning. Grammatical analysis and translation of written forms were the most important learning activities at the time (Herron, 1976; Howatt, 1984; Rutherford, 1987).

The Grammar-Translation Method, which was originally designed to teach the classical languages of Greek and Latin, divided the language into different elements that could be taught separately. Decontextualized forms of language were designed to be practiced by the learner. The approach's main elements included clear grammatical rule teaching, memorizing of vocabulary lists, an emphasis on written rather than spoken language, the lecturer's authority, and translation from and into the target language. Students developed a broad grammatical knowledge of the language but limited communication ability by using Grammar-Translation Method.

Students were able to master the grammatical forms using the traditional teaching style. The students, on the other hand, were unable to apply these rules to communication. As a result, the traditional Approach has several disadvantages. It was first and primarily teacher-centered, with the teacher taking the lead and the student staying entirely passive. Second, memorizing and mechanical learning are basic learning activities that do not effectively stimulate students' attention, build their confidence, or build their English learning strategies, and even cause them to fear grammar learning (Chang, 2011).

The Audiolingual technique, which was developed in response to the Grammar-Translation Approach, stressed the development of spoken language. Spoken language, on the other hand, was broken down into individual elements and delivered in a systematic series of forms. Language was studied using three subsystems: phonology, morphology, and syntax (Larsen Freeman & Long, 1991). This is in line with the structural or descriptive linguistics approach.

Audiolingualism was based on the structural school of linguistics, which saw language acquisition as the cultivation of good habits. Models were repeated and dialogues were memorized as part of the learning and teaching activities in the classroom. These activities are designed to help students create the target language as accurately as possible. As a result, accuracy was the end result of learning. Thus, errors were seen as a barrier to learning and as bad habits that needed to be addressed right away (Celce-Murcia, 1991).

2. **Prescriptive and Descriptive Grammar**

The correct use of language is the focus to prescriptive grammar. It concerns what is grammatically correct and what is not, and hence should be avoided. Prescriptive grammar teaches you on how to speak. It's a form of pedagogical grammar in which the purpose is to teach people how to use language correctly. Split infinitives, for example, are allowed under prescriptive grammar because they are inappropriate or incorrect.

Descriptive grammar focuses on describing mental grammar, or how native speakers use language, rather than how it should be used. The difference is that descriptive grammar states that a sentence is grammatical if it is created by a native speaker, but prescriptive grammar states that a sentence is correct only if it follows certain grammatical rules. As a result, surface form is more important to the prescriptive grammarian than language in context.

3. Deductive and Inductive Teaching

The rules are openly communicated to the learners in deductive teaching, so they are then used to produce specific examples based on the rule. The learner engages with the grammar rule after the presenting phase by studying and manipulating examples. This method has long been popular in language education, and many course books and self-study grammar books still use it (Fortune, 1992).

Language learners are given several examples in the inductive method. They learn the rules by looking at the examples. They are expected to understand the purpose of the grammatical rule being taught. Students must be able to recognize the grammatical rule by looking at the examples. Lecturers only provide examples (Celce-Murcia 1978; Morrison 2009). Grammatical Inference is very clear example of an Inductive Learning method. A set of general rules from examples and formulating it is indicate it.

4. Implicit vs. Explicit Teaching

It's helpful to know that there are two forms of knowledge that help language competency when teaching and learning. Explicit (conscious learning) and implicit (subconscious acquisition) knowledge are the two types of knowledge (Klein, 1986). Explicit knowledge, according to Ellis (2004), is conscious understanding of grammatical rules learned through formal classroom instruction and is related to conscious language use. Explicit knowledge helps implicit language intake and expansion, as well as output monitoring (Krashen, 1987). Brown (2000) defines explicit knowledge as the ability to understand and explain facts about language.

According to Brown (2000), He defines implicit knowledge as internalized, subconscious language knowledge that is accessible during spontaneous language tasks. It can be acquired through natural language exposure. When a natural speaker cannot consciously verbalize the rules governing the language, this is the case in first language acquisition. A more balanced viewpoint: grammatical forms can be taught using a smart combination of explicit and implicit grammar teaching strategies. In the first phase, the lecturer implicitly allows the students to discover the rules for themselves. This is a problem-solving strategy that greatly helps the learner in creating his own self-constructed version of form. Following this initial step, the lecturer explicitly intervenes to provide additional information and to correct any misconceptions or incorrect conclusions drawn by the students.

2.1.5 Perception

1 Definition of perception

The word "perception" comes from the Latin word "perceptio," which means "to receive" or "to collect." Individual observations of certain events or objects that occur around individuals are defined as perception. The elements in the environment can influence a person's perception. The environment, among other things, has a part in the perception process. Time, work places, and social settings are all elements of these situations, Istiqmah (2016).

Furthermore, the definition of Perception, according to Sinaga (2018), is the process of identifying, organizing, and interpreting sensory data in order to represent and understand an environment. This refers to the method by which people choose, save, organize, and analyze data obtained through their senses. Perception does not occur by itself; it is the result of the series of events. Perception is defined as the way a person

interprets and understands every stimulus they received. While each person's perception is unique, it is influenced by a variety of factors. According to Jailani and Harahap (2019), a person's perspective is created and influenced by human factors as well as the stimuli around them.

In line with this, according to Nyagorme, Qua-Enoo et al (2017), perception is defined as an opinion or perception that people often preserve based on their appearance. As said by means of Alan and Gary (2011), perception is the process of interpreting messages, It helps to organize and sort out the numerous and complex inputs received by using senses of sight, touch, smell, hearing and taste to provide order and meaning to the environment.

Furthermore, according to Démuth (2013) there is known as constructivist theories that says the perception process which is a very active process of extracting sensory stimuli, interpretation, backward organization, and evaluation of sensory stimuli. Perception can be described as the end product of the interaction between the stimulus and internal hypotheses, additionally among expectations and knowledge, in this process there are motivations and emotions that play an important role.

From the definitions above, the researcher concludes that perception is defined as a belief or opinion that comes based on what is taking place in the environment, and also can be something that humans perceive from their senses and sensory stimuli.

2.1.6 The Components of Perception

According to Alan and Gary (2011), perception has three components, specifically: the perceiver, perceived target, and some situational context in which the perception occurs.

1. The Perceiver

The Perceiver's feelings, experiences, and needs of the recipient can have an effect on his perception of a target. Emotions, such as: happiness, fear and anger can affect someone's perception. That is due to the fact someone can easily misinterpret a person's innocent comments when they're angry. A person's past experience can also affect his/her current perception because it will direct the perceiver to construct expectations and that expectations have an effect on it. Finally, unconsciously needs can have an effect on human perception through making them understand what they are feeling.

In some cases, there is a phenomenon known as perceptual defense, which means that the human perceptual system itself serves to protect them from unpleasant feelings. As an example, everyone has experienced cases in which they "heard what they wanted to hear" and "sees what they wanted to see", human perception systems working to make sure that they do not pay attention or see things that are threatening.

2. The Target

Perception involves commenting and adding meaning to the target. Ambiguity about the target is very susceptible to interpretation and addition. As a result of this, Perceiver has a need to resolve ambiguity.

3. Situation

The situation has the greatest impact since it provides additional information about the target. Researcher has come to the conclusion that the three aspects of perception are interrelated. Perception is caused by the interaction of perception, target, and situation.

2.1.7 Flipped Classroom

1. History of Flipped Classroom

Although there are many debates about when the first flipped classroom was used as an active learning approach, but all agreed that the flipped classroom was recognized as a new learning model that could encourage students to learn more actively. It is believed that the most common founders of the flipped classroom model were Jonathan Bergman and Aaron Sams, when it was used to flip their chemistry class in 2007 (Bell 2015). However, the first idea of the flipped classroom actually has been existed since the 1990s (Large 2000). Bergman and Sams designed the Flipped Classroom during the spring of 2007, they used this approach to overcome student problems during class as well as translate content from lectures, and use it for further use (Bergman & Sams 2012). After using it several times, they found the fact that their students' scores improved. Since then, Bergman & Sam have tried to publish what they found and spread this flipped classroom idea to other teachers. It didn't take long; the idea of reverse class like on their website has been used and implemented by thousands of people in the world.

2 Defining the Flipped Classroom

The flipped classroom is often considered a cyclical learning model because students watch videos, then discuss the contents in class, besides that they can also watch other videos as material for the next meeting (Alzaytuniya 2016). The main concept of the flipped classroom is a combination of two educational elements, namely lectures and

active learning (Dawson et al. 2017). In the flipped classroom, students are required to access lecturer videos or other learning materials, which have been prepared by the lecturer before class, seek clarification about it, and then discuss with other friends in class activities (Alzaytuniya 2016). Educators who use the flipped classroom approach use homework as a learning aid and do it in class with the help of educators (Ouda & Ahmed, 2016) and (Yoshida 2016). In this case, homework is important in the flipped classroom because it can provide opportunities for students to think more about what has been shown from the lecture and students can make more questions for the next class activity (Tanner & Scott 2015).

In line with this, according to Bergmann and Sams (2014) Flipped Classroom is defined as what was usually done in class is now done at home, and what was usually done as homework is now completed in class. Many researchers have stated various definitions of flipped, but the main concept of the flipped classroom is the delivery of content before class through the use of videos, lecture recordings, and other printed materials as items to be studied by students (Alzaytuniya 2016). In class, students discuss material through problem solving activities (Caligaris et al., 2016). Still in the same opinion, according to Caligaris, et al (2016) stated that the flipped classroom moves away from the traditional classroom with active learning, including student activities such as simulations, discussions, and experiences, where students can actively participate in these activities.

In addition, flipped classrooms can increase interaction between lecturers as facilitators and students personally (Huseyin Uzunboylu, et al. 2015). Flipped classroom is also described as a teaching model in which all lecture materials in the form of videos

or other materials are given to students via the internet and students are asked to study it at home. All assignments and exercises are carried out in class time activities (Neupane, 2017). Li and Cao (2015), who state that Flipped Classroom refers to the rearrangement of class time and the transfer of teacher pedagogical instruction to students, provide another definition. As a result, students can learn more actively in class, discuss and solve their problems with other students and the Lecturer, and most importantly they can gain a deeper understanding of what they have learned.

Although the definition of flipped classroom varies in the academic world, basically it has the same point of view; that is, flipped classroom is the process of reversing and internalizing knowledge. Activities such as pre-class learning and in-class study are the main forms of flipped classroom teaching. In addition, in the learning process where students learn videos lesson sent by the teacher, and students discuss with their peers, the teacher's function has changed from being a knowledge mediator to being a knowledgeable guide. For more detail, the researchers on flipped classroom, have divided the learning process in flipped classroom into three stages, namely, before class, in class, and after class (Zhang, 2019; Yanto, 2020; Havwini & Wu, 2019).

Before-class: Teachers and students finish relevant work using the English educational system before class While students complete tasks like homework exercises and online tests after learning relevant teaching resources, understand their learning situation of knowledge, and summarize the problems in the study for online discussion, teachers are responsible for creating and uploading videos, courseware, cases, and other resources related to English learning, as well as setting up student homework, related tests, and discussion topics for students to complete knowledge learning before class. By

looking at the students' test and learning outcomes, the teacher can also determine how well they are learning in order to modify and create a discussion activity for class (Zhang ,2019).

In class: While the teacher makes remarks about the students' pre-class reading and class report and raises questions to encourage student discussion, the students report on their pre-class learning situation. Then, debates and discussions occur between the students and teacher so that the teachers can adjust their explanations in light of the discussion's development and students deepen their understanding of the problem and continue to explore. Finally, the teacher answers questions to the students and summarizes the knowledge points of this lesson, and arranges homework (Zhang, 2019)

After-class: Teachers lead discussion and trades with students, answer questions on the web, and assess students' on the online and offline learning. Students do a homework and direct targeted tests in light of their own learning (Zhang, 2019). The detail of the process of using flipped classroom can also be seen in the 2.1.

Table 2.1 The process of implementing flipped classroom

Learning Resources 1、 Video 2、 Courseware 3、 Case	Learning feedback 1、 Homework practice 2、 Online test 3、 Online discussion and exchange	Before class
Teacher 1、 Comment, trigger discussion 2、 Supplementary explanation 3、 Answering questions and arranging assignments	Student 1、 Homework practice 2、 Group report 3、 Discussion and exchange between teachers and students	In class

	4、 Deepen understanding, question and question	
Teacher 1、 Online Q & A 2、 Supplementary explanation 3、 Evaluation of students' online and offline learning	Teacher 1、 Online Q & A 2、 Supplementary explanation 3、 Evaluation of students' online and offline learning	After class

Adapted from Zhang (2019)

3 Studies on the Implementation of Flipped Classroom

Although research on flipped classrooms is currently limited in Indonesia, the amount of research in other kinds of research, as well as in language teaching, is slowly increasing. The amount of research findings showed a positive significant increase in the use of Flipped Classroom in various fields of study as well as language skills. For examples; Khusnia (2015) and Dewi Suryani (2015) conducted a research on university students' speaking proficiency and discovered that after using Flipped Classroom, students' speaking proficiency improved significantly, especially in terms of pronunciation and vocabulary. In the field of writing, Afrilyasanti, et.al. (2017) found the fact that after using Flipped Classroom, students got better ability in their writing skills. The findings also show that there is an interaction between the use of Flipped Classroom and the learning styles of students. Students were given responses based on their learning styles, according to Afilyasanti et al. (2017). The various affects on Flipped Classroom in this case reflect the various learning styles used by students. Afrilyasanti et al. (2017) also focused on students' perceptions of flipped classroom in writing. The most important aspect found in this study is that after using the flipped classroom in their lesson, students felt more confident in writing. Other teachers have been inspired to adopt flipped as an

effective teaching model to encourage student writing in the classroom as a result of this fact. Another point of the findings regarding the positive response of students to the use of Flipped Classroom where they have considered that Flipped Classroom is a suitable approach in developing their writing for further purposes.

