



**THE CORRELATION BETWEEN STUDENTS' PERCEPTION TOWARD
FLIPPED CLASSROOM METHOD AND THEIR LEARNING
OUTCOMES**

THESIS

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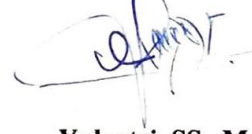
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The thesis advisors' of **Muthiah Rahmah Khairunnisa, Reg. No 1830104042**, entitled "**THE CORRELATION TOWARD FLIPPED CLASSROOM METHOD AND THEIR LEARNING OUTCOMES**", approve that be mentioned thesis fulfilled the requirements to proceed to the thesis examination.

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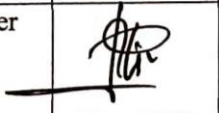


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ABSTRAK

MUTHIAH RAHMAH KHAIRUNNISA, NIM 1830104042, judul skripsi “**The Correlation Between Students’ Perception Toward Flipped Classroom Method and Their Learning Outcomes**” Jurusan Tadris Bahasa Inggris Fakultas tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Mahmud Yunus Batusangkar.

Masalah yang diteliti dalam penelitian ini adalah adanya *Flipped Classroom* sebagai metode pembelajaran gabungan antara daring dan luring yang digunakan oleh dosen pada mata kuliah Introduction to English Literature untuk terciptanya lingkungan belajar yang baik dan dapat meningkatkan hasil belajar mahasiswa. Dengan penggunaan metode ini, terdapat perbedaan persepsi mahasiswa baik negatif maupun positif. Penelitian ini bertujuan untuk menggambarkan hubungan antara persepsi mahasiswa terhadap metode *flipped classroom* dan hasil belajar mahasiswa di kelas *Introduction to English Literature*.

Jenis penelitian ini adalah kuantitatif yang berbentuk korelasi. Populasi dalam penelitian ini adalah mahasiswa semester kelima yang mengambil mata kuliah *Introduction to English Literature* di UIN Mahmud Yunus Batusangkar tahun Akademik 2021/2022 yang berjumlah 68 orang. Sampel yang digunakan dalam penelitian ini berjumlah 34 orang yang dipilih dengan menggunakan teknik *Propotional Stratified Random Sampling* yang mana sampel diambil dari keseluruhan populasi. Instrumen yang digunakan untuk memperoleh data dari persepsi mahasiswa terhadap metode *flipped classroom* adalah angket. Sebelum digunakan, angket diuji validitas terlebih dahulu menggunakan try out. Ty out dilaksanakan dengan responden try out sebanyak 14 mahasiswa. Hasil dari try out didapatkan untuk angket persepsi terdapat 31 *item valid* dan 9 *item revisi* dari 40 item yang ada. Untuk hasil *reliability* angket persepsi mahasiswa adalah 0.953 yang mana berada pada tingkat reliabilitas. Sedangkan instrumen yang digunakan untuk data hasil belajar menggunakan tes yang mana untuk pengumpulannya diambil dari nilai akhir mahasiswa pada mata kuliah *Introduction to English Literature*. Teknik Analisis data menggunakan korelasi *Pearson product moment*.

Temuan penelitian menunjukkan bahwa r-hitung adalah 0.137. Sedangkan $r\text{-table} = 0.339$ dimana dapat dilihat bahwa r-hitung lebih kecil dari r-table. Dapat disimpulkan bahwa tidak ada korelasi antara persepsi mahasiswa terhadap metode Flipped Classroom dan hasil belajar mahasiswa di kelas *Introduction to English Literature* UIN Mahmud Yunus Batusangkar. Nilai signifikan berdasarkan SPSS versi 25 adalah 0.440 yang mana besar dari 0.05. artinya korelasi antara kedua variabel tidak signifikan sehingga H_0 diterima dan H_a ditolak.

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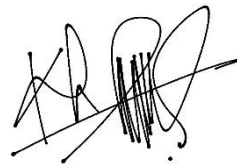
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Batusangkar July 2022

Researcher



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CHAPTER I INTRODUCTION

A. Background of the problem

Learning outcomes play an important role in higher education which encourages students to be able to gain abilities after learning objectives are implemented. Ismail, N. M., & Sharma, (2012) explain that learning outcomes are a common part of the orientation of learning objectives where this learning approach can support independent learning for students. Learning outcomes are abilities obtained by students after learning. In other words, learning outcomes are statements that describe the knowledge or skills that students must acquire at the end of a particular assignment, class, course, or program, and help students understand why the knowledge and skills are useful.

Learning outcomes are abilities possessed by students after experiencing learning. A number of experiences gained by students cover the cognitive, affective, and psychomotor domains. According to Bloom in Bouchard (2011) cognitive is the ability to restate concepts or principles that have been studied and intellectual abilities (knowledge). Affective is regard to attitude, appreciation, and motivation of students in teaching and learning activities. And psychomotor domains is the abilities in the form of physical (motor) skills. Subject competency standards are the minimum qualifications of students' abilities that describe, mastery of learning outcomes cannot be separated from the learning process. Therefore, the factors that affect the learning process will also affect the learning outcomes.

According to Lim & Morris (2009) the factors that affect learning outcomes are influenced by internal (from within), external (from outside) factors and factor of learning approach. Internal factors include physical and psychological. Physical condition and tone (muscle tension) which indicates the fitness of the body's organs that affect the enthusiasm and intensity of students in following learning. Psychological aspect such as intelligence,

attitude, talent, interest, perception and motivation. While, external factors include social environmental factors and non-social environmental factors. The social environment includes the environment of parents, family, school, and society. While the non-social environment includes residential houses, school buildings, learning tools, weather conditions, teaching method, curriculum, interaction between students, discipline in schools and libraries. From these external factors, this research focuses specifically on teaching method.

Teaching methods are the broader techniques used to help students achieve learning outcomes. Through the teaching method, it is hoped that teaching and learning activities improve and create educative interactions. Teaching methods are all forms of learning skills, which require the skills of a lecturer in choosing the right teaching method to be used in the learning process in the classroom. This is so that all the material taught can be covered and understood by students as a whole. Therefore, with a variety of good teaching methods, the lecturer can create a conducive and pleasant atmosphere in the learning process. The selection of the right teaching method will affect a pleasant learning atmosphere and allow students to develop their creativity, as well as motivate students' interest in learning by the teacher.

In the world of education, there are many kinds of teaching method that can be applied by lecturers to the students. One of them is blended learning. Blended learning is a combination of face-to-face and virtual learning processes. Ja'ashan (2015: 41) defines that blended learning is learning that has several face-to-face class meetings, but also has several class sessions that are replaced with online instruction. Blended learning provides easy learning that combines various modes of delivery, teaching method, and learning styles, introducing various media options between lecturers and students. Blended learning is also a combination of face-to-face teaching and online teaching, but more than that as an element of social interaction. There are so many blended teaching methods that can be used to improve student learning outcomes, especially flipped classroom.

