

LAPORAN PENELITIAN

PERAN METODE FLIPPED LEARNING DALAM MENINGKATKAN KEMAMPUAN KOSA KATA (VOCABULARY) BAHASA INGGRIS PADA MAHASISWA PROGRAM STUDI AKUNTANSI SYARIAH

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ABSTRAK

Dengan adanya perkembangan teknologi yang sangat cepat akhir-akhir ini, proses belajar dan mengajar Bahasa Inggris tidak hanya terbatas dilaksanakan di dalam kelas, melainkan sangat berpotensi dilakukan di luar kelas. Penelitian ini menginvestigasi peran metode Flipped Learning dalam meningkatkan kemampuan penguasaan vocabulary (kosa kata) Bahasa Inggris bagi Mahasiswa program studi Akuntansi Syariah UIN Raden Mas Said Surakarta. Selain itu, penelitian ini juga mengukur persepsi mahasiswa terhadap metode pembelajaran tersebut dan keberterimaan terhadap aplikasi WhatsApp sebagai platfrom pembelajaran digital untuk melaksanakan pembelajaran flipped learning. Desain penelitian ini menggunakan experimental dengan melibatkan 60 mahasiswa prodi AKS UIN Raden Mas Said Surakarta yang dibagi menjadi kelas experiment ($N=30$) dan kelas kontrol ($N=30$). Mahasiswa yang tergabung di kelas experiment memperoleh perlakuan pembelajaran dengan metode flipped learning, sedangkan mahasiswa yang di kelas kontrol belajar dengan metode seperti biasa, namun materi dan tujuan pembelajaran tetap sama. Instrumen dalam penelitian ini adalah pre-test dan post-test tentang vocabulary, survey diri, dan kuesioner Technology Acceptance Model (TAM). Hasil penelitian ini menunjukkan bahwa mahasiswa yang tergabung dalam kelas eksperimen berhasil mendapatkan nilai yang lebih tinggi pada post-test dibandingkan dengan mereka yang berada di kelas kontrol. Selanjutnya, hasil dari survei diri menunjukkan bahwa mahasiswa kelas experimen beropini positif mengenai implementasi pembelajaran vocabulary dengan menggunakan metode flipped learning. Lebih dari pada itu, hasil kuesioner TAM juga menunjukkan bahwa mahasiswa sepakat dengan penggunaan WhatsApp sebagai platfrom digital untuk memfasilitasi proses belajar dengan metode flipped learning. Penelitian ini memberikan masukan-masukan empiris kepada guru dan administrator kampus khususnya bagian kurikulum untuk mengintegrasikan model pembelajaran flipped learning di dalam pembelajaran vocabulary, khususnya di perguruan tinggi.

Kata Kunci: Flipped learning; Vocabulary; Pembelajaran digital

ABSTRACT

With the advancement of technology, today's language teaching and learning is no longer restricted in classroom face-to-face interaction, but it is going beyond a formal classroom. Drawing on this issue, this study sheds some light on the impact of flipped learning instruction on vocabulary acquisition of English learners as a foreign language, their perception on the practices of flipped learning, and their acceptance toward the use of WhatsApp smartphone application to assist the flipped learning activities. Experimental research design was employed by involving 60 EFL learners who were assigned into flipped (N=30) and conventional (N=30) groups. Learners of the flipped group were taught in a combined learning activities prior to the class using WhatsApp and in-class active practices on vocabulary. This study utilized multiple sources of data collection, including pre and post-tests on English vocabulary, self-report survey, and Technology Acceptance Model (TAM) questionnaire. The results demonstrated that the EFL learners in flipped group scored higher in the post-test, and significantly outperformed their counterparts in conventional group. Moreover, result of self-report survey showed that the EFL learners were at a positive perception on the flipped learning environment to study about English vocabulary. Furthermore, finding on TAM questionnaire portrayed that the EFL learners acknowledged WhatsApp as a satisfactory digital platform to assist the activities of English learning through flipped classroom. This study offers insights for teachers and curriculum developers to begin acknowledging the promising role of digital learning of English beyond classroom.

Keywords: flipped learning, informal digital learning of English, vocabulary acquisition

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BAB I

PENDAHULUAN

A. Latar Belakang Masalah

Pembelajaran mata kuliah Bahasa Inggris dalam konteks perguruan tinggi mempunyai peran strategis dalam membekali mahasiswa dengan kemampuan berkomunikasi dan berinteraksi dalam bahasa internasional, apapun latar belakang keilmuan dan program studinya. Hasil penelitian tentang implementasi mata kuliah Bahasa Inggris di perguruan tinggi Indonesia menunjukkan bahwa hampir setiap kampus menyelenggarakan mata kuliah ini untuk semua program studi (Iswati & Triastuti, 2021). Konsep penyelenggaraan mata kuliah Bahasa Inggris untuk program studi non-Bahasa Inggris ini disebut dengan *English for Specific Purposes (ESP)*, dimana mata kuliah yang dimaksud bertujuan untuk memberikan atribut kemampuan berbahasa internasional untuk mendukung profil lulusan dalam bidang tertentu (*specific purposes*) (Bulgarelli et al., 2021; Octaberlina & Asrifan, 2021). Hal ini pula yang dilakukan oleh Universitas Islam Negeri (UIN) Raden Mas Said Surakarta yang menyelenggarakan mata kuliah Bahasa Inggris untuk seluruh program studi dalam rangka membekali mahasiswa dengan kemampuan berbahasa internasional yang bermanfaat untuk mendukung profil lulusannya sesuai dengan bidang ilmu yang ditekuni, termasuk pada program studi Akuntansi Syariah Fakultas Ekonomi dan Bisnis Islam.

Hasil analisa dokumen yang berupa nilai mata kuliah Bahasa Inggris mahasiswa dalam tiga tahun terakhir menunjukkan bahwa mahasiswa program studi Akuntansi Syariah masih kesulitan mendapatkan nilai maksimal dalam aspek penguasaan kosa kata (*vocabulary*). Fakta ini didukung dengan hasil interview yang dilakukan oleh peneliti terhadap beberapa mahasiswa program studi Akuntansi Syariah yang telah mengambil mata Kuliah Bahasa Inggris. Hasil interview menunjukkan bahwa mereka masih merasa kesulitan dalam menguasai dan menghafal kosa kata dalam Bahasa Inggris. Penguasaan terhadap kosa kata yang memadai merupakan salah satu aspek krusial pada pembelajaran Bahasa Inggris, terutama untuk program studi non-Bahasa (Li et al., 2021). Hal ini tentu menjadi suatu

permasalahan yang serius dalam pembelajaran Bahasa Inggris pada program studi Akuntansi Syariah yang harus segera dicarikan potensi solusinya. Maka dari itu, penelitian yang berkaitan dengan inovasi metode pembelajaran untuk meningkatkan penguasaan *vocabulary* Bahasa Inggris mahasiswa sangat dibutuhkan khususnya pada kontek pembelajaran di bidang studi non-Bahasa.

Pada hari ini, penggunaan media Informasi, Komunikasi, dan Teknologi telah tumbuh berkembang dengan pesat pada konteks pembelajaran di perguruan tinggi (Kozlova & Pikhart, 2021; Lynch et al., 2021). Salah satu metode pembelajaran berbasis teknologi yang sedang banyak diperbincangkan di dalam diskursus pada jurnal-jurnal internasional bereputasi di bidang pendidikan adalah *Flipped Learning*. *Flipped Learning* merupakan sebuah pendekatan pembelajaran yang bertujuan untuk meningkatkan partisipasi siswa melalui aktivitas yang interaktif dengan memanfaatkan media informasi dan teknologi (Ekici, 2021). Di dalam *Flipped Learning*, siswa melakukan aktivitas pembelajaran untuk menyerap materi di luar kelas, seperti dengan melihat video pembelajaran, kolaborasi dan berdiskusi secara online sebelum masuk kelas, serta melakukan riset terkait materi yang akan diajarkan. Sementara itu di dalam kelas mereka melakukan aktivitas-aktivitas penguatan terhadap materi yang sedang dibahas dengan bimbingan dari pengajar. Metode pembelajaran ini dianggap unik oleh para ahli karena mampu memperkuat peran pekerjaan rumah (*homework*) dan aktivitas pembelajaran di kelas (Webb & Doman, 2020). Di dalam metode pembelajaran yang biasa diterapkan, siswa mendapatkan materi dan pengetahuan di dalam kelas baru kemudian memperdalamnya melalui aktivitas di luar kelas seperti halnya pekerjaan rumah dan tugas-tugas kelas. Namun di dalam *Flipped Learning*, siswa mempelajari materi dan mendapatkan pengetahuan sebelum masuk ke dalam kelas melalui aktivitas berbasis teknologi, baru kemudian melakukan penguatan melalui aktivitas pembelajaran di dalam kelas dibawah pengawasan dari pengajar (Lee & Wallace, 2018). Dengan begitu, metode pembelajaran ini menciptakan lingkungan belajar yang dinamis dan interaktif dimana siswa akan lebih mudah dalam menguasai materi tertentu.

Penelitian terdahulu telah menunjukkan bahwa *Flipped Learning* berhasil memberikan dampak positif terhadap berbagai aspek pembelajaran mahasiswa. Penelitian yang dilakukan oleh (Tang et al., 2020) mengeksaminasi efektivitas penggunaan *Flipped Learning* selama pembelajaran daring (*online*). Hasil penelitian menunjukkan bahwa metode pembelajaran ini berhasil meningkatkan keaktifan dan partisipasi mahasiswa dalam setiap aktivitas pembelajaran. Lee dan Wallace (2018) melakukan penelitian tentang dampak *Flipped Learning* terhadap hasil belajar mahasiswa pada mata kuliah Bahasa Inggris secara umum. Melalui sebuah eksperimen, hasil penelitian tersebut menggambarkan bahwa mahasiswa yang belajar melalui *Flipped Learning* mampu menunjukkan performa belajar yang lebih baik dibandingkan dengan mahasiswa yang belajar dengan metode konvensional. Lebih dari pada itu, Lee dan Wallace (2018) juga menemukan bahwa mahasiswa yang belajar melalui metode *Flipped Learning* lebih menikmati setiap aktivitas pembelajaran dan aktif berpartisipasi pada setiap prosesnya.

Selanjutnya, dampak penggunaan metode *Flipped Learning* terhadap kemampuan mahasiswa dalam menggunakan berbagai macam ekspresi dalam Bahasa Inggris juga telah diteliti oleh Haghghi et al. (2019). Dengan melibatkan 60 mahasiswa melalui pendekatan eksperimen, penelitian ini menunjukkan bahwa mahasiswa yang belajar dengan metode *Flipped Learning* berhasil menunjukkan peningkatan yang signifikan dalam hal penggunaan berbagai macam ekspresi dalam penggunaan bahasa seperti permintaan (*request*), memberi saran (*suggestion*), dan melakukan penolakan (*refusal*), dibandingkan dengan mahasiswa yang belajar dengan metode tradisional. Dalam penelitian lain yang dilakukan oleh Hung (2015), *Flipped Learning* secara empiris telah terbukti berhasil meningkatkan prestasi belajar yang diukur dari meroketnya performa akademis mahasiswa, sikap terhadap aktivitas pembelajaran, dan tingkat partisipasi yang tinggi. Bahkan, di dalam beberapa penelitian mutakhir, metode *Flipped Learning* berhasil memberikan dampak yang positif terhadap peningkatan kemampuan berfikir kritis (*Higher-order Thinking Skill*) mahasiswa dalam berbagai disiplin ilmu seperti Psikologi (Heo & Chun, 2018), Pendidikan Bahasa Inggris

(Alsowat, 2016; Chen Hsieh et al., 2017), Manajemen Pendidikan (Makruf et al., 2021), and Ekonomi (Bredow et al., 2021).

Dari uraian diatas, dapat disimpulkan bahwa metode *Flipped Learning* berhasil memberikan dampak positif dalam meningkatkan berbagai aspek dan performa pembelajaran mahasiswa dalam berbagai kontek. Jika dihubungkan dengan permasalahan yang diangkat pada penelitian ini, yakni masih rendahnya kemampuan mahasiswa program studi Akuntansi Syariah dalam menguasai kosa kata (*vocabulary*) dalam Bahasa Inggris, maka metode *Flipped Learning* sepertinya mempunyai potensi peran yang strategis. Dengan berkaca pada hasil penelitian empiris yang telah ditunjukkan oleh penelitian-penelitian terdahulu, peneliti berasumsi bahwa metode pembelajaran ini akan mampu memberikan dampak positif terhadap pengembangan kemampuan mahasiswa dalam menguasai *vocabulary* Bahasa Inggris. Implementasi metode ini dirasa sangat praktis di dalam konteks pembelajaran mata kuliah Bahasa Inggris pada program studi Akuntansi Syariah dengan memanfaatkan berbagai platform digital yang tersedia seperti WhatsApp, Facebook, Youtube, Google Classroom, bahkan Learning Management System (LMS) yang telah dikembangkan oleh UIN Raden Mas Said Surakarta yaitu SiKulon (Sistem Kuliah Online). Platform –platform digital tersebut dapat digunakan untuk memfasilitasi aktivitas pembelajaran yang dilakukan oleh mahasiswa sebelum masuk ke dalam kelas, seperti menganalisis video, berdiskusi dan berkolaborasi secara online, memecahkan suatu permasalahan (*problem solving activity*), dan melakukan riset terhadap materi yang akan dibahas di dalam kelas, dimana aktivitas-aktivitas tersebut merupakan bagian penting dari implementasi metode *Flipped Learning*.

Berbagai macam metode pembelajaran untuk meningkatkan kemampuan penguasaan *vocabulary* siswa memang telah banyak diteliti (Ajisoko, 2020; Sari & Aminatun, 2021; Simamora & Oktaviani, 2020). Namun, penggunaan metode *Flipped Learning* dalam meningkatkan penguasaan kosa kata Bahasa Inggris masih jarang tersentuh oleh penelitian terdahulu, terlebih pada konteks pembelajaran Bahasa Inggris dalam bidang ilmu non-bahasa. Hal ini menjadi gap penelitian yang harus mendapat perhatian pada penelitian-

penelitian selanjutnya. Maka dari itu, kebaruan (*novelty*) yang diangkat pada penelitian ini adalah penggunaan metode pembelajaran yang sedang banyak diperbincangkan hari ini, yaitu *Flipped Learning*, sebagai sebuah upaya untuk meningkatkan kemampuan penguasaan *vocabulary* di dalam kontek pembelajaran Bahasa Inggris pada program studi Akuntansi Syariah.

Mengacu pada analisis gap yang telah dipaparkan diatas, penelitian ini bertujuan untuk menginvestigasi peran metode *Flipped Learning* dalam meningkatkan kemampuan *vocabulary* mahasiswa dalam pembelajaran mata kuliah Bahasa Inggris pada program studi Akuntansi Syariah Fakultas Ekonomi dan Bisnis Islam UIN Raden Mas Said Surakarta. Penelitian ini dilaksanakan dengan memanfaatkan media grup WhatsApp sebagai platform media sosial yang juga banyak difungsikan untuk memfasilitasi kegiatan belajar mengajar. Sehingga, selain meneliti dampak *Flipped Learning* dalam pembelajaran mata kuliah Bahasa Inggris, penelitian ini juga bertujuan untuk mengukur persepsi mahasiswa terhadap implementasi metode *Flipped Learning* dan tingkat keberterimaan mahasiswa terhadap penggunaan WhatsApp dalam memfasilitasi penerapan metode *Flipped Learning* tersebut. Dengan menggunakan metode eksperimen melalui pre-test dan post-test, self-report survey, dan kuesioner *Technology Acceptance Model (TAM)* sebagai instrumen pengumpulan data, hasil penelitian ini diharapkan mampu memberikan gambaran secara empiris mengenai peran *Flipped Learning* dalam meningkatkan penguasaan *vocabulary* mahasiswa. Selain itu, hasil penelitian ini juga berkontribusi sebagai dasar dan masukan dalam pengambilan kebijakan terkait dengan metode dan strategi pembelajaran yang tepat untuk diterapkan pada mata kuliah Bahasa Inggris program studi Akuntansi Syariah.

B. Tujuan Penelitian

Secara lebih terinci, tujuan dari penelitian ini adalah sebagai berikut:

1. Menginvestigasi peran metode *Flipped Learning* dalam memfasilitasi pembelajaran *vocabulary* pada mata kuliah Bahasa Inggris program studi Akuntansi Syariah UIN Raden Mas Said Surakarta.
2. Mengukur persepsi mahasiswa program studi Akuntansi Syariah terhadap penggunaan metode *Flipped Learning* dalam pembelajaran *vocabulary* pada mata kuliah Bahasa Inggris.
3. Mengidentifikasi tingkat keberterimaan mahasiswa program studi Akuntansi Syariah terhadap penggunaan WhatsApp untuk mefasilitasi kegiatan pembelajaran Bahasa Inggris dengan metode *Flipped Learning*.