Other language learning skills, such as vocabulary and reading, have become the focus of Anwar et.al. (2017) and (Kurniawan, et al. 2018). Anwar et.al. (2017) talked about the importance of flipped classrooms in enhancing students' vocabulary, which can help them acquire new words. The teacher, on the other hand, has been creative in his use of the flipped classroom in his or her class; otherwise, the students will not get anything from these activities. Kurniawan et.al. (2018) investigated student achievement in analyzing. Their research findings reveal that students are more active and enthusiastic during class activities and of course their achievement also increases in the use of Flipped classroom. Saidah (2019) investigated the effect of using the Flipped classroom strategy on students' mastery of grammar. The findings of her study showed that applying the Flipped school room approach was able to enhance students' grammar performance.

From previous research conducted outside Indonesia regarding the application of the flipped classroom in teaching grammar, it was revealed that the flipped classroom is an effective approach in teaching grammar. Studies by Löfnertz (2016) and Sherralyn J Pudín (2017) found that Flipped Classroom can reduce students' anxiety in learning grammar and enjoy reverse classes than traditional classes. Sadker (2016) found that students are positive in learning grammar through flipped classrooms and are always interested in coming to English classes because of collaborative activities. Other researchers such as Al-Harbi & Alshumaimeri (2016) also reported the positive effect of

using the flipped classroom. Their research results reveal that Flipped Classroom plays an important role in improving students' performance in grammar. In addition, research by Li et al. (2017) also found that Flipped Classroom significantly improved students' English grammar performance.

2.2 Theoretical Framework for Flipped Classroom

2.2.1 Constructivism

According to the literature, the theoretical framework of Flipped Classroom is mainly based on constructivism. As Kalina (2009) stated, it is an unclear concept, but in fact, it is believed to be the best method for teaching and learning. The main point of constructivism is the belief that the active role of learners is in constructing their own individual knowledge. Because these beliefs are recognized as individual processes, the constructivist approach pays attention to the individual characteristics of learners, and these characteristics reflected the student-centered approach. In line with this Torrisi (2012), has divided constructivism into two; cognitive constructivism, which is based on the work of Piaget (1954), and social constructivism, which is based on the work of Vygotsky (1978).

1. Cognitive Constructivism

Peaget's work is the source of cognitive constructivist theory (1954). Individual learners construct knowledge from their experiences using their own cognitive mechanisms, according to the basic principle of this theory (Levy 1998; Kalina 2009). In line with this Piaget (1954) said that learners develop their own knowledge as a result of their personal experiences. According to Piaget, a learner's cognitive development or learning process can be develop into two stages: assimilation and accommodation. A

learner will get a new experience and will put the new experience into a mental schema, especially during the assimilation stage. Meanwhile, the existing scheme will be revised at the accommodation stage to accommodate the new experiences obtained.

The cognitive constructivist theory has a significant impact on EFL educational theory and practice. This is because the development of language learning not only through passive observation recordings but also through structured activities on the part of the subject (Piaget 1980), the language teacher or lecturer role changes from transmission agent to a facilitator (Lin & Chen, 2016). In this situation, the teacher or lecturer acts as an understanding input for students, participating in meaningful activities while learning English (Emaliana 2017; W. Cheng 2019; Saputra 2020). The activeness of students in this process allows them to negotiate meaning by binding so that meaning can be understood by them (Kramsch 1986). In the process of modifying the language to be comprehensive which includes simplification, elaboration, checking comprehensible, requesting clarification, and rearranging, students will construct their own knowledge of English and this will affect students' language development (Blake 2000).

2. Social Constructivism

The flipped classroom is deeply rooted in social constructivist theory. According to Vygotsky (1978), learning is not only the assimilation and accommodation of new knowledge as Piaget believed but is a product of social interaction. Therefore, social constructivism places great emphasis on collaborative learning methods. As Vygotsky (1978) noted that learning is not only built individually but built collaboratively. Students will be motivated to learn through collaborative learning and also students need various

opportunities to be actively involved in authentic learning with their peers to explore real life situations.

The social constructivist theory has the main principle, namely that students can learn effectively through ZPD concepts and from their social interactions (Vygotsky 1978) , This concept refers to the distance between the ability of a student to create a task that is carried out under the guidance of a teacher or lecturer and the student's ability to solve problems independently. This means that learners can achieve theoretical understanding or fluency of certain skills on their own; however, they will reach their full potential with the presence of a teacher or lecturer, who observes them in their interactions with each other, providing constructive feedback and assisting them, if needed.

In the ZPD concept, there is one Assistance called scaffolding (Wood et al., 1976) According to Gibson (2016) scaffolding means creating situations where teachers simplify their knowledge and offer tools to help students work together for the acquisition of knowledge of that subject. In line with this, the role of the teacher or lecturer is to simplify and clarify the problems faced by students and bring them to the Zone of Proximal Development (ZPD). When they are able to understand thinking processes and solve problems, students are introduced to more complex problems. In the context of guiding students, according to Vygotsky, peers are seen as more capable people who can also provide assistance in ZPD that shows students' potential. The assistance provided will function effectively if it is adjusted to the student's learning development (Lantolf & Aljaafreh, 1996). In Flipped Classroom, the role of the teacher or lecturer may not be highlighted during the initial steps (for example, knowledge acquisition through online videos) but is essential for the application and consolidation of that knowledge.

In line with this, the ZPD concept emphasizes the importance of the role of the teacher or lecturer in monitoring student learning to get a picture of students' understanding of the learning that the teacher or lecturer has provided (Murphy 2008). Thus, the material provided will be right on target. In addition, teachers also need to design learning tasks that are in accordance with student development and are oriented to what they have not been able to do (Gibbons, 2003; Lantolf, 2007). Furthermore, teachers or lecturers are required to facilitate collaborative learning of students with others so that they can complete their assignments, besides teachers or lecturers can also monitor student learning progress. So as a result of this the assistance that has been given will be appropriate and on target with their needs.

2.2.2 The Implementation of Cognitive Constructivism and Social Constructivism in EFL Flipped Classroom.

Knowledge is adapted or constructed, and learning is influenced by individual and contextual factors, according to cognitive constructivist and socio-constructivist theories (Piaget 1954; Vygotsky 1978). However, there is still a little difference in meaning between that two theories. The internal mechanics of intellectual development and knowledge acquisition are the focus of cognitive constructivism, while the function of social interaction in individual intellectual development is the focus of socio constructivism (Hoang, 2015).

From the perspective of cognitive constructivism, English learners need to be given the opportunity to develop their own learning abilities through independent learning. This means that before facilitating and guiding students in the learning process, teachers or

lecturers of English foreign languages need to consider the previous knowledge and experiences of students (Zhai et al 2017; Harris et al 2016), as a result students in flipped classrooms are required to play an active role in the learning process. They are involved in all activities related to the use of lower and higher order thinking skills (Lee & Wallace 2018). The phase of gaining knowledge, which occurs before class activities is considered as lower-order thinking skills involving remembering and understanding. While active learning tasks in class involve higher-order thinking skills such as analysis, evaluation and creation (Brinks Lockwood 2014).

Furthermore, another principle inherent in Flipped Classroom is that it is designed to make students responsible for their own learning through the various uses of various cognitive and meta-cognitive strategies such as note-taking, organizing, summarizing, paraphrasing, concept mapping, self-monitoring and revising. (McLaughlin et al 2014; Alsied et al 2018). The application of these strategy will help students so they can accommodate new information effectively. In addition, although teaching in the Flipped Classroom has been pre-designed, students are still required to use prior knowledge to evaluate and construct new knowledge when collaborating with their classmates during the three phases of the lesson (Ouda & Ahmed, 2016; SZ Ahmad, 2016).

As it is considered a type of blended learning environment, the Flipped classroom uses technological tools that support cognitive constructivist learning principles. This can be seen from the use of several supporting technology devices, such as video lectures and online reading materials, to present information to students (Wu et al 2017; Lopukhova et al 2020). Thus it will provide opportunities for students to implement their cognitive and meta-cognitive to understand, organize what they have received. In addition, the

technological devices used in the flipped classroom are to support students in all learning processes, both offline and online.

Moreover, especially in the context of socio-constructivism, it means that the most important of learning itself can occur through social interaction rather than the assimilation and accommodation of new knowledge (Vygotsky 1978). Students act as active agents participating in a number of tasks that emphasize active learning among social interactions. The role of the teacher or lecturer on the other hand, is considered as a facilitator who facilitates all learning activities rather than as an instructor who monopolizes all student activities in the classroom (Green 2015).

2.3 Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) is a theory derived by Azjen and Fishbeins' Theory of Reasoned Action (TRA), which was introduced in 1975. TAM is a tool that considers consumer behavior aspects to measure how users accept and use certain technologies (Davis 1989). When customers are presented with new technology, it is believed that several factors can influence and motivate them to choose and use it. The TAM model was used in this study to identify student reactions to the implementation of a flipped classroom that included video lectures and other learning platforms. Perceived usefulness, perceived ease of use, attitudes toward use and, and behavioral intentions were the four original constructs of TAM (Scott Chen Hsieh et al., 2016; Hamzeh et al., 2018).

Users' beliefs in certain technologies that will increase their performance are referred to as perceived usefulness (Davis et al 1989). Several TAM-based studies have been shown that perceived usefulness factors influence users' attitudes and intentions to use certain technologies (Yoshida, 2016; Coman et al., 2020). This statement implies that

users will respond positively to technology and intend to use it if they believe it is useful to them. On the other hand, they will refuse if technology does not provide benefits to them. In terms of perceived benefits, this study focuses on the advantages of using a Flipped Classroom which is integrated with lecture videos or other online learning platforms. Students will respond positively to the flipped classroom if they believe it will be useful for them and intend to use it. This will certainly increase their motivation to accept the use of technology in their learning process.

The user's belief that technology can be used easily and without difficulties is referred to as perceived ease of use (Davis et al 1989). The problem of using a certain technology, according to the literature, can be caused by both technical and non-technical problems. Inadequate electrical support, limited internet access, unavailability of equipment, and other technical problems that users may face are just a few of the problems that users may face. Meanwhile, if students are afraid to use technology because they are unable to operate it, this condition causes them to assume that using technology needs a big effort, decreasing their motivation to use it. The term "perceived ease of use" in this study relates to students' perceptions of using flipped classrooms that include lecturer videos and other platforms, whether they are easy or difficult to use. Students will give a positive response if they find the fact that the learning platform provided to them is easy to use in the learning process.

Attitude towards use is defined as the positive or negative reaction shown by the individual towards a particular behavior. According to TAM, perceived ease of use and perceived usefulness are motivators of consumer attitudes towards the use of new technology or systems (Nguyen et al., 2019). In Flipped Classroom, students will develop

a positive attitude towards the use of lecturer videos or other learning platforms when they believe that the devices used in the learning process are easy to operate. According to Nguyen et al (2019), perceived usefulness is also important in determining attitudes. This means, the more useful students' perceptions of video lectures or other learning platforms on Flipped Classroom are, the more favourable attitude towards these learning platform will be.

Behavioral intention to use is a measure of an individual's decision to act or not to perform a certain behavior in the future. Previous research shows the fact that a person's behavioral intention to use is also influenced by perceived usefulness, perceived ease of use, attitude towards use, and external factors relevant to context studies (Ali & Mohamad Ali, 2020). Behavioral intention to use in this study reflects the desire of students to use video lectures and other learning platforms provided in Flipped Classroom for learning purposes. Their positive and negative reactions reflect their intentions towards acceptance of Flipped Classroom.

However, because the main research instruments of this study are questionnaire and reflective notes, the TAM model is used as a guide for preparing statements and questions in the questionnaire that will be given to respondents and then they will be asked to fill their opinion in the reflective notes that given by researcher.

Therefore, to gain students' insight into the use of video lectures and other learning platforms, questions in the questionnaire will be created based on the categories covered in the original four TAMs and also the reflective notes will be relates to the questions on the questionnaire . In addition, two more constructs, namely system characteristics and material characteristics will also be added to the questions in the questionnaire and

reflective notes. In addition, because Flipped Classroom requires students to be collaborative in completing project-based activities and video lectures, it is hoped that students can consider not only learning systems or video technology but also useful learning processes (Yoshida, 2016).. Several previous researchers also used this construct in their research on the application of Flipped Classroom, for example Chen Hsieh et al. (2017), Wu et al. (2017) and Andujar (2020)

2.4 Relevance Studies

There are some several studies which are related to this research, such as; a research entitled *Engaging students in a flipped classroom instruction: junior high school grammar program* conducted by Yanto et al., (2020). The participants in this research were 23 students. The researcher used Qualitative method and collected the data from the students' interviews, reflective journals, and photo elicitation. The result of this research showed that the students' perceptions of video materials were positive. All of the students enjoyed watching the video materials and had an interest in using them for learning grammar.

The second is, a research entitled *Exploring student achievement and perceptions in an online flipped grammar course* conducted by Ahmad & Arifin (2021). The aimed of this research is to explore student achievement and perceptions in an online flipped grammar class. The participants of this research is 183 students. A pre-experimental design used in this research and the researcher collected the data through interview and questionnaire. The result research revealed that flipped approach made the course more interactive and provided the students opportunities to ask questions to the teacher

The next is the research which conducted by Saidah (2019) entitled *The effectiveness of flipped classroom in teaching grammar of EFL students*. The aim of this research was to investigate the effect of using the flipped classroom strategy to students' grammar mastery. An experimental design was used in this research with two kinds of instruments, which are pre-test and post-test. The Participants are two groups of the first semester students of IAIN Kediri from Al Qurán and Interpretation Science Department which usually has 2 classes. Class B acts as the experimental group which consist of 32 students and A as the control group which consist of 29 students. The result of this research showed that there was effectiveness of using flipped classroom in teaching grammar.

