



THE IMPLEMENTATION OF FLIPPED CLASSROOM MODEL IN LEARNING DEGREES OF COMPARISON BY SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The aims of this research were to find out the students' ability in learning degrees of comparison by implementing the flipped classroom method. The tenth-grade students of SMA Kristen Pandhega Jaya were chosen as the subject of this research. The method used in this study is quantitative and qualitative methods and the research design was Classroom Action Research (CAR) in one cycle. The techniques of data collection were pre and post-test, observation sheets, focus group discussion, and field notes. The data were analyzed quantitatively and qualitatively. The results show that the students' scores increased significantly from pre-test to post-test. In pre-test, only 3.33% student reached the Minimum Mastery Criteria, while in post-test it changed to 90%. Besides, the students' mean score also improved from 30.4 to 81.4. This improvement happened because students pre-learned the materials, the learning it self was student-centered, and the flipped classroom was recycled. In summary, the flipped classroom model can improve the students' ability in learning degrees of comparison.

Keywords: *Ability, Degrees of Comparison, Flipped Classroom*

INTRODUCTION

Nowadays, using technology in the teaching and learning process is very important. The curriculum in Indonesia has taken such attempts to support teachers to adopt technology in education (Dewi et al, 2020) and has made a national policy that urges teachers to integrate technology into the teaching and learning process (Mali, 2016). Therefore, schools have adopted technology and modified it to create a more modern classroom. Through technology, students could learn the materials outside the classroom; teachers could teach students through technology, which can be done anytime or anywhere.

An English class that adopts technology should use different kinds of tools to convey the materials. Since the development of technology in the classroom has changed the way English is

learned and taught, then the class is no longer confined to the traditional classroom context where teachers and teaching materials are often placed as the primary source of learning (Renandya and Widodo, 2016). The technology has enabled students to immerse themselves in learning the materials on the internet that are available practically 24 hours a day. Accordingly, students can have high interests to learn at their own learning pace. As a result, students could have improvements in learning English (Stanley, 2013).

Unfortunately, not all schools can adopt technology in the teaching and learning process. This is due to poor connection, the availability of devices, and access to the internet as well as students' and teachers' capability in using technology (Efriana, 2021). Therefore, such training might be needed to educate the teachers and students on how to use and integrate

technology in class. This way could assist teachers so the teaching and learning process can run well and such troubles can be minimized.

In addition to technology, the English class in SMA Kristen Pandhega Jaya has not fully adopted technology and the learning model used still leads the students into the traditional concept. In consequence, some students do not engage with the learning. They have less motivation in learning English and frequently tend to find it difficult to learn English. Most of the time, the students come to class without any preparation for the materials that will be learned in the class. Even if students read the materials outside the class, it will be hard for them to deliver what they have learned because the teacher does not give any guided activities for the students to do outside the class. Consequently, it will be difficult for students to interact and discuss with the teacher and the other students in the class.

Thus, flipped classroom is the appropriate learning model to be implemented, because it could offer an interactive class and provide opportunities so students could set their own learning pace. Flipped classroom is a learning model in which direct instruction moves from a group learning space to an individual learning space and as a result, the group space is transformed into a dynamic and interactive learning environment, where teachers guide students to apply concepts and interact creatively with the topic they learn (Sams et al., 2014). Flipped Classroom supports the use of technology pedagogically where the class that is traditionally done at home is flipped to be completed in school (Bergmann and Sams, 2012). This corresponds to the development of digital technology in class that has shaped the English teaching and learning process.

Meanwhile, the curriculum requires students to have four competencies, mainly spiritual, social, knowledge, and skill. From the competencies above, students must be able to master the four skills (listening, reading, speaking, and writing) in English and English knowledge (vocabulary, grammar, pronunciation, etc.). Mastering English knowledge will help students to practice English even better.

English grammar is the main important part of mastering English. This importance refers to the function of grammar, which is to give guidance so students could arrange words or sentences in English. However, the patterns of grammar could make students confused and have difficulties in understanding English, especially when it comes to learning at school (Fadhilah, 2019). One of the reasons why students consider grammar hard is because the words or sentence patterns of English are different from Bahasa (Wiwiek, 2018). For instance, to write a sentence or a text in English, students must consider what tenses or word classes to use, because if not then it will not be considered grammatical writing.