C. Rumusan Masalah

Berdasarkan tujuan penelitian yang telah dipaparkan diatas, maka rumusan masalah dalam penelitian ini adalah sebagai berikut:

1. Adakah perbedaan pada kemampuan penguasaan *vocabulary* antara mahasiswa yang belajar dengan metode *Flipped Learning* dan mahasiswa yang belajar dengan metode konvensional yang biasa diterapkan pada program studi Akuntansi Syariah?
2. Bagaimana persepsi mahasiswa program studi Akuntansi Syariah terhadap penggunaan metode *Flipped Learning* dalam pembelajaran *vocabulary* pada mata kuliah Bahasa Inggris?
3. Bagaimana respon keberterimaan mahasiswa program studi Akuntansi Syariah terhadap penggunaan WhatsApp untuk mefasilitasi kegiatan pembelajaran dengan metode *Flipped Learning*?

D. Kontribusi dan Manfaat Penelitian

Secara teoritis, penelitian ini memperkaya literatur dan referensi ilmiah tentang penggunaan metode *Flipped Learning* untuk meningkatkan salah satu aspek pembelajaran bahasa, yaitu *vocabulary*, di dalam kontek pengajaran Bahasa Inggris untuk bidang ilmu

Akuntansi. Dalam ranah praktis, hasil penelitian ini diharapkan mampu memberikan kontribusi dan manfaat kepada beberapa pihak. Pertama, bagi mahasiswa program studi Akuntansi Syariah pada khususnya dan mahasiswa program studi lain yang belajar Bahasa Inggris pada umumnya, hasil penelitian ini dapat digunakan sebagai referensi terkait penggunaan metode pembelajaran tertentu untuk meningkatkan penguasaan *vocabulary* mereka. Kedua, bagi dosen dan pengajar, hasil penelitian ini diharapkan mampu memberikan gambaran yang jelas terkait dengan peran metode *Flipped Learning* dalam meningkatkan kemampuan *vocabulary* mahasiswa, sehingga dosen dan pengajar dapat mendesain dan mengembangkan aktivitas pembelajaran yang efektif dalam konteks mata kuliah Bahasa Inggris. Ketiga, bagi program studi Akuntansi Syariah sebagai perumus kebijakan, hasil penelitian ini bermanfaat sebagai rujukan dan input tentang metode yang tepat untuk diterapkan pada mata kuliah Bahasa Inggris, khususnya untuk meningkatkan kemampuan penguasaan *vocabulary* mahasiswa yang merupakan salah satu aspek krusial dalam pembelajaran bahasa.

BAB II

LANDASAN TEORI

A. Metode Pembelajaran Flipped Learning

Menurut Bergmann dan Sams (2012), *Flipped Learning* merupakan model pembelajaran berbasis teknologi dan platform digital yang memaksimalkan aktivitas pembelajaran di luar kelas untuk mendukung aktivitas pembelajaran di dalam kelas. *Flipped Learning* adalah sebuah pendekatan pembelajaran yang diterapkan untuk mengubah paradigma sistem tradisional menjadi lebih modern dimana siswa yang lebih aktif terlibat di dalam aktivitas pembelajaran (Huang et al., 2019). Konsep belajar di dalam metode *Flipped Learning* berfokus kepada pembelajaran kolaboratif dan interaksi yang intens antar siswa, sehingga akan menciptakan aktivitas belajar dan mengajar yang efektif untuk mengembangkan kemampuan siswa terkait dengan materi yang diajarkan (Chen Hsieh et al., 2017).

Teknologi dan platform digital di dalam aktivitas pembelajaran *Flipped Learning* memiliki peran yang sangat krusial. Teknologi memfasilitasi aktivitas pembelajaran yang dilakukan sebelum masuk ke kelas (*pre-class activity*) seperti menganalisa materi yang akan dibahas melalui video, berdiskusi secara daring dengan teman sekelas, dan melakukan kegiatan berbasis analisa masalah (*problem-based learning*) (Lee & Wallace, 2018). Menurut teori pengembangan kognitif (*cognitive load theory*) yang dikembangkan oleh Sweller (2011), keberhasilan metode *Flipped Learning* bergantung kepada kesempatan yang didapat siswa untuk melakukan *brainstorming* (menerima informasi dan memahami materi ajar) sebelum masuk ke dalam kelas dan aktivitas yang dilakukan siswa di dalam kelas untuk mendorong kemampuan berfikir kritis (berdiskusi, melakukan analisis, dan melakukan evaluasi).

Dengan perkembangan teknologi dan sistem informasi yang semakin cepat, khususnya penggunaan gadget dan smartphone, dunia seakan berada di dalam genggaman. Hal ini menjadi potensi yang besar untuk memanfaatkan kemajuan perkembangan teknologi tersebut dalam bidang pendidikan di perguruan tinggi (Hembrough & Jordan, 2020). Dalam kontek

penelitian ini, pandemi COVID-19 telah “melahirkan” satu aplikasi Learning Management System (LMS) Si Kulon (Sistem Kuliah Online) yang dikembangkan oleh UIN Raden Mas Said Surakarta untuk memfasilitasi pembelajaran daring. Dengan dipadukan dengan WhatsApp, yang merupakan aplikasi “wajib” untuk warga negara Indonesia, LMS Si Kulon berpotensi menjadi platform digital yang dapat memfasilitasi implementasi metode pembelajaran *Flipped Learning* untuk meningkatkan kemampuan penguasaan *vocabulary* Bahasa Inggris bagi mahasiswa program studi Akuntansi Syariah.

B. Penelitian Terdahulu

Ketika diaplikasikan di dalam kontek pembelajaran Bahasa, *Flipped Learning* berperan dalam meningkatkan kemampuan berkomunikasi dan berkolaborasi antar siswa di dalam kelas melalui aktivitas pembelajaran dari sebelum masuk ke dalam kelas (McLaughlin et al., 2016). Terdapat beberapa penelitian terdahulu yang membahas penggunaan metode *Flipped Learning* dalam kontek pengajaran Bahasa Inggris. Penelitian-penelitian paling mutakhir di bidang ini berfokus kepada peran *Flipped Learning* dalam meningkatkan performa akademis mahasiswa Bahasa Inggris di Taiwan dengan menggunakan Web Quests sebagai platform digital (Hung, 2015), penggunaan aplikasi LINE smartphone di dalam *Flipped Learning* untuk meningkatkan kemampuan mahasiswa terkait Idiom Bahasa Inggris (Chen Hsieh et al., 2017), dan peran *Flipped Learning* menggunakan aplikasi Telegram dalam meningkatkan kemampuan tindak turur (*speech acts*) mahasiswa Bahasa Inggris di Iran (Haghghi et al., 2019).

Hasil penelitian-penelitian tersebut menggambarkan bahwa metode pembelajaran *Flipped Learning* dapat meningkatkan motivasi dan partisipasi mahasiswa dalam mengikuti aktivitas pembelajaran, sehingga performa akademisnya juga meningkat. Menurut Chen Hsieh et al. (2017), kunci keberhasilan metode *Flipped Learning* terletak pada seberapa serius mahasiswa dalam melaksanakan aktivitas pembelajaran sebelum masuk ke dalam kelas (*pre-class activity*). Jika mahasiswa tidak serius dalam melaksanakan aktivitas

pembelajaran yang didesain sebelum memasuki kelas, pengajar akan kesulitan untuk mengarahkan mereka ke dalam aktivitas pembelajaran yang levelnya lebih tinggi (*higher order activity*). Lebih lanjut lagi, McLaughlin et al. (2016) menyatakan bahwa keterlibatan mahasiswa di dalam aktivitas pembelajaran merepresentasikan keberhasilan dari implementasi metode *Flipped Learning*. Meskipun demikian, terdapat beberapa penelitian terdahulu yang menunjukkan bahwa tidak ada perbedaan yang signifikan antara pembelajaran dengan metode *Flipped Learning* atau metode lain (Adnan, 2017; Guidry et al., 2013; Kissau et al., 2010). Akan tetapi, penelitian-penelitian tersebut telah membuktikan bahwa paling tidak metode *Flipped Learning* berkedudukan sama dalam hal efektivitas dengan metode-metode lain yang digunakan dalam penelitian-penelitian tersebut.

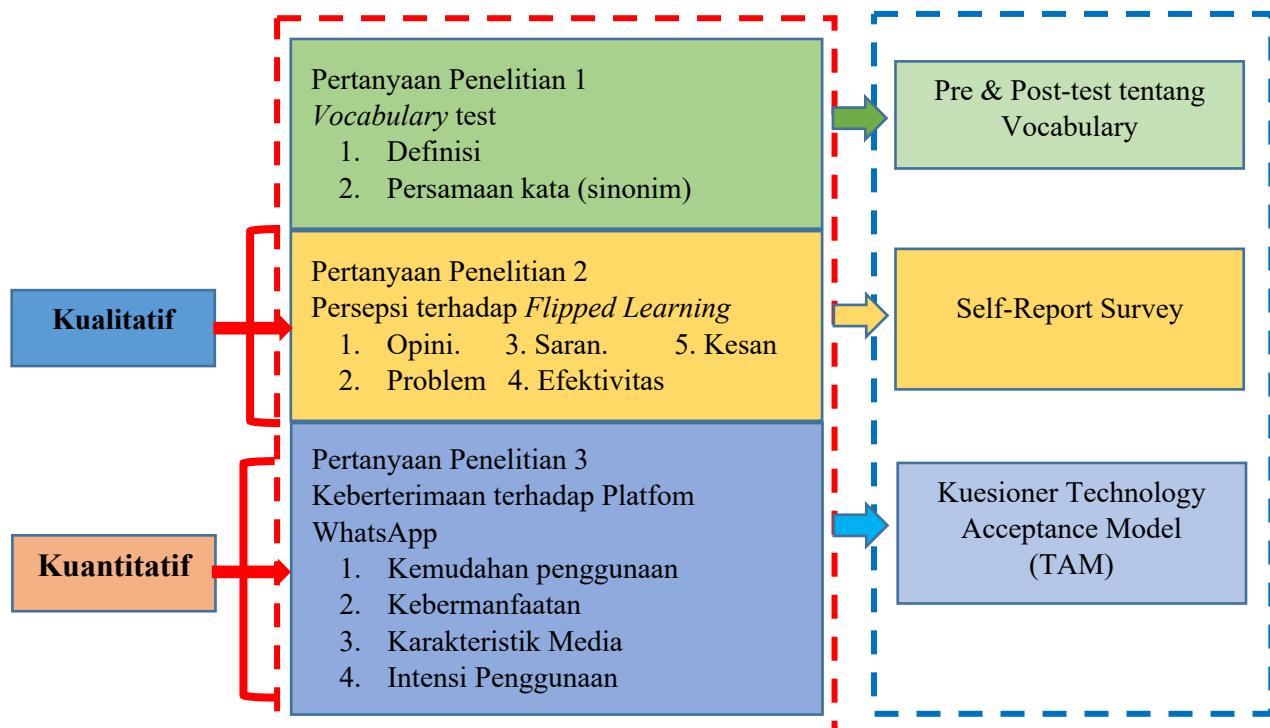
Penelitian ini terinspirasi dari penelitian yang dilakukan oleh Haghghi et al. (2019). Penelitian tersebut menginvestigasi tentang peran *Flipped Learning* dalam meningkatkan kemampuan tindak turur mahasiswa Bahasa Inggris menggunakan aplikasi Telegram pada kontek pembelajaran Bahasa Inggris di Iran. Hasil dari penelitian tersebut menunjukkan bahwa metode *Flipped Learning* melalui aplikasi Telegram secara empiris berhasil meningkatkan kemampuan komunikasi mahasiswa khususnya dalam bertindak turur dalam berbagai macam ekspresi. Perbedaan penelitian Haghghi et al. (2019) dengan penelitian ini terletak pada beberapa hal. Pertama, tujuan penelitian ini adalah menginvestigasi peran *Flipped Learning* dalam meningkatkan kemampuan *vocabulary* mahasiswa dalam kontek pembelajaran Bahasa Inggris pada program studi Akuntansi Syariah. Kedua, penelitian ini menggunakan aplikasi LMS Si Kulon (Sistem Kuliah Online) dan WhatsApp untuk memfasilitasi aktivitas pembelajaran *Flipped Learning*. Ketiga, penelitian ini menggunakan kuesioner *Technology Acceptance Model (TAM)* untuk mengukur keberterimaan mahasiswa terhadap penggunaan aplikasi Si Kulon dan WhatsApp dalam pembelajaran Bahasa Inggris melalui metode *Flipped Learning*.

BAB III

METODE PENELITIAN

A. Desain Penelitian

Karena tujuan penelitian ini untuk melihat peran metode *Flipped Learning* dalam meningkatkan penguasaan *vocabulary* Bahasa Inggris mahasiswa, desain riset dengan pendekatan eksperimen adalah pilihan yang paling sesuai. Desain penelitian eksperimen yang diterapkan dalam penelitian ini adalah dengan membagi responden ke dalam dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen berisikan mahasiswa yang belajar *vocabulary* Bahasa Inggris dengan metode *Flipped Learning*, sedangkan kelompok kontrol terdiri dari mahasiswa yang belajar *vocabulary* dengan metode konvensional. Data dalam penelitian ini mencakup data quantitatif yang berupa skor pre-test dan post-test, respon terhadap kuesioner TAM dan persepsi mahasiswa terhadap metode *Flipped Learning* serta data kualitatif yang didapat melalui focus grup interview dan observasi kelas. Gambar 1 menunjukkan desain penelitian secara lebih detail dalam bentuk flow chart.



Gambar 1. Desain Penelitian

B. Responden dan Tempat Penelitian

Penelitian ini melibatkan 70 mahasiswa program studi Akuntansi Syariah yang mengambil sedang mengambil mata kuliah Bahasa Inggris sebagai salah satu mata kuliah wajib universitas. Penelitian ini dilakukan pada Fakultas Ekonomi dan Bisnis Islam UIN Raden Mas Said Surakarta. Penelitian ini mencoba menangkap gap dari penelitian terdahulu dimana penggunaan *Flipped Learning* untuk meningkatkan kemampuan kosa kata (*vocabulary*) Bahasa Inggris mahasiswa dalam kontek program studi Akuntansi masih sangat jarang diteliti.

C. Instrumen Penelitian

1. *Pre-test dan Post-test tentang Vocabulary*

Instrumen pre-test dan post-test tentang *vocabulary* Bahasa Inggris bertujuan untuk mengukur perkembangan penguasaan kosa kata mahasiswa sebelum dan setelah belajar menggunakan metode *Flipped Learning*. Model tes *vocabulary* yang digunakan dalam penelitian ini diadaptasi dari Pecorari et al. (2019) dengan mengadaptasi dalam beberapa hal. Adaptasi yang dilakukan utamanya adalah menyesuaikan beberapa kosa kata dengan bidang Akuntansi sesuai dengan program studi dimana penelitian ini dilakukan. Model test *vocabulary* yang dikembangkan oleh Pecorari et al. (2019) telah melalui uji validitas dan reliabilitas, sehingga sangat memadai untuk digunakan di dalam penelitian ini. Item soal dalam pre-test dan post-test yang lebih rinci dapat dilihat pada lampiran 1.