The last is the the research conducted by Ishaq Salim Al-Naabi1(2020) entitled *Is it Worth Flipping? The Impact of Flipped Classroom on EFL Students' Grammar*. In this research, the researcher used a quasi-experimental one-group research design. There were 28 students as the sample of this research. Pre-test, post-test and semi-structured interviews were used in the study. The findings of this research indicated that flipped learning had a positive impact on students' understanding and usage of English grammar and also Students' perceptions on the flipped approach were positive.

2.5 Conceptual Framework

This research entitled the perceptions of the second-semester students of the English Study Program of FKIP UIR on the use of Flipped Classroom in learning grammar have two basic theories. They are Constructivist theory and TAM Theories. Constructivists theory is divided into two: Cognitive Constructivist by Piaget 1982,1976 and Socio Constructivist by Vygotsky,1978 and the second theory is using the TAM theory by Davis

in 1989. This research is a kind of mix method with two kinds of data collection techniques, they are Questionnaires and interview. These two techniques used to find out students' perceptions of the implementation of Flipped Classroom in learning grammar and their suggestions.



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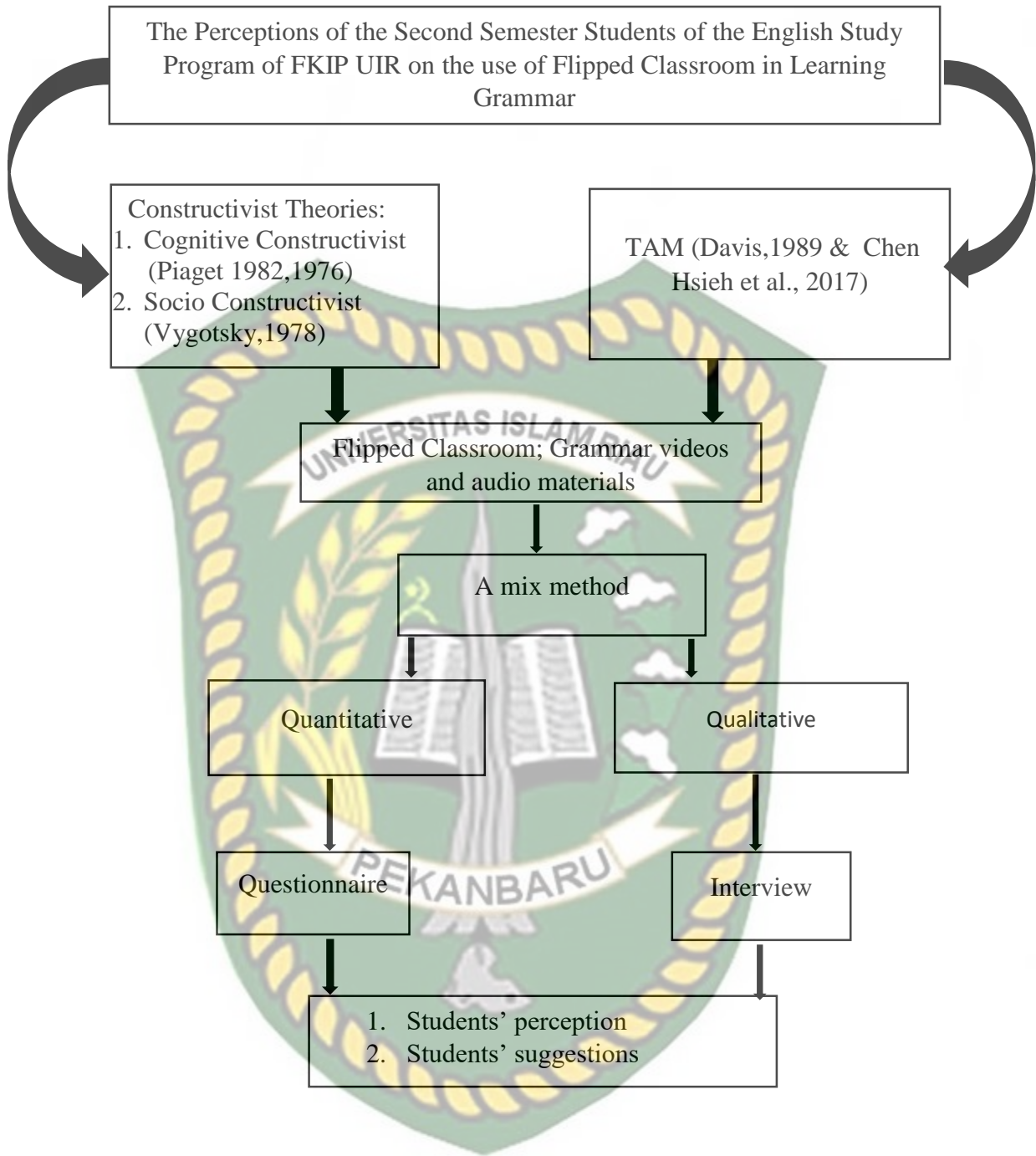


Figure 1. The conceptual framework

2.6 Assumption

The main objective of this research is to know the perceptions of the second semester Students of the English study program of FKIP UIR on the use of Flipped Classroom in Learning Grammar. It is assumed that the second semester Students of the English study program of FKIP UIR give a positive response to the use of flipped classroom in learning grammar.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The mixed methods research design applied in this study. There are many methods for combining quantitative and qualitative methods for designing a joint method study. So, in this study, researcher used the Sequential Explanatory design. Creswell and Clark (2007) note that this approach is an approach in which quantitative data is collected first and then followed by qualitative data. The goal is that the results of the qualitative data will strengthen the previous quantitative data. For example, surveys can be used to obtain quantitative data from a larger group. In addition, data from interview also expected to strengthen quantitative data.

3.2 Location and Time of the Research

This research was carried out at the English Language Education of FKIP UIR start from June 26th for taking the data for Questionnaire, July 24th for taking the data for interview for first round and August 5th for taking the data for second round of interview. The researcher picked second-semester students as the object of this study to get their perception of how they feel about the way their lecturers on the use of the flipped classroom in their Intermediate grammar learning

3.3 Participants of the Research

The participants of this study is A class students in the second year majoring in English Language Education in the Teaching and Education Faculty of the Islamic

University in Riau, in 2021-2022 academic years. The amount of students of A class consists of thirty four but only twenty nine students who had answered the questionnaire and fifteen students as participants for interview which consist into two round (first round six students and second round nine students) . For this study, the researcher chooses one class based on random sampling in which twenty nine students have been selected as research samples. In this line, Sugiyono (2013) noted that random sampling is a sampling technique without finding out the extent of population components.

Table 3.1

Participants of the Research

No	Classes	Total of Students
1	A	34 (only 29 who have participated)

3.4 Research Instrument

The researcher used a set of questionnaire and a semi structured interview as tools of obtaining the data. Through the use of these tools, the researcher able to identify the students' perception on the use of flipped classroom in learning Intermediate grammar. By using a set of questionnaire as the method of collecting data can only give a limited depth of information of the students' perception on the use of flipped classroom. Therefore, using an interview as another additional method of collecting data, will give deeper information about participants' perception.

1. Questionnaire

A questionnaire is a data collection strategy that involves submitting a series of open and closed questions in written form. In accordance with this, a questionnaire is a set of questions meant to elicit information from the responder on a certain topic. There are two sorts of questionnaires: open-ended questionnaires and closed-ended questionnaires. The questionnaire used in this study is a closed-ended questionnaire. The researcher distributed a questionnaire to the second semester students of English Language Education at Islamic University of Riau.

The questionnaire was adapted from Chen Hsieh et al., (2017), and is divided into six parts.

Table 3.2

The Indicator of Students' Perception on the use of Flipped Classroom in Learning Grammar

No	Indicator	Item Number	Total
1	System Characteristics	1-6	6
2	Material Characteristics	7-11	5
3	Perceived Ease of Use	12-15	4
4	Perceived Usefulness	16-20	5
5	Attitude About Use	21-24	4
6	Behavioral Intention	25-28	4

- The first part of the questionnaire consists of 6 questions, Item 1-6 related to System characteristics on the usage of Flipped Classroom in Learning Grammar

2. The second part of the questionnaire consists of 5 questions (items 7-11) related to material characteristics on the usage of Flipped Classroom in Learning Grammar
3. The third part of the questionnaire consists of 4 questions (items 12-15) related to perceived of use on the usage of Flipped Classroom in Learning Grammar
4. The fourth part of the questionnaire consists of 5 questions (items 16-20) related to perceived usefulness on the usage of Flipped Classroom in Learning Grammar
5. The fifth part of the questionnaire consists of 4 questions (items 21-24) related to attitude about use on the usage of Flipped Classroom in Learning Grammar
6. The sixth part of the questionnaire consists of 4 questions (items 25-28) related to behavioral intention on the usage of Flipped Classroom in Learning Grammar.

Table 3.3

A five Likert-scale

Strongly agree	5
Agree	4
Not sure	3
Disagree	2
Strongly disagree	1

2. Interview

The interview for the second semester students of English Language Education of FKIP UIR is a non-structured interview because this study is descriptive in nature. However, it does not mean that there are no structure at all. The structure is in the form of topics as a guide for the interview also the same indicators used as a guide for making

the question for interview that is System Characteristics, Material Characteristics, Perceived Ease Of use, Perceived usefulness , Attitude About Use, Behavioral Intention . There was two round for interview, the first round for general interview (on 24th of July 2022) and second round for specific interview (on 5th of August 2022) . Especially for the first round the length the researcher taking the data only 3 days and for the second round is about 5 days. The main aims of the interview is to get deeper information on the phenomena that arise after the data from questionnaire is analysed. For example, the percentage of one item is too high or too low. Such phenomena need to be explored more deeply why it is so. In order for the students to understand what is being asked, the interview was conducted in Bahasa Indonesia. Six participants were selected to be sample for the general interview and nine participants were selected to be sample for specific interview. In specific interview the researcher. Interviews were conducted with respondents whose purpose is to reconfirm the answers that they had given in the questionnaire.

3.4 Data Collection Technique

To collect the data for this research, there are several steps was carried out, including:

1. The first, the researcher asks permission to the lecturer who teaches grammar class to use his students as sample of the research. Researcher delivered the questionnaire form to all students who has been chosen as sample of this research (class A). All of them are expected to give their free time to fill the questionnaire.
2. Second, the researcher gives the students' time to fill out the questionnaire by giving a check mark (✓) after reading each statement one by one.

3. Third, when the students finished to fill it, they are asked to submit it directly.
4. Fourth, the day after the data from the questionnaire is analysed, the researcher conducted an interview through Whatsapp chat to the students to get deeper information about what they have been answered. In this section the interview was conducted into two round, the first for general interview and the second for specific interview. The first round of the interview was conducted the following day after the participants had answered the questionnaire. The second round was conducted after data from the questionnaire were analyzed.
5. Then, a week after, the researcher starts to analyse the data from interview

3.5 Data Analysis Technique

For the first occasion, when the writer received the data, the researcher provides the questionnaire score. The purpose of this study is to determine the percentage of students about the perceptions of the second semester Students of the English study program of FKIP UIR on the use of Flipped Classroom in Learning Grammar, although the data is interpreted descriptively.

1. Questionnaire

In this study, the researcher used the following formula to compute each student's individual score from the questionnaire:

$$T \times Pn$$

Description:

T : The total number of participants who voted

Pn : Likert scale score numbers selection

Moreover, to categorize the each item of questionnaire the researcher use formulation as follows:

Total score = the sum of the results of each TxPn

Maximum score = number of participants x highest Likert score

Minimum score = number of participants x lowest Likert score

Indeks (%) = $(\text{Total score} / \text{Maximum score}) \times 100$

Additionally, the rating interval in this research adapted from Pranatawijaya et al., (2019) that categorized as follows:

Table 3.4

Rating interval in this research adapted from Pranatawijaya et al.,(2019)

Option	Percentage
Strongly Agree	80%-100%
Agree	60%-79,99%
Neutral	40%-59,99%
Disagree	20%-39,99%
Strongly Disagree	0%-19,99%

1. Interview

Meanwhile, to analyze data from interview and reflective notes, data analysis model from Miles and Huerman's (1984) as cited in Sugiyono (2015) was adapted, which includes data reduction, display, conclusion, and verification. Here are some steps of the data analysis technique based on the interview and reflective notes that have been responded by the participants;

1. Data Reduction

The researcher creates the interview into two round through whatsapp chat, after that analyzes the data by summarizing, choosing, and removing unimportant data that has been obtained through data reduction (data from interview through whatsapp chat)

2. Re-explained and interpreted the data from interview through chat.

The data of participants' answer from whatsapp chat will be re-explained and examined by researcher in this study, and the results will be saved in the document file . However, only statements that include relevant information will be chosen and provided in the study from all of the information and transcription.

3. Data Display

The data from the previous stage will be arranged and organized into a sequence that contains information that needs to display in the form of a table

4. Conclusion and Verification

After displaying the data , the researcher conclude the result, based on the result the researcher can answer research questions based on the data that has been analyzed in this study.

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

4.1.1 Data from Questionnaire

The questionnaires distributed to the respondents were descriptively analyzed. The items on the questionnaire were ranked according to the Likert scale order. In other words, the higher the score, the higher the frequency of the student's perception of the use of flipped classroom in learning grammar. A 5-point Likert scale was used and coded as follows: 1= strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree. The group percentage of each item based on the indicators was calculated based on these codes.