Fulton, K. (2012: 18) defined that flipped classroom is a method that contributes to making students take responsibility for their own learning. Flipped Classroom provides an environment that includes Project-based or real-world practice for students to better learn the subject in class time. In addition, Bergmann, J., & Sams (2012) explain that in the flipped classroom method, students are given initial information in the form of learning content outside before entering the classroom and use the time in class to build their knowledge base. This method is a form of blended teaching method in which the lecturer combines synchronous (synchronous) learning with asynchronous (asynchronous) independent learning.

Synchronous learning is carried out in the classroom directly, which interacts directly with lecturers and classmates and receives feedback at the same time. Meanwhile, asynchronous learning is independent learning using media in the form of content that can be accessed through various digital platforms. Students can choose when they study and also they can ask questions in the comments column, and share their ideas or understanding of a material with lecturers or classmates. Video is a medium that is often used as input for self-study because it is accessible and allows students to stop and re-watch content as needed. Text and audio can also be used as content to deliver material and ensure students are fully prepared for synchronous or face-to-face classes so that there is more time for lecturers to carry out classroom activities to help students understand lessons better.

Since March 2020, cases of the corona virus disease or known as Covid-19 have become a global pandemic. The massive spread of the coronavirus is forcing social distancing policies or being introduced as physical distancing to minimize the Covid-19 space. So, this policy is sought to slow down the spread of the Corona virus in the community. This has a major impact on various sectors of life, especially education. According to UNESCO, n.d. (2020a), schools are closed in many countries due to a public health emergency. As of April 1, 2020, UNESCO noted that at least 1.5 billion school-age children could not attend school due to the impact of Covid-19 in 188 countries,

including 60 million of them in Indonesia. This condition makes every country work hard to find solutions for students to continue learning and fulfill their education rights.

The Ministry of Education and Culture of the Republic of Indonesia responded with an education policy as stated in the Circular Letter of the Ministry of Education and Culture of the Republic of Indonesia Number 4 of 2020. One of the guidelines is that during the spread of the corona virus disease (Covid-19), the teaching and learning process at all levels of education will be carried out at home regularly online. This policy forces all teachers in Indonesia to transition their way of teaching from face-to-face learning to blended learning.

UIN Mahmud Yunus Batusangkar is one of the universities that has implemented the flipped classroom method as a method in blended learning. English Teaching Department is one of the study program in this faculty that uses the flipped classroom method in learning, especially in Introduction to Literature Subject. Introduction to English Literature is a subject that provides students with basic knowledge of English literature and the experience of how literature can be used as an alternative medium in learning English. In language learning requires the right learning method to learn and practice. In this subject, the use of Flipped Classroom method can provide material and space for the students to learn and practice anytime and anywhere as long as they are connected to the internet network.

The researcher has interview the lecturer of Introduction to English Literature subject in UIN Mahmud Yunus Batusangkar. Based on her information the researcher found that the Introduction to English Literature lecturer applied flipped classroom model in the class. Before class, the lecturer share the material and assignment to the students, then in the classroom the lecturer ask question with high order thinking and discussion about the topic related with the material has been given before class, but not all students did their assignment. In the application of the flipped classroom method in

Introduction to English Literature, of course there are students who have positive and negative opinions.

Based on the statement above, the researcher concludes the possibility of students' perceptions. In learning and teaching process, perception is one of the crucial factor that influences learning outcomes. Davis in Jayusman (2016: 4) explain that there are several factors that influence the learning process such as student interest in the subject, student motivation, perception, self-confidence, self-esteem, and the environment. First, motivation is a person's action or process of giving someone a reason to do something. Second, self-confidence is belief in oneself and in one's strengths and abilities. Then, self-esteem means the feeling of satisfaction that a person has in themselves and their abilities. Furthermore, the environment defined as the circumstances surrounding someone or something. In this research, the researchers discuss one of the factors that influence student learning is perception.

According to Onnong in Jayusman (2016: 5) perception is the sensation of the impressions that arise in the environment. Thus the perception of each person will associate it with the object because people will be aware of their surroundings and themselves. Perception can be defined as the recognition and interpretation of our sensory information. Perception also includes how we respond to information. Perception also requires past experience because people can easily identify something if they have seen it earlier than people who have never seen it.

Perception here refers to student impression toward flipped classroom method and its relationship with learning outcomes that has been applied in Introduction to English Literature Subject. This case is also supported by the results of previous studies, the following the quote of previous elections. Nouri, J. (2016) in his research, the flipped classroom model seem to offer promising ways to engage students in more effective, supportive, motivating and active learning, especially for low achievers and students that may struggle with traditional lectures. Students' positive perception of the flipped classroom was correlated to an increase in motivation, engagement and learning achievement.

For example, when students have a good perception of the teaching method used by the lecturer, the class will be fun so that students get good grades. However, if a student has a bad perception in the teaching method, then he or she will feel uncomfortable in learning and even hate the lesson so that students get bad grades.

Based on the phenomena above, researchers are interested in conducting research on this problem, which is written in a thesis proposal entitled "*The correlation between students' perception toward flipped classroom method and their learning outcomes*".

B. Identification of the problem

There are some factors that influence learning outcomes is internal factors include intelligence, attitude, talent, interest, perception and motivation. And external factors include house, school buildings, learning tools, weather conditions, teaching method, curriculum, interaction between students, discipline in schools and libraries.

Dealing with those factor, perception and teaching method are the crucial factors that influence students' learning outcomes. Based on the explanation above, the researcher is interested in raising the problem of this research regarding the correlation between students' perception toward the flipped classroom method which was identified as one of the important factors influencing student learning outcomes.

C. Limitation of the problem

Based on the background and the identification of the problem above, the researcher limits the problems on the correlation between students' perception toward flipped classroom method and their learning outcomes in Introduction to English Literature Subject in fifth semester of English Teaching Department in UIN Mahmud Yunus Batusangkar 2021/2022 academic year.

D. Formulation of the research

The problem of this study are formulated in the questions: Is there any significant correlation between student's perception toward flipped classroom method and their learning outcomes in Introduction to English Literature

Subject in fifth semester of English Teaching Department in UIN Mahmud Yunus Batusangkar 2021/2022 academic year?

E. Definition of The Key Term

To avoid misunderstanding here are some definitions of the key words of this research:

1. Perception is the process of receiving stimulus from an event, object, or other person through the senses, then the stimulus are recognized and interpreted, provides reaction it. In this research, the researcher focus on The correlation between students' perception toward Flipped Classroom method and their learning outcomes in Introduction to English Literature class at UIN Mahmud Yunus Batusangkar and measured used questionnaire.
2. The flipped classroom method is a teaching method consisting of two parts with interactive learning activities during lesson and individual teaching based on the computer, where before entering the classroom students learn the material provided, and when in class they do group discussion and then the teacher give post-test. This flipped classroom has been applied in Introduction to English Literature Subject in fifth semester of English Teaching Department in UIN Mahmud Yunus Batusangkar.
3. Learning outcomes is the ability that a student acquire after carrying out the learning process. In this research, the researcher focus on final score of students' Introduction to English Literature class in UIN Mahmud Yunus Batusangkar.