2. *Self-report Survey*

Self-report survey digunakan untuk menjawab pertanyaan penelitian kedua mengenai persepsi mahasiswa Akuntansi Syariah terhadap implementasi metode Flipped Learning dalam pembelajaran Bahasa Inggris. Self-report survey adalah sebuah instrumen penelitian yang bertujuan untuk mengumpulkan data yang bersifat terbuka dari responden. Responden diberi daftar pertanyaan lengkap dengan lembar jawabannya dimana mereka dengan bebas dapat menuliskan opini terkait dengan pertanyaan yang diajukan. Terdapat lima (5) pertanyaan dalam self-report survey dalam penelitian ini yang meliputi beberapa aspek

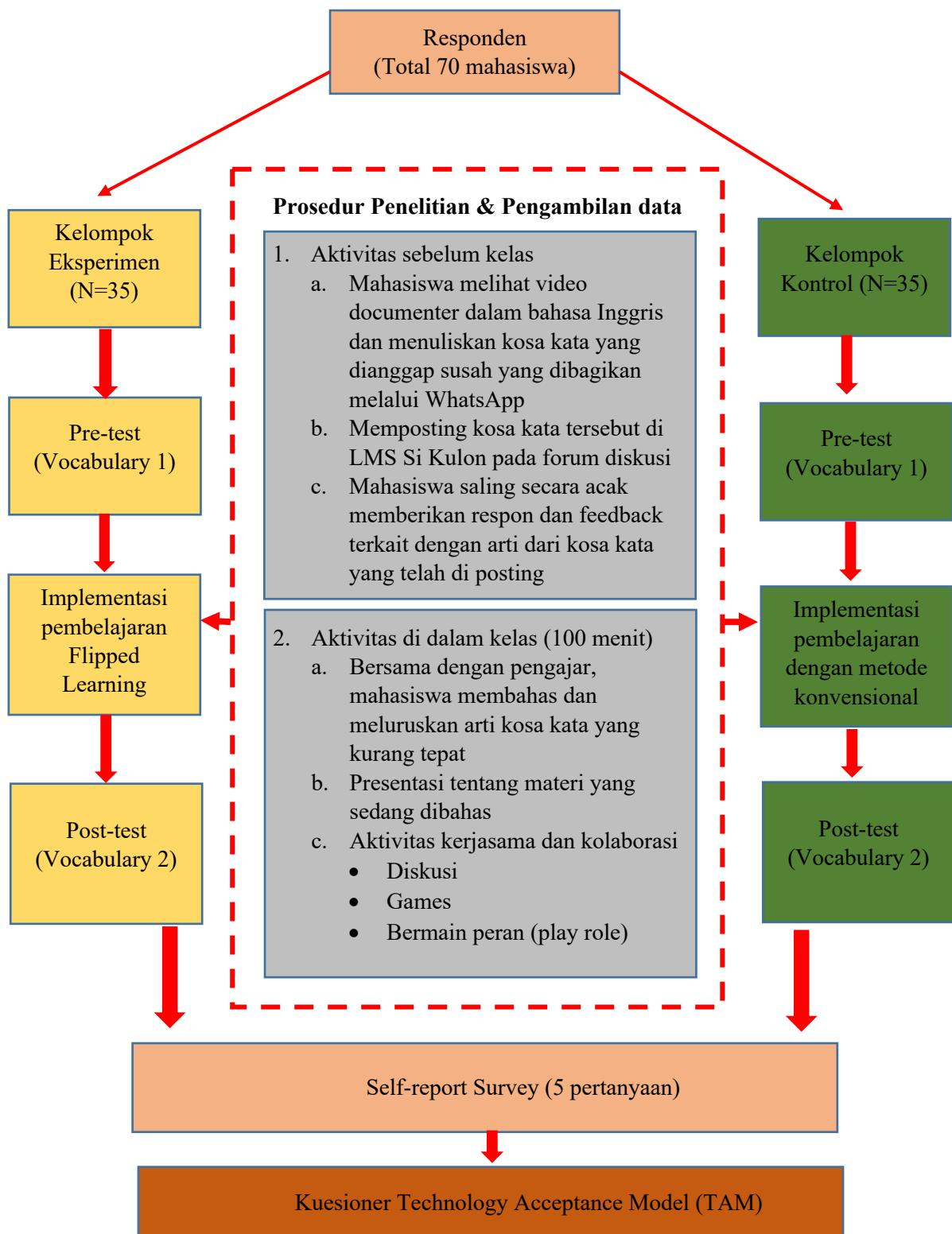
pembelajaran Flipped Learning dari sudut pandang mahasiswa, yaitu opini, problem, saran, efektivitas, dan kesan terhadap metode pembelajaran tersebut (Lampiran 2).

3. Kuesioner Technology Acceptance Model (TAM)

Kuesioner *Technology Acceptance Model* (TAM) didesain untuk mengevaluasi efektivitas suatu platform digital berdasarkan sudut pandang pengguna. Dalam penelitian ini, kuesioner tersebut diadaptasi dari penelitian Haghghi et al. (2019) kemudian digunakan untuk menggali persepsi mahasiswa terhadap aplikasi WhatsApp dalam memfasilitasi pembelajaran *Flipped Learning*. Setiap item dalam kuesioner tersebut diukur dengan menggunakan skala Likert 1 (sangat tidak setuju) sampai dengan 5 (sangat setuju). Item-item kuesioner TAM yang dipakai di dalam penelitian ini secara lebih detail dapat dilihat pada lampiran 3.

D. Prosedur Pengambilan Data

Prosedur pengambilan data pada penelitian ini dilakukan secara sistematis dan runtut. Pertama, mahasiswa dikelompokkan menjadi dua yaitu kelompok eksperimen dan kelompok kontrol. Masing-masing kelompok kemudian diberi tugas untuk mengerjakan satu set soal *vocabulary* sebagai pre-test. Kedua, mahasiswa diberi perlakuan dengan metode *Flipped Learning* untuk kelas eksperimen dan metode konvensional atau metode lain yang sering digunakan dalam kelas reguler untuk kelas kontrol selama 6 kali pertemuan. Ketiga, mahasiswa diminta mengerjakan satu set soal *vocabulary* yang lain sebagai post-test. Keempat, mahasiswa kemudian diminta untuk mengisi self-report survey guna mengetahui persepsi mereka terhadap implementasi metode Flipped Learning. Keempat, mahasiswa mengisi kuesioner TAM untuk mengukur tingkat keberterimaan mereka terhadap penggunaan WhatsApp dalam memfasilitasi Flipped Learning. Secara lebih visual, prosedur pengambilan data pada penelitian ini dapat dilihat pada Gambar 2.



Gambar 2. Prosedur Pelaksanaan Penelitian

E. Prosedur Analisis Data

Data terkait dengan nilai pre-test dan post-test mahasiswa tentang *vocabulary* dianalisis dalam bentuk rata-rata kelas (average) dan standar deviasi (SD) dengan menggunakan software SPSS versi 24. Untuk melihat apakah *Flipped Learning* melalui LMS Si Kulon dan aplikasi WhatsApp dapat secara signifikan meningkatkan kemampuan mahasiswa dalam menguasai *vocabulary*, analisis paired-sample t test menggunakan aplikasi SPSS kemudian dilakukan. Jika nilai signifikansi antara rerata nilai pre-test dan post-test dibawah 0.05 (<0.05) maka dinyatakan signifikan yang bermakna *Flipped Learning* berhasil secara empiris meningkatkan kemampuan *vocabulary* mahasiswa. Selanjutnya, data yang diperoleh dari kuesioner TAM dinalisis secara statistik deskriptif dalam bentuk rata-rata (Mean) dan standar deviasi (SD).

Berkenaan dengan data kualitatif, respon mahasiswa yang didapat melalui self-report survey dianalisis dengan menggunakan metode tematik. Peneliti membaca data hasil dari jawaban responden dengan seksama kemudian mengelompokkannya berdasarkan tema yang telah ditentukan sesuai dengan pertanyaan dalam self-report survey. Selanjutnya, peneliti melakukan koding terhadap data tersebut dan melakukan reduksi data jika dibutuhkan. Data yang sesuai dengan tema penelitian ini kemudian dikelompokkan untuk digunakan sebagai dasar dalam penarikan kesimpulan.

BAB IV

HASIL DAN PEMBAHASAN

A. Hasil

1. Peran Metode Flipped Learning dalam Meningkatkan Penguasaan Kosa Kata Bahasa Inggris

Untuk menjawab pertanyaan penelitian yang pertama tentang peran metode flipped learning dalam meningkatkan kemampuan vocabulary mahasiswa, data dari pre- dan post-test dari kelompok eksperimen dan kelompok kontrol dianalisis secara statistik deskriptif dengan bantuan SPSS. Karena jumlah pertanyaan pada setiap test terdiri dari 25 butir, nilai total mahasiswa didapat dari jumlah jawaban benar dikalikan dengan 4, sehingga nilai maksimal yang dapat diperoleh oleh mahasiswa adalah 100 dari pre- dan post-test. Tabel 1 menunjukkan hasil statistic deskriptif dari nilai pre- dan post-test pada vocabulary Bahasa Inggris yang didapatkan oleh mahasiswa dalam kelompok eksperimen dan kelompok kontrol. Kemudian nilai rata-rata dari kedua kelompok dibandingkan dan dari Tabel 1 kita mengetahui bahwa nilai rata-rata kelompok eksperimen (83.00) pada post-test lebih tinggi dibandingkan dengan kelompok kontrol (64.35). Lebih mendetail, nilai rata-rata kelompok eksperimen naik dari 57.25 pada pre-test ke 83.00 pada post-test, sedangkan untuk kelas kontrol nilai rata-rata pre-test adalah 55.50 dan mengalami kenaikan ke nilai rata-rata 64.35 pada post-test.

Tabel 1. Hasil Pre-Test dan Post-Test Kelas Experimen dan Kelas Kontrol

	Mode	N	Mean	SD	Std. Error Mean
Pre-test	Flipped	30	57.25	3.54	0.65
	Control	30	55.50	4.71	0.72
Post-test	Flipped	30	83.00	4.23	0.81
	Control	30	64.35	5.67	0.725

Setelah melakukan analisis deskriptif, analisis two paired sample t-test kemudian dilakukan dengan SPSS untuk mengetahui adanya perbedaan yang signifikan antara nilai pre-

test dan post-test dari kedua kelompok. Hasil dari analisis tersebut dapat dilihat pada Tabel 2. Tabel 2 menunjukkan bahwa nilai rata-rata post-test mahasiswa dari kedua grup mengalami kenaikan dan secara statistik terbukti terdapat perbedaan yang signifikan ($p<0.05$) dibandingkan dengan nilai pre-test. Sebagaimana dapat dilihat pada Tabel 2, nilai rata-rata perbedaan antara pre-test dan post-test untuk kelompok eksperimen dan kelompok kontrol adalah 25.75 dan 8.85 secara berurutan.

Tabel 2. Hasil Analisis Paired Sample t-test Kelas Experimen dan Kelas Kontrol

Paired differences				95% Confidence interval of the difference					
	Mean	SD	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)	
Pair 1: Post-test – Pre-test	25.75	3.913	.683	23.620	27.180	6.56	14	.000	
Pair 2: Post-test – Pre-test	8.85	3.412	.641	7.960	10.740	4.26	14	.000	

Selanjutnya, untuk melihat efektivitas dari metode flipped learning, peneliti melakukan analisis independent sample t-test. Hasil analisis tersebut ditampilkan pada Tabel 3. Berdasarkan hasil analisis pada Tabel 3, nilai rata-rata pada tes vocabulary mahasiswa kelompok eksperimen ($p<0,005$) secara signifikan lebih tinggi daripada nilai siswa kelompok kontrol. Temuan ini menunjukkan bahwa kedua pendekatan pembelajaran dapat mengembangkan kemampuan bahasa Inggris mahasiswa. Namun, model pembelajaran flipped learning berkontribusi pada kinerja belajar yang lebih baik. Dengan kata lain, flipped learning terbukti menjadi model pembelajaran yang lebih efektif untuk mengajar kosa kata/vocabulary pada mata kuliah bahasa Inggris mahasiswa program studi Akuntansi Syariah UIN Raden Mas Said Surakarta.

Tabel 3. Hasil Analisis Independent Sample t-test

Mode	N	M	SD	t-test for equality of means		
				t	df	Sig.
Flipped	30	83.00	4.72	4.31	28	.000
Control	30	64.35	5.93			

2. Persepsi Mahasiswa terhadap Implementasi Metode Flipped Learning

Untuk mencari jawaban dari pertanyaan penelitian kedua tentang penerimaan mahasiswa terhadap penggunaan aplikasi WhatsApp untuk memfasilitasi pembelajaran flipped learning, survei laporan diri tertulis (self-report survey) dilakukan. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa menemukan WhatsApp sebagai platform pembelajaran digital yang efektif untuk membantu pembelajaran kosakata bahasa Inggris di melalui metode flipped learning. Dalam menanggapi pertanyaan pertama dari survei laporan diri tentang praktik pembelajaran flipped learning, mahasiswa secara positif mempersepsikan model pembelajaran ini. Mereka sepakat bahwa flipped classroom menyebabkan keterlibatan yang lebih aktif dan menumbuhkan motivasi belajar untuk terus mengikuti kegiatan kelas baik di Ketika kegiatan pra-kelas maupun di dalam kelas. Berdasarkan analisis data yang diambil dari self-report survey, mahasiswa mengakui bahwa flipped learning menarik, dan mereka mengalami aktivitas belajar yang berbeda dibandingkan dengan kelas reguler mereka. Seperti yang dituliskan S2 dalam self-report survey:

“This learning approach is really interesting for me. I am highly motivated and willingly engage in both pre-class and in-class learning activities asked by my teacher. The course materials are also varied such as videos, vocabulary games, websites, and in-class activities we are discussing, practicing dialogue, doing role-play, etc. These activities make me enjoy and I do not get bored easily like in usual class.” (S2 in self-report survey)

Berkenaan dengan pertanyaan kedua terkait tantangan/masalah yang mungkin terjadi selama kegiatan flipped learning, sebagian besar mahasiswa menyatakan bahwa bergabung di kelas dengan metode flipped learning membutuhkan banyak usaha dan memakan waktu.

Mereka harus menghadapi sejumlah persiapan sebelum memasuki kelas melalui kegiatan pra-kelas. Selain itu, mereka ditugaskan untuk terlibat dalam kegiatan pembelajaran di kelas yang juga membutuhkan lebih banyak upaya seperti melakukan proyek kolaboratif, presentasi, dan bermain peran. Akibatnya, menurut beberapa mahasiswa, kegiatan belajar dengan metode flipped learning sulit untuk diikuti. S16 menyatakan dalam self-report survey bahwa dia sering terlambat mengikuti kegiatan pra kelas karena dia melakukan rutinitas sehari-hari lainnya. Masalah lain terkait dengan koneksi internet yang lambat, seperti yang ditunjukkan oleh S21. Akibatnya, siswa dengan masalah seperti itu harus pergi ke tempat-tempat umum di mana internet dapat diakses.

“The activities in flipped learning are interesting, but need a lot of time and efforts. I was often late when joining for pre-class activities posted in WhatsApp group by my teacher. Usually, my teacher posted the materials and instruction for learning two days before the class schedule. I often do the activities just before the class begin because I have some daily routines.” (S16 in self-report survey)

“The problem I usually face during the flipped learning is due to internet connection. I live in a disadvantaged area where internet connection is difficult to access. Consequently, I have to go to village office in my village to get the Wi-fi/internet connection. I download the pre-class materials so that I can learn the materials at my home.” (S21 in the self-report survey)

Untuk pertanyaan ketiga dalam self-report survey terkait dengan saran dan rekomendasi tentang hal-hal yang dapat ditingkatkan dari implementasi pembelajaran vocabulary dengan menggunakan metode flipped learning, beberapa mahasiswa (misal S1 dan S13) menyarankan bahwa mahasiswa harus lebih aktif dalam mengikuti rangkaian kegiatan pembelajaran baik ketika pra kelas maupun di dalam kelas. Kemudian mereka juga merekomendasikan bahwa pengajar harus mampu mendesain aktivitas pembelajaran yang lebih menarik, komunikatif, dan efektif sehingga mahasiswa tidak mudah bosan mengikuti seluruh rangkaian pembelajaran menggunakan metode flipped learning. Berikut beberapa pernyataan dari responden.

“In my opinion, students, including me, must be more active to engage in learning activities both pre- and in-class activities. Students must actively provide feedbacks and discussion in the WhatsApp group in response to the pre-class course materials given by the teacher. So, it will enhance the efficacy of flipped learning activities.” (S1 in the self-report survey)

“The learning activities in this flipped learning are already interactive. However, it will be much better if the teacher design more collaborative activities such as problem solving, critical thinking, and vocabulary quizzes.” (S13 in the self-report survey)

Selanjutnya pertanyaan keempat dari self-report survey yang berkenaan dengan efektivitas pembelajaran vocabulary menggunakan metode flipped learning memperoleh jawaban bahwa mayoritas mahasiswa menyatakan bahwa metode tersebut cocok dan efektif untuk diterapkan dalam pembelajaran vocabulary di kelas mereka. Metode flipped learning memberikan kesempatan kepada mahasiswa untuk melakukan praktik langsung kemampuan berbahasa Inggris, dan oleh sebab itu penguasaan kosa kata mereka juga bertambah. Menurut S7 dan S11, metode flipped learning menawarkan banyak kesempatan untuk mempraktikkan skil Bahasa Inggris, khususnya berbicara dan menulis, sehingga mereka mengaku bahwa kemampuan penguasaan kosa kata mereka bertambah seiring dengan praktik kompetensi-kompetensi berbahasa tersebut. Berikut pernyataan dari S7 dan S11.