1. System Characteristics

Table 4.1

Using Flipped Classroom provided Grammar learning activities in a realistic environment

Options	Likert Scale	Frequency	Percentage	Score
Strongly Disagree	1	0	0%	0
Disagree	2	2	06,89%	4
Neutral	3	11	37,93%	33
Agree	4	12	41,37%	48
Strongly Agree	5	4	13,79%	20
Total of score				105
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{105}{145} \times 100 = 72,41$				
PERCENTAGE			72,41% (AGREE)	

Table 4.1 shows that the highest score 48 (41,37%) or 12 students agree that using flipped classroom provided grammar learning activities in a realistic environment. Followed by 11 participants score 33 (37,93%) who tend to be neutral, 4 participants score 20 (13,79%) strongly agree, 2 participants score 4 (06,89%) disagree with the statement mentioned. While no participants strongly disagree. The index percentage for this item shows that 72, 41 % of participants agree that using flipped classroom can provide students with a realistic environment in learning grammar.

Table 4.2

Using Flipped Classroom provided a stimulating Grammar learning environment

Options	Likert Scale	Frequency	Percentage	Score
Strongly Disagree	1	0	0	0
Disagree	2	0	0	0
Neutral	3	10	34,48	30
Agree	4	15	51,72	60
Strongly Agree	5	4	13,79	20
Total of score				110
Maximum Score : $29 \times 5 = 145$ Minimum Score : $29 \times 1 = 29$ Index : $\frac{110}{145} \times 100 = 75,86$				
PERCENTAGE			75,86 (AGREE)	

The second item of the system characteristic is about flipped classroom provided a stimulating grammar learning environment. Table 4.2 shows that no participants strongly disagree with this statement. Followed by no participants disagree. 10 participants score 30 (34,48%) tend to be neutral. 15 participants score 60 (51,72%) claimed that they agree with this statement. While 4 participants score 20 (13,79%) strongly agree. Table 4.2 also

shows that the index percentage of this item is 75,86 %. It means that almost all participants agree that flipped classroom can stimulate them in learning grammar.

Table 4.3

Flipped Classroom was able to make interaction with my lecturer and peers

Options	Likert Scale	Frequency	Percentage	Score
Strongly Disagree	1	0	0	0
Disagree	2	3	10,34	6
Neutral	3	5	17,24	15
Agree	4	14	48,27	56
Strongly Agree	5	7	24,13	35
Total of score				112
Maximum Score : $29 \times 5 = 145$				
Minimum Score : $29 \times 1 = 29$				
Index : $\frac{112}{145} \times 100 = 77,24$				
PERCENTAGE			77,24 (AGREE)	

The third item of the system characteristic is about the use of flipped classroom was able to make interaction with lecturer and peers in learning grammar. Table 4.3 shows that no participants strongly disagree with this statement. Followed by 3 participants score 6 (10,34%) that disagree with this statement. 5 participants score 15 (17,24%) tends to be neutral. 14 participants score 56 (48,27%) claimed that they agree with this statement. While 7 participants score 35 (24,13%) strongly agree. Table 4.3 also shows that the index percentage of this item is 77,24 %. It can be concluded that almost all participants agree that the use of flipped classroom was able to make interaction with the lecturer and peers in learning grammar.

Table 4.4

I felt more comfortable when the lecturer use Flipped Classroom in learning Grammar based on comments on the output produced by my peers.

Options	Likert Scale	Frequency	Percentage	Score
Strongly Disagree	1	1	03,44	1
Disagree	2	2	06,89	4
Neutral	3	11	37,93	33
Agree	4	12	41,37	48
Strongly Agree	5	3	10,34	15
Total of score				101
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{101}{145} \times 100 = 69,65$				
PERCENTAGE			69,65 (AGREE)	

The next item of the system characteristic is about they feel more comfortable when the lecturer use Flipped Classroom based on comments on the output produced by peers in learning grammar. Table 4.4 shows that 1 participant scored 1 (03,44%) strongly disagree with this statement. 2 participants score 4 (06,89%) disagree with this statement, while 11 participants score 33 (37,93%) tend to be neutral. 12 participants score 48 (41,37%) claimed that they agree with this statement. The last 3 participants score 15(10,34%) strongly agree. Table 4.4 also shows that the index percentage of this item is 69,65 %. This finding revealed that more than half of the respondents responded positively to this statement. It means that they agree that learning grammar using flipped classroom provides a delightful feeling for them.

Table 4.5

Flipped Classroom was able to enhance my grammar through collaborative learning activities based on the comments and suggestions made by the lecturer and my peers.’

Options	Likert Scale	Frequency	Percentage	Score
Strongly Disagree	1	0	0	0
Disagree	2	5	17,24	10
Neutral	3	8	27,58	24
Agree	4	12	41,37	48
Strongly Agree	5	4	13,79	20
Total of score				102
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{102}{145} \times 100 = 70,34$				
PERCENTAGE			70,34 (AGREE)	

Based on the fifth statement, there is no participants strongly disagree with this statement. 5 participants score 10 (17,24%) disagree with this statement, 8 participants score 24 (27,58%) tend to be neutral with this statement, 12 participants score 48 (41,37%) agree with this statement, and the last 4 participants score 20 (13,79%) strongly agree with this statements. The index percentage is 70,34% (agree). This finding revealed that more than half participants agree that flipped classroom was able to enhance their grammar through collaborative learning.

Table 4.6

Flipped Classroom was able to sharpen my grammar through collaborative learning activities based on the comments and suggestions made by the lecturer and my peers

Options	Likert Scale	Frequency	Percentage	Score
Strongly Disagree	1	1	03,44	1
Disagree	2	4	13,79	8
Neutral	3	9	31,03	27
Agree	4	11	37,93	44
Strongly Agree	5	4	13,79	20
Total of score				100
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{100}{145} \times 100 = 68,96$				
PERCENTAGE			68,96 (AGREE)	

Table 4.6 shows that the highest score 44 (37,93%) or 11 students agree that using the flipped classroom was able to sharpen their grammar through collaborative learning activities based on comments. Followed by 9 participants who score 27 (31,03%) who tend to be neutral, 4 participants score 20 (13,79%) strongly agree, and 4 participants score 8 (13,79%) disagree with the statement mentioned. While only 1 scored 1 (03,44%) participants strongly disagree with this statement. The index percentage for this item shows that 68,96 % of participants agree that by using that using the flipped classroom was able to sharpen their grammar through collaborative learning activities based on comments. From this finding, it can be concluded that more than half participants responded positively to this item and they believed that collaborative learning is very useful to sharpen their grammar learning ability.

2. Material Characteristics

Table 4.7

The video materials provided by the lecturer led to a better understanding of English grammar

Options	Likert Scale	Frequency	Percentage	Score
Strongly Disagree	1	0	0	0
Disagree	2	0	0	0
Neutral	3	4	13,79	12
Agree	4	14	48,27	56
Strongly Agree	5	11	37,93	55
Total of score				123
Maximum Score : $29 \times 5 = 145$				
Minimum Score : $29 \times 1 = 29$				
Index : $\frac{123}{145} \times 100 = 84,82$				
PERCENTAGE			84,82 (STRONGLY AGREE)	

The next item of material characteristics, table 4.7 shows that the highest score 56 (48,27%) or 14 students agree that the video materials provided by the lecturer led to a better understanding of English grammar. Followed by 4 participants score 12 (13,79%) who tend to be neutral, 11 participants score 55 (37,93%) strongly agree with the statement mentioned. While there is no participants who voted strongly disagree or disagree with this statement. The index percentage for this item is 84,82% . It means that almost all the participants strongly agree that by using the video materials provided by the lecturer led to a better understanding of English grammar.

Table 4.8

The video materials provided by the lecturer helped me immerse myself in the learning atmosphere of the class

Options	Likert Scale	Frequency	Percentage	Score
Strongly Disagree	1	0	0	0
Disagree	2	1	03,44	2
Neutral	3	12	41,37	36
Agree	4	14	48,27	56
Strongly Agree	5	2	06,89	10
Total of score				104
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{104}{145} \times 100 = 71,72$				
PERCENTAGE			71,72 (AGREE)	

Table 4.8 shows that the highest score is 56 (48,27%) or 14 students agree that the video materials provided by the lecturer helped me immerse myself in the learning atmosphere of the class. Followed by 12 participants who score 36 (41,37%) and tend to be netral, 2 participants score 10 (06,89%) strongly agree with the statement mentioned. While only 1 participant scored 2 (03,44%) who voted disagree, and no participants strongly disagree with this statement. The index percentage for this item shows that 71,72% of participants agree that by using the video materials provided by the lecturer helped them immerse themselves in the learning atmosphere of the class.

Table 4.9

The video materials provided by the lecturer were useful for learning English grammar

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	1	03,44	1
Disagree	2	0	0	0
Neutral	3	4	13,79	12
Agree	4	11	37,93	44
Strongly Agree	5	13	44,82	65
Total of score				122
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{122}{145} \times 100 = 84,13$				
PERCENTAGE			84,13 (STRONGLY AGREE)	

Table 4.9 shows that the highest score 65 (44,82%) or 13 participants strongly agree that the video materials provided by the lecturer were useful for learning English grammar. Followed by 4 participants score 12 (13,79%) who tend to be neutral, 11 participants score 44 (37,93%) agree with the statement mentioned. While there is only 1 participants score 1 (03,44%) strongly disagree and no participants who disagree on the statement mentioned. The index percentage for this item shows that 84,13% of participants strongly agree that by using that the video materials provided by the lecturer were useful for learning English grammar.

Table 4.10

The video materials provided by the lecturer helped me understand the important points included in the units in grammar

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	2	06,89	2
Disagree	2	0	0	0
Neutral	3	6	20,68	18
Agree	4	10	34,48	40
Strongly Agree	5	11	37,93	55
Total of score				115
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{115}{145} \times 100 = 79,31$				
PERCENTAGE			79,31 (AGREE)	

The next item is about the video materials provided by the lecturer helped them understand the important points included in the units in grammar. Table 4.10 shows that no participants disagree with this statement. Followed by 2 participants score 2 (06,89%) strongly disagree with the statement mentioned. 6 participants score 18 (20,68%) tend to be neutral. 10 participants score 40 (34,48%) claimed that they agree with this statement. While 11 participants score 55 (37,93%) strongly agree. Table 4.10 also shows that the index percentage of this item is 79,31 %. It means that almost all participants agree that the video materials provided by the lecturer helped them understand the important points included in the units in grammar.

Table 4.11

I think that the video materials provided the by the lecturer were useful for improving my grammar proficiency.

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	1	03,44	1
Disagree	2	0	0	0
Neutral	3	5	17,24	15
Agree	4	9	31,03	36
Strongly Agree	5	14	48,27	70
Total of score				122
Maximum Score : 29 X 5 = 145 Minimum Score : 29 X 1 = 29 Index : $\frac{122}{145} \times 100 = 84,13$				
PERCENTAGE			84,13 (STRONGLY AGREE)	

The next item is about that they think the video materials provided by lecturer were useful for improving their grammar proficiency. Table 4.11 shows that no participants disagree with this statement. Followed by 1 participants score 1 (03,44%) strongly disagree with the statement mentioned. 5 participants score 15 (17,24%) tend to be neutral. 9 participants score 36 (31,03%) claimed that they agree with this statement. While the highest score is 70 (48,27%) from 14 participants strongly agree with the statement mentioned. Table 4.11 also shows that the index percentage of this item is 84,13 %. It means that almost all participants strongly agree that the video materials provided by lecturer were useful for improving their grammar proficiency.

3. Perceived ease of use

Table 4.12

I received clear guidance about my homework or task when lecturer using Flipped Classroom

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	0	0	0
Disagree	2	2	06,89	4
Neutral	3	5	17,24	15
Agree	4	14	48,27	56
Strongly Agree	5	8	27,56	40
Total of score				115
Maximum Score : $29 \times 5 = 145$				
Minimum Score : $29 \times 1 = 29$				
Index : $\frac{115}{145} \times 100 = 79,31$				
PERCENTAGE			79,31 (AGREE)	

The next item of the perceived ease of use is about flipped classroom provided a stimulating grammar learning environment I received clear guidance about my homework or task when the lecturer used Flipped Classroom. Table 4.12 shows that no participants strongly disagree with this statement. Followed by 2 participants who score 4 (06,89%) disagree with the statement mentioned. 5 participants score 15 (17,24%) tends to be neutral. 14 participants score 56 (48,27%) claimed that they agree with this statement and this is as the highest score from this statement. While 8 participants score 40 (27,56%) strongly agree. Table 4.12 also shows that the index percentage of this item is 79,31 %. It means that almost all participants agree that flipped classroom can stimulate them in learning grammar.

Table 4.13

Using Flipped Classroom did not require too much time.

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	0	0	0
Disagree	2	0	0	0
Neutral	3	12	41,37	36
Agree	4	12	41,37	48
Strongly Agree	5	5	17,24	25
Total of score				109
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{109}{145} \times 100 = 75,17$				
PERCENTAGE			75,17 (AGREE)	

The next statement is about using Flipped Classroom did not require too much time. Table 4.13 shows that no participants disagree or strongly disagree with this statement. Followed by 12 participants score 36 (41,37%) tend to be neutral. 12 participants score 48 (41,37%) claimed that they agree with this statement and this is as the highest score for statement. While 5 participants score 25 (17,24%) strongly agree with the statement mentioned. Table 4.13 also shows that the index percentage of this item is 75,17 %. It means that almost all participants agree that by using Flipped Classroom did not require too much time.