Nevertheless, the tenth-grade students of SMA Kristen Pandhega Jaya faced difficulties in learning English. Their difficulties were varied, but most of them were lack of vocabulary, less interested in learning English, confused in forming English sentences, and discovered it difficult to understand the patterns and formulas of English grammar. Moreover, they only learn English for 90 minutes each week which is considerable not enough for them to master the English grammar, this is in line with Fadhilah (2019) that a limited time in learning can also cause a less effective teaching and learning process. Therefore, such learning environments must be designed in such way so students could learn interactively and can be more enthusiastic to learn English. Furthermore, an English class should be created to emphasize high qualified learning which could improve students' knowledge and critical thinking skills.

Degrees of comparison is part of English grammar, which is essential for students to master. It can help students to think critically about the quality of things or people, and how an activity is accomplished. The degrees of comparison cover three aspects: mainly positive degree, comparative degree, and superlative degree. The positive degree explains the basic forms where there is no comparison. In contrast, the comparative degree compares the quality of two things or people and how an activity is done by adding *-er* or *less* or *more* to the adjective and the adverbs. The last degree is the superlative form, which compares three or more people or things by adding *-est* and *least* or *most* to the

adjective and adverbs (Sergeant, 2007). Moreover, the degrees of comparison need such suffixes or prefixes as the patterns—meanwhile, the tenth-grade students of SMA Kristen Pandhega Jaya still discovered it hard yet challenging to understand and master this topic. Most of them were confused and misplaced the suffix and *more/less* and *most/least* in the sentence or word.

In order to solve the students' problems regarding learning English, the researcher decided to apply a technique called Flipped Classroom that will help the students to overcome their problems in learning English especially the degrees of comparison. Flipped classroom is defined as a learning model in which direct instruction moves from a group learning space to an individual learning space and as a result the group space is transformed into a dynamic and interactive learning environment, where teachers guide students to apply concepts and interact creatively with the topic they learn (Sams et al., 2014). This model is designed to be less lecturing and more activity in the classroom which could drive the students to have an interactive and active learning with other students and teachers. As flipped classroom redirects the attention away from the teacher and puts the attention on the students, then this model can be called student-centered learning (Bergmann and Sams, 2012). This means that, teachers could design the class into a more interactive class so students can engage with the learning activities.

Flipped classroom is also understood as a learning model that requires the students to learn via videos or multimedia learning materials which has been previously prepared by the teacher (Bergman and Sams, 2013). As technology is consistently developing, teachers should use it as tools in teaching, because technology has changed the traditional teaching of English where teacher and teaching materials are often placed as the main source of the class (Renandya and Widodo, 2016). In flipped classroom, technology will be adopted to conduct the materials or videos so students could study the materials given by the teacher before class and inside the class students will build interactive and communicative learning (Zappe

et al, 2009).

In flipped classroom, when teachers allow students to watch the given video outside the class, students will study the materials according to their preferred time and need and they can set their own pace (Zainuddin and Attaran, 2016). Students will have chance to pause the video materials they watch so they can fully comprehend the materials. Flipped classroom drives teachers to move the traditional material's talk to video lessons and the students can listen and watch the materials anywhere outside of class. Flipped classroom therefore needs to be designed creatively so students could learn by applying their cognitive understanding to authentic problem-solving contexts, and where the teacher, the learning environment, their peers, and the community of practice all provide multiple sources of knowledge and assistance to help them achieve their goals in class (Kavanagh et al, 2017).

Therefore, as the solution to solve this problem, the researcher conducted research about the implementation of flipped classroom in learning degrees of comparison that conducted in the tenth grade students of *SMA Kristen Pandhega Jaya* in the academic year of 2021/2022."

METHOD

This research used Classroom Action Research (CAR) as the type of research, which focuses on implementing any particular and practical attempt that aims at solving issues and developing the teaching and learning process in the classroom (Burns, 2009). One main characteristic of classroom action research is that, it is a collaborative type of research, where the teacher or researcher collaborates with other teacher to conduct the research. In this study, the researchers were collaborating with an English teacher to conduct the research, evaluate the teaching process, identify the students' problems in learning any particular topic, and provide a solution to overcome the problems.