F. Purpose of the research

Based on the problem above, the objective of the study are: To find out the correlation between students' perception toward flipped classroom method and their learning outcomes in Introduction to English Literature Subject in fifth semester of English Teaching Department in UIN Mahmud Yunus Batusangkar 2021/2022 academic year.

G. Significance of research

By conducting this research, the researcher hoped that the result of this research was expected to be able to give good contribution and information for all people. Theoretically, this study enriches the theory about the correlation between students' perceptions toward flipped classroom method and their learning outcomes in Introduction to English Literature this research is expected to be useful for:

1. Introduction to English Literature Lecturer

The result of this research was expected to give significant information related to the correlation between students' perceptions toward flipped classroom method and their learning outcomes in Introduction to English Literature subject.

2. The Researcher Herself

This research was hoped to enrich the researcher's understanding about the correlation between students' perceptions toward flipped classroom method and their learning outcomes in Introduction to English Literature subject. In addition, this research is a requirement to get a Bachelor Degree (S1) at UIN Mahmud Yunus Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Learning Outcomes

a. Definition of Learning Outcomes

According to Adam, S. (2015: 5), learning outcomes are written statements of what a successful student/student is expected to do at the end of a module/course unit, or qualification. The key aspect that each definition has in common is the desire for more precision and consideration of what a learner actually gains in terms of knowledge and/or skills when they successfully complete a period of learning.

Ismail, N. M., & Sharma (2012) explains that learning outcomes are a general part of the orientation of learning objectives where this learning approach can support independent learning for students. Learning outcomes can be influenced by how students assess their perceptions of a harmonious, caring and loving environment that will help students learn well because it can provide motivation, the environment can also create a good learning situation. Students can judge whether their learning environment is positive or negative.

Kennedy et al. (2007: 21) states that learning outcomes are statements about what students are expected to know, understand, and/or can demonstrate after the completion of a learning process. Learning outcomes focus on what students have achieved rather than only focusing on the content of what has been taught and what students can show at the end of a learning activity.

Based on the explanation above, it can be concluded that learning outcomes are a measure of the level of success that can be achieved by a student based on the experience gained after evaluation in the form of tests and evaluations. Usually manifested by a certain

value and causes the occurrence of cognitive, affective, and psychomotor changes.

b. Kinds of Learning Outcomes

Bloom in (Bouchard, 2011) classifies learning outcomes into three categories, namely:

- 1) Cognitive domain, which includes the ability to restate concepts or principles that have been studied and intellectual abilities (knowledge). Most of the instructional goals are in the cognitive domain
- 2) Affective domain, with regard to attitude, appreciation, and motivation of students in teaching and learning activities.
- 3) Psychomotor domain, includes abilities in the form of physical (motor) skills consisting of reflex movements, basic movement skills, perceptual abilities, accuracy, complex skills, as well as expressive and interpretive. The psychomotor domain appears in the form of physical manual skills (skills) and the ability to act individually.

The classification of cognitive domains by Bloom, including the following:

- 1) Knowledge, the lowest level of the cognitive domain goal is the introduction and recall of facts, terms, and principles in the form of learning. In the introduction, students are asked to choose one of two or more answer options.
- 2) Understanding, is the next level of the goal of the cognitive domain in the form of the ability to understand / understand the content of the lesson being studied without the need to relate it to the content of other lessons. In comprehension, students are asked to prove that they understand simple relationships between facts or concept.
- 3) Application, is the ability to use generalizations or other appropriate abstractions in concrete situations and/or new situations. For application, students are required to have the ability to select or choose certain generalizations/abstractions (concepts,

laws, propositions, rules, ideas, methods) appropriately to be applied in new situations and apply them correctly.

- 4) Analysis, is the ability to describe the content into parts that are the main elements. For analysis, students are asked to analyze complex relationships or situations or basic concepts.
- 5) Synthesis, is the ability to combine the main elements into a new structure. In synthesis, students are asked to make generalizations.
- 6) Evaluation, is the ability to assess the content of the lesson for a specific purpose or purpose.

Based on the explanation above, we can concluded that learning outcomes are the values achieved by a person after the learning process with maximum ability. The different characteristics of each individual both physically and psychologically require special attention for teachers to maintain student development so that the learning process and learning outcomes are better and in accordance with their abilities.

c. Factors Influencing Learning Outcomes

According to Lim & Morris (2009) there are three factors that affect learning outcomes or achievement, such as:

a. Internal factors

Internal factors are factors or causes that come from within each individual, such as physiological aspects and psychological aspects. Physiological aspects include general physical condition and tone (muscle tension) which indicates the fitness of the body's organs that affect the enthusiasm and intensity of students in following learning. While the psychological aspect is an aspect that affects the quantity and quality of learning, along with factors from the psychological aspect such as intelligence, attitude, talent, interest, perception and motivation.

b. External factor

There are two kinds of external factors, namely social environmental factors and non-social environmental factors. The social environment includes the environment of parents, family,

school, and society. While the non-social environment includes residential houses, school buildings, learning tools, weather conditions, and student study time.

c. Factors of learning approach

In addition to these two factors, there is a learning approach factor that also affects success in the learning process. A student who is accustomed to applying a deep learning approach, for example, may have the opportunity to achieve quality learning achievements than a student who uses a surface or reproductive learning approach.

Whereas, Dengel & Mazdefrau (2019) explain in his research that the factors influence learning outcomes are influenced by two factors, namely:

a. Internal (from within)

Internal factors include physical factors and psychological factors. Physical factors such as state of health, state of the body. And psychological factors such as attention, interest, talent, and readiness.

b. Extern (from outside)

External factors are school factors such as teaching method, curriculum, interaction between students, dicipline in schools, learning devices, building conditions, and libraries.

From the description above, it can be stated that there are several factors that influence student learning outcomes. Those are internal factors, external factors, and learning approach factors. In internal factor such as physical (health, state of the body) and physiological factors(intelligence, attitude, talent, interest, perception and motivation) , in external factors such as parents, family, school, and society, residential houses, school buildings, learning tools, weather conditions, and student study time, teaching method, curriculum, interaction between students, dicipline in schools, learning devices, and libraries.

2. Perceptions

a. The Nature of Perception

Perception is something that every human being in the world, a perception about someone, something or anything around them. Perception refers to students' subjective based on their experiences. People have different perceptions. It depends on their physiological processes like motivation and needs. Everyone has the right to have their perception as long as it can be proven by facts. There are several experts who provide a definition of perception.

According to Angell in Sari, R. A. (2016: 11), perception is sense awareness. In other words, perception is the way student think about things around them. Perception is formed starting from the eye, then the eye catches the stimulus and produces a physiological process to give rise to perception. Perception refers to students' subjective based on their experiences. Students may have different perceptions. It depends on their physiological processes such as needs and motivation. A perception cannot be decided whether it is right or wrong. Every student is entitled to an opinion as long as it can be proven by facts.