Table 4.14

Learning by using Flipped classroom for my class activities was easy

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	0	0	0
Disagree	2	5	17,24	10
Neutral	3	6	20,68	18
Agree	4	14	48,27	56
Strongly Agree	5	4	13,79	20
Total of score				104
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{104}{145} \times 100 = 71,72$				
PERCENTAGE			71,72 (AGREE)	

The next statement is about learning by using a Flipped classroom for my class activities was easy. Table 4.14 shows that no participants strongly disagree with this statement. Followed by 6 participants score 18 (20,68%) tend to be neutral. 14 participants score 56 (48,27%) claimed that they agree with this statement and this is as the highest score for statement. 5 participants score 10 (17,24%) disagree with the statement mentioned, While 4 participants score 20 (13,79%) strongly agree with the statement mentioned. Table 4.14 also shows that the index percentage of this item is 71,72%. It means that almost all participants agree that using a Flipped classroom for my class activities was easy.

Table 4.15

Interacting with my lecturer and friends during Flipped Classroom was comfortable and not stressful

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	0	0	0
Disagree	2	1	03,44	2
Neutral	3	11	37,93	33
Agree	4	15	52,72	60
Strongly Agree	5	2	06,89	10
Total of score				105
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{105}{145} \times 100 = 72,41$				
PERCENTAGE			72,41 (AGREE)	

The next item is about interacting with their lecturer and friends during Flipped Classroom was comfortable and not stressful. Table 4.15 shows that no participants strongly disagree with this statement. Followed by 11 participants score 33 (37,93%) tend to be neutral. 15 participants score 60 (52,72%) claimed that they agree with this statement and this is as the highest score for this statement. 1 participants score 2 (03,44%) disagree with the statement mentioned, While 2 participants score 10 (06,89%) strongly agree with the statement mentioned. Table 4.15 also shows that the index percentage of this item is 72,41%. It means that participants agree that interacting with their lecturer and friends during Flipped Classroom was comfortable and not stressful.

4. Perceived usefulness

Table 4.16

Learning Grammar through Flipped Classroom improved my Grammar ability

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	1	03,44	1
Disagree	2	0	0	0
Neutral	3	12	41,37	36
Agree	4	12	41,37	48
Strongly Agree	5	4	13,79	20
Total of score				105
Maximum Score : $29 \times 5 = 145$				
Minimum Score : $29 \times 1 = 29$				
Index : $\frac{105}{145} \times 100 = 72,41$				
PERCENTAGE			72,41 (AGREE)	

The next item of the perceived usefulness is about learning Grammar through Flipped Classroom improved their Grammar ability. Table 4.16 shows that no participants disagree with this statement. Followed by 1 participants score 1 (03,44%) strongly disagree with the statement mentioned. 12 participants score 36(41,37%) tend to be neutral. 12 participants score 48 (41,37%) claimed that they agree with this statement. While 4 participants score 20 (13,79%) strongly agree. Table 4.16 also shows that the index percentage of this item is 72,41 %. It means that almost all participants agree that learning Grammar through Flipped Classroom improved their Grammar ability.

Table 4.17

Learning grammar through Flipped Classroom enhanced my desire

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	1	03,44	1
Disagree	2	2	06,89	4
Neutral	3	15	51,27	45
Agree	4	7	24,13	28
Strongly Agree	5	3	10,34	15
Total of score				93
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{93}{145} \times 100 = 64,13$				
PERCENTAGE			64,13 (AGREE)	

The next statement is about learning grammar through Flipped Classroom enhanced their desire. Table 4.17 shows that 1 participants (score 1) strongly disagree with this statement. Followed by 2 participants (score 4) disagree with the statement mentioned. 15 participants (score 45) tend to be neutral. 7 participants (score 28) claimed that they agree with this statement. While 3 participants (score 15) strongly agree. Table 4.17 also shows that the index percentage of this item is 65,51 %. It means that almost all participants agree that learning grammar through Flipped Classroom enhanced their desire.

Table 4.18

Learning grammar through Flipped Classroom provided a beneficial outcome to this class.

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	1	03,44	1
Disagree	2	0	0	0
Neutral	3	12	41,37	36
Agree	4	13	44,82	52
Strongly Agree	5	3	10,34	15
Total of score				104
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{104}{145} \times 100 = 71,72$				
PERCENTAGE			71,72 (AGREE)	

The next statement is about learning grammar through Flipped Classroom provided a beneficial outcome to this class. Table 4.18 shows that 1 participants score 1 (03,44%) strongly disagree with this statement. There is no participants that disagree with the statement mentioned. 12 participants score 36 (41,37%) tend to be neutral. 13 participants score 52 (44,82%) claimed that they agree with this statement. While 3 participants score 15 (10,34%) strongly agree. Table 4.18 also shows that the index percentage of this item is 71,72 %. It means that almost all participants agree that learning grammar through Flipped Classroom provided a beneficial outcome to this class.

Table 4.19

The comments and suggestions made by the lecturer and my friends through Flipped classroom were useful for improving my work.

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	1	03,44	1
Disagree	2	0	0	0
Neutral	3	8	27,58	24
Agree	4	17	58,62	68
Strongly Agree	5	3	10,34	15
Total of score				108
Maximum Score : $29 \times 5 = 145$				
Minimum Score : $29 \times 1 = 29$				
Index : $\frac{108}{145} \times 100 = 74,48$				
PERCENTAGE			74,48 (AGREE)	

The next statement is about the comments and suggestions made by the lecturer and their friends through Flipped classroom were useful for improving their work. Table 4.19 shows that only 1 participants score 1 (03,44%) strongly disagree with this statement. There is no participants that disagree with the statement mentioned. 8 participants score 24 (27,58%) tend to be neutral. 17 participants score 68 (58,625%) claimed that they agree with this statement and this is as the highest score for this statement . While 3 participants score 15 (10,34%) strongly agree. Table 4.19 also shows that the index percentage of this item is 74,48 %. It means that almost all participants agree that the comments and suggestions made by the lecturer and their friends through Flipped classroom were useful for improving their work.

Table 4.20

Learning by using Flipped Classroom strengthened my critical thinking as I considered the work of my friends.

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	2	06,89	3
Disagree	2	4	13,79	8
Neutral	3	10	34,48	30
Agree	4	11	37,93	44
Strongly Agree	5	1	03,44	5
Total of score				90
Maximum Score : $29 \times 5 = 145$				
Minimum Score : $29 \times 1 = 29$				
Index : $\frac{90}{145} \times 100 = 62,06$				
PERCENTAGE			62,06 (AGREE)	

The next statement is about learning by using Flipped Classroom strengthened their critical thinking as they considered the work of their friends.. Table 4.20 shows that only 2 participants score 2 (06,89%) strongly disagree with this statement. 4 participants score 8 (13,79%) that disagree with the statement mentioned. 10 participants score 30 (34,48%) tend to be neutral. 11 participants score 44 (37,93%) claimed that they agree with this statement and this is as the highest score. While 1 participants score 5 (03,44%) strongly agree. Table 4.20 also shows that the index percentage of this item is 62,06 %. It means that almost all participants agree that learning by using Flipped Classroom strengthened their critical thinking as they considered the work of their friends.

5. Attitude About use

Table 4.21

I liked using Flipped Classroom in learning grammar

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	2	06,89	2
Disagree	2	2	06,89	4
Neutral	3	11	37,93	33
Agree	4	9	31,03	36
Strongly Agree	5	3	10,34	15
Total of score				90
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{110}{145} \times 100 = 62,06$				
PERCENTAGE			62,06	

The first item of attitude about use is about they liked using Flipped Classroom in learning grammar. Table 4.21 shows that only 2 participants score 2 (06,89%) strongly disagree with this statement. 2 participants score 4 (06,89%) disagree with the statement mentioned. 11 participants score 33 (37,93%) tend to be neutral. 9 participants score 36 (31,03%) claimed that they agree with this statement and this is as the highest score for statemnt . While 3 participants score 15 (10,34%) strongly agree. Table 4.21 also shows that the index percentage of this item is 62,06 %. It means that almost all participants agree that they liked using Flipped Classroom in learning grammar.

Table 4.22

I have a positive attitude about using Flipped Classroom in this class.

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	2	06,89	2
Disagree	2	1	03,44	2
Neutral	3	3	10,34	9
Agree	4	18	62,06	72
Strongly Agree	5	3	10,34	15
Total of score				100
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{100}{145} \times 100 = 68,96$				
PERCENTAGE			68,96 (AGREE)	

The next statement is about they have a positive attitude about using Flipped Classroom in this class.. Table 4.22 shows that only 2 participants score 2 (06,89%) strongly disagree with this statement. 1 participants score 2 (03,44%) disagree with the statement mentioned. 3 participants score 9 (10,34%) tend to be neutral. 18 participants score 72 (62,06%) claimed that they agree with this statement and this is as the highest score for this statement. While 3 participants score 15 (10,34%) strongly agree. Table 4.22 also shows that the index percentage of this item is 68,96%. It means that almost all participants agree that they have a positive attitude about using Flipped Classroom in this class.

Table 4.23

I feel that using Flipped Classroom to learn Grammar is a good idea.

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	2	06,89	2
Disagree	2	3	10,34	6
Neutral	3	10	34,48	30
Agree	4	9	31,03	36
Strongly Agree	5	4	13,79	20
Total of score				94
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{94}{145} \times 100 = 64,82$				
PERCENTAGE			64,82 (AGREE)	

The next statement is about they feel that using Flipped Classroom to learn Grammar is a good idea. Table 4.23 shows that only 2 participants score 2 (06,89%) strongly disagree with this statement. 3 participants score 6 (10,34%) disagree with the statement mentioned. 10 participants score 30 (34,48%) tend to be neutral. 9 participants score 36 (31,03%) claimed that they agree with this statement. While 4 participants score 20 (13,79%) strongly agree. Table 4.23 also shows that the index percentage of this item is 64,82%. It means that almost all participants agree that they feel that using Flipped Classroom to learn Grammar is a good idea.

Table 4.24

I looked forward to using Flipped Classroom in this class

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	1	03,44	1
Disagree	2	2	06,89	4
Neutral	3	12	41,37	36
Agree	4	9	31,03	36
Strongly Agree	5	4	13,79	20
Total of score				95
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{95}{145} \times 100 = 65,51$				
PERCENTAGE			65,51 (AGREE)	

The next statement is about they looked forward to using Flipped Classroom in this class. Table 4.24 shows that only 1 participant score 1 (03,44%) strongly disagree with this statement. 2 participants score 4 (06,89%) disagree with the statement mentioned. 12 participants score 36 (41,37%) tend to be neutral. 9 participants score 36 (41,37%) claimed that they agree with this statement. While 4 participants score 20 (13,79%) strongly agree. Table 4.24 also shows that the index percentage of this item is 65,51%. (Agree). It means that participants agree that they looked forward to using Flipped Classroom in this class. However, there are 12 (41,37%) of the respondents tend to be neutral toward this statement.

6. Behavioral Intention

Table 4.25

If I have access to see video provided by the lecturer, I will continue to write in English, in appropriate grammar

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	0	0	0
Disagree	2	2	06,89	4
Neutral	3	11	37,93	33
Agree	4	13	44,82	52
Strongly Agree	5	3	10,34	15
Total of score				104
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{104}{145} \times 100 = 71.72$				
PERCENTAGE			71,72 (AGREE)	

The next statement is about if they have access to see the video provided by the lecturer, they will continue to write in English with, inappropriate grammar. Table 4.25 shows that there is no participants that strongly disagree with this statement. 2 participants score 4 (06,89%) disagree with the statement mentioned, and 11 participants score 33 (37,93%) tend to be neutral. 13 participants score 52 (44,82%) claimed that they agree with this statement. While 3 participants score 15 (10,34%) strongly agree. Table 4.25 also shows that the index percentage of this item is 71,72%. It means participants agree that if they have access to the video provided by the lecturer, they will continue to write in English with inappropriate grammar.

Table 4.26

If I have access to see the video provided by the lecturer, I will continue to use it to improve my English grammar.

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	0	0	0
Disagree	2	1	03,44	2
Neutral	3	10	34,48	30
Agree	4	12	41,37	48
Strongly Agree	5	5	17,24	25
Total of score				105
Maximum Score : $29 \times 5 = 145$				
Minimum Score : $29 \times 1 = 29$				
Index : $\frac{105}{145} \times 100 = 72,41$				
PERCENTAGE			72,41 (AGREE)	

The next statement is about if they have access to see video provided by lecturer, they will continue to use it to improve my English grammar in appropriate grammar. Table 4.26 shows that there is no participants that strongly disagree with this statement. 1 participants score 2 (03,44%) disagree with the statement mentioned. 10 participants score 30 (34,48%) tend to be neutral. 12 participants score 48 (41,37%) claimed that they agree with this statement and this is as the highest score for this statement. While 5 participants score 25 (17,24%) strongly agree. Table 4.26 also shows that the index percentage of this item is 72,41%. It means that almost all participants agree that if they have access to see video provided by lecturer, they will continue to use it to improve my English grammar.

Table 4.27

If I have access to see video provided by lecturer, I will be happy to use appropriate grammar I have.

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	1	03,44	1
Disagree	2	0	0	0
Neutral	3	8	27,58	24
Agree	4	14	48,27	56
Strongly Agree	5	5	17,24	25
Total of score				106
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{106}{145} \times 100 = 73,10$				
PERCENTAGE			73,10 (AGREE)	

The next statement is about if they have access to see video provided by lecturer, they will be happy to use appropriate grammar they have. Table 4.27 shows that there is no participants that disagree with this statement. 1 participants score 1 (03,44%) strongly disagree with the statement mentioned. 8 participants score 24 (27,58%) tend to be neutral. 14 participants score 56 (48,27%) claimed that they agree with this statement. While 5 participants score 25 (17,24%) strongly agree. Table 4.27 also shows that the index percentage of this item is 73,10%. It means that almost all participants agree that If they have access to see video provided by lecturer, they will be happy to use appropriate grammar they have.