The research location is as SMA Kristen Pandhega Jaya. It is a dormitory-based school located at Tilong Dam Street Km 05, Oelnasi, Kupang Regency. The school was established in

2014 by Excellent Leader Training (ELT) and Saints Movement Community Church (SMCC); a leadership training organization and a community church from Surabaya. This non-profit school limits its batch every year to only 30 students due to limited facilities and the mentoring effectiveness in the dormitory. The curriculum integrates the national, leadership, entrepreneurship, and intensive bible curriculum. The total number of students is 87 students who come from different parts of NTT. The subject of the research was the tenth-grade students of SMA Kristen Pandhega Jaya with 30 students. Therefore, the researcher took all of the tenth-grade students to be the subject of this study.

Procedure of Classroom Action Research

The researcher adopted Kemmis and McTaggart's design as the procedure of the classroom action research. The phases involve planning, acting, observing, and reflecting.

1) Planning

Planning is the sequence of organizing everything required during the classroom action research. In this phase, the researcher planned a procedure of the activities, such as:

1. Setting the classroom action research's schedule.
2. Informing the students about the research in flipped classroom.
3. Preparing the tests (pre-test and post-test), the answer sheets, and test blueprints.
4. Arranging the observation sheets for the observer to monitor the teacher's and students' activities and also preparing the field notes as instruments for the researcher to record the teaching and learning process in the classroom
5. Preparing the questions list for the focus group discussion.
6. Designing the lesson plan for meeting 1, which covered the students' pre-learning activity and the teaching and learning in the classroom.
7. Arranging the lesson plan for the second meeting. Similar to the first meeting, materials, worksheets, and post-quiz related to the degrees of comparison of adverbs and

adjectives were organized for the teaching and learning process in the class. The researcher also prepared puzzle word game description for the students' apperception.

2) Acting

Acting is the step for the researcher to implement the design content. This phase was conducted in two weeks by following these activities:

a) Research Information and Pre-test

Before implementing the classroom action research, the researcher informed the students about the research overview. The information was about the outline of the flipped classroom schedule and also the teacher and students' activities during the research. The researcher explained the learning media used in the flipped classroom. It was presented in *PowerPoint* so the students could understand the information correctly. In the end, the researcher opened a question-and-answer session for the students to ask about the research.

After the research information session, the researcher continued to administer a pre-test about degrees of comparison for the students. The pre-test was used to obtain the students' preliminary ability in degrees of comparison. Before that, the researcher explained about the test instructions to the students and then informed them to answer the questions on the answer sheet prepared. The students had the test for 60 minutes in the classroom.

b) Flipped Classroom Action Research

After the preliminary test and interview, the researcher began to conduct the teaching and learning process in the flipped classroom for two weeks in two meetings.

1. First Flipped Classroom (May 10 – May 12, 2022)

The first week started with students pre-learning through watching videos until the meeting 1 in the school. The complete descriptions of the first flipped classroom

are listed as.

- I. Pre-learning: In pre-learning activities, the students were asked to access the Google classroom, watched video lesson 1 about degrees of comparison of adjectives, and did the worksheet regarding the video that they watched.
- II. Teaching and Learning in the Classroom
 - 1) Pre-Activity : The teacher started the meeting by greeting the students and praying, checked the students' attendance list and did the apperception by playing a puzzle word game about English vocabulary. After that, the teacher delivered the learning objectives.
 - 2) Core Activity: The teacher checked the students' worksheets about the first lesson video, made three groups of six students to discuss the answers to the worksheets, asked one of the group members to present their answers, distributed new worksheets for the students to work on in their groups, gave feedback on the students' answers, arranged a post-quiz about completing a descriptive text using degrees of comparison of adjectives and finally asked the students to submit their work.
 - 3) Closing Activity: For closing activity, the teacher asked the students if they had any questions regarding the materials, concluded the topic of the meeting, informed the topic for the next meeting, and reminded the students to watch the second lesson video, finally the teacher and the students ended the meeting by praying and leave-taking.
 - 4) Observation 1: The observing phase was conducted during the teaching and learning process in the classroom. This phase aimed at observing the teacher and students' activities from pre-activity until the closing activity. The observation

included every action, comment, and particular behavior in the teacher's and students' activities before, during, and after the class. Therefore, the observer did this phase using two observation sheets, one for observing the students' activities and one for the teacher's activities during the teaching and learning process.