“For me, it [flipped learning] is an effective method to learn vocabulary in English. In my opinion, learning English vocabulary is about repetition and practices. The more we practice the better our knowledge. And flipped learning activities offer much time to do practices and rehearsals to develop our target language through pre-class and in-class activities.” (S7 in the self-report survey)

“Flipped learning gives me more opportunities to do a lot of practices before, whilst, and after the class.” (S11 in the self-report survey)

Terakhir, pertanyaan kelima pada self-report survey berkaitan dengan bagian dari pembelajaran dengan metode flipped learning yang paling disenangi mahasiswa mendapatkan jawaban bahwa mahasiswa menyebutkan beberapa aspek seperti halnya kebaruan dari metode flipped learning, desainnya yang unik, dan metode ini memberikan

banyak kegiatan yang bersifat kolaboratif. Aspek-aspek tersebut menjadi alas an utama mengapa mahasiswa menganggap metode ini efektif untuk pembelajaran vocabulary Bahasa Inggris. Berikut pernyataan dari beberapa mahasiswa.

“What make flipped learning favorite is that it is new and I never experience this learning method in my regular classes. Its freshness makes me more motivated in joining the learning activities.” (S17 in the self-report survey)

“It is a unique learning approach. I like the activities of pre-class that can get me prepared before attending the class.” (S21 in the self-report survey)

“My most favorite part is doing collaborative activities both in pre-class and in-class learning activities such as role plays, games, and practicing dialogues in English.” (S30 in the self-report survey)

3. Tingkat Keberterimaan Mahasiswa terhadap Penggunaan WhatsApp dalam Metode Flipped Learning

Secara umum, hasil analisis deskriptif dari kuesioner TAM menunjukkan bahwa mahasiswa memberikan kesan positif terhadap penggunaan WhatsApp untuk memfasilitasi pembelajaran dengan metode Flipped Learning. Hal ini ditunjukkan dari hasil rata-rata (mean) skor dari setiap aspek dalam kuesioner TAM (Lihat table 4). Dengan menggunakan skala Likert 1 sampai dengan 5, didapatkan hasil rata-rata skor pada setiap aspek sebagai berikut: PEU (4.09), BI (3.21), SC (3.46), dan PU (4.02). Dengan hasil skor rata-rata tersebut, dapat disimpulkan bahwa mahasiswa memandang positif penggunaan WhatsApp sebagai sarana media pembelajaran digital dalam mata kuliah Bahasa Inggris.

Tabel 4. Hasil Analisis Statistik Deskriptif Kuesioner TAM

Construct	Mean	SD	Min.	Max.	N of Items
Perceived ease of use (PEU)	4.09	.53	2	5	4
Behavioral intention (BI)	3.21	.41	1	5	4
System Characteristics (SC)	3.46	.45	1	5	4
Perceived usefulness (PU)	4.02	.57	1	5	4

B. Pembahasan

Berdasarkan hasil analisis data, penelitian ini menyimpulkan bahwa flipped learning telah terbukti secara signifikan sebagai pendekatan pembelajaran yang efektif untuk meningkatkan penguasaan vocabulary/kosa kata mahasiswa. Menurut Bergmann dan Sams (2012), kunci keberhasilan pembelajaran flipped learning tergantung pada keterlibatan aktif mahasiswa dalam kegiatan pra dan di dalam kelas, dan tampaknya hal ini juga menjadi bagian penting dari hasil signifikan yang digambarkan dalam penelitian ini. Terlepas dari beberapa kendala yang mungkin terjadi, pengajar dan mahasiswa dalam penelitian ini disiplin untuk secara teratur melakukan semua kegiatan pembelajaran pra dan di dalam kelas. Temuan penelitian ini lebih lanjut menyiratkan bahwa instruksi pembelajaran flipped learning, sebagai sebuah cara baru proses belajar mengajar, adalah pendekatan yang menjanjikan dan dapat digunakan sebagai alternatif untuk membantu kegiatan pembelajaran blended, yang semakin populer dalam beberapa tahun terakhir karena pandemic COVID-19.

Temuan ini konsisten dengan Kim (2018) bahwa flipped learning berhasil meningkatkan pengetahuan kosakata Bahasa Inggris mahasiswa dalam konteks pembelajaran bahasa di Korea. Selain itu, temuan ini mirip dengan hasil Kirmizi dan Kömeç (2019). Kedua penelitian tersebut menyatakan bahwa flipped classroom menjanjikan proses pembelajaran bahasa Inggris dalam kaitannya dengan pembelajaran kosa kata. Selain itu, temuan ini juga mendukung hasil Rezaei Fard et al. (2021) dalam konteks Iran bahwa flipped learning memiliki efek positif pada pembelajaran kosakata, retensi, dan sikap pembelajar Bahasa Inggris. Sejauh yang penulis ketahui, studi tentang pengaruh flipped learning pada capaian kemampuan vocabulary/kosakata bahasa Inggris pembelajar bahasa telah menghasilkan hasil yang positif. Dengan kata lain, peneliti ingin mengatakan bahwa flipped learning adalah pendekatan pembelajaran yang efektif untuk membantu pengembangan penguasaan kosakata para pembelajar Bahasa Inggris.

Terkait dengan pertanyaan penelitian kedua tentang persepsi mahasiswa terhadap metode flipped learning, hasil dari self-report survey menunjukkan bahwa mayoritas mahasiswa memiliki persepsi yang positif terhadap implementasi pembelajaran vocabulary dengan metode tersebut. Sebagian besar mahasiswa dalam kelompok eksperimen menyebutkan bahwa mereka memiliki lebih banyak waktu untuk terlibat dalam rangkaian aktivitas pembelajaran dibandingkan dengan ketika di kelas reguler. Bagian ini menjadi kunci penting keberhasilan flipped learning karena mahasiswa memiliki banyak kesempatan untuk melakukan praktik langsung Bahasa Inggris (Hazaymeh & Altakhineh, 2019). Hasil ini mendukung temuan Kang (2015) yang mengungkapkan bahwa pembelajaran flipped learning meningkatkan alokasi waktu untuk belajar, mendorong kolaborasi dan interaksi, dan mencapai lebih banyak tujuan pembelajaran. Selain itu, dibandingkan dengan rekan-rekan mereka di kelompok kontrol, mahasiswa kelompok eksperimen tampaknya lebih aktif untuk terlibat dalam proses kegiatan belajar.

Temuan ini juga konsisten dengan hasil Chen Hsieh et al. (2017) dan Haghighi et al. (2019). Studi Chen Hsieh et al. (2017) mengeksplorasi peran penting pembelajaran flipped learning pada pembelajaran Bahasa Inggris menggunakan bantuan aplikasi Line. Mirip dengan temuan penelitian ini, metode flipped learning ditemukan sebagai metode yang efektif untuk pembelajaran Bahasa, termasuk pengembangan kosa kata/vocabulary. Studi Haghighi et al. (2019) menghasilkan hasil yang serupa bahwa metode flipped learning dengan menggunakan aplikasi Telegram berhasil meningkatkan penggunaan ekspresi penolakan (refusal) yang tepat bagi pelajar bahasa Inggris. Sejauh yang kami perhatikan pada sikap mahasiswa terhadap praktik pembelajaran flipped learning, kami sampai pada kesimpulan bahwa sebagian besar penelitian terdahulu menganggap positif pendekatan pembelajaran flipped learning.

Hasil penelitian berkaitan dengan tingkat keberterimaan mahasiswa terhadap aplikasi WhatsApp untuk memfasilitasi pembelajaran dengan metode flipped learning menunjukkan

tingkat keberterimaan yang positif. Hasil kuesioner TAM lebih lanjut menunjukkan bahwa dengan positif merespon penggunaan WhatsApp dalam memfasilitasi flipped learning. Hal ini ditunjukkan dengan tingginya rata-rata skor PU dari kuesioner TAM. Berkaitan dengan PEU, temuan ini mengungkapkan bahwa mahasiswa sudah akrab dengan WhatsApp, yang ditunjukkan oleh skor rata-rata PEU tertinggi (4,09) dalam kuesioner TAM. Pasalnya, WhatsApp merupakan platform digital yang paling sering digunakan di Indonesia. Oleh karena itu, tidak mengherankan bila mahasiswa merasa nyaman dengan penggunaan WhatsApp untuk tujuan pendidikan. Sehubungan dengan konstruksi ATU, temuan ini berarti bahwa mahasiswa menganggap WhatsApp sebagai platform pembelajaran digital yang menjanjikan untuk memfasilitasi pembelajaran bahasa, dan sangat disarankan untuk mengintegrasikan WhatsApp dalam kurikulum pembelajaran bahasa asing. Terakhir, terkait dengan konstruk BI, temuan penelitian ini menunjukkan bahwa mahasiswa setuju untuk terus menggunakan WhatsApp untuk pembelajaran bahasa di masa mendatang. Dengan sikap positif terhadap WhatsApp dalam flipped learning, sangat mungkin mereka akan sering menggunakan WhatsApp untuk tujuan pembelajaran Bahasa asing/vocabulary di masa depan.

Temuan ini relevan dengan beberapa hasil penelitian sebelumnya. Pertama, tingkat penerimaan WhatsApp yang tinggi untuk memfasilitasi flipped learning dalam penelitian ini sesuai dengan hasil penelitian Noroozi et al. (2021) bahwa pembelajar Bahasa asing menemukan WhatsApp sebagai platform digital yang memuaskan dalam metode flipped learning. Temuan serupa lainnya dari kedua studi adalah bahwa WhatsApp dapat mendorong keterlibatan aktif mahasiswa dalam kegiatan kelas dengan metode flipped learning karena mereka sudah terbiasa dan merasa nyaman menggunakan aplikasi seluler ini dalam rutinitas sehari-hari. Selain itu, temuan penelitian ini juga sejalan dengan hasil penelitian Arifani (2019), di mana WhatsApp secara statistik terbukti sebagai platform yang efektif untuk meningkatkan penguasaan kolokasi pelajar Bahasa Inggris dalam desain flipped learning. Selanjutnya, temuan ini mendukung studi terbaru yang mengeksplorasi penggunaan

WhatsApp dalam flipped learning yang dilakukan oleh Khodabandeh (2022), di mana WhatsApp ditemukan sebagai lahan subur untuk membantu implementasi metode flipped learning untuk meningkatkan penguasaan mahasiswa dalam memberi dan meminta petunjuk (direction) dalam bahasa Inggris. Singkatnya, menurut hasil penelitian ini dan penelitian sebelumnya yang relevan, mahasiswa menemukan WhatsApp sebagai platform pembelajaran digital yang memuaskan untuk membantu penerapan pembelajaran Bahasa asing dengan metode flipped learning.

BAB V

KESIMPULAN

Hasil penelitian ini menggambarkan bahwa pembelajaran flipped learning memiliki peran penting dalam mengembangkan penguasaan kosakata mahasiswa. Selain itu, juga digambarkan bahwa mereka memiliki persepsi positif terhadap penerapan flipped learning di kelasnya untuk pembelajaran vocabulary. Dalam hal platform digital yang digunakan untuk membantu implementasi flipped learning, mereka menemukan aplikasi WhatsApp sebagai media yang memuaskan untuk memfasilitasi penyampaian materi pelajaran dalam kegiatan flipped learning. Hasil ini berkontribusi untuk memberikan gambaran nyata tentang peran signifikan metode flipped learning dalam pembelajaran kosa kata/vocabulary. Penelitian ini memperkaya pembahasan literatur tentang pendekatan flipped learning, sehingga hasil penelitian ini dapat digunakan sebagai wawasan bagi guru dan pengembang kurikulum untuk mulai mengintegrasikan metode flipped learning sebagai pendekatan pembelajaran yang menjanjikan, serta memasukkan pendekatan ini dalam kurikulum bahasa Inggris. Adapun terkait keterbatasan penelitian ini, jumlah sampel dalam penelitian ini tampaknya kurang besar karena sifat dan karakteristik kelompok mahasiswa yang dilibatkan. Oleh karena itu, penelitian di masa depan dengan ukuran sampel yang lebih besar diperlukan untuk mengkonfirmasi temuan penelitian ini tentang peran yang menjanjikan dari metode flipped learning untuk meningkatkan penguasaan kosakata dalam konteks pembelajaran Bahasa Inggris.

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Lampiran 1: Soal Pre-Test dan Post-Test

PRE-TEST

I. Find the synonym of the underlined words in the paragraph below. Choose the best option among the four options provided.

Accounting is the process of (1) recording financial transactions pertaining to a business. The accounting process includes summarizing, analyzing, and reporting these transactions to oversight agencies, regulators, and tax collection entities. The financial statements used in accounting are a concise summary of financial (2) transactions over an accounting period, summarizing a company's operations, financial position, and (3) cash flows.

Accounting is one of the key functions of almost any business. It may be handled by a bookkeeper or an accountant at a small firm, or by sizable finance departments with dozens of (4) employees at larger companies. The reports generated by various (5) streams of accounting, such as cost accounting and managerial accounting, are (6) invaluable in helping management make informed business (7) decisions.

The financial statements that summarize a large company's operations, financial position, and cash flows over a particular period are (8) concise and consolidated reports based on thousands of individual financial transactions. As a result, all professional accounting (9) designations are the (10) culmination of years of study and rigorous examinations combined with a minimum number of years of practical accounting experience.

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|---------------------------|---------------------|
| 1. A. Summarizing | 6. A. Worthy |
| B. Bookkeeping | B. Good |
| C. Classifying | C. Crucial |
| D. Memorizing | D. Fantastic |
| 2. A. Agreement | 7. A. Settlement |
| B. Business | B. Conclusion |
| C. Negotiation | C. Commitment |
| D. Performance | D. Resolution |
| 3. A. Financial resources | 8. A. Long |
| B. Treatment | B. Brief |
| C. Benefit | C. Weak |
| D. Income | D. Profitable |
| 4. A. Managers | 9. A. Professionals |
| B. Businessman | B. Nomination |

- | | |
|---|--|
| C. Entrepreneurs
D. Staffs | C. Employees
D. Workers |
| 5. A. Aspects
B. Advantages
C. Profits
D. Transactions | 10. A. Result
B. Height
C. Decision
D. Number |

The history of accounting has been around almost as long as money itself. Accounting history dates back to (11) **ancient** civilizations in Mesopotamia, Egypt, and Babylon. For example, during the Roman Empire, the government had detailed (12) **records** of its finances. However, modern accounting as a profession has only been around since the early 19th century.

Luca Pacioli is considered "The Father of Accounting and Bookkeeping" due to his (13) **contributions** to the development of accounting as a profession. An Italian mathematician and friend of Leonardo da Vinci, Pacioli published a book on the double-entry system of bookkeeping in 1494.

By 1880, the modern profession of accounting was fully formed and recognized by the Institute of Chartered Accountants in England and Wales. This institute created many of the (14) **systems** by which accountants practice today. The formation of the institute occurred in large part due to the Industrial Revolution. Merchants not only needed to track their records but sought to avoid (15) **bankruptcy** as well.

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| 11. A. Antique
B. Unique
C. Old
D. Long | 14. A. Orders
B. Rules
C. Organization
D. Arrangements |
| 12. A. Documentation
B. Evidence
C. Information
D. Memoir | 15. A. Debt
B. Failure
C. Administration
D. Deadlock |
| 13. A. Donation
B. Gift
C. Role
D. Existence | |

II. Fill the following gaps using the most appropriate word provided in the option.

Accountants may be tasked with recording specific transactions or working with specific sets of information. For this reason, there are several broad groups that most accountants can be grouped into. There are financial accounting, managerial accounting, cost accounting, and tax accounting

Financial accounting refers to the processes used to (16) interim and annual financial statements. The results of all financial transactions that occur during an accounting period are (17) in the balance sheet, income statement, and cash flow statement. The financial statements of most companies are (18) annually by an external CPA firm. For some, such as publicly-traded companies, audits are a legal requirement. However, lenders also typically (19) the results of an external audit annually as part of their debt covenants. Therefore, most companies will have annual audits for one reason or another.

Managerial Accounting uses much of the same data as financial accounting, but it (20) and utilizes information in different ways. Namely, in managerial accounting, an accountant generates monthly or quarterly reports that a business's management team can use to make decisions about how the business operates. Managerial accounting also (21) many other facets of accounting, including budgeting, forecasting, and various financial analysis tools. Essentially, any information that may be useful to management falls underneath this umbrella.

Just as managerial accounting helps businesses (22) decisions about management, cost accounting helps businesses make decisions about costing. Essentially, cost accounting considers all of the costs related to producing a product. Analysts, managers, business owners, and accountants use this information to (23) what their products should cost. In cost accounting, money is cast as an economic factor in production, whereas in financial accounting, money is considered to be a measure of a company's economic performance.

While financial accountants often use one set of rules to (24) the financial position of a company, tax accountants often use a different set of rules. These rules are set at the federal, state, or local level based on what return is being filed. Tax accounts balance compliance with reporting rules while also attempting to (25) a company's tax liability through thoughtful strategic decision-making. A tax accountant often oversees the entire tax process of a company: the strategic creation of the organization chart, the operations, the compliance, the reporting, and the remittance of tax liability.