Table 4.28

When I learn grammar using flipped classroom applied by lecturer, I will have confidence when I participate in that class

Options	Likert Scale	Frequency	Percentage	Score
Strongly disagree	1	0	0	0
Disagree	2	2	06,89	4
Neutral	3	8	27,58	24
Agree	4	14	48,27	56
Strongly Agree	5	4	13,79	20
Total of score				104
Maximum Score : 29 X 5 = 145				
Minimum Score : 29 X 1 = 29				
Index : $\frac{104}{145} \times 100 = 71,72$				
PERCENTAGE			71,72 (AGREE)	

The last statement of this item is about when they learn grammar using flipped classroom applied by lecturer, they will have confidence when they participate in that class. Table 4.28 shows that there is no participants that strongly disagree with this statement. 2 participants score 4 (06,89%) disagree with the statement mentioned. 8 participants score 24 (27,58%) tend to be neutral. 14 participants score 56 (48,27%) claimed that they agree with this statement. While 4 participants score 20 (13,79%) strongly agree. Table 4.28 also shows that the index percentage of this item is 71,72%. It means that almost all participants agree that when they learn grammar using flipped classroom applied by lecturer, they will have confidence when they participate in that class.

Table 4.29

Summary of students' perception of using Flipped Classroom in learning grammar based on each item and indicators category.

No	Indicators	Items	Total	Max Score	Percentage	Category
1	System Characteristics	1	105	145	72,41%	Agree
		2	110	145	75,86%	Agree
		3	112	145	77,24%	Agree
		4	104	145	69,65%	Agree
		5	102	145	75,86%	Agree
		6	100	145	68,96%	Agree
		Mean	105,5	145	73,16%	Agree
2	Material Characteristics	7	123	145	84,82%	Strongly Agree
		8	104	145	71,72%	Agree
		9	122	145	84,13%	Strongly Agree
		10	115	145	79,31%	Agree
		11	122	145	84,13%	Strongly Agree
		Mean	117,2	145	80,82%	Strongly Agree
3	Perceived Ease of use	12	115	145	79,31%	Agree
		13	109	145	75,17%	Agree
		14	104	145	71,72%	Agree
		15	105	145	72,41%	Agree
		Mean	108,25	145	74,65%	Agree
4	Perceived Usefulness	16	105	145	72,41%	Agree
		17	93	145	64,13%	Agree
		18	104	145	71,72%	Agree
		19	108	145	74,48%	Agree
		20	90	145	62,06%	Agree
		Mean	100	145	68,96%	Agree
5	Attitude About Use	21	90	145	62,06%	Agree
		22	100	145	68,96%	Agree
		23	94	145	64,82%	Agree
		24	95	145	65,51%	Agree
		Mean	94,75	145	65,33%	Agree
6	Behavioral Intention	25	104	145	71,72%	Agree
		26	105	145	72,41%	Agree
		27	106	145	73,10%	Agree
		28	104	145	71,72%	Agree
		Mean	105,75	145	72,23%	Agree

Looking at the summary (Table 4.29), it can be concluded that the first indicator, that is the system characteristics consisting of 6 statements, can be categorized as agree (73.16%). The second indicator is material characteristics consisting of 5 statements that can be categorized as agree (84.13%). The third indicator is perceived ease of use which consists of 4 statements that can be categorized as agree (75.65%). The next indicator is perceived usefulness which consists of 5 statements that can be categorized as agree (68.96%). The fifth indicator is attitude about use which consists of 4 statements that can be categorized as agree (65.33%). The last indicator is behavioral intention which consists of 4 statements that can be categorized as agree (72.23%). Overall, it can be concluded that in general, all respondents agree with all statements in the questionnaire distributed to them.

Table 4.30

Students' recommendations and suggestions

No	Items	Frequency	Percentage
1	Provide more exercise/discussion/activities for online learning	15	51,72%
2	No commens.	6	20,68%
3	Nothing!	19	65,51%
4	Give more time to prepare	22	75,86%
5	Have better quality and shorter video (less than 10 minutes)	20	68,96%
6	Encourage active participation	20	68,96%
7	Do not limit presentation time	9	31,03%
8	Incorporate games as part of activities	20	68,96%

9	Recommend suitable video editor	21	72,41%
10	Facilities in the classroom should be improved	21	72,41%
11	Limit destructive sounds while shooting video	20	68,96%
12	Record video in the classroom only	12	41,37%
13	Drama/musical as part of activities and apply grammar knowledge in it	17	58,62%

According to frequency and percentage in table 4.29, it was found that there are 15 (51,72%) respondents suggested that flipped classroom must be provided with more exercises/discussion/activities for online learning. 22 (75,86%) of respondents suggested giving more time to prepare. 20 (68,98%) of the respondents suggested having better quality and shorter videos. 20 (68,98%) of the respondents suggested encouraging active participation. 9 (31,03%) suggested not to limit presentation time. 20 (68,96%) of the participants suggested to incorporate games as part of activities. 21 (72,41%) of the participants recommended a suitable video editor. 21 (72,41%) of the participants suggested improving facilities in the classroom. 20 (68,96%) of the participants suggested limiting destructive sounds while shooting video. 12 (41,37%) suggested recording video in the classroom only, and 17 (58,62%) of the participants suggested including drama/musical as part of activities and applying grammar knowledge on it.

Table 4.31

Rank order of students' recommendations and suggestions

NO	Items	Frequency	Percentage	Rank order
1	Give more time to prepare	22	75,86%	1
2	Recommend suitable video editor	21	72,41%	2
3	Facilities in the classroom should be improved	21	72,41%	2
4	Have better quality and shorter video (less than 10 minutes)	20	68,96%	3
5	Encourage active participation	20	68,96%	3
6	Incorporate games as part of activities	20	68,96%	3
7	Limit destructive sounds while shooting video	20	68,96%	3
8	Nothing!	19	65,51%	4
9	Drama/musical as part of activities and apply grammar knowledge in it	17	58,62%	5
10	Provide more exercise/discussion /activities for online learning	15	51,72%	6
11	Record video in the classroom only	12	41,37%	7
12	Do not limit presentation time	9	31,03%	8
13	No comments.	6	20,68%	9

Based on table 4.32 above, it can be concluded that almost all of the respondents suggested giving them more time, maybe to prepare assignments or learn the provided videos sent by the lecturer. The next suggestion is to use the appropriate video, then the facilities in the class that need to be improved. In addition, they also suggest using videos that are not too long, stimulate active learning, and include games as part of learning

activities. In addition, they also recommend recording videos in class only. This may be to get them to focus more on the material in the video.

4.1.3 Data from Interview

In this study, qualitative data was gathered from interviews with six respondents. The interview was conducted on an individual and was carried out in two rounds. The first round of the interview was conducted on July 24, 2022 (the following day after the participants had answered the questionnaire). The second round was conducted on August 5, 2022 (after data from the questionnaire were analyzed). Based on the results of this data analysis, interviews were conducted with respondents whose purpose is to reconfirm the answers that they had given in the questionnaire. For this purpose, not all aspects of the results of the data analysis were asked. The researcher focused only on certain phenomena that are necessary to be re-explained by the respondents. Nine participants were selected to be participants in this part.

A. 1st Round Interview (July 24, 2022)

1. System Characteristics

Q1 *Did learning grammar through Flipped classroom provide you with a realistic environment? Why?*

R1 *Yes, because the material presented is the same as that delivered by the lecturer*

R2 *Yes, that's right, because the method used in the Flipped Classroom makes a realistic learning environment.*

R3 *Yes, because this method can develop students' thinking skills, both independently and collaboratively*

R4 *Yes, I think learning grammar through flipped classroom provides a realistic or real environment because we can access learning materials more flexibly and students*

R5 *Yes. with this understanding, the main task of a lecturer is not teaching, but creating situations for students to learn. Learning can take place anytime, anywhere, with anyone, even in any situation.*

R6 *Actually, I don't feel a realistic environment because I can't interact directly through the flipped classroom*

Q2 *Did learning through Flipped Classroom make it easy or difficult to learn grammar? Please describe!*

- R1 *In my opinion, it makes it easier for me, because the material presented feels simpler*
R2 *I think it is easy to learn through the Flipped classroom because the delivery of the material is easy to understand.*
R3 *Easy, because it makes us as students more active, where we are required to be actively involved in the learning process of grammar by expressing opinions or asking questions*
R4 *Yes, the flipped classroom can make it easier for us to learn grammar because we already have an idea or have studied it ourselves before being studied in class,*
R5 *In my opinion, it is quite easy for me in learning grammar*
R6 *Not too easy nor too difficult because there are many materials that can be obtained if I learn grammar through flipped classroom*

2. Material Characteristics

Q1 *Do the video/audio materials created by your lecturer lead you to understand more about grammar subjects? If yes or no, why?*

- R1 *Yes, because we can study the material in more detail*
R2 *Yes, because the video/audio material made by the lecturer uses easy-to-understand language.*
R3 *Yes, because the video is quite easy to understand*
R4 *Yes, video or audio, it makes us understand more about learning grammar, because the video is very helpful before studying in class.*
R5 *Yes. Because in this way we can understand the material faster by repeating the video/audio sent by the lecturer*
R6 *Yes, sometimes because the lecturer gives several videos of material in different ways of explanation so that we can understand it through some of the videos given*

Q2 *Q2. Do you think the video/ material posted by your lecturer is interesting?*

- R1 *Very interesting*
R2 *Yes it's interesting*
R3 *Yes, it's quite interesting and not boring*
R4 *Yes, interesting*
R5 *Yes, it's quite interesting and easy to understand*
R6 *It depends on how the video is given. If the duration is long and the explanation is convoluted, I'm not interested. But.....*

Q3 *If there were parts of the video that you less understandable, what would you do with the video? Did you pause or stop the videos several times?*

- R1 *Yes*
R2 *Yes, I paused the video then I will play it back*
R3 *Yes I will pause and repeat watching the parts I don't understand several times until I understand enough*
R4 *If I don't understand then I will pause then look for other references and repeat the video again, even if I don't understand then I ask the lecturer in class.*
R5 *Yes, I will pause and repeat the video and then come back to understand it*

R6 *I will repeat the video several times and listen carefully to what is explained in the video*

3. Perceived Ease of Use

Q1 *Did learning through flipped classroom make you comfortable interacting with your lecturer and friends? Please explain!*

R1 *Yes, because flipped classroom allows me to share my understanding of the material with my friends*

R2 *Yes, because it allows me to interact with lecturers or friends well*

R3 *Yes because we can be more active in talking or expressing opinions between lecturer or friends*

R4 *Yes, learning through flipped classroom makes us comfortable interacting with lecturer or friends and learning process will be easier because it has been studied at home first.*

R5 *I think I am quite comfortable interacting with lecturers but not comfortable interacting with friends. Because some learning process is learning in groups*

R6 *Actually I am not comfortable with this, because I can't interact directly*

Q2 *Did learning using flipped classroom make your learning activities easier? Please explain!*

R1 *Yes, flipped classroom allows me to get to know the material that will be conveyed by the lecturer in class*

R2 *Yes, because learning is easy but still able to understand the material well*

R3 *I think it is quite easy because we can be directly involved, not only as listeners during the learning process and it makes it easier to understand the grammar material better*

R4 *Yes, learning using flipped classroom makes learning activities easier and very helpful in the learning process in class, because the material has been studied first.*

R5 *Yes. Because we can follow the learning in any situation. For example, while traveling or outdoor*

R6 *That it is quite easy, because we can learn and understand the material anywhere and anytime. It can even be repeated every time if needed.*

Q3 *Did you enjoy learning grammar through flipped classroom?*

R1 *Yes*

R2 *Yes*

R3 *Yes, I quite enjoy it*

R4 *Yes, I enjoy it*

R5 *Yes of course*

R6 *Yes, whatever is that I will still enjoy learning as long as the material provided can be understood by me*

4. Perceived Usefulness

- Q1 Did learning through flipped classroom improve your grammar ability?**
- R1 *It's quite helpful*
R2 *Yes.*
R3 *Yes*
R4 *Yes, learning through flipped classroom improves my grammar ability because if I only study in class or the lecturer explains, sometimes I don't understand,.....*
R5 *I think it's enough to improve my grammar ability*
R6 *Yes, because we can access additional material and provide more and more detailed material*
- Q2 Do you think that flipped classroom could help you become an active learner? Is there any example to support or not to support your claims?**
- R1 *Yes, for example I can answer the questions asked by the lecturer*
R2 *In my opinion, flipped classroom can help me become an active learner because I can...*
R3 *Very helpful, because with flipped classroom we are not only listeners but also actively participate in learning, for example.....*
R4 *Yes, because with the flipped classroom, students become active and flexible in getting information and materials.*
R5 *Yes it can help me*
R6 *Yes, because I have to able to understand the material and be able to find additional*

5. Attitude about Use

- Q1 Did you like learning grammar using flipped classroom? Please explain your reasons!**
- R1 *Yes I like it, because it makes it easier for me to understand the material*
R2 *Yes, I like it, because many videos are used*
R3 *Yes, because with the flipped classroom it is easier for me to understand the material than the traditional method*
R4 *Yes, because it can make students active and easy to understand the material explained by the lecturer in class*
R5 *My answer to this is Neutral*
R6 *I don't think so, because through the flipped classroom I need to understand the....*
- Q2 Do you think that using flipped classroom in learning grammar is a good idea? Why yes or no?**
- R1 *Yes, because it can make it easier for students to better understand the material being studied*
R2 *Yes, because the methods and teaching materials are easy to understand*
R3 *Yes, because learning grammar will be more effective if we as students contribute to....*
R4 *Yes, because the flipped classroom is very helpful for students. As we know learning grammar is not easy, therefore flipped classroom makes it easier and helps students*