2. Second Flipped Classroom (May 16 – May 19, 2022)

Afterward, the researcher continued to the second flipped classroom similar to the first week, the students also did the pre-learning before class and then had the learning process at school. The followings are the activities of the students and the teacher in the second flipped classroom:

- I. Pre-learning: The students opened the Google classroom, watched lesson video 2 about degrees of comparison of adjectives and adverbs, worked on the worksheet that the teacher handed about degrees of comparison of adjectives and adverbs.
- II. Teaching and Learning in the Classroom
 - 1) Pre-Activity: The teacher started the meeting by greeting the students and praying, checked the students' attendance list and did the apperception by playing a puzzle word game about adjectives and adverbs, and stated the learning objectives to the students.
 - 2) Core Activity: The teacher checked the students' worksheets about the lesson video they watched before class, divided the class into three groups of 6 students to discuss the answers to the worksheets, asked one of the group members to present their answers, distributed new worksheets for the students to work on in their groups, gave feedback on the students' answers, and arranged a post-quiz about

completing a descriptive text using degrees of comparison of adjectives and adverbs, then asked the students to submit their work.

- 3) **Closing Activity:** The teacher and students concluded the lesson together, the teacher asked the students if they had any questions regarding the materials, Informing the topic for the next meeting, and reminding the students to watch the second lesson video. The teacher and students ended the meeting with a prayer and leave-taking.
- 4) **Observation 2:** The observer conducted this phase using two observation sheets. The observer monitored every action, comment, and particular behavior in the teacher's and students' activities from the pre-activity until the closing activity.

c) Post-test and FGD

After the second flipped classroom, the researcher held a post-test for the students to see their improvement after learning degrees of comparison in the flipped classroom. Before that, the researcher explained about the test instructions to the students and then informed them to answer the questions on the answer sheet prepared. The students had the test for 60 minutes in the classroom. Subsequently, the researcher conducted a focus group discussion with three groups of 6 students in the library. The discussion was held for approximately 10-15 minutes for each group. This discussion was guided by some questions about the students' opinions when they studied the materials at before class, the students' views about learning degrees of comparison using video, their interactions with the students and the teacher, and their suggestion for the flipped classroom in the future.

d). Reflecting

In the final step, reflecting is essentially required to see how the result. Post-test,

observation sheets, and field notes were the instruments that supported this phase. If post-test results surpassed the criteria, the research would not continue the cycle.

Technique of Data Collection

To collect the data, the researcher used:

- 1) **Tests.** The researcher used two tests in this research: pre-test and post-test. The pre-test was distributed to determine the students' preliminary ability in degrees of comparison. The number of questions were 30 multiple choices and 10 numbers in sentence completion. In contrast, a post-test was used to see the students' ability after the classroom action research. The post-test questions were practically similar to the pre-test.
- 2) **Observation Sheet.** The researcher acted as an observer who observed the teacher's and students' activities before, during, and after the action. Therefore, the researcher used two observation sheets, one sheet for the students' activities and one for observing the teacher's activities. The observation sheets used some indicators that represent the activities before, during, and after the teaching and learning.
- 3) **Field notes.** According to Creswell (2012), the teacher's field notes consist of descriptive and reflective field notes. Hence, the teacher used descriptive field notes to describe the learning situation in the class, group discussions, students working on the worksheets, etc. Meanwhile, for the reflective field notes, the researcher included some suggestions to be developed in the next meeting.

FINDINGS AND DISCUSSION

Findings

The students' ability in learning Degree of Comparison was measured by using pre-test and post-test.

Pre-test

Prior to the classroom action research, the students were given a pre-test to know their

ability before implementing the flipped classroom. The result of the students' score in pre-test is presented in the table below.

Table 1 Students' Score in Pre-test

No	Students' Code	Correct Answer	Score	Criteria
1.	S1	20	50	fair
2.	S2	6	15	poor
3.	S3	10	25	poor
4.	S4	10	25	poor
5.	S5	8	20	poor
6.	S6	9	23	poor
7.	S7	11	28	poor
8.	S8	16	40	poor
9.	S9	11	28	poor
10.	S10	6	15	poor
11.	S11	9	23	poor
12.	S12	12	30	poor
13.	S13	11	28	poor
14.	S14	14	35	poor
15.	S15	11	28	poor
16.	S16	11	28	poor
17.	S17	10	25	poor
18.	S18	17	43	poor
19.	S19	9	23	poor
20.	S20	14	35	poor
21.	S21	11	28	poor
22.	S22	13	33	poor
23.	S23	26	70	good
24.	S24	8	20	poor
25.	S25	16	40	poor
26.	S26	25	63	good
27.	S27	10	25	poor
28.	S28	7	18	poor
29.	S29	6	15	poor
30.	S30	13	33	poor
Total Score			$\sum x = 912$	
Mean Score			$Mx = 30.4$	