Ismail, N. M., & Sharma (2012) explains that our sense organs will be stimulated by different stimuli. Our sense organs receive these stimuli and convert them into sensations. Perception is defined as the process of interpreting the stimulus. These sensations are transmitted to parts of the brain where they are interpreted. Perception involves two processes, namely sensation and interpretation.

Sarlito in Nurlailah (2010:23) state that perception is the ability of individuals to distinguish, group, focus or the ability to organize observations. The perception of each individual is different according to the expectations, experiences, and motivations of the individual himself.

In addition, Rakhmat (2011: 50) defines perception is an experience about an object, event, or a relationship that is obtained by concluding information and interpret message. This means that perception refers to how people can conclude their experiences and

conclude meaning. Perception also includes how we respond to information. We can think of perception as the process by which we take sensory information from our environment and use that information to interact with our environment. Perception allows us to take sensory information and make it into something meaningful.

From the discussion of perceptions that have been expressed by some experts, it can be concluded that perception greatly affects in daily behavior. Perception is the process of receiving stimulus from an event, object, or other person through the senses, then the stimulus are recognized and interpreted, and the last one provides a reaction to it. In other words, the perception is the way to change our physical energy of the environment into a meaningful experience.

b. Factor Influencing Perception

According to Ismail, N. M., & Sharma (2012) there are three important factors that influence a person's perception.

1) Perceptual learning.

People learn to emphasize some sensory input and ignores others. For such perceptual skills, experience is the best teacher. Students who receive training for certain skills do better than those who are not trained. Referring to this study, students who have experienced the same video project may have different perceptions. They may realize that video projects are one of the useful teaching media especially in learning English.

2) Mentality.

One's readiness to accept some sensory input is called the mental set. It requires good attention and concentration. Related to this research, students who pay close attention when a video project is given will be different from students who don't pay much attention. A video project will respond well when students are ready to accept the learning process and they have good intentions to learn English.

3) Motives and needs.

These factors show that person motives and needs will affect perceptions. For example, students who are motivated to learn English will accept all the teacher's teaching media because they have good intentions in learning English. They will make video projects with passion because it is their need to succeed in learning English.

Another expert also explains some factors which influence student's perception. Sarwono in Febriyani (2011:20-21) classifies five factors that influence students' perception such as:

- 1) Attention, attention is every moment that happens, maybe thousands of stimuli are captured by all of our sensory systems, everyone is different so their attention to an object is also different and this affects the perception of an object.
- 2) Set, set is a person's mental readiness to face something that appears in a certain way and is also a person's expectation of a stimulus that appears.
- 3) Need or necessity is a person's perception of an object or event. Therefore, different needs in a person lead to different perceptions of an object or event.
- 4) The value system that occurs in society also affects the perception of something, object, event. This means that perception can occur in a society or another society because it can affect something.
- 5) Character or personality is a person's perception of something that is different from others because of his personality. Sixth, mental illness or mental problems is a person's perception of something that can be wrong because of mental problems.

Based on the explanation above, the factors that influence this perceptions are perceptual learning, mentality, motives and needs, attention, set, value system, and character or personality.

c. Components of Perception

Perception is the impression that an individual gets through the five senses then analyzed (organized), interpreted and then evaluated, so that the individual gets meaning. Robbins' opinion is more

complementary to the previous opinion, namely the existence of an element of evaluation or assessment of the object of perception.

Alan, S. & Gary (2011) argues that there are three components of perception, namely:

- 1) Perceiver. It refers to a person whose consciousness is focused on a stimulus, and thus begins to feel it. There are many factors that can influence the recipient's perception. The three main factors include motivational state, emotional state, and experience. All of these factors, especially motivation and emotion, greatly contribute to how a person perceives a situation
- 2) Target. This includes objects of perception. It is something or someone that is being felt. The amount of information collected by the sense organs of the perceiver affects the interpretation and understanding of the target.
- 3) Situation. Environmental factors, time, and level of stimulation also affect the perceptual process. These factors can lead to a stimulus being left only as a stimulus, not a perception that is subject to the brain's interpretation.

According to Coren in Jayusman (2016:37) there are two components of perception, They are cognitive and affective aspect. First cognitive aspect is how individuals' view and opinion toward the component of something. Second, the affective aspect is related to how individuals' assessment relates to their feeling and emotion.

The process of forming one's perception depends on attitude of each individual. In essence, attitude is a linkage of various components, Walgito in Saputra (2012:12) classified that there are three components, namely:

- 1) Cognitive component (perceptual component), namely components related to knowledge, views, beliefs, namely things related to how people perceive attitude objects.
- 2) The affective component (emotional component), which is a component related to feelings of pleasure or displeasure with the

attitude object. Feeling happy is a positive thing, while feeling unhappy is a negative thing.

- 3) The conative component (components of behavior, or components of action), namely components related to the tendency to act on attitude objects. This component shows the intensity of the attitude, which shows the magnitude of the tendency to act or behave in a person towards the attitude object.

Based on the explanation above, it can be concluded that the components of perception that we will use are cognitive component, affective component and conative component.

3. Blended Learning

a. Definition of Blended Learning

Blended learning is an education program formal or informal that combines online digital media with traditional classroom methods. Santosh (2013) define that Blended Learning is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace. Melbourne (2012) define Blended learning that combines teaching and learning methods from both of face-to-face, mobile and online learning and that it includes elements of both synchronous and asynchronous online learning options.

In addition, Mohammed (2015) define that blended learning courses have some face-to-face class meetings, but also have some class sessions that are replaced with online instruction. The methodology behind blended learning is to combine classroom learning with mobile learning and online learning. It also has different names like mixed learning, hybrid learning, blended e-learning, melted learning, etc. Blended Learning is a learning method that presents opportunities or opportunities to integrate innovative advancements and technologies offered by online learning with the best interaction and participation from traditional learning.

Based on the theories above, it can be concluded that Blended Learning is a combination of face-to-face learning process with e-learning learning that can be carried out anywhere, anytime and by anyone. The combination of face-to-face learning and e-learning is carried out in harmony, coherence and ideal.

b. Characteristics of Blended Learning

According to Huang, R. H., et.al (2006) blended learning has three characteristics. The first is flexibility in providing learning resources. The second is the support of diversity of learning. Because students vary in terms of learning styles, learning skills, and learning abilities, blended learning can save by allowing individual learning and independent learning to occur. The third is the enrichment of e-learning experiences.

Al Fiky (2011) stated that From a faculty perspective, blended learning can enable them to improve existing teaching practices. Blended learning redesigns the educational model with these characteristics: 1). Transferring lecture forms to student-centered learning. 2.) Maximizing teacher-student, student-student interaction, student content, student-outside resources. 3). Integrated evaluation techniques for teachers and students. 4). Expanding the space and opportunities available for learning. 5). Supporting course management activities (e.g., Communication, sending assessments, marking, and feedback. 6). Students are made easy in the provision of information and resources.