- R5 *Neutral. Because Sometimes it's understood quickly, and sometimes I have to look back at it to be understood*
- R6 *Yes, because there are several advantages in learning grammar through flipped classes, one of which is that we can access more material*

6. Behavioral Intentions

Q1 *After you have access flipped classroom, will you explore more videos to improve your grammar ability?*

- R1 *Sometimes*
- R2 *Absolutely yes*
- R3 *Yes, of course*
- R4 *Yes of course*
- R5 *Yes. Because I like to learn through videos*
- R6 *Of course, because this is a good opportunity to improve grammar skills with the....*

Q2 *How do feel after using flipped classroom, are you happy to learn grammar through videos or materials posted by your lecturer?*

- R1 *Yes of course*
- R2 *I feel Happy and joyful*
- R3 *Yes, I am happy*
- R4 *Yes I am very happy, because the video was very helpful*
- R5 *Yes I am happy. Because it makes it easy for me to repeat the material given by the....*
- R6 *In some part it feels so joyful and another is difficult.*

7. Students' suggestions

Q1 *What are your suggestions to improve the use of flipped classroom in learning grammar?*

- R1 *In my opinion, it would be better if the lecturers used flipped classroom more*
- R2 *So far so good*
- R3 *Maybe the lecturers can be more on using the flipped classroom in every new material*
- R4 *My suggestion are , maybe the duration of the video should be in the short duration, not too long like only 5 minutes for each video and also maybe can be separated by games.....*
- R5 *I think the flipped classroom should be more attractive*
- R6 *Nope*

B. 2nd Round Interview (August 5, 2022)

- Q1** *What is your reason that you agree with the statements number 1 and 22? Please explain by using your own word!*
- R1** *For point number 1, It is because, with the flipped classroom, we can learn with the help of videos on the internet made by native English speakers
Point number 22, That is because of the flexible implementation itself*
- Q2** *What are your opinion and your main reason that you agree with statements number 2 and 19?*
- R2** *In my opinion, the reason why I agree on numbers and 19 is because using the flipped classroom can make it easier for me to learn grammar,.....*
- Q3** *Please give me your own reason that you agree with statement number 4 and neutral for point number 4! Your identity will be created in anonymous*
- R3** *The reason why I chose agree for point number 4, is because some lecturers at GCR sometimes provide learning videos that help in the learning process,.....
For point number 24 why I chose neutral, I don't think all lecturers can use.....*
- Q4** *On point number 2, you choose strongly agree and agree for point number 15 as your answer, please explain me the reason why?*
- R4** *The reason is that I choose strongly agree for point 2, because it does not make the atmosphere sleepy, the learning becomes relaxed, and finally.....
Especially for point 15, maybe if there is material that you don't understand, you can ask a friend or a group who can explain the material,.....*
- Q5** *May I ask you that what is your main reason that you agree for point number 1 and 15, neutral for point number 2 and 13, disagree for point number 4, and the last strongly agree for point number 12? You are free to give your own reason for this, so please explain it!*
- R5** *In point 1 I agree because I feel that I understand the language given by the lecturer (eg. assignments).
In point 2 I choose neutral because the language presented by the lecturer is easy to understand but on the other hand, there are other obstacles,.....
At point 4 I don't agree because of network problems, so it's hard for me to access the network.
At point 12 I really agree because the lecturer took some videos from YouTube, and that made it easy for me to access them, through studying the video and I found.....
At point 13, of course it's due to network problems that I often experience
At point 15 I prefer to interact with someone through virtual because I feel I have.....*
- Q6** *Could you please explain what is your own reason that choosing agree for point number 2, neutral for point number 14, agree for point number 15, and the last neutral for point number 24 !*
- R6** *The reason is because for point number 2 it's very cool for me
Now for number 15, because it makes me feel comfortable.
For number 24, in my opinion, with the presence or absence of a flipped classroom, it doesn't matter to me.
For number 14 I made it neutral because the lesson is still a bit difficult for me*

- Q7 On point number 2 and 15, you have choose neutral as your answer, also agree on the number 12, don't you mind if you explain about the reason why?*
- R7 For point number 2, that is because it is easier to discuss the material in class, even though you don't understand everything, but with this.....
For point number 12, I agree because there is a material connection with the assignment that will be given, so if you still don't understand, we can reopen
Point number 15, the reason why neutral is, because it is possible during the discussion there are things that make misunderstood happen.....*
- Q8 Could you please explain about why you choose neutral on point number 1 and strongly disagree on point number 22?*
- R8 As I have seen in my classroom, the flipped classroom also helps in a realistic environment, but there are still many students.....
On number 22 regarding my personal opinion, the application of the flipped classroom to myself, I still find it very difficult, because I need a reciprocal conversation*
- Q9 What is your reason that you choose to agree on point number 22, and neutral on point number 24? please explain by using your own word !*
- R9 The reason I choose to agree is that in this Flipped Classroom combines offline and online meetings. During the pandemic, we have also implemented this method, of course, by limiting the number of students. For example absent from 1 to 22 doing offline learning, they can get ideas and questions, with material submitted by the lecturer, then from absent numbers 22 to 35 they will do online learning, they can search for material by the following
The reason I choose neutral for point number 24 is that for me the longer it takes, I think that this method seems less good because for those of us online, we expect network problems, and bad internet,.....*

4.2 Data Discussion

The result presented below are based on the research questions and responses from respondents taken from questionnaires and semi-structured interviews. The results of data analysis from the respondents are presented by six indicators of the questionnaire, namely; system characteristic, material characteristic, perceived ease of use, perceived usefulness, attitude of use, and behavioral intention.

4.2.1 Research question 1

What are the second-semester students' perceptions of the use of flipped classroom in learning grammar?

The purpose of this question is to obtain a measure of students' reaction to the use of flipped classroom in learning intermediate grammar. This question was answered by using data from the questionnaire which consists of six indicators, namely; system characteristic, material characteristic, perceived ease of use, perceived usefulness, the attitude of use, and behavioral intention. All the statements of the questionnaire were modified to address the participants' overall perception of the use of flipped classroom in intermediate grammar through a 5-point Likert scale. In addition, to gain more information on the phenomena that occur in the field, interviews were taken as a complement to the data from the questionnaire. For further purposes, the data will be discussed based on the indicator of the questionnaire

1. System Characteristics

This indicator consists of 6 items (statements). In general, these items are related to flipped class and real grammar learning environment, flipped classroom and interaction with lecturers or friends, convenience of learning grammar by using flipped, and flipped classroom and learning grammar through collaborative learning. Overall, almost all respondents responded positively to the six items. Not only from the questionnaire but also from interviews conducted to support the results obtained from the questionnaire.

The first item for example, Table 4.1 shows that the highest score (48) or 12 participants (41,37%) of respondents agree to this item. The index percentage for this item shows that 72, 41 % of participants agree with this statement. It means that respondents agree that flipped classroom can provide the students with realistic environment when learning grammar. According to Mahasneh (2020) flipped learning emerges as a pedagogical approach, in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment, where the educator guides students as they apply concepts and engage creatively with the subject matter. Regarding with the result of the questionnaire of this study, it seems that the respondents also agree with this statement. One of them stated that....

*.....I think learning grammar through flipped classroom **provides a realistic or real environment** because we can access learning material more flexibly and students become more active and make it easier to learning.....(FR4).*

Other respondent in the second round of interviews also claimed that

*using flipped classroom in which a lot of subjects were sent through video lessons, learning **was like a real situation** (SR1).*

On the other hand, some respondents (37,93) responded neutrally to this item. They argued that...

*although learning through flipped classroom provides a real environment for students to learn grammar, many of them still **get difficulty understanding grammatical material**, so face-to-face is the main choice (SR7).*

Moreover, there are 2 respondents (6,89%) who disagree that flipped classroom can provide a real situation in learning grammar since **they can't interact directly with other students or lecturer** (FR6).

The same picture will also be found in the second item of the system characteristics. Table 4.2 shows that the index percentage of this item is 75,86 %. It means that almost all participants agree that flipped classroom can stimulate them in learning grammar. When this issue is confirmed through interview to the participants, they claimed that by using flipped classroom, learning grammar becomes easier.

*Even though we don't understand all the material, with the flipped classroom learning model, **it will be more flexible** when we discuss in class because we already know what material will be discussed (SR7).*

Moreover, *learning grammar using **flipped classroom doesn't make me bored and sleepy. Comfortable learning situation. The material given provided is easy to understand** (SR4).*

Strong agreement also found in the third item of the system characteristic, that is about the use of flipped classroom was able to make interaction with lecturer and peers in learning grammar. Table 4.3 shows more than half of the index percentage participants responded positively to this item. It is proven by the index percentage of this item which is 77,24 %. It can be leveled into agree category. This finding implies that respondents believed that using flipped classroom will open the interaction among them (students and lecturer, and peers). There are many activities provided in flipped classroom, such as group discussion, collaborative learning, presentation, and others. Students are demanded

to be active in all these activities. It is therefore, there will definitely be interactions among students and lecturers, and peers. This finding is consisted with the results of prior studies (Sherralyn & Pudin, 2017) which found that most of respondents agreed that flipped classroom give better opportunities to interact with lecturer and other students.

The findings also show that respondents feel more comfortable when the lecturer use Flipped Classroom based on comments on the output produced by peers in learning grammar. The index percentage of this item is 69,65 %, as showed in Table 4.4. This finding also means learning grammar using flipped classroom provides a delightful feeling for the respondents. Data from the interview also support this issue. One of the respondents claimed....

.....flipped classroom provided learning through video lessons and book links so that it is easier for me to get material for learning. It is easy for me to follow the lessons in class because I have learned before through video lessons and other materials sent by the lecturer (SR 3).

According to Evseeva and Solozhenko (2015), the flipped classroom technology implies the educational process in which, when students attend face-to-face classes they already have some theoretical knowledge and understanding of the lesson material that will be discussed in the classroom. It makes the interaction more effective and fruitful as students feel more comfortable and confident asking questions and discussing the issues with the teacher and peers. Moreover, students are becoming involved in practical activities in the classroom, but not in monotonous taking notes of the teacher's lecture or explanations of theoretical material. The result of this constructs also revealed that there are 3 respondents who responded negatively to this item. 1 respondent (3,44 %) strongly disagree, and 2 respondents (6, 89 %), strongly disagree with this item. One of the respondents claimed..

.....we **can't interact directly with the lecturer** and discuss the problems that are faced by us when learning using flipped classroom (FR 6).

For the next item of the system characteristics is talking about flipped classroom that can enhance students' grammar ability through collaborative learning activities. Respondents still given strong agreement on this item in which the index percentage is 75,86% (agree) for this item (Table 4.5). This finding revealed respondents believed that collaborative learning as one of the activities in flipped classroom could give Sherralyn and Pudir (2017). In their study also found that all respondents strongly agree that flipped classroom can improve their ability in grammar. Furthermore, respondents also admitted that flipped classroom was able to sharpen their grammar ability through collaborative learning activities. This can be seen in table (4.6) in which the index percentage is 68,96 % (agree). It means that the participants believed that collaborative learning is very useful to sharpen their grammar learning ability.

2. Material Characteristics

This indicator consists of 5 items (statements) that relate to the use of video lectures in the flipped classroom. It is the same as the previous indicator that almost all respondents responded positively to the items (statements) given. The first item of this constructs is about the video materials provided by the lecturer led to better understanding of English grammar. From the finding, it can be conclude that participants strongly believe that using the video materials which is provided by the lecturer led to a better understanding of their English grammar. It is proven in Table 4.7, which shows the index percentage for this item is 84,82% . Moreover, all the respondents is the interview support this finding which claimed...

..... *learning through videos makes us understand more about grammatical material. We are also more confident in class because we have studied the material before entering the class (FR4).*

By using video, we can understand it faster because we can repeat it many times (FR5).

Some studies have also shown that using videos in ESL/EFL instruction, including grammar, plays an important role in increasing positive perceptions of language and grammar learning. For instance, the findings reported by Saeedi and Biri (2016) indicated that the students in the experimental group showed positive attitudes towards this new method to teaching grammar. Specifically, the students expressed their positive attitudes towards teaching grammar because videos provided them with opportunities to see how the target language is used in authentic situations. It also motivated them to learn grammar in an enjoyable way.

The second item is about the video material helped the students focus in the learning atmosphere in the classroom. Table 4.8 shows that the index percentage for this item shows that 71,72% of participants agree that by using the video materials provided by the lecturer helped them immerse themselves in the learning atmosphere of the class. Lasry, Dugdale and Charles (2014) claimed that when learners receive lectures by video content at home or anywhere they want, class time can be spend for productive activities. Besides, flipped instruction provides individualized, student-centered learning atmosphere to language learners. Moreover, it seems that the respondents also responded positively towards video materials provided by lecturer. Table 4.9 shows that the highest score 65 (44,82%) or 13 participants strongly agree that the video materials provided by the lecturer were useful for learning English grammar. Overall, the index percentage for this

item is 84,13%. It is safe to say that the respondents really believed that the videos sent by the lecturer are very essential for them.