The result of pre-test before the implementation of flipped classroom model was varied. The highest score was 70 and the lowest score was 15. The result shows that there were 28 students, who scored from 15 to 50, one student got 63, and one student got 70. As 70 is the Minimum Mastery Criteria (MMC) of this test, then only one students who reached the MMC. Besides that, the data also reveals that 27 students were categorized in poor level in their criteria of success, one student got fair, and two students

reached the good level. In other words, it can be said that only one student who reached the MMC while the other 29 students did not reach that level.

For further analysis, as the total score of the pre-test was 912, therefore the mean score was 30.4 and percentage of the student who achieved the MMC was 3,33%. This computation signified that the number of students who failed the pre-test was extremely high, and the students' success criteria were mostly poor.

In conclusion, the analysis shows that the majority of the students' scores was very low. The overall results reveals that almost all of the students got poor as their criterion of success. It means that they experienced difficulties or challenges to answer the questions related to the degrees of comparison in English. Therefore, the researcher should discover an alternative or solution to solve the students' difficulties in learning degrees of comparison. Thus, the flipped

classroom was implemented in learning this topic.

Post-Test

This test was distributed to know the students' ability after the implementation of the Flipped Classroom model. The results of the post-test are presented the following table.

Table 2 Students' Score in Post-test

No	Students' Code	Correct Answer	Score	Criteria
1.	S1	36	90	excellent
2.	S2	29	73	good
3.	S3	28	70	good
4.	S4	31	78	good
5.	S5	37	93	excellent
6.	S6	29	73	good
7.	S7	30	75	good
8.	S8	28	70	good
9.	S9	32	80	excellent
10.	S10	25	63	good
11.	S11	31	78	good
12.	S12	28	70	good
13.	S13	39	98	excellent
14.	S14	39	98	excellent
15.	S15	30	75	good
16.	S16	26	65	good
17.	S17	32	80	excellent
18.	S18	35	88	excellent
19.	S19	38	95	excellent
20.	S20	27	68	good
21.	S21	39	98	excellent
22.	S22	29	73	good
23.	S23	39	98	excellent
24.	S24	32	80	excellent
25.	S25	39	98	excellent
26.	S26	40	100	excellent
27.	S27	28	70	good
28.	S28	34	85	excellent
29.	S29	32	80	excellent
30.	S30	32	80	excellent
Total			$\sum x = 2.442$	
Mean			$Mx = 81.4$	

After implementing the flipped classroom model, the pre-test was given. The result came back showing that the highest score was 100 and the lowest score was 63, where 7 students scored 63 to 70 points, 12 students gained 73 to 80 points,

three students scored from 85 to 90, and 8 students scored 93 to 100. Therefore, the success criteria for the students' scores was grouped into two categories, mainly 14 students were in good criteria and 16 students were in excellent criteria.

Based on the students' categories, the students' ability after the flipped classroom in learning degrees of comparison were mostly in excellent level of success. This could be seen from the majority of students who gained the criteria.

Furthermore, the finding shows that there were 27 students who achieved the MMC while 3 students could not able to reach it. For further analysis, as the total score was 2.442, it means that the mean score was 81.4 and the percentage of students who achieved the MMC was 90%. This calculation revealed that almost all of the students passed the post-test and obtained excellent as the success criteria.

To sum up, the overall results proved that there was a significant improvement in the students' scores compared with the pre-test results. This could be seen in the majority of the students who got excellent as their success criteria. Therefore, the flipped classroom implementation significantly increased the students' ability in learning the degrees of comparison.

Discussion

Prior to the flipped classroom implementation, the students' ability in degrees of comparison was very low. This can be seen on the students' scores in the pre-test where the percentage of success was 3,33 % as only one student achieved the MMC. In their, pre-test results, the mean score was 30,4 and most of them obtained the poor level of success criteria. This result implied that the students discovered the degrees of comparison was a challenging topic. Therefore, the flipped classroom was implemented as the solution to solve their problems in learning the topic. This learning model promotes an active learning environment that improved their participation in the classroom, which also led an improvement in their ability.