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|--|--|
| 16. A. Make
B. Create
C. Record
D. Generate | 21. A. Lies
B. Depends
C. Encompasses
D. Utilizes |
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|-----|---|-----|---|
| 17. | A. Summarized
B. Arranged
C. Discussed
D. Used | 22. | A. Create
B. Make
C. Conclude
D. Produce |
| 18. | A. Recorded
B. Informed
C. Audited
D. Given | 23. | A. Write
B. Compose
C. Determine
D. Record |
| 19. | A. Use
B. Provide
C. Need
D. Lend | 24. | A. Report
B. Note
C. Summarize
D. Take |
| 20. | A. Makes
B. Controls
C. Notes
D. Examines | 25. | A. Count
B. Minimize
C. Regulate
D. Decide |

POST-TEST

I. Find the synonym of the underlined words in the paragraph below. Choose the best option among the four options provided.

Finding a job in the accounting field is a smart decision. Accounting is a field that will always be in (1) **demand** and it is a field that you can continue to grow and move up inside your (2) **company**. There are so many different positions you can find in the accounting field. Careers in accounting can range from entry level (3) **positions** to executive level. Then, this passage highlights some prospective careers in the accounting field.

The most famous career in the field of accounting is being accountants. Accountants are those whose job is to prepare and (4) **examine** financial records and tax. They make sure that records are (5) **accurate** and that taxes are paid properly and on time. Accountants perform (6) **overviews** of the financial operations of a business in order to help it run effectively. They also provide the same services to individuals, helping them create plans of action for improved financial well-being.

There is a wide (7) **assortment** of different careers in accounting that people can pursue to improve their career standing. Bookkeeping is one of the career paths that will allow all individuals the (8) **opportunity** to work in a fast-paced career lifestyle in the accounting

field. The primary responsibilities for a bookkeeper include using software, spreadsheets and online database. The duties also include posting financial transactions. In many cases, the bookkeeper is responsible for receiving all of the cash, cheque and voucher transactions that take place in the business.

Moreover, a budget analyst is also a potential job in accounting. Budget analysis involves correlation between project goals and budgetary concerns. A (9) **budget** analyst helps various organizations and businesses organize and allocate their financial resources by developing and executing budgets from them. They (10) **monitor** spending to remain within budget and estimate future spending requirements. In addition, budget analysts spend most of their time analyzing data, evaluating budget proposals, recommending spending costs, redistributing extra funds, and preparing annual reports.

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|---|--|
| 1. A. Command
B. Call
C. Request
D. Need | 6. A. Reviews
B. Survey
C. Outlines
D. Notes |
| 2. A. Firm
B. Organization
C. Institution
D. House | 7. A. Variety
B. Choices
C. Options
D. Aspects |
| 3. A. Situation
B. Place
C. Location
D. Spot | 8. A. Fortunate
B. Advantage
C. Chance
D. Benefit |
| 4. A. Test
B. Provide
C. Enter
D. Scrutinize | 9. A. Blueprint
B. Forecast
C. Allocation
D. Resource |
| 5. A. Precise
B. Good
C. Coherent
D. Effective | 10. A. Control
B. Check
C. Observe
D. Watch |

Auditing can be defined as objective evaluation and examination of the financial statements of a company or an organization to ensure that the records (11) **represent** a fair

and accurate view of the transactions they claim. The audit can be conducted either internally by the employees of the firm or the organization, or externally by a third party, i.e. outside firm. Stating differently, Audit alludes to a process of checking, which is independent, of the financial records of the firm or an organization, to opine on the financial statements.

An audit is classified as internal or external, depending on the (12) **interrelationships** among participants. Internal audits are performed by employees of your organization. External audits are performed by an outside agent. Internal audits are often referred to as first-party audits, while external audits can be either second-party, or third-party. A first-party audit is an internal audit conducted by auditors who are (13) **employed** by the organization being audited but who have no vested interest in the audit results of the area being audited. A second-party audit is an external audit performed on a supplier by a customer or by a contracted organization on behalf of a customer. Second-party audits tend to be more formal than first-party audits because audit results could influence the customer's (14) **purchasing** decisions. A third-party audit is performed by an audit organization independent of the customer-supplier relationship and is free of any conflict of interest. Third-party audits may result in certification, registration, recognition, award, license approval, citation, fine, or penalty issued by the third-party organization or an interested party. Third-party audits for system certification should be performed by organizations that have been evaluated and accredited by an established accreditation board, such as the ANSI-ASQ National Accreditation Board (ANAB).

An auditor may also (15) **specialize** in types of audits based on the audit purpose, such as to verify compliance, conformance, or performance. Some audits have special administrative purposes such as auditing documents, risk, or performance or following up on completed corrective actions. In some cases, an auditor complies with federal, state, and local security legal requirements by studying existing and new security legislation, enforcing adherence to requirements, and advising management on needed actions.

- | | |
|--|--|
| 11. A. Constitute
B. Act for
C. Attend
D. Speak | 14. A. Selling
B. Consuming
C. Buying
D. Taking |
| 12. A. Network
B. Correlation
C. Responsibility
D. Argument | 15. A. Concern
B. Think
C. Become
D. Engage |

13. A. Recruited
- B. Discussed
- C. Arranged
- D. Waged

II. Fill the following gaps using the most appropriate word provided in the option.

A budget analyst (16) organizations and companies manage their finances. These individuals prepare budgets and develop projections based on past economic and spending trends. Budget analysts are (17) for maintaining profitability, reaching financial goals and attaining long-term growth. They may work in a number of industries with small and large companies. Jobs can be found with financial firms, healthcare providers, educational institutions, government agencies and more.

One of the main responsibilities of budget analysts is (18) a company's budget. This may (19) the analyst to work with project and department managers, as well as stakeholders, to (20) out the benefits and costs of different programs, according to the Bureau of Labor Statistics. Budget analysts also research data, (21) their findings and review financial records. Throughout the process, the analyst may recommend spending cuts and funding levels.

Budget analysts are also tasked with making sure that bookkeeping, budgets and other finances (22) with company standards, laws and regulations. They may recommend changes to other stakeholders and management regarding more (23) ways to use their funds. Additional duties include providing technical analysis, monitoring spending for deviations and preparing annual reports and other documents.

Budget analysts must also make sure they are (24) program managers of the availability and status of funds to reduce the chance that the company will go over-budget. Monitoring spending is critical to ensure this doesn't happen, and the budget analyst must also (25) future financial needs based on the organization's current spending and budget.

- | | |
|---|--|
| 16. A. Helps
B. Gives
C. Records
D. Examines | 21. A. Analyze
B. Break
C. Record
D. Report |
| 17. A. Unimportant | 22. A. Contradict |

- | | | |
|-----|---------------|----------------|
| | B. Useless | B. Comply |
| | C. Benefit | C. Forecast |
| | D. Crucial | D. Determine |
| 18. | A. Arranging | A. Ineffective |
| | B. Discussing | B. Efficient |
| | C. Developing | C. Successful |
| | D. Relating | D. Productive |
| 19. | A. Create | A. Showing |
| | B. Make | B. Informing |
| | C. Require | C. Keeping |
| | D. Design | D. Recording |
| 20. | A. Find | A. Estimate |
| | B. Figure | B. Relate |
| | C. Close | C. Specialize |
| | D. Show | D. Create |

Lampiran 2: Self-report survey

1. What do you think of the flipped learning instruction in comparison with your regular classes?
2. Did you encounter problems/challenges during the flipped classroom? If yes, mention them.
3. In your opinion, what improvements can we make to enhance the efficacy of flipped classroom?
4. Do you think flipped learning make a better contribution to the development of your vocabulary?
5. What was your favorite part of the flipped classroom activities?

Lampiran 3: Kuesioner Technology Acceptance Model (TAM)

Sangat tidak setuju	Tidak setuju	Netral	Setuju		Sangat Setuju			
1	2	3	4	5				
Perceived Ease of Use (PEU)								
(KP1)	Saya menerima petunjuk yang jelas tentang aktivitas pembelajaran melalui WhatsApp.		1	2	3	4		
(KP2)	Melakukan aktivitas pembelajaran melalui WhatsApp tidak menyita banyak waktu.		1	2	3	5		

(KP3)	Aktivitas pembelajaran dengan menggunakan WhatsApp sangat mudah dilakukan.	1	2	3	4	5
(KP4)	Berinteraksi dengan guru dan mahasiswa lain dengan menggunakan WhatsApp sangat menyenangkan dan tidak membuat merasa stress.	1	2	3	4	5
Perceived Usefulness (PU)						
(K1)	Belajar menggunakan WhatsApp dapat meningkatkan kemampuan kosa kata Bahasa Inggris saya.	1	2	3	4	5
(K2)	Belajar menggunakan WhatsApp meningkatkan motivasi saya untuk belajar kosa kata Bahasa Inggris.	1	2	3	4	5
(K3)	Belajar menggunakan WhatsApp memberikan manfaat yang signifikan untuk pembelajaran kosa kata Bahasa Inggris.	1	2	3	4	5
(K4)	Komentar dan saran yang diberikan oleh dosen dan teman kelas melalui WhatsApp sangat berguna untuk meningkatkan kemampuan Bahasa Inggris saya.	1	2	3	4	5
(K5)	Belajar menggunakan LMS Si Kulon dan WhatsApp meningkatkan kemampuan berpikir kritis dan kolaborasi.	1	2	3	4	5
Behavioral Intention (BI)						
(IP1)	Jika saya mengakses WhatsApp di kemudian hari, saya akan menggunakan Bahasa Inggris selain menggunakan bahasa Indonesia.	1	2	3	4	5
(IP2)	Jika saya mengakses WhatsApp di kemudian hari, saya akan menggunakananya untuk meningkatkan kemampuan kosa kata Bahasa Inggris saya	1	2	3	4	5
(IP3)	Jika saya mengakses WhatsApp di kemudian hari, saya akan merasa senang menggunakan kosa kata yang sudah saya pelajari.	1	2	3	4	5
(IP4)	Ketika saya menggunakan WhatsApp dikemudian hari, saya akan merasa sangat percaya diri menggunakan Bahasa Inggris.	1	2	3	4	5
System Characteristics (SC)						
(KM1)	Menggunakan media WhatsApp memberikan pengalaman belajar Bahasa Inggris seperti pada lingkungan yang nyata.	1	2	3	4	5
(KM2)	Saya dapat menggunakan WhatsApp untuk berinteraksi dengan dosen dan teman kelas saya dengan efektif.	1	2	3	4	5
(KM3)	Saya merasa lebih nyaman berinteraksi dengan dosen dan teman sekelas saya ketika menggunakan WhatsApp disbanding ketika bertatap muka secara langsung.	1	2	3	4	5
(KM4)	Saya dapat menggunakan WhatsApp untuk meningkatkan kemampuan kosa kata dan menulis dalam Bahasa Inggris.	1	2	3	4	5

PRE-TEST

I. Find the synonym of the underlined words in the paragraph below. Choose the best option among the four options provided.

Text 1

Accounting is the process of (1) **recording** financial transactions pertaining to a business. The accounting process includes summarizing, analyzing, and reporting these transactions to oversight agencies, regulators, and tax collection entities. The financial statements used in accounting are a concise summary of financial (2) **transactions** over an accounting period, summarizing a company's operations, financial position, and (3) **cash flows**.

Accounting is one of the key functions of almost any business. It may be handled by a bookkeeper or an accountant at a small firm, or by sizable finance departments with dozens of (4) **employees** at larger companies. The reports generated by various (5) **streams** of accounting, such as cost accounting and managerial accounting, are (6) **invaluable** in helping management make informed business (7) **decisions**.

The financial statements that summarize a large company's operations, financial position, and cash flows over a particular period are (8) **concise** and consolidated reports based on thousands of individual financial transactions. As a result, all professional accounting (9) **designations** are the (10) **culmination** of years of study and rigorous examinations combined with a minimum number of years of practical accounting experience.

- | | |
|--|---|
| 1. A. Summarizing
B. Bookkeeping
C. Classifying
D. Memorizing | 6. A. Worthy
B. Good
C. Crucial
D. Fantastic |
| 2. A. Agreement
B. Business
C. Negotiation
D. Performance | 7. A. Settlement
B. Conclusion
C. Commitment
D. Resolution |
| 3. A. Financial resources
B. Treatment
C. Benefit
D. Income | 8. A. Long
B. Brief
C. Weak
D. Profitable |
| 4. A. Managers
B. Businessman
C. Entrepreneurs
D. Staffs | 9. A. Professionals
B. Nomination
C. Employees
D. Workers |
| 5. A. Aspects
B. Advantages
C. Profits
D. Transactions | 10. A. Result
B. Height
C. Decision
D. Number |

Text 2

The history of accounting has been around almost as long as money itself. Accounting history dates back to (11) **ancient** civilizations in Mesopotamia, Egypt, and Babylon. For example, during the Roman Empire, the government had detailed (12) **records** of its finances. However, modern accounting as a profession has only been around since the early 19th century.

Luca Pacioli is considered "The Father of Accounting and Bookkeeping" due to his (13) **contributions** to the development of accounting as a profession. An Italian mathematician and friend of Leonardo da Vinci, Pacioli published a book on the double-entry system of bookkeeping in 1494.

By 1880, the modern profession of accounting was fully formed and recognized by the Institute of Chartered Accountants in England and Wales. This institute created many of the (14) **systems** by which accountants practice today. The formation of the institute occurred in large part due to the

Industrial Revolution. Merchants not only needed to track their records but sought to avoid (15) **bankruptcy** as well.

- | | | | |
|-----|--|-----|---|
| 11. | A. Antique
B. Unique
C. Old
D. Long | 14. | A. Orders
B. Rules
C. Organization
D. Arrangements |
| 12. | A. Documentation
B. Evidence
C. Information
D. Memoir | 15. | A. Debt
B. Failure
C. Administration
D. Deadlock |
| 13. | A. Donation
B. Gift
C. Role
D. Existence | | |

II. Fill the following gaps using the most appropriate word provided in the option.

Accountants may be tasked with recording specific transactions or working with specific sets of information. For this reason, there are several broad groups that most accountants can be grouped into. There are financial accounting, managerial accounting, cost accounting, and tax accounting.

Financial accounting refers to the processes used to (16) interim and annual financial statements. The results of all financial transactions that occur during an accounting period are (17) in the balance sheet, income statement, and cash flow statement. The financial statements of most companies are (18) annually by an external CPA firm. For some, such as publicly-traded companies, audits are a legal requirement. However, lenders also typically (19) the results of an external audit annually as part of their debt covenants. Therefore, most companies will have annual audits for one reason or another.

Managerial Accounting uses much of the same data as financial accounting, but it (20) and utilizes information in different ways. Namely, in managerial accounting, an accountant generates monthly or quarterly reports that a business's management team can use to make decisions about how the business operates. Managerial accounting also (21) many other facets of accounting, including budgeting, forecasting, and various financial analysis tools. Essentially, any information that may be useful to management falls underneath this umbrella.

Just as managerial accounting helps businesses (22) decisions about management, cost accounting helps businesses make decisions about costing. Essentially, cost accounting considers all of the costs related to producing a product. Analysts, managers, business owners, and accountants use this information to (23) what their products should cost. In cost accounting, money is cast as an economic factor in production, whereas in financial accounting, money is considered to be a measure of a company's economic performance.

While financial accountants often use one set of rules to (24) the financial position of a company, tax accountants often use a different set of rules. These rules are set at the federal, state, or local level based on what return is being filed. Tax accounts balance compliance with reporting rules while also attempting to (25) a company's tax liability through thoughtful strategic decision-making. A tax accountant often oversees the entire tax process of a company: the strategic creation of the organization chart, the operations, the compliance, the reporting, and the remittance of tax liability.

- | | | | |
|-----|--|-----|--|
| 16. | A. Make
B. Create
C. Record
D. Generate | 21. | A. Lies
B. Depends
C. Encompasses
D. Utilizes |
| 17. | A. Summarized
B. Arranged | 22. | A. Create
B. Make |

- C. Discussed
 - D. Used
18. A. Recorded
- B. Informed
 - C. Audited
 - D. Given
19. A. Use
- B. Provide
 - C. Need
 - D. Lend
20. A. Makes
- B. Controls
 - C. Notes
 - D. Examines
- C. Conclude
 - D. Produce
23. A. Write
- B. Compose
 - C. Determine
 - D. Record
24. A. Report
- B. Note
 - C. Summarize
 - D. Take
25. A. Count
- B. Minimize
 - C. Regulate
 - D. Decide

POST-TEST

I. Find the synonym of the underlined words in the paragraph below. Choose the best option among the four options provided.