Based on the definition above, it can be concluded that the characteristics of blended learning is moving from lecturer to student centered learning, maximizing teacher-student, student-student, students-content, student outside resources interactions.

c. Model of Blended Learning

According to B. Michael, & Staker (2015) there are several blended learning models that can be used, namely:

- 1) Rotation Model

The Rotation model is the model that classroom teachers prefer first. In this rotation, students take turns either on a fixed schedule or at the discretion of the teacher as in online learning.

a) Station Rotation

In some cases, this rotation occurs within a single classroom or set of classrooms. This is known as a Station Rotation. Students are divided into three groups and rotate through three stations: First, Direct instruction in small groups in which the teacher uses resource books and works closely with individual students. Second, Individual learning, which includes the use of software to practice reading skills. Third, Independent and modeled reading, in which students use paperbacks or audio books.

b) Lab Rotation

Lab rotation is almost the same as station rotation, with the exception that the student study room is located directly in the computer lab.⁵⁶ In the lab rotation model, the teacher integrates classroom learning with computers.

c) Flipped Classroom

The Flipped Classroom model reverses the traditional relationship between class time and homework.⁵⁷ Understudies learn gathering through online coursework and talks, and instructors use class time for educator-guided practice or undertakings. This model allows teachers to use class time for more than just traditional lectures. The flipped classroom method is divided into three activities: before class (pre-class), during class (in-class), and after class (post-class) (out of class). Students have studied the material to be discussed prior to the start of class; at this point, the abilities that are expected of students are remembering and understanding the material.

d) Individual Rotation

Individual Rotations differ from other rotation models in that students do not necessarily rotate to every available station or modality; their daily schedules are customized based on individual playlists.

2) Flex Model

The Flex model The term refers to courses or subjects in which online learning is the primary means of student learning, even if it occasionally directs students to offline activities.⁵⁹

3) Model A La Carte

The A La Carte model enables students to require an internet course with a record internet teacher as well as other face-to-face courses, giving students more control over their schedules. A La Carte course may be a good option when schools can't provide specific learning opportunities, similar to a refined Arrangement or elective course, making it one of the more popular models in blended secondary schools.

4) Enriched Virtual model

A learning model in which students can complete their assignments anywhere, after students and teachers have face-to-face meetings.

Based on the explanation above, it can be concluded that the model of blended learning is rotation model (station rotation, lab rotation, flipped classroom), flex model, model A La Carte, and enriched virtual model.

4. Flipped Classroom

a. Definition of Flipped Classroom

According Bergmann, J., & Sams (2012) they recorded class addresses and gave the recordings online to empower understudies to watch and survey the showing substance all the more helpfully. With such a technique, critical outcomes were acquired, which roused them to additionally utilize it before classes. The instructional strategies and pedagogies practiced in Flipped classroom are mainly based on

constructivist learning philosophies of active learning. Flipped classroom as an instructional approach to teaching that integrates technology and intends to enhance learning. This type of learning incorporates a pedagogical method that flips the typical lecture given by the teacher and the homework assigned to students to take home.

Zhao (2017:1804) explains that flipped classroom is a teaching model using multimedia and network technology, through personalized education to cultivate the autonomy and the spirit to explore initiatives of learners, and form the open knowledge and then cultivate the innovative ability.

Drake et al. (2016:3) explains that the flipped classroom method is heavily dependent on technology; students must have access to a computer (or similar device) and the internet so they can watch videos at home. This method is using technology and video to teaching learning process. It means that teachers and school have to prepare the facilities. Then, it is very important to teacher to choose the material that can be appropriate with students. Video must be good, interesting, and catching the material clearly. In short, it is a class method rely on technology and video.

In addition, Milman (2012:85) explain that flipped classroom is a method aims the efficiency of lessons by transferring knowledge to students via videos and podcasts as well as by discussions, group works and applications during course. It means teaching reading with this method must involve video as media. After that, students can discuss it in group study. The goal is to minimized time on the class. In order that, students are not just receiving the information from the teacher but they can learn it by themselves at home first. Thus, flipped classroom is said as the right way of preview text to check the understanding of the students.

Based on the theory above, it can be concluded that flipped classroom is a class method to help the students comprehend the text by using video before students read the text to get students'

comprehension. In this method, students can re-read or re-watch the learning material, take some notes and get a deeper understanding. During the class time, teacher gives students exercises and useful feedback. The video will be send with social media or another online classroom, such us: Google classroom, Whatsapp, Facebook, ect.

b. Procedures Of Flipped Classroom

According to Gunyou ND Kvahnin & Martynko in Erlinda, R. et.al. (2021: 67) Some step in application flipped classroom, there are:

1) Video lesson

The student learn the material from short video lessons that are about 10-15 minutes. Video lesson include multimedia content designed to acquaint students with core student information. The leacturer should ask two or more questions to make sure students prepared before attending the class. Students must answer all questions correctly and submitt them to the lecturer.

2) Short quiz

The leacturer check the students' understanding by demonstrating any material and asking students to identify its essential or characteristics of material in video lessons. There may also be a lecturer-led discussion about additional resoruces that students have learned before attending the class.

3) Active learning session

Activities in the classroom are given encourage students to apply knowledge into the contextual experiences. Student can demonstrate what they have learned individually or collaborative group work. Thehe students make some group to discussion, then present their feedback in front of the class.

4) Follow-up task

The lecturer asked the students to review the assignment of their friends in accordance with the assessment criteria described

by the lecturer. In this step, students must carry out higher-level cognitive tasks with deeper analysis.

5) Mastery and competency

Mastery and competency are confirmed by individual and small group exercise and thest. Regarding the assessment process, continuous lecturer aim to develop the type of assessment. The goal is to achieve a type of assessment that is in line with the learning process, which raises relevent questions among student while encouraging them to learn from the mistake.

According to Bergmann, J., & Sams (2012) the procedures are:

- 1) Teacher must give video as media in reading before coming the class today.
- 2) Teacher starts a questions and answer session.
- 3) Students ask questions about the previous night's video and teacher helps clarify misconceptions.
- 4) Then, lead the class through a few exam text that reflect the content students learned the night before and takes any further questions.
- 5) The students completed and remaining assigned task while teacher helped students as they have questions.

Based on the theory, the procedures are giving a video as a media before teaching in class. Next, give a question answer to know what they learned in the video. Then, give text that related to the content of video. The last, the students are doing the task and teacher tried to make sure they have already understand.

Meanwhile, according to Susanti, L., Hamama P. (2019:55) the flipped classroom has two major steps:

1) Homework assignments

Relevant reading material (online or hardcopy) related to the lecture topic is given to students as homework; Alternatively, students are asked to review the video for further discussion in class.