Furthermore, it is similar to the previous items, the respondents also responded positively to the item related to the video materials provided by the lecturer that helped them understand the important points included in the units in grammar. It is proven in table 4.10 which shows the index percentage of this item is 79,31 %. Moreover, respondents also really believed that the video materials provided by lecturer were useful for improving their grammar proficiency. Table 4.11 shows this result in which the index percentage of this item is 84,13 %. Some relevant findings to the current study is the study carried out by Ilin, Kutlu and Kutluay (2013), who aimed at investigating the effect of videos on teaching grammar in an ESP grammar class. The results revealed the positive impact of videos on teaching grammar. It was also found that the usage of videos motivated students to take part in the lessons as well as to learn grammar. Another relevant study is the classroom-based research conducted by Mohammad (2013). She explored the effectiveness of subtitled videos on grammar learning. In this study she made use of the noticing hypothesis in order to investigate the effect of using enhanced subtitles and input flooding of a specific grammatical structure, the Past Perfect form, on learning. The findings of this study showed that students had a positive attitude toward this approach to teaching grammar. It also helped them better understand the context in which a particular grammatical structure was used.

3. Perceived ease of use

This indicator consists of 4 items (statements) related to the respondent's opinion about the instructions given when using the flipped classroom, the flipped classroom and the use of time, the respondent's opinion about the activities in the flipped classroom, and the interaction between lecturers and students. Almost all The first item of this indicator (Table 4.12) shows that the index percentage of this item is 79,31 %. It means that almost all participants agree that flipped classroom can stimulate them in learning grammar. This finding is in line with data from interview in which one of the respondents claimed

*..... I really agree with this statement because before giving a video lesson the lecturer usually gives **instructions on what to do**. In addition, lecturers usually send videos via **Google Classroom or You Tube so that it is easy for us to access them**. By studying the video will make it easier for us to learn the material (SR5).*

Meanwhile, other respondents also claimed....

*..... the videos sent by the lecturers are usually related to the assignments we will be doing. Moreover, **the instructions are also quite clear**, if something is not understood, the video can be reopened (SR 7)*

The result of the second item of perceived ease of use shows in table 4.13. It shows that the index percentage of this item is 75,17 %. It means that almost all participants agree that by using Flipped Classroom did not require too much time. Even though more than half of the respondents agree with this statement, there are 12 respondents (41.37%) who tend to be neutral. After confirming to them why they are neutral, in general, the problem is an internet network problem.

*.....The problem we often face is the **unstable internet network**, so we need a long time when studying with the flipped classroom process, such as downloading videos or materials sent by lecturer (SR5).*

The third item of perceived ease of use can be seen in table 4.14. The index percentage of this item is 71,72%. It means that almost all participants agree that using a Flipped classroom for my class activities was easy. This data is also supported by data from the interview. All respondents claimed that flipped classroom makes learning activities in the classroom easy.

*Flipped classroom makes learning grammar **easier and very helpful** because the basic principle in flipped classroom is that the material must be studied first before class starts (FR4).*

*That is very easy, **we can learn the material anywhere and anytime. It can even be repeated every time when needed** (FR6).*

Apart from that, data from the questionnaire also show that there are 5 (17,24%) respondents responded negatively (disagree) to this statement. After being confirmed why they did not agree with the statement that Flipped classroom made the learning process easier, one of the respondents claimed...

*.....I think that the material is **still bit difficult** for me (SR 6).*

In this case, there are many possibilities why the flipped classroom did not give him a positive impression. Maybe it's due to internet network problems, so he can't follow a series of learning processes using flipped classrooms such as downloading videos or materials from the internet and so on. It may also be because he rarely or does not study the material sent by the lecturer so he gets a lot of problems when studying in class. So he felt that learning by using the flipped classroom did not make the material easy to learn.

The result of the next item of perceived ease of use can be seen in table 4.15. The index percentage of this item is 72,41%. It means that participants agree that interacting with their lecturer and friends during Flipped Classroom was comfortable and not

stressful. Data from interview also show the same picture where all the interviewees give positive response toward this item. For example, participant 5 claimed that

.....learning using flipped classroom makes us more comfortable interacting with friends or lecturers. Moreover, the learning process is also easier because we have to learn the material first (FR2).

We can interact and express our opinions more actively to lecturers or friends (FR3).

4. Perceived usefulness

This indicator consists of 5 items (statements) related to students' opinions about the use of flipped classroom which can improve their grammar skills, desire to learn grammar through flipped classroom, flipped classroom and useful outcomes. Table 4.16 shows that the index percentage of this item is 72,41 %. It means that almost all participants agree that learning Grammar through Flipped Classroom improved their Grammar ability. From the interview, it was found that all the participants claimed that learning using flipped classroom can improve their grammar ability. For example, respondent 1 claimed that

....flipped classroom really helps me to improve my grammar ability. If I learn grammar in the usual way, I usually have difficulty understanding the material given by the lecturer, but in a flipped classroom where we have to study the lesson in the form of video lessons or other material at home, so it is very helpful in understanding the material, especially grammar. Other respondents also commented that I think it is really helpful to improve my grammar ability (FR5).

....from the flipped classroom, we can get additional materials. It also provides more detailed material (FR6)

The next item of the fourth indicator can be seen in table 4.17. It shows that the index percentage of this item is 65,51 %. It means that almost all participants agree that learning grammar through Flipped Classroom enhanced their desire. The result of the next item of perceived usefulness can be seen in table 4.18 , which shows the index percentage of this item is 71,72 %. It means that almost all participants agree that learning grammar

through Flipped Classroom provided a beneficial outcome to this class. While in table 4.19 provided the result of the forth item of perceived usefulness. This table shows that the index percentage of this item is 74,48 %. It means that almost all participants agree that the comments and suggestions made by the lecturer and their friends through Flipped classroom were useful for improving their work. The result of the last item of perceived usefulness can be seen in table 4.20 . It shows that the index percentage of this item is 62,06 %. It means that almost all participants agree that learning by using Flipped Classroom strengthened their critical thinking as they considered the work of their friends.

5. Attitude About use

This indicator consists of 4 items (statements) relating to students' opinions about whether or not they like using the flipped classroom, students' attitudes towards using the flipped classroom, students' feelings about the idea of using the flipped classroom, and students' expectations to use the flipped classroom in class. Table 4.21 shows the result of the first item of this indicator. The index percentage of this item is 62,06 %. It means that almost all participants agree that about they liked using Flipped Classroom in learning grammar. Apart from that, in part of the interview, almost all the participants liked learning grammar using flipped classroom.

...I liked it because it really helps me in learning grammar (FR1). I really like it because I learn through videos (FR2). Flipped classroom really helps me learn grammar when compared to the traditional way (FR3). Flipped classroom makes us active in learning and easy to understand the material given by the lecturer (FR4).

However, from the interview, it was also found that one of the respondents claimed that he did not really agree with the use of flipped in learning because he was unable to ask directly to his lecturer if he faced problems in understanding the material given.

.....*I don't think so, because **I can't ask the lecturer directly** if I have difficulty understanding the material given (FR 6).*

The next is the result of the second item of the indicator attitude about use. Table 4.22 shows the result of this item in which the index percentage of this item is 68,96%. It means that almost all participants agree that they have a positive attitude about using Flipped Classroom in this class. Data from interview also support this finding where one of the respondents claimed

..... *the flipped classroom combines two learning models, namely online and face-to-face. In online learning, **we can search for or download subject matter**, while with face-to-face learning **we can ask the lecturer directly** about material that has not been understood (SR 9).*

However, one of the respondents claimed that he did not really agree with the use of the flipped classroom because he still needed directly face-to-face between lecturer and students.

*In my opinion, flipped classroom for me is **still difficult** because I still need directly face-to-face with the lecturer. If there is a problem, I can discuss it directly with the lecturer. Meanwhile, in the flipped classroom, **the lecturer only sends learning videos or other learning materials** (SR 8).*

The next table (4.23) provided the result of the third item of attitude about use in which the index percentage of this item is 64,82%. It means that almost all participants agree that they feel that using Flipped Classroom to learn Grammar is a good idea. Data from the interview also support this idea. The respondents claimed that...

.....*yes, because **it makes it easier** for students to better understand the material being studied (FR1).yes because **learning will be easier and the subject matter will also be easier to understand** (FR2).*

.....*yes, because **the flipped classroom really helps students, learning grammar will be easier** (FR 3).yes, because **learning grammar will be more effective**. Students can use their time with activities that are **more useful** than just listening to lectures when giving learning materials (FR 4).*

However, one of the respondents is not very comfortable using flipped classroom because he sometimes has problems understanding learning materials given by the lecturer. He claims that.....

.....sometimes I understand faster, but sometimes I have to re-learn it to understand better (FR 5).

The result of the last item of attitude about use can be seen in table 4.24 in which the index percentage of this item is 65,51%. (Agree). It means that participants agree that they looked forward to using Flipped Classroom in this class. However, there are 12 (41,37%) of the respondents tend to be neutral toward this statement. After being confirmed, one interview claimed that not all lecturers discussed the material given again, sometimes they only sent learning materials or only asked students to look for learning materials on the internet without discussing it in class again.

.....not all lecturers re-discuss the material given, sometimes they only send learning materials or just ask students to look for material on the internet without discussing it again in class. So I think the flipped classroom will be more memorable if it is accompanied by an explanation or discussion in class (SR3).

6. Behavioral Intention

The last indicator is Behavioral Intention. This indicator consists of 4 items (statements) related to student opinions about videos sent by lecturers. Will they continue to write using correct grammar, improve their grammar skills, or feel confident in class.. Table 4.2 shows the results of the first item of this indicator where the index percentage of this item is 71,72%. It means participants agree that if they have access to the video provided by the lecturer, they will continue to write in English with inappropriate grammar. While table 4.26 provided the result of the second item of behavioral intention which the index percentage of this item is 72,41%. It means that almost all participants

agree that if they have access to see video provided by lecturer, they will continue to use it to improve my English grammar.

The next table (table 4.27) provided the result of the third item of behavioral intention which the index percentage of this item is 73,10%. It means that almost all participants agree that if they have access to see video provided by lecturer, they will be happy to use appropriate grammar they have. The last item of this indicator can be seen in table 4.28 which shows the index percentage of this item is 71,72%. It means that almost all participants agree that when they learn grammar using flipped classroom applied by lecturer, they will have confidence when they participate in that class.

4.2.2 Research question 2

What are the students' suggestions to improve the use of flipped classroom in learning grammar?

This question was answered by using data from the questionnaire regarding with the students' suggestions to improve the use of flipped classroom. In addition, to support data from the questionnaire, the interview was also carried out. In term of students' suggestions to improve the use of flipped classroom in learning grammar, table 4.32 shows that more than half of the respondents suggested giving them more time, maybe to prepare assignments or learn the provided videos sent by the lecturer. The next suggestion is to use the appropriate video, then the facilities in the class that need to be improved. In addition, they also suggest using videos that are not too long, stimulate active learning, and include games as part of learning activities.

In addition, they also recommend recording videos in class only. This may be to get them to focus more on the material in the video. From the interview, it was found that some respondents suggested using shorter videos. In addition, it is also recommended to use games and animations. Another respondents suggested that the flipped classroom be more attractive.

*.....Maybe the duration of the video is shortened, each video is no more than 5 minutes. It's also possible to include games or animations....(FR4). ...
.flipped classroom should be more attractive (FR 5)*

From the data discussed above, it can be concluded that all items from the questionnaire which were divided into six constructs or indicators received positive responses from respondents. Almost all of them agreed with the items provided for response. Although some of them responded negatively, or there were some items that they disagreed or tended to be neutral, it did not affect the overall analysis results. The results of this analysis are supported by data from interviews where respondents also expressed their opinion positively to the questions posed to them. The questions given are also closely related to the items from the questionnaire which are covered by six constructs or indicators.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study investigate the second semester students' perception of the use of flipped classroom in learning grammar, in this case, at the English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau. The focus of this study was on identifying the students' perception on the use of flipped classroom in learning intermediate grammar, and their suggestion to improve the use of flipped classroom in learning intermediate grammar. From the findings of this study, it can be concluded that all the six indicators in this study responded positively (agree) from the respondents. From the findings of this study, it can be concluded that all the six indicators in this study responded positively (agree) from the respondents.

Each indicator, among others; system characteristic (84.82 %), material characteristics (80.82 %), perceived ease of use (74.65 %), perceived usefulness (68.96 %), attitude about use (65.33 %), and behavioral intention (72.23%), obtained a percentage above 60%, which according to the rating interval of Pranatawijaya et al (2019) is categorized as Agree. Therefore, it can be concluded that students in the second semester of the English Study Program, Faculty of Teacher Training and Education, Univeristas Islam Riau, agree with the use of the flipped classroom in learning intermediate grammar. Moreover, the same picture was also found in interview that the majority of the respondents responded positively (agree) of the questions provided for them. It is evidenced by positive responses from respondents about the benefits they feel when learning to use the flipped classroom.

In addition, respondents also suggested several points regarding with using the flipped classroom in order to improve its use, including; giving them more time, giving them more time to prepare their lessons, recommending the use of appropriate videos, improving facilities in class, and using shorter videos so they can concentrate more. In addition, respondents also suggested making learning activities more active and using games as part of their grammar learning activities.

5.2 Suggestion

Based on the result of chapter 4, the researcher conclude some suggestion as follows:

1. For the Students

Based on the findings of this study, it can be concluded that in general all second semester student of English Department of FKIP UIR agreed and give positive responses on the use of Flipped Classroom in learning Grammar, so the students are expected to be more active during learning process even though that they don't understand with certain point but at least they can be more flexible when discussing because they already know what material they want to discuss.

2. For the Lecturer

Based on the result of chapter 4, the lecturer are expected to think more about the duration of the video, perhaps it should be in the short duration, not too long like only 5 minutes for each video and also it can be separated by games or questions, and of course animations too, so that can make learning grammar process not to be bored and of course joyful.

3. For future Researcher

The expectation of the researcher for future researcher is, for the next they can explore more about other field in learning when they want to conduct a similar research about the perception of the second semester student of English Department of FKIP UIR on the use of Flipped Classroom in learning Grammar



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