Text 1

Finding a job in the accounting field is a smart decision. Accounting is a field that will always be in (1) **demand** and it is a field that you can continue to grow and move up inside your (2) **company**. There are so many different positions you can find in the accounting field. Careers in accounting can range from entry level (3) **positions** to executive level. Then, this passage highlights some prospective careers in the accounting field.

The most famous career in the field of accounting is being accountants. Accountants are those whose job is to prepare and (4) **examine** financial records and tax. They make sure that records are (5) **accurate** and that taxes are paid properly and on time. Accountants perform (6) **overviews** of the financial operations of a business in order to help it run effectively. They also provide the same services to individuals, helping them create plans of action for improved financial well-being.

There is a wide (7) **assortment** of different careers in accounting that people can pursue to improve their career standing. Bookkeeping is one of the career paths that will allow all individuals the (8) **opportunity** to work in a fast-paced career lifestyle in the accounting field. The primary responsibilities for a bookkeeper include using software, spreadsheets and online database. The duties also include posting financial transactions. In many cases, the bookkeeper is responsible for receiving all of the cash, cheque and voucher transactions that take place in the business.

Moreover, a budget analyst is also a potential job in accounting. Budget analysis involves correlation between project goals and budgetary concerns. A (9) **budget** analyst helps various organizations and businesses organize and allocate their financial resources by developing and executing budgets from them. They (10) **monitor** spending to remain within budget and estimate future spending requirements. In addition, budget analysts spend most of their time analyzing data, evaluating budget proposals, recommending spending costs, redistributing extra funds, and preparing annual reports.

- | | |
|-----------------|-----------------|
| 1. A. Command | 6. A. Reviews |
| B. Call | B. Survey |
| C. Request | C. Outlines |
| D. Need | D. Notes |
| 2. A. Firm | 7. A. Variety |
| B. Organization | B. Choices |
| C. Institution | C. Options |
| D. House | D. Aspects |
| 3. A. Situation | 8. A. Fortunate |
| B. Place | B. Advantage |
| C. Location | C. Chance |
| D. Spot | D. Benefit |
| 4. A. Test | 9. A. Blueprint |
| B. Provide | B. Forecast |
| C. Enter | C. Allocation |
| D. Scrutinize | D. Resource |
| 5. A. Precise | 10. A. Control |
| B. Good | B. Check |
| C. Coherent | C. Observe |
| D. Effective | D. Watch |

Text 2

Auditing can be defined as objective evaluation and examination of the financial statements of a company or an organization to ensure that the records (11) **represent** a fair and accurate view of the transactions they claim. The audit can be conducted either internally by the employees of the firm or

the organization, or externally by a third party, i.e. outside firm. Stating differently, Audit alludes to a process of checking, which is independent, of the financial records of the firm or an organization, to opine on the financial statements.

An audit is classified as internal or external, depending on the (12) **interrelationships** among participants. Internal audits are performed by employees of your organization. External audits are performed by an outside agent. Internal audits are often referred to as first-party audits, while external audits can be either second-party, or third-party. A first-party audit is an internal audit conducted by auditors who are (13) **employed** by the organization being audited but who have no vested interest in the audit results of the area being audited. A second-party audit is an external audit performed on a supplier by a customer or by a contracted organization on behalf of a customer. Second-party audits tend to be more formal than first-party audits because audit results could influence the customer's (14) **purchasing** decisions. A third-party audit is performed by an audit organization independent of the customer-supplier relationship and is free of any conflict of interest. Third-party audits may result in certification, registration, recognition, award, license approval, citation, fine, or penalty issued by the third-party organization or an interested party. Third-party audits for system certification should be performed by organizations that have been evaluated and accredited by an established accreditation board, such as the ANSI-ASQ National Accreditation Board (ANAB).

An auditor may also (15) **specialize** in types of audits based on the audit purpose, such as to verify compliance, conformance, or performance. Some audits have special administrative purposes such as auditing documents, risk, or performance or following up on completed corrective actions. In some cases, an auditor complies with federal, state, and local security legal requirements by studying existing and new security legislation, enforcing adherence to requirements, and advising management on needed actions.

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|-----|--|-----|--|
| 11. | A. Constitute
B. Act for
C. Attend
D. Speak | 14. | A. Selling
B. Consuming
C. Buying
D. Taking |
| 12. | A. Network
B. Correlation
C. Responsibility
D. Argument | 15. | A. Concern
B. Think
C. Become
D. Engage |
| 13. | A. Recruited
B. Discussed
C. Arranged
D. Waged | | |

II. Fill the following gaps using the most appropriate word provided in the option.

A budget analyst (16) organizations and companies manage their finances. These individuals prepare budgets and develop projections based on past economic and spending trends. Budget analysts are (17) for maintaining profitability, reaching financial goals and attaining long-term growth. They may work in a number of industries with small and large companies. Jobs can be found with financial firms, healthcare providers, educational institutions, government agencies and more.

One of the main responsibilities of budget analysts is (18) a company's budget. This may (19) the analyst to work with project and department managers, as well as stakeholders, to (20) out the benefits and costs of different programs, according to the Bureau of Labor Statistics. Budget analysts also research data, (21) their findings and review financial records. Throughout the process, the analyst may recommend spending cuts and funding levels.

Budget analysts are also tasked with making sure that bookkeeping, budgets and other finances (22) with company standards, laws and regulations. They may recommend changes to other stakeholders and management regarding more (23) ways to use their funds. Additional duties

include providing technical analysis, monitoring spending for deviations and preparing annual reports and other documents.

Budget analysts must also make sure they are (24) program managers of the availability and status of funds to reduce the chance that the company will go over-budget. Monitoring spending is critical to ensure this doesn't happen, and the budget analyst must also (25) future financial needs based on the organization's current spending and budget.

- | | | |
|-----|---|--|
| 16. | A. Helps
B. Gives
C. Records
D. Examines | 21. A. Analyze
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C. Benefit
D. Crucial | 22. A. Contradict
B. Comply
C. Forecast
D. Determine |
| 18. | A. Arranging
B. Discussing
C. Developing
D. Relating | 23. A. Ineffective
B. Efficient
C. Successful
D. Productive |
| 19. | A. Create
B. Make
C. Require
D. Design | 24. A. Showing
B. Informing
C. Keeping
D. Recording |
| 20. | A. Find
B. Figure
C. Close
D. Show | 25. A. Estimate
B. Relate
C. Specialize
D. Create |

Self-report survey

1. What do you think of the flipped learning instruction in comparison with your regular classes?
2. Did you encounter problems/challenges during the flipped classroom? If yes, mention them.
3. In your opinion, what improvements can we make to enhance the efficacy of flipped classroom?
4. Do you think flipped learning make a better contribution to the development of your vocabulary?
5. What was your favorite part of the flipped classroom activities?

Kuesioner Technology Acceptance Model (TAM)

Instruksi Pengisian

Isilah kuesioner dibawah ini menurut persepsi anda setelah mendapatkan pengalaman belajar vocabulary menggunakan metode flipped learning. Lingkari pilihan anda. Anda tidak perlu menuliskan identitas, sehingga anda harus merasa bebas dan mengisikan persepsi anda dengan sebaik-baiknya.

Terimakasih

Sangat tidak setuju	Tidak setuju	Netral	Setuju		Sangat Setuju	
1	2	3	4		5	
Perceived Ease of Use (PEU)						
(KP1)	Saya menerima petunjuk yang jelas tentang aktivitas pembelajaran melalui WhatsApp.			1	2	3
(KP2)	Melakukan aktivitas pembelajaran melalui WhatsApp tidak menyita banyak waktu.			4	5	
(KP3)	Aktivitas pembelajaran dengan menggunakan WhatsApp sangat mudah dilakukan.			1	2	3
(KP4)	Berinteraksi dengan guru dan mahasiswa lain dengan menggunakan WhatsApp sangat menyenangkan dan tidak membuat merasa stress.			4	5	
Perceived Usefulness (PU)						
(K1)	Belajar menggunakan WhatsApp dapat meningkatkan kemampuan kosa kata Bahasa Inggris saya.			1	2	3
(K2)	Belajar menggunakan WhatsApp meningkatkan motivasi saya untuk belajar kosa kata Bahasa Inggris.			4	5	
(K3)	Belajar menggunakan WhatsApp memberikan manfaat yang signifikan untuk pembelajaran kosa kata Bahasa Inggris.			1	2	3
(K4)	Komentar dan saran yang diberikan oleh dosen dan teman kelas melalui WhatsApp sangat berguna untuk meningkatkan kemampuan Bahasa Inggris saya.			4	5	
(K5)	Belajar menggunakan LMS Si Kulon dan WhatsApp meningkatkan kemampuan berfikir kritis dan kolaborasi.			1	2	3
Behavioral Intention (BI)						
(IP1)	Jika saya mengakses WhatsApp di kemudian hari, saya akan menggunakan Bahasa Inggris selain menggunakan bahasa Indonesia.			4	5	

(IP2)	Jika saya mengakses WhatsApp di kemudian hari, saya akan menggunakan untuk meningkatkan kemampuan kosa kata Bahasa Inggris saya	1	2	3	4	5
(IP3)	Jika saya mengakses WhatsApp di kemudian hari, saya akan merasa senang menggunakan kosa kata yang sudah saya pelajari.	1	2	3	4	5
(IP4)	Ketika saya menggunakan WhatsApp dikemudian hari, saya akan merasa sangat percaya diri menggunakan Bahasa Inggris.	1	2	3	4	5
System Characteristics (SC)						
(KM1)	Menggunakan media WhatsApp memberikan pengalaman belajar Bahasa Inggris seperti pada lingkungan yang nyata.	1	2	3	4	5
(KM2)	Saya dapat menggunakan WhatsApp untuk berinteraksi dengan dosen dan teman kelas saya dengan efektif.	1	2	3	4	5
(KM3)	Saya merasa lebih nyaman berinteraksi dengan dosen dan teman sekelas saya ketika menggunakan WhatsApp disbanding ketika bertatap muka secara langsung.	1	2	3	4	5
(KM4)	Saya dapat menggunakan WhatsApp untuk meningkatkan kemampuan kosa kata dan menulis dalam Bahasa Inggris.	1	2	3	4	5

**BUKU HARIAN (LOG BOOK) PELAKSANAAN PENELITIAN (LITABDIMAS)
2022**

Judul : Peran Metode Flipped Learning dalam Meningkatkan Kemampuan Kosa Kata (Vocabulary) Bahasa Inggris pada Mahasiswa Program Studi Akuntansi Syariah

Peneliti : 1. Dr. Hj. Woro Retnaningsih, M.Pd.
2. Nur Hidayah Al Amin, M.E.Sy.

No	Tanggal	Tempat	Kegiatan	Deskripsi
1.	11 April 2022	Kampus	Rapat Koordinasi Perencanaan Penelitian	Diskusi tentang pengkondisian awal dan perencanaan serta pembagian tugas pelaksanaan kegiatan penelitian oleh peneliti, pembantu peneliti, dan pembantu lapangan.
2.	18 April 2022	Kampus	FGD Design Pembelajaran Flipped Learning	Focus Group Discussion (FGD) dalam rangka menelaah tentang model pembelajaran dengan metode flipped learning yang sesuai untuk pembelajaran Bahasa Inggris pada mahasiswa.
3.	25 April 2022	Kampus	FGD Penyusunan Instrumen Penelitian	Focus Group Discussion (FGD) dalam rangka penyusunan instrument penelitian yang akan digunakan untuk mengumpulkan data yang dibutuhkan.
4.	9 Mei 2022	Kampus	Pre-test & Orientasi Pembelajaran dengan Metode Flipped Learning	Pelaksanaan pre-test untuk mengukur kemampuan awal mahasiswa terkait dengan penguasaan vocabulary Bahasa Inggris, baik mahasiswa di kelas eksperimen maupun kelas kontrol. Setelah pre-test, mahasiswa kelas eksperimen diberikan orientasi tentang pelaksanaan metode pembelajaran dengan pendekatan Flipped learning.

No	Tanggal	Tempat	Kegiatan	Deskripsi
5.	17 Mei 2022 – 20 Juni 2022	Kampus	Pembelajaran Pertemuan I – VI.	Pertemuan pertama sampai dengan keeman dengan pembelajaran metode Flipped learning untuk kelas eksperimen dan metode biasa untuk kelas kontrol.
6.	27 Juni 2022	Kampus	Post-test	Pelaksanaan post-test tentang vocabulary untuk melihat peningkatan prestasi belajar mahasiswa setelah belajar dengan pendekatan flipped learning.
7.	28 Juni 2022	Kampus	Self-report survey	Mahasiswa kelas eksperimen mengisi self-report survey yang dibagikan oleh dosen dan petugas survei dan diberi alokasi waktu 45 sampai dengan 60 menit untuk mengisi jawaban pertanyaan yang telah disusun. Self-report survei digunakan untuk menjawab rumusan masalah kedua tentang persepsi mahasiswa terhadap pelaksanaan metode Flipped learning dalam pembelajaran Bahasa Inggris.
8.	30 Juni 2022	Kampus	Kuesioner TAM	Mahasiswa kelas eksperimen selanjutnya mengisi kuesioner Technology Acceptance Model untuk menjawab rumusan masalah nomor tiga tentang tingkat keberterimaan mahasiswa terhadap penggunaan WhatsApp dalam pembelajaran Flipped Learning.
9.	1 Juli 2022 – 20 Juli 2022	Kampus	Analisis data	Data yang telah terkumpul melalui tiga instrument tersebut kemudian dianalisis secara statistic untuk hasil pre- dan post-test dan kuesioner TAM. Sedangkan untuk self-report survei dianalisis secara kualitatif.

No	Tanggal	Tempat	Kegiatan	Deskripsi
10.	21 Juli 2022 – 15 Agustus 2022	Kampus	Penyusunan Laporan Penelitian	Proses penyusunan laporan dilakukan oleh peneliti dan pembantu peneliti dengan mempresentasikan hasil dan pembahasan (BAB IV) serta kesimpulan (BAB V) dalam laporan penelitian.
11.	16 Agustus 2022 – 25 Agustus 2022	Kampus	Drafting artikel jurnal	Proses penulisan artikel ilmiah untuk disubmit ke jurnal
12.	26 Agustus 2022 – 30 Agustus 2022	Kampus	Penerjemahan artikel jurnal	Artikel jurnal diterjemahkan ke dalam Bahasa Inggris.
14.	1 September 2022 – 5 September 2022	Kampus	Submit artikel ke Jurnal	Submit artikel ke Jurnal (Target SINTA 2)

Hamzanwadi University Selong
Faculty of Language, Art, and Humanities
Indonesia

ACCEPTANCE LETTER

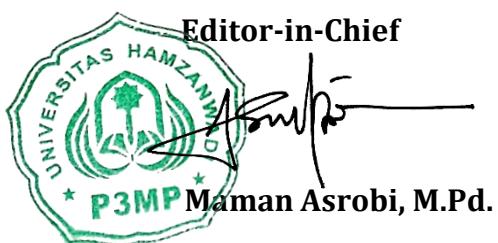
Selong, September 20, 2022

Name : ***1Woro Retnaningsih, 2Arif Nugroho, 3Dao Thi Hong Van, 4Nur Hidayah Al Amin**

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Dear authors,

On behalf of the Boards of Editorial Team, I am glad to confirm that your manuscript entitled "**Flipped classroom to enhance vocabulary acquisition: EFL learners' performance, perception, and acceptance**" has been selected for publication in VELES Journal Vol. 6, No.2; October 2022.



Journal of VELES Voices of English Language Education Society
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ACCEPTANCE LETTER

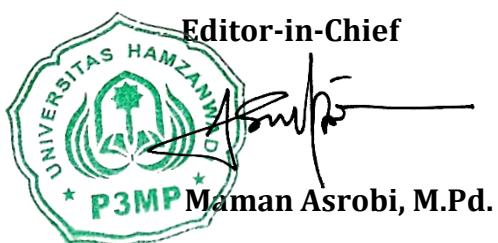
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Flipped classroom to enhance vocabulary acquisition: EFL learners' performance, perception and acceptance

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Abstract

With the advancement of technology, today's language teaching and learning is no longer restricted in classroom face-to-face interaction, but it is going beyond a formal classroom. Drawing on this issue, this study sheds some light on the impact of flipped learning instruction on vocabulary acquisition of English learners as a foreign language, their perception on the practices of flipped learning, and their acceptance of the use of the WhatsApp smartphone application to assist the flipped learning activities. Experimental research design was employed by involving 60 EFL learners who were assigned into flipped (N=30) and conventional (N=30) groups. Learners of the flipped group were taught in a combined learning activities prior to the class using WhatsApp and in-class active practices on vocabulary. This study utilized multiple sources of data collection, including pre and post-tests on English vocabulary, self-report survey, and Technology Acceptance Model (TAM) questionnaire. The results demonstrated that the EFL learners in flipped group scored higher in the post-test, and significantly outperformed their counterparts in conventional group. Moreover, result of self-report survey showed that the EFL learners were at a positive perception on the flipped learning environment to study about English vocabulary. Furthermore, finding on TAM questionnaire portrayed that the EFL learners acknowledged WhatsApp as a satisfactory digital platform to assist the activities of English learning through flipped classroom. This study offers insights for teachers and curriculum developers to begin acknowledging the promising role of digital learning of English beyond classroom.