2) Activities in the classroom

During lecture activities, question and answer sessions are conducted based on homework assignments; This session is facilitated by the teacher. However, sometimes in-class activities can take the form of problem-solving sessions based on lecture topics.

In addition, According to Brown (2016:12) the procedure of flipped classroom based on its type is:

1) Traditional flip

In this type students are given video lectures as homework. The purpose of this homework is to introduce or see information that students will need the next day. The students watch the video and complete the related work that comes with it. The next day in class, the teacher reviews questions students might have and introduces the learning activities for the day. In flip in class, all learning activities, including lectures or introductory activities, are carried out in the classroom. Classrooms are organized into stations where groups of students work independently, collaboratively, or a combination of both, to complete project-based critical thinking activities.

2) In-class flip

In-class flips have many of the same characteristics as traditional flips, except that students have to finish watching videos or study at home. In flip in class, all learning activities, including lectures or introductory activities, are carried out in the classroom. Classrooms are organized into stations where groups of students work independently, collaboratively, or a combination of both, to complete project-based critical thinking activities.

3) Mastery flip.

This type has three main components: students work either in small groups or individually at an appropriate pace. Teachers formatively assess students and measure students' understanding.

Students demonstrate mastery of objectives in summative assessments. For students who do not master the given objectives, remedial is given. At the start of the course, students are provided with a list of learning objectives, and activities, lectures, and assessments that align with those goals. Through classroom courses, students are free to complete activities on their own time. As the activity completes, students demonstrate their knowledge in a summative assessment. If their performance on the assessment meets the criteria, they are free to move on to the next set of learning objectives. Otherwise, they complete additional learning activities until they master the concepts.

Based on those theories above, the researcher concluded that procedure of flipped classroom follows:

- 1) The teacher conducted learning in online and offline sessions.
- 2) In pre-teaching, the teacher send video or text material related to the next learning topic.
- 3) The students watching the video or read the text material at home and asked to review the video or text material for further discussion in the class.
- 4) In while-teaching, teacher start the class with question and answer sessions conducted based on the video or text material that already send before the class.
- 5) After that, the teacher divided students into several group and give the assignment for discussion.
- 6) The teacher have to ensure that more carried out between students in learning.
- 7) And then, the students are doing the task.
- 8) The teacher tried to make sure the students have already to understand the material.
- 9) In post-teaching, the teacher give the students a homework.

c. Advantages of Flipped Classroom

The main advantage of the flipped classroom is that students have more time to study and understand the material provided, besides that they also have more opportunities to express and discuss the material that has been learned. With the popularity of reverse classroom instruction growing every year, various opinions and observations have been expressed about its effectiveness, according to Ashley A. Hall (2016), the advantages of flipped classroom are:

- 1) Improved time efficiency.
- 2) It also allows teachers to spend more time individually interacting with students, which creates more opportunities to check understanding and clear up misunderstandings.
- 3) Teachers have recorded course materials online, they can easily refer to in the future, which saves them time repeating themselves and allows them to focus their productivity on addressing the needs of other students.

Based on the explanation above, the researcher concluded that the advantages of flipped classroom is can minimize the time when learning in class, because the teacher has provided the material before the class take place. And students can learn the material given by the teacher at any time.

d. Disadvantages of Flipped Classroom

Flipped classroom establishes a framework that ensures students receive a personalized education tailored to their individual needs. Educators are expected to find ways to reach these students with their very different needs. According to Rivera (2019: 17) the disadvantages of the flipped classroom, as follows:

- 1) Many educators react to new teaching strategies, including inverted classrooms, with skepticism and suspicion. As educators are faced with a constant barrage of new techniques and trends in education, they will need significant assurance that flipping is more beneficial than many of the other educational strategies that

have been touted in the past before they commit to deviating from their current teaching practice.

- 2) Some students will feel uncomfortable with the technology-based approach. It would not be wise to overlook that each student has a different learning style and may prefer classroom lectures over video or other digital media.
- 3) Many teachers have noticed that their students are unlikely to complete their homework whether it be in the form of short and interesting video lectures or boring worksheets. While teachers can make accommodations for unprepared students or explain things verbally in class which could negate the benefits of saving time in class, the reverse class method is often cited as its main advantage.

Despite the advantages of the flipped classroom method, there are some disadvantages. According to Bristol in Ayçiçek (2018:386), one of them is that there is no guarantee that students will watch the learning materials provided. Because this problem will make class learning or discussion not smooth because students do not have any knowledge about the material to be discussed. Developing or supplying communicative classroom materials such as videos during the method implementation process can be found to be too demanding by teachers or instructional designers. Teachers can be suspicious about whether students watch videos or not and may find interaction during the individual learning process insufficient.

Students who come to school without looking at the subject matter while others are doing activities in the classroom and the different levels of speed of students in activities can be a problem for the teacher, because students who finish early will be bored, others may feel frustrated. In addition, teachers may have doubts about whether students acquire new knowledge during video sessions due to inadequate feedback.

Based on the explanation above, the disadvantage of the flipped classroom method is that it is detrimental to some students. While some teachers may claim the flipped classroom is an effective method, the method hurts students in more ways than it helps. This weakness hinders students, and as such, the tried and true traditional teaching methods are the most beneficial. While some students may adapt better to these non-traditional methods, the inverted method does not benefit most students.

e. Influences of Flipped Classroom on Learning Outcomes

Technological progress has not been accompanied by optimal utilization in the realm of education. For effective learning, teachers must formulate clear learning objectives, choose appropriate teaching method, and use interesting learning media. This approach aims to increase student activity and involvement in the classroom and improve learning outcomes. But in reality teachers have not been able to apply innovative teaching method to improve learning effectiveness. Basal (2015) explain that teachers should incorporate technology into learning and take advantage of its benefits to achieve learning objectives, because technological developments force teachers to integrate and re-evaluate their teaching methods.

According to Ario & Asra (2018) in their research concludes that there is an effect of flipped classroom learning on the learning outcomes of integral calculus material for mathematics education students. This effect is caused by the flipped classroom learning process which gives students longer time to understand the subject matter and the existence of learning videos that allow students to play it repeatedly if they forget the previous material. This is because the flipped classroom method has the advantage that students can watch learning videos given by the teacher at home to find their own concept of subject matter according to their respective understandings. So that when in class, students have time to do assignments, practice

questions, projects or discuss material from the videos they are studying.

Based on the explanation above, we can conclude the influence of flipped classroom in learning outcomes is an advantage possessed by the flipped classroom method where the submitted content can be re-watched or re-studied at any time making it easier for students to understand the subject matter.