In this study, the flipped classroom was designed in two main activities: pre-learning activity, and teaching and learning process at school. The design was set to support the students in comprehending the materials. In pre-learning activity, they were given lesson videos about the topic of the lesson and clear guidance was

provided in the worksheets. Worksheets made the students pause or replay the video materials they watched so they could comprehend the lesson, the teaching and learning process in the classroom was also arranged to have more discussions through group works, worksheets, games, post-quizzes, question and answer session, and short explanation and feedbacks from the teacher.

As a result, the flipped classroom increased the students' ability in learning degrees of comparison. The enhancement is seen from the percentage of students who passed the MMC in the pre-test and post-test, where it significantly increased from 3,33% to 90%. Additionally, almost all of them achieved the excellent level of success criteria with 81.4 as the mean score. From these results, that students' ability improved significantly after the flipped classroom implementation. The study discovered that percentage of students who reached the MMC increased from 2.9% to 77.14%. The result indicated that learning model increased the students' understanding significantly.

Moreover, in term of criteria of success, in the pre-test 90% or 27 students gained the poor level, 3.33% or one student got fair, and 6.66% or two students obtained the good level as the success criteria. As a comparison, in the post-test 46.66% or 14 students were good, and 53.33% or 16 students were excellent in the success criteria. As seen on the percentage, most of the students got the poor level in pre-test, but in post-test, it increased to excellent level. From the students' success criteria in both tests, it can be concluded that the flipped classroom enhanced their ability.

Based on the results above, there are three aspects that underlie the significant improvement of the students' ability. Firstly, their ability increased because students had a pre-learning activity regarding the materials before the class meetings. Through the pre-learning, they were required to study the materials, so when they came to school, they could have an interactive learning through discussions or group works. As they had known the topic of the lesson, it was easier for them and the teacher to discuss about things that they had not fully comprehended.

The second point is a student-centered learning. In flipped classroom, the attention is redirected from the teacher to the students. As in

the meeting, students worked on group activities such as discussion, playing games, and working on the worksheets. Bergmann and Sams (2013) also claimed that when a class is occupied in communication pair or group work, it is more visible for a teacher to notice and identify students who need more support and it is easier for students to recognize their needs. Therefore, during the teaching and learning activity in school, the teacher walked around the class and approached the struggling students for a brief explanation. Besides that, the students were the ones to dominate the learning through presentations and question and answer session. Compared to teacher-centered learning, students tend to be passive and only listen to the teacher explaining the lesson. Meanwhile, in this learning model students were always asked to present the answers to their pre-learning worksheet. By this way, the teacher only facilitated the learning and students became the ones that were mostly active in the class.

Lastly, the flipped classroom was recycled. This means students did the same cycle or procedure in the first and second meeting. In both meetings, the learning covered two activities mainly pre-learning and learning in the classroom activity. Before the class, they learned through videos and guided by worksheets. Meanwhile when they came to school the class was set into puzzle word games, group work through worksheets and post-quizzes. These activities were designed to create more discussions among the teacher and students. When students repeated same activities, they had the opportunity to review the materials so they could comprehend the lesson well.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results obtained, after the classroom action research is conducted in one cycle, the result shows that the students' ability in learning degrees of comparison increased significantly. This could be seen from the students' improvement before and after the flipped classroom implementation. The mean score enhanced from 30.4 to 81.4 and percentage

of the students who reached the MMC changed from 3,33% to 90%. Before the classroom action research, the student who passed the MMC was only one student and after that there were 27 students who passed the MCC.

To sum up, based on the success criteria, 46.66% or 14 students with the range score of 60-79 were in good level and 53.33% or 16 students were excellent with 80-100 as range score. 53.33% of the students reached the excellent criteria, which means the students' ability after the flipped classroom implementation was excellent compared to their results before the classroom action research where they got poor as the criteria of success. It proves that the implementation of flipped classroom can improve the students' ability in learning degrees of comparison.

Suggestion

The authors would like to give and also promote the use of flipped classroom model to be in teaching and learning process. While for the future researchers, besides using this research as a reference to conduct a related study, they are suggested to consider the implementation of this learning model. As, in this study, the subjects of this research are dormitory students, therefore future researchers are suggested to implement this learning model in the students who live at their own houses. This is important because their parents can control the students' learning, so such issues regarding to the internet or learning device access could be overcome.

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