Keywords: flipped learning, informal digital learning of English, vocabulary acquisition

INTRODUCTION

We surely remembered our language teaching and learning activities decades ago, when students were considered as 'an empty glass' and teachers had an obligation to fulfil the empty glass with knowledge and understanding about language. Instead of being active, students were passively received course materials explained by their instructors in a teacher-centered classroom activity. The language teaching and learning was mostly

devoted to grammatical rule and structure of the target language. Consequently, the communicative goals of target language learning were put aside. By the time flies, with the advancement and integration of technology in language teaching, the learning paradigm has shifted from the teacher-centered approach to more student-centered approach, emphasizing on active roles and collaborative learning among students (Ellis, 2015). Under the concept of Communicative Language Teaching, teachers focus on fostering students' active engagement in classroom activities (Thamarana, 2015). Hence, blended learning, which is the combination between in-class and out-of-class learning activities, becomes a promising approach and has received enormous attention from scholars in recent years (Jansen et al., 2019; Lee & Sylvén, 2021).

Flipped learning instruction, which is one of the model of blended learning, enables students to engage in more learning time and collaborative tasks in pre, whilst, and post classroom hours due to its inverted learning process (Chen Hsieh et al., 2017; G. Lee & Wallace, 2018). It has emerged as a unique learning approach which **replaces** the role of homework and classroom activities (Tang et al., 2020). The procedure of flipped learning requires teachers to design pre-class course materials (e.g., videos, websites, **summaries**/notes, case studies, etc.) to activate students' readiness before class (Bergmann & Sams, 2012). By the pre-class activities, students experience a lot of exposure and **practice** on the target language, while the in-class hours are used for collaborative tasks such as discussion, role play, conversation, and presentation (Makruf et al., 2021; Pardosi & Ming, 2021). The primary goal of flipped learning environment is providing students with more allocation of time to engage in a particular course material (Hazaymeh & Altakhaineh, 2019).

Since the acquisition of vocabulary plays a crucial role for developing English as a foreign language (EFL) learners' fluency, finding an effective approach to improve students' productive vocabulary knowledge is a worthy effort. More specifically, the significant role of vocabulary on the mastery of English is highly acknowledged in the context of teaching English for specific purposes (ESP) where this study is conducted on. The acquisition of vocabulary greatly helps them improving their language performance, such as to enhance academic achievement, to promote job careers, or to develop international networks and **relations**. As Milton (2013) argues 'the more vocabulary the learners know, the fluent they are likely to perform language skills'. It is undeniably believed that having a good mastery of vocabulary brings English learners to better performance of language skills (e.g.,

speaking, listening, reading, and writing) (Zou et al., 2021). Rather than simply giving list of words for students to memorize, teachers are better to engage students in vocabulary practice in a more interactive and collaborative mode, for instance by performing dialogue, sharing ideas, and conducting vocabulary games. It is in line with the idea of flipped learning which provides a dynamic and interactive learning environment through an ideal combination of pre and in-class learning activities. Hence, exploring the impact of flipped learning on EFL learners' vocabulary is a worthy inquiry.

The success of flipped learning instruction highly depends on the use of digital technology platforms to ensure the delivery of pre-class course materials and the collaborative classroom tasks to promote students' collaborative skills (Bergmann & Sams, 2012; Irianti et al., 2022). The potential benefits of this technology-based instruction for English learning have been proven by previous studies. In terms of language skills, flipped learning was empirically tested to have a significant contribution on the students' critical reading and problem solving skill (Fateme et al., 2020; Lee, 2018), speaking ability (Amiryousefi, 2019; Bezzazi, 2019), listening comprehension (Ahmad, 2016; Safiyeh & Farrah, 2020), and writing performance (Abdelrahman et al., 2017; Fauzan & Ngabut, 2018). Previous studies have further revealed the significant role of flipped learning in enhancing the students' higher order thinking skills (HOTS) in various levels of education (Annan et al., 2019; Heo & Chun, 2018; Suprapti & Nugroho, 2021). Furthermore, flipped learning was also found as an effective approach to enhance language learners communicative and interlanguage pragmatic competence (Chen Hsieh et al., 2017; Haghghi et al., 2019; Makruf et al., 2021). Thus far, previous studies on flipped learning highlighted the promising role of this learning approach in developing language learners' knowledge and skills.

In a broader view, research on flipped learning has enormously attracted scholars' attention at the age of COVID-19 pandemic. It is reasonable since the idea of flipped learning is relevant to the procedure of blended learning conducted in most schools and campuses during the global pandemic. A plenty of precedent studies have revealed that flipped classrooms offers ample opportunities for teachers to design more interactive and effective learning activities amidst and in post COVID-19 pandemic (Lo et al., 2021; Nerantzi, 2020). Tang et al. (2020) found that blended learning through flipped approach was an effective method to foster students' performance, motivation, and engagement in the learning activities. In a similar direction, Nerantzi (2020) examined the role of flipped

learning in a flexible learning environment during COVID-19 pandemic, and revealed that it could stimulate students' active engagement in the whole learning process in a blended mode. More recently, Lo et al. (2021) disclosed that students were mostly at a positive perception toward open access flipped learning resources such as instructional videos, websites, and dynamic courseware, during their blended learning amidst the global pandemic. The previous studies provide an alluded picture that flipped learning is an effective approach to assist teaching-learning activities in a blended mode by the assistance of digital technology platforms. What we are trying to say is that this technology-based learning approach gained its popularity in the emergency remote learning during the COVID-19 pandemic due to dynamic and flexible learning environment inside and outside the class hours.

Research on flipped learning with regards to target language vocabulary has also been conducted. Kim (2018) investigated the role of flipped learning on the Korean undergraduate students' vocabulary. Results of experimental research showed that students of flipped learning group performed higher scores on vocabulary post-test than their counterparts in conventional group. A similar result was also disclosed by Kirmizi and Kömeç (2019) and Rezaei Fard et al. (2021) in Iranian EFL context, in which flipped learning instruction offers a promising role for language learning process particularly in students' vocabulary acquisition. In the context of vocabulary course in Saudi Arabia, Alnuhayt (2018), drawing on an experimental study, found flipped learning as an effective method to enhance EFL students' performance in vocabulary course. The findings of these previous studies further demonstrated positive attitudes of the EFL learners toward the practice of flipped learning in English vocabulary class.

The above-mentioned previous studies obviously indicate that flipped learning has a promising and significant role in assisting EFL learning, including in enhancing students' vocabulary development. However, studies of flipped learning to augment English learners' vocabulary acquisition, particularly in the context of ESP in Indonesian EFL learning, is still lacking and need more paucity of evidence. Moreover, the previous studies (Kim, 2018; Kirmizi & Kömeç, 2019; Rezaei Fard et al., 2021) did not explore the EFL learners' acceptance toward the digital learning platform to facilitate the flipped classroom environment. Hence, scrutinizing the impact of flipped learning in EFL learners' development of vocabulary acquisition in Indonesian ESP context becomes a worthy inquiry. Vocabulary learning in ESP context requires more attention from scholars since

the core of English language mastery for ESP students is to speak fluently and to read meaningfully within the discourses in both national and international levels to support their academic performance and job careers (Iswati & Triastuti, 2021). In this context, finding an effective way to teach vocabulary for ESP students is crucial, and by looking at the results of previous studies, flipped learning is a must-attempted learning approach.

Drawing on the gaps, the in-hand study aims to shed some light on the role of flipped learning on developing EFL learners' vocabulary acquisition in Indonesian ESP context. Despite of the research context, the novelty of this research lays on the inquiry of EFL learners' acceptance toward WhatsApp application using Technology Acceptance Model (TAM) questionnaire in assisting the flipped classroom. A group of ESP learners of English as a foreign language majoring in accounting field are invited to participate in this experimental study. To ensure the objectives, this study is guided under the following research questions: (a) can flipped learning instruction enhance Indonesian EFL learners' vocabulary acquisition?; (b) how do Indonesian EFL learners perceive the use of flipped learning approach in vocabulary course?; (c) to what extend do Indonesian EFL learners accept the use of WhatsApp application to facilitate the flipped classroom?

METHOD

Research Context and Participants

This study was conducted in Indonesian EFL context where English is taught as a foreign language, and in an ESP context with English learners majoring in accounting at UIN Raden Mas Said Surakarta Central Java province Indonesia as the participants. The participants were 60 (43 females; 17 males) accounting students who were taking English course as a compulsory subject in the first-year of undergraduate program. They were equally divided into flipped ($N=30$; S1-S30) and control ($N=30$) groups using random technique in an experimental study employing pre and post-tests to measure the vocabulary acquisition.

Instruments

Relevant to the research questions, three set of instruments were utilized to gather the data: (1) Vocabulary tests, (2) A written self-report survey, and (3) Technology Acceptance Model (TAM) questionnaire. First, a set of Vocabulary English Test was administered to measure the participants' vocabulary acquisition through pre-tests and post-tests on both flipped and control groups. The vocabulary test was developed by

referring to Pecorari's et al. (2019) guide for developing an academic vocabulary test, consisting of several steps: (1) determining the test format, (2) selecting the test items, (3) setting the number of items, and (4) piloting and validating the test format. A cloze test model with a total of 25 question items (for each test) was chosen and developed based on the students' major (i.e., accounting). Two set of vocabulary tests consisting of 50 questions (pre-test 25; post-test 25) were validated by two experts in language testing and assessment. After several stages of revisions, the tests were then piloted to a group of accounting students ($N=20$). Four of them were further interviewed to explore their perception and suggestions for the enhancement of the tests. Results of the pilot study were used as a basis of drafting the final version of the vocabulary tests. Finally, a set of **tests** was administered to measure the EFL learners' vocabulary acquisition in both flipped and control groups through the pre-tests, and the other set was administered in the post-tests (see appendix 1 for sample of the questions).

Second, a written self-report survey was fulfilled by the EFL learners in the flipped group to reveal their perception toward the implementation of flipped classroom activities. The self-report survey comprised five open-ended questions, asking the learners to provide responses on (1) implementation of flipped learning compared to regular classes, (2) challenges/problems encountered during the flipped classroom, (3) suggestions for better improvement of flipped learning activities, (4) the effectiveness of flipped learning to enhance vocabulary learning, and (5) the most favorite part in the flipped classroom (see appendix 2 for the detailed questions). They were provided with a blank space below each question where they could put their answers. To ensure the reliability, before it was administered, the questions were checked by two independent experts in English language testing. We further revised the draft of self-report survey questions according to the comments and suggestion given. Furthermore, it was piloted to five students to ensure the readability and practicality before being used to disclosed the learners' perception on flipped learning.

Third, a Technology Acceptance Model (TAM) questionnaire was further employed to measure the levels of EFL learners' acceptance toward the use of WhatsApp to facilitate the flipped learning. The TAM questionnaire was adapted from Davis (1989), comprising four constructs: Perceived Ease of Use (PEU), Perceived Usefulness (PU), Attitude Toward Use (ATU), and Behavioral Intention (BI). The TAM questionnaire comprised 16 items (4 of each construct), and were measured using a 5-point Likert scale ranging from 5 (strongly

agree) to 1 (strongly disagree). To ensure the validity, two experts in technology-enhanced language teaching were invited to check the items of TAM questionnaire. The reliability was determined using Cronbach's alpha, and resulted in consistency of 0.81.

Procedure of Data Collection

The participants were students of accounting department at UIN Raden Mas Said Surakarta who were taking English as a compulsory subject. They were the first author's students, learning English for a specific purpose in academic year of 2021/2022, when blended learning approach was implemented in our campus due to COVID-19 pandemic. 60 students were randomly grouped into flipped (N=30) and control (N=30) groups. After grouping the students, pre-tests on English vocabulary for both groups were administered. Following the administration of pre-tests, the flipped group was given orientation about flipped classroom, and its students were assigned to a WhatsApp group created by the teacher. The WhatsApp group was used as a digital platform to post and share pre-class course materials. Starting from the following meeting, the flipped group was taught in a flipped classroom environment for five meetings. Prior to the class, they were assigned to do pre-class activities related to building English vocabulary such as watching YouTube videos, doing exercise on contextual vocabulary, learning through websites, etc., and most of class hours were devoted to have collaborative practices such as presentation, role play, discussion, teacher-student feedback, and conversation. On the other hand, the control group was taught in a conventional manner like in the regular class, but with the same course materials.

The teacher created pre-class materials and posted them in the WhatsApp group two days before the class schedule in each meeting. Before attending the class, the flipped students were having learning activities such as analyzing video contents about vocabulary, doing exercises on vocabulary, and summarizing related course materials. In addition, students could also ask and give feedback with their classmates through the WhatsApp group. The in-class activities were mostly used to practice, including having conversation and dialogue, doing role-play, performing collaborative projects, and presenting materials. While the flipped students were provided with pre-class activities, the control students learned English vocabulary only in the class hours, without activities through WhatsApp group before attending the class. After the administration of learning activities in both groups for five meetings, post-tests were conducted to see the students' improvement in vocabulary acquisition. Furthermore, the flipped students were asked to

fulfil the written self-report survey in 60 minutes to depict their perception toward the implementation of flipped learning activities. Finally, to seek the answers of the third research question, the students were required to fill up the TAM questionnaire to explore the students' attitudes toward the use of WhatsApp to mediate flipped learning activities. The procedure of data collection in this study is presented in Figure 1.

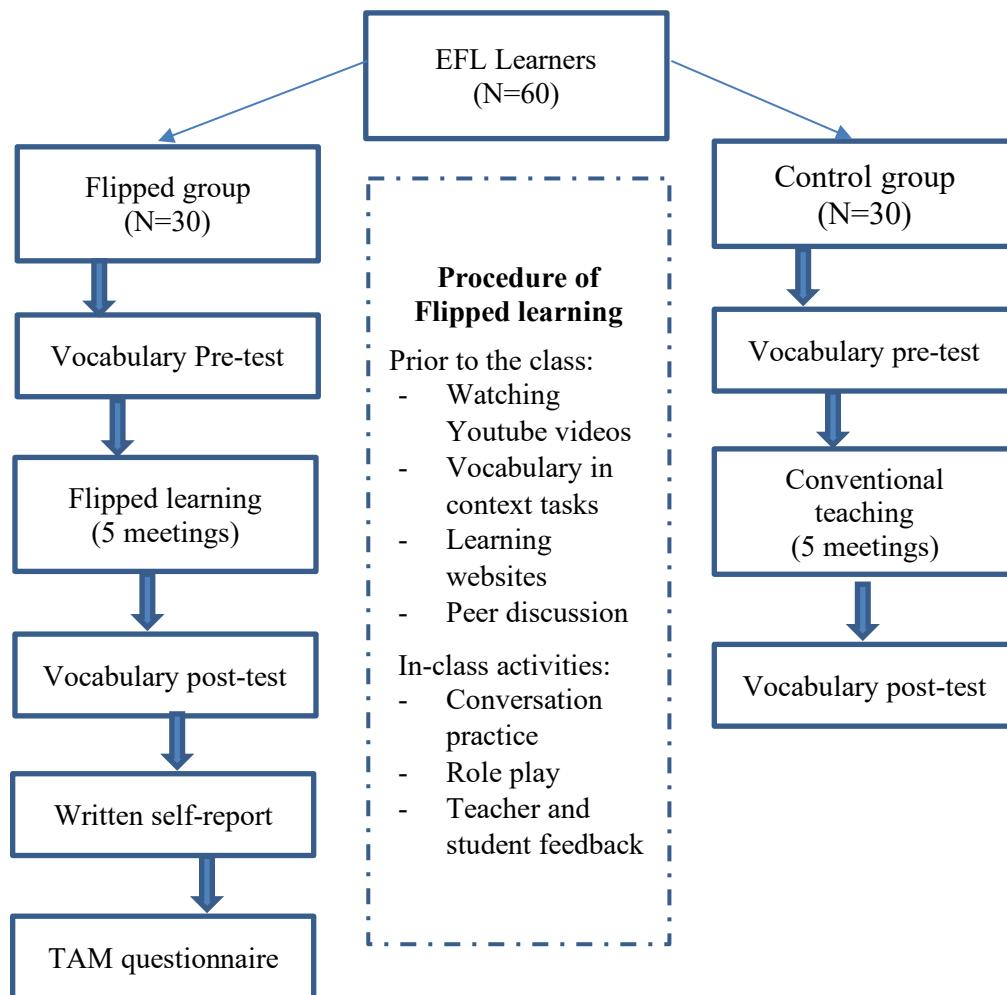


Figure 1. Procedure of Data Collection

Data Analysis

With regards to the first research question, the data on the students' pre- and post-tests were analyzed using Two Paired sample t-tests by the assistance of SPSS version 24. In addition, an independent sample t-test was run to look at the comparison of post-tests in flipped and control groups. In terms of the second research question, the data of self-

report survey were analyzed qualitatively to depict the students' perception on flipped learning. All authors performed analysis independently, including reviewing the data, coding, thematic analysis based on the item questions, and drawing conclusion. At the end, we conducted stages of discussion to reach the consensus of the findings. As for the third question, descriptive statistics on TAM questionnaire was employed to portray the mean scores of each construct (PEU, PU, ATU, and BI).