B. Relevant Studies

In contrasting this research proposal, the researcher was considering some previous finding to support the researcher proposal. Those research are as follows:

1. Nouri, J. (2016) with the title *"The flipped classroom for active, effective and increased learning-especially for low achievers"* stated that students' positive perception of the flipped classroom was correlated to an increase in motivation, engagement and learning achievement. The flipped classroom made it possible to get good results by using video and experience an increase in effective learning motivation. Students' positive perception of the flipped classroom was correlated to an increase in motivation, engagement and learning. The differences between this research with the previous research is this research focused on the correlation between students' perceptions toward flipped classroom method and students' outcomes. In the previous research focused on finding out the students' perceptions toward flipped classroom education in a university research methods course and differences in experiences and attitudes of low and high achieving students.
2. Colomo-magaña et al. (2020) in her research about *"University students' perceptions of the usefulness of the flipped classroom methodology"*. Based on their research, they found that the flipped classroom is a methodological alternative that has been positively evaluated by students. Characteristics such as autonomy and time optimization have been made possible by focusing on a group of students, thereby achieving a real

commitment on their part to the teaching and learning process. Sampled students responded positively to the initiative to implement a reverse classroom and appreciated its potential to promote learning. The differences between this research with the previous research is this research focused on the correlation between students' perceptions toward flipped classroom method and students' outcomes. In the previous research focused on finding out the perception of higher education students about the usefulness of the flipped classroom as a methodology.

3. Ahmad, N. A. et al. (2017) their research about "*Relationship between students' perception toward the teaching and teaching method of mathematics lecturer and their achievement in Pre-University Studies*". Based on the data analysis of the research, they concludes that the level of student perception is in the good and very good categories. The results showed that there was no significant relationship between students' perceptions of the teaching and learning process of Mathematics lecturers and Mathematics learning achievement. Not only that, the results of the studies also show that there is no significant difference between the perceptions of male and female students towards the teaching and learning process of Mathematics lecturers. The differences between this research with the previous research is this research focused on the correlation between students' perceptions toward flipped classroom method and students' outcomes. In the previous research focused on finding out the students' perceptions of teaching and learning mathematics' lecturer towards the student achievement.

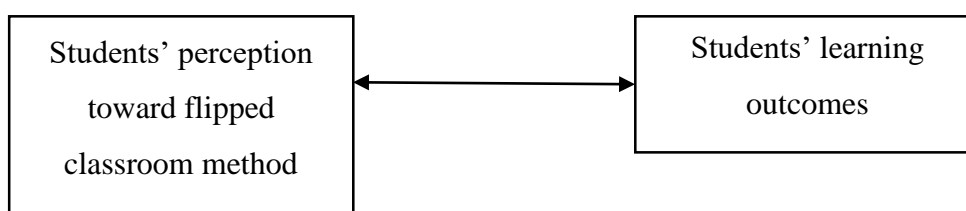
3. Conceptual Framework

One of the determinants of student success in achieving learning objectives is the quality of the learning process in the classroom. Various learning efforts have been carried out with the aim of maximizing learning outcomes. The use of an approach or teaching method that is in accordance with the material being taught will be able to assist students in achieving

learning objectives. Planning learning activities is one of the obligations of the teacher, without neglecting the factors that affect student learning. Flipped classroom based is a teaching method that makes students active and motivated to learn. In learning using a flipped classroom, the teacher provides content such as videos or textbooks for students to study at home and then discuss it in class.

In this research, researcher focusses on the correlation between students' perception toward flipped classroom method and their learning outcomes. In order to know students' perception toward flipped classroom method, the researcher used questionnaire. Furthermore, to know the students' learning outcomes the researcher used the score of Introduction to Literature course. The researcher want to find whether students' perception toward flipped classroom method correlates with their learning outcomes. It was conducted on Introduction to Literature course in fifth semester of English Teaching Department in UIN Mahmud Yunus Batusangkar 2021/2022 academic year.

Conceptual framework of this research can be described the diagram below:



4. Hypothesis of the Research

In relation of this study, the researcher formulates the following hypothesis:

Ho: There is no a significant correlation between students' perception toward flipped classroom method and their learning outcomes.

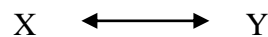
Ha: There is a significant correlation between students' perception toward flipped classroom method and their learning outcomes.

CHAPTER III

RESEARCH METHOD

A. Research Design

The type of the research was quantitative research using a correlation research. According to Gay (2012: 204) Correlation involves collecting data in order to determine whether and to what degree, relationship exist between two or more quantifiable variables. Correlation studies typically investigate a number of variables believed to be related to a major, complex variable, such as achievement. The are two variables in this research, they are immediacy supplied by students' perception toward flipped classroom method (variable X) as independent variable and students' learning outcomes (variable Y) as dependent variable. To analyse the data, researcher will use correlation analysis to see the correlation between variable X and Y. The design of this research drawn as follow:



X : Students' perception toward flipped classroom method

Y : students' learning outcomes

\longleftrightarrow : Correlation

B. Population And Sample

1. Population

According to Gay (2012: 130) population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable. The population of this research was selected from ffth semester students English teaching Department students who learn Introduction to English Literature of UIN Mahmud Yunus Batusangkar in 2021/2022 academic year. The number of students can be seen in the table below:

Table 1
Population of the Research

| No | Class | Number of Students |
|-------|-------|--------------------|
| 1 | TBI A | 17 Students |
| 2 | TBI B | 21 Students |
| 3 | TBI C | 30 Students |
| Total | | 68 students |

2. Sample

According to Gay (2012: 130) sampling is the process of selecting a number of individual for a study in such a way that they represent the larger group from which they were selected. A good sample is one that is representation of the population from which it is selected. The numbers of the students were 68 students.

The sample of this research were taken by applying stratified random sampling. Gay (2000: 121) states that the propotional stratified random sampling is the process of selecting a sample in such a way that identified subgroups in the population are represented in the sample in the same propotion that exist in the population.

The researcher classified the sample into three groups, namely: high, average, and low. The formula used as written by Anas (2005: 176) as follow:



Based on the formula above, the researcher got the mean score (M) and standar deviation (SD) for each classes. It can be seen:

Table 2
Mean Score and Standar Deviation

| Classes | M | SD | High | Average | Low |
|---------|-------|--------|------|---------|-----|
| A | 79.56 | 4.204 | >84 | 76-83 | <75 |
| B | 73.43 | 10.966 | >84 | 63-83 | <62 |
| C | 74.60 | 11.726 | >86 | 64-85 | <63 |

Based on the formulation above, the researcher got as high group, students as average group, and students as low group. Then, the researcher got 50% (34 students) of population as sample and 20% (14 students) as try out respondent. The description of distributing sample of this research can be seen in the following table:

Table 3
Sample of the research

| Class | Number of Students | Population | | | Sample 50% of population | | | Sampling Technique |
|-------|--------------------|------------|----|----|--------------------------|----|---|----------------------------|
| | | H | A | L | H | A | L | |
| A | 18 | 3 | 13 | 2 | 1 | 7 | 1 | Stratified Random Sampling |
| B | 21 | 4 | 12 | 5 | 2 | 6 | 2 | |
| C | 30 | 1 | 26 | 3 | - | 13 | 2 | |
| Total | 68 | 8 | 51 | 10 | 3 | 26 | 5 | |

Total sample = 34 students

Try Out = 14 students

C. Research Instrument

Research instrument is a tool to measure the phenomena or variables in this research (Sugiono, 2017:190). Research instrument may be in the form of test, questionnaire, observation sheet, record or interview and documents. In this research, the researcher used two instrument it is questionnaire and test, because the researcher want to know wheter the students perception toward Flipped Classroom methd and their learning outcomes. The type of questionnaire that used in this research is closed questionnaire. It means the respondent just need to choose one statement from five statement that available.