FINDING AND DISCUSSION

RQ 1: Flipped Learning to Enhance EFL Learners' Vocabulary

To answer the first research question, descriptive statistics on the mean scores of the vocabulary pre- and post-tests of flipped and control groups was administered. Since each test consisted of 25 questions, the students' scores were multiplied by 4; thus, their maximum scores would be 100. Table 1 shows the results of descriptive statistics of pre- and post-tests on English vocabulary performed by both flipped and control groups. For both groups, the mean scores of post-tests were higher than the mean scores of pre-tests. It suggests that EFL learners in flipped and control groups experience an improvement in the post-tests, from 57.25 to 83.00 for flipped group and 55.50 to 64.35 for control group. However, the improvement of post-test scores in flipped-group students is much higher than that of in control-group students.

Table 1. Pre- and Post-tests of Flipped and Control Groups

	Mode	N	Mean	SD	Std. Error Mean
Pre-test	Flipped	30	57.25	3.54	0.65
	Control	30	55.50	4.71	0.72
Post-test	Flipped	30	83.00	4.23	0.81
	Control	30	64.35	5.67	0.725

Moreover, two paired sample t-test was administered to see the significant differences of mean scores between pre- and post-tests of both groups. The result of paired sample t-test is presented in Table 2. The result portrays that the EFL learners' mean scores on English vocabulary post-tests for both flipped and control groups were significantly higher ($p<0.05$) than the mean scores of the pre-tests. As depicted in Table 2, the mean scores of differences between pre-tests and post-tests for flipped and control groups are 25.75 and 8.85, respectively.

Table 2. Paired Sample t-test of Flipped and Control Groups

	Paired differences		95% Confidence interval of the difference					Sig. (2-tailed)
	Mean	SD	Std. Error Mean	Lower	Upper	t	df	
Pair 1: Post-test – Pre-test	25.75	3.913	.683	23.620	27.180	6.56	14	.000
Pair 2: Post-test – Pre-test	8.85	3.412	.641	7.960	10.740	4.26	14	.000

Note: Pair 1: flipped group; Pair 2: control group

Furthermore, to look at which group of students (flipped or control) who are having the most significant difference between pre- and post-tests results, an independent sample t-test is conducted. The result of independent sample t-test is demonstrated in Table 3. According to Table 3, the mean scores on vocabulary test of the flipped-group students ($p<0.005$) were significantly higher than the control-group students' scores. This finding indicates that both learning approaches could develop EFL learners' English vocabulary. However, the flipped learning instruction contributed to better learning performance. In other words, flipped classroom is proven to be a more effective instruction of teaching English vocabulary in English as a foreign language context.

Table 3. Independent Sample t-test

Mode	N	M	SD	t-test for equality of means		
				t	df	Sig.
Flipped	30	83.00	4.72	4.31	28	.000
Control	30	64.35	5.93			

Drawing on the result, this study concludes that flipped learning has significantly been proven as an effective learning approach to enhance EFL learners' vocabulary acquisition. According to Bergmann and Sams (2012), the key success of flipped learning depends on the students' active engagement in pre- and in-class activities, and it seems also becoming the crucial part of the significant result portrayed in this study. Despite of a few problems that might occur, the teacher and EFL learners in this study were discipline **to regularly carry out all pre- and in-class learning activities**. This study's finding further implies that flipped learning instruction, as a new way of teaching and learning, is a promising approach and can be used as an alternative to assist blended learning activities, which is gaining more popularity in the recent years due to COVID-19 pandemic.

This finding is consistent with the result of Kim (2018) that flipped learning instruction successfully enhances EFL learners' vocabulary knowledge in Korean context. In addition, this finding is similar to the result of Kirmizi and Kömeç (2019). Both studies state that flipped classroom hold promise for English language learning process with regards for vocabulary learning. Moreover, this finding also supports the result of Rezaei Fard et al. (2021) in Iranian context that flipped learning has a positive effect on EFL learners' vocabulary learning, retention, and attitude. Hence, it can be concluded that studies on the effect of flipped learning on language learners' English vocabulary have resulted in a positive mode. In other words, previous studies have acknowledged that flipped learning is an effective learning approach to assist the development of language learners' vocabulary acquisition.

RQ 2: EFL Learners' Perception on Flipped Learning

To seek the answers of second research question about EFL learners' acceptance toward the use of WhatsApp application to facilitate flipped learning, written self-report survey was conducted. The results show that most of the EFL learners find WhatsApp as an effective digital learning platform to assist English vocabulary learning in flipped classroom environment. In responding to the first question of self-report survey about the practice of flipped learning, the EFL learners positively perceived this model of learning instruction. They agreed that flipped classroom led to more active engagement and foster learning motivation to keep joining classroom activities both in pre-class and in-class environments. Based on the data analysis taken from self-report survey, students acknowledged that flipped learning was interesting, and they experienced a different learning activity compared to their regular class. As S2 wrote in the self-report survey:

"This learning approach is really interesting for me. I am highly motivated and willingly engage in both pre-class and in-class learning activities asked by my teacher. The course materials are also varied such as videos, vocabulary games, websites, and in-class activities we are discussing, practicing dialogue, doing role-play, etc. These activities make me enjoy and I do not get bored easily like in usual class." (S2 in self-report survey)

With regards to the second research question related to challenges/problems that might occur during flipped learning activities, most of the EFL learners stated that joining flipped classroom required a lot of efforts and time consuming. They had to deal with a number of preparations before attending classroom through pre-class activities. In addition, they were assigned to involve in in-class learning activities which also required

more efforts such as doing collaborative projects, presentation, and role-plays. As a result, according to some EFL students, flipped learning activities were hard to follow. S16 stated in the self-report survey that she was often late to join the pre-class activities because she was doing other daily routines. Another problem was related to slow internet connection, as pointed out by S21. Consequently, the student with such a problem had to go to public places where internet was accessible.

"The activities in flipped learning are interesting, but need a lot of time and efforts. I was often late when joining for pre-class activities posted in WhatsApp group by my teacher. Usually, my teacher posted the materials and instruction for learning two days before the class schedule. I often do the activities just before the class begin because I have some daily routines." (S16 in self-report survey)

"The problem I usually face during the flipped learning is due to internet connection. I live in a disadvantaged area where internet connection is difficult to access. Consequently, I have to go to village office in my village to get the Wi-fi/internet connection. I download the pre-class materials so that I can learn the materials at my home." (S21 in the self-report survey)

As for the third research question about potential recommendations for better improvement of flipped learning to enhance English vocabulary, some EFL learners (S1 and S13) suggest that students must be more active in joining both pre-class and in-class activities. Moreover, they recommended the teacher to design more interesting and communicative tasks and learning activities.

"In my opinion, students, including me, must be more active to engage in learning activities both pre- and in-class activities. Students must actively provide feedbacks and discussion in the WhatsApp group in response to the pre-class course materials given by the teacher. So, it will enhance the efficacy of flipped learning activities." (S1 in the self-report survey)

"The learning activities in this flipped learning are already interactive. However, it will be much better if the teacher design more collaborative activities such as problem solving, critical thinking, and vocabulary quizzes." (S13 in the self-report survey)

In terms of the fourth question about the effectiveness of flipped learning to enhance EFL learners' vocabulary, almost all EFL learners conveyed positive opinion toward the effectiveness of flipped learning. This technology-based learning approach provided them ample opportunities to practice the target language, and consequently their vocabulary acquisition was improved. According to S7 and S11, flipped learning environment offered

them a lot of exposure to the target language, so that students could do rehearsal both prior to and inside classrooms.

"For me, it [flipped learning] is an effective method to learn vocabulary in English. In my opinion, learning English vocabulary is about repetition and practices. The more we practice the better our knowledge. And flipped learning activities offer much time to do practices and rehearsals to develop our target language through pre-class and in-class activities." (S7 in the self-report survey)

"Flipped learning gives me more opportunities to do a lot of practices before, whilst, and after the class." (S11 in the self-report survey)

Finally, related to the last question about the most favorite part of flipped learning, the EFL learners mentioned several interesting aspects such as the freshness, the unique design, and the collaborative tasks. These aspects were the key reasons why they positively acknowledged flipped learning as an effective method. As mentioned by S17, S21, and S30 below:

"What make flipped learning favorite is that it is new and I never experience this learning method in my regular classes. Its freshness makes me more motivated in joining the learning activities." (S17 in the self-report survey)

"It is a unique learning approach. I like the activities of pre-class that can get me prepared before attending the class." (S21 in the self-report survey)

"My most favorite part is doing collaborative activities both in pre-class and in-class learning activities such as role plays, games, and practicing dialogues in English." (S30 in the self-report survey)

The result of written self-report survey supports the statistical finding depicted in result of experimental research on flipped learning to enhance vocabulary mastery (see RQ 1). Most of the flipped-group students mentioned that they were having much more time on learning tasks in this flipped learning environment than in the regular classes. This part becomes a crucial key of successful flipped learning since they possess a lot of exposure and practices on the target language (Hazaymeh & Altakhineh, 2019). This result is similar to the finding of Kang (2015) which revealed that flipped classroom instruction improve time allocation for learning, foster collaboration and interaction, and achieve more learning goals. Moreover, compared to their counterparts in the control group, the flipped-group students seem to be more active to engage in learning activities.

The finding in terms of EFL learners' perception on flipped learning is also consistent with the results of Chen Hsieh et al. (2017) and Haghghi et al. (2019). The study of Chen Hsieh et al. (2017) explored the significant role of flipped learning on EFL learning using the assistance of Line application. Similar to the finding of the current study, flipped learning was found as an effective method for EFL learning, including vocabulary development. The study of Haghghi et al. (2019) yielded similar result that flipped instruction using Telegram was successfully improved EFL learners' appropriate use of refusals in English. As far as we concern on the learners' attitudes toward the practice of flipped learning, we come to a conclusion that most of language learners in the previous studies positively perceived this technology-assisted learning approach.

RQ 3: EFL Learners' Acceptance on the Use of WhatsApp in Flipped Learning

To answer the third research question about EFL learners' acceptance toward the use of WhatsApp application to facilitate flipped learning, this study employed TAM questionnaire. Result of TAM questionnaire shows that the EFL learners were at a positive attitude of using WhatsApp in flipped learning. This finding was presented in Table 4 which contains the mean score of each construct of TAM (PEU, PU, BI, and ATU). Table 4 demonstrated that, among the four constructs, PEU had the highest mean score (4.09), followed by PU (4.02), ATU (3.46), and BI (3.21), respectively. When we look into detail, two constructs reached high scores above 4 (PEU and PU), while the other two constructs (BI and ATU) achieved lower mean value in between 3 and 4.

Table 4. Descriptive Statistics of TAM Questionnaire

Construct	Mean	SD	Min.	Max.	N of Items
Perceived Ease of Use (PEU)	4.09	.53	2	5	4
Behavioral Intention (BI)	3.21	.41	1	5	4
Attitude Toward Use (ATU)	3.46	.45	1	5	4
Perceived Usefulness (PU)	4.02	.57	1	5	4

This finding implies that EFL learners highly acknowledge WhatsApp application as an effective digital platform to assist technology-enhanced language learning. The results of TAM questionnaire further indicate that the EFL learners accept the usefulness of WhatsApp in facilitating flipped learning. It is depicted in the high mean score of PU of the TAM questionnaire. With regards to PEU, the finding reveals that the EFL learners have already been familiar with WhatsApp, which is shown by the highest mean score of PEU (4.09) in the TAM questionnaire. It is because WhatsApp is the most-frequently used digital

platform in Indonesia. Hence, it is not surprising when the EFL learners are feeling convenient with the use of WhatsApp for educational purpose. With respect to the construct of ATU, the finding means that EFL learners find WhatsApp as a promising digital learning platform to facilitate language learning, and it is highly recommended to integrate WhatsApp in curriculum of foreign language. Finally, related to the construct of BI, the finding suggests that EFL learners are agreed to continuously use WhatsApp for language learning in the future. With the positive attitude toward WhatsApp in flipped learning, it is highly possible that they will often make use of WhatsApp for future language learning purpose.

This finding is relevant with several previous studies results. First, the high acceptance levels of WhatsApp to facilitate flipped learning in this study is consistent with the result of Noroozi et al. (2021) that EFL learners found WhatsApp as a satisfactory digital platform in flipped learning instruction. Another similar finding of both studies is that WhatsApp could foster the EFL learners' active engagement in flipped classroom activities since they have already been familiar and felt convenient in using this mobile application in daily routines. Moreover, the finding of this study is also in line with the result of Arifani (2019), in which WhatsApp is statistically proven as an effective platform to enhance EFL learners' mastery of collocation in a flipped instruction design. Furthermore, this finding supports the most recent study exploring the use of WhatsApp in flipped learning conducted by Khodabandeh (2022), where WhatsApp is found as a fertile ground for assisting flipped instruction to enhance EFL learners' acquisition of giving and asking for directions in English. To sum up, according to the results of this study and relevant previous studies, EFL learners find WhatsApp as a satisfactory digital learning platform to assist the implementation of flipped learning to enhance various aspects of target language performance.

CONCLUSION

The results of this study portray that flipped learning instruction has a significant role in developing EFL learners' vocabulary acquisition. Moreover, it is also depicted that the EFL learners have positive perception toward the implementation of flipped learning in their class. In terms of the digital platform used to assist flipped classroom, **they** find WhatsApp application as a satisfactory medium to facilitate course materials delivery in flipped learning activities. **In summary, a WhatsApp-based flipped learning approach could be used as a promising alternative to assist English learners' vocabulary development.**

These results contribute to providing an alluded picture of the significant role of flipped classroom in vocabulary learning. Despite of enhancing the literature on flipped learning approach, the results of this study are insights for teachers and curriculum developers to begin acknowledge flipped learning as a promising approach of blended learning, as well as incorporate this approach in target language curriculum. As for the limitation of this study, the sample size does not seem big enough due to the nature of course registration. Hence, it might be bias to make generalization of the finding. Therefore, future study with a bigger size of samples is required to confirm the finding of this study on the promising role of flipped learning to enhance EFL learners' vocabulary acquisition.

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APPENDIX

Appendix 1: Sample of English Vocabulary Test

Find the synonym of the underlined words in the paragraph below. Choose the best option among the four options provided.

Accounting is the process of (1) recording financial transactions pertaining to a business. The accounting process includes summarizing, analyzing, and reporting these transactions to oversight agencies, regulators, and tax collection entities. The financial statements used in accounting are a concise summary of financial (2) transactions over an accounting period, summarizing a company's operations, financial position, and cash flows.

1. a. summarizing
b. bookkeeping
c. classifying
d. memorizing

2. a. agreement
b. business
c. negotiation
d. performance

Appendix 2: Item Questions of Written Self-Report Survey

1. What do you think of the flipped learning instruction in comparison with your regular classes?
2. Did you encounter problems/challenges during the flipped classroom? If yes, mention them.
3. In your opinion, what improvements can we make to enhance the efficacy of flipped classroom?
4. Do you think flipped learning make a better contribution to the development of your appropriate use of speech acts of requests?
5. What was your favorite part of the flipped classroom activities?

Appendix 3: Sample of Items of TAM Questionnaire

All items were measured using 5-point Likert-scale starting from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree).

Perceived Ease of Use (PEU)

PEU 1: WhatsApp offers clear guidance on how to get the course materials (open, download, share)

Perceived Usefulness (PU)

PU 1: Learning through WhatsApp helped me to fluently speak English, particularly delivering requests.

Attitude toward Use (ATU)

ATU 1: I like using WhatsApp to learn English

Behavioral Intention (BI)

BI 1: If I access to WhatsApp, I will continue using it to learn and practice English.