To make a questionnaire, the researcher used a Likert Scale, According to Widoyoko (2012: 104) , Likert Scale is determining the location of one's position in the continuum of attitudes towards the object attitude, ranging from very negative to very positive. Determining the location is done by quantifying someones's response to the items provided.

The researcher using theory from Bergmann and Sams (2012), Susanti (2019), and Brown (2016) to create the grid of questionnaire. And the researcher using test to collect the data of learning outcomes. The researcher take final score of Introduction to English Literature subject.

D. Technique of Data Collection

There are two instruments uses in this research. There are questionnaire about the students' perception and Introduction to Literature score.

1. Questionnaire

Questionnaire is to measure students' perception. According to Gay (2012: 186) questionnaire is a kind of activity for getting data using question. The questionnaires were constructed by the researcher in Bahasa Indonesia.

The grids of questionnaires items are sources, variable, sub-variable, indicator, and number of item. To measure this questionnaire, the researcher used Likert Scale. Gay and Arasian (2012: 157) stated that Likert scale is aim at ask participants to respond to a series of statement such as always for checking *sangat setuju (SS)*, *setuju (S)*, *ragu-ragu (RR)*, *tidak setuju (TS)*, *atau sangat tidak setuju (STS)* for each statement. Each response was associated with a point of value, and individual's score was determined by summing the point value.

The following points values are typically assign to positive statement: SS=5, S=4, RR=3, TS=2 and STS=1. Meanwhile, for negative statement, the value will be reserved that are SS=1, S=2, RR=3, TS=4, STS=5.

Table 4
Score for Categories Statement

| Categories | Statement | |
|----------------------------|-----------|----------|
| | Positive | Negative |
| <i>Sangat setuju</i> | 5 | 1 |
| <i>Setuju</i> | 4 | 2 |
| <i>Ragu-ragu</i> | 3 | 3 |
| <i>Tidak Setuju</i> | 2 | 4 |
| <i>Sangat tidak setuju</i> | 1 | 5 |

The tabel of specification (*see appendix 1*) that contains of positive and negative categories statements is used as guidance for arranged the questionnaire. The questionnaire (*see appendix 2*) were 40 items that used for trying out 14 respondents (*see appendix 3*) from fifth semester students of Introduction to English Literature class.

In constructing the instrument, the researcher considers the validity and reliability.

a. Validity

According to Gay (2012: 160), validity is the degree to which a test measures what it is supposed to be measured. It means that making questionnaire should be based on the theory. The conten validity of questionnaire was measured by referring to the indicators of the questionnaire. Therefore, the researcher measured students' perception toward flipped classroom method. To find out the validity of the questionnaire, the researcher used content validity.

The researcher try out on 9 may 2022, by given it directly in classroom to the respondents. And the researcher explain to the respondents how to fill the questionnaire. Then, the researcher has analysed the items based on Product moment formula as suggest by Anas (2005: 193). The following person product moment is:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Where:

r_{xy} : Coefficient correlation

N : Number of respondent

$\sum x$: Score item

$\sum y$: Sum score item

$\sum x^2$: Squared of score item

Σy^2 : Squared of sum of score item

After finding the coefficient correlation, it was compared with r table (r). The formula to know r table is:

$$Df = N - 2$$

Because there were 14 students as tried out respondent, then $df = 14 - 2 = 12$. The r table in df 12 was 0.532. at level significance 5% (*see appendix 7*)

After conducting try out, the researcher scored the result from 14 students and entry score into data tabulation (*see appendix 6*). If coefficient correlation was higher than 0.532, it could be concluded that the validity of the questionnaire had good validity. Based on the result of SPSS 25 and microsoft excel, it found there were 31 items valid, and 9 items would be revised from the existing 40 items. (*see appendix 8*).

b. Reliability

According to Gay and Airasian (2012: 164) Gay reliability is degree to which a test consistently measures whatever it is measuring analyse and correct the students writing, it refers to the students. The more reliable questionnaire, the more confidence we can use it to re-administer. The instrument is truthful because it measures that the person using the instrument is one which is consistent enough that subsequence give appropriate the same numerical status to the thing or person being measured.

To measure the reliability of the questionnaire, the researcher used SPSS 25 version or by conducting Cronbach's Alpha Formula. The reliability was 0.953 which means very high (*see appendix 9*).

2. Test

To get data about learning outcomes, the researcher took the students English score from Lecturer of Introduction to English Literature Subject on the fifth semester of English Teaching Department in UIN Mahmud Yunus Batusangkar. The score was the students' final score of

Introduction to English Literature subject. To find out the validity of the students' Introduction to English Literature the researcher asked the Lecturer of Introduction to English Literature subject about the test, it includes all of the materials that have been learned, and the assessment criteria. To get the reliability of the score, the researcher asked her how to score, and then researcher checked it based on the syllabus that teacher used in Introduction to English Literature (*see appendix 17*).

D. Research Procedures

In this research, the researcher would be done the following steps:

1. Preparation

- a. Determining the problem of the research
- b. Collecting the theories supporting the problem of the research
- c. Writing the research proposal
- d. Consulting with advisor
- e. Doing seminar
- f. Revising the proposal
- g. Making the grid of questionnaire
- h. Checking the validation of instrument from the try out (*see appendix 8*)
- i. Revising the instrument

2. Operation

- a. Giving the questionnaire to the students.
- b. Collecting questionnaire after respondents answer it.
- c. Scoring the questionnaire.
- d. Take the students result of questionnaire.

3. Post Operation

- a. Analyzing the data
- b. Discussing research finding
- c. Drawing conclusion and proposing suggestion
- d. Consulting with both advisors.

E. Technique of Data Analysis

Asset of data collected is analysed by using some step, they are:

1. Descriptive statistic

Descriptive statistic was applied to both data of students' perception toward flipped classroom method that applied by lecturer of Introduction to English Literature Subject and students' Introduction to English Literature score in order to see mean and deviation standard of the data.

After getting the description of data, the researcher analyzed and categorize the data:

- a. Students' perception toward Flipped Classroom method.

In analysing the data, the researcher used the descriptive quantitative analysis for calculating the percentage. The researcher used formula proposed by Djemari et al in Febriyani (2011:64)

Table 5

Data Interpretation

| Class Interval | Interpretation | F | % |
|---|-------------------|---|---|
| $\geq(0.80 \times \text{max score})$ | Strongly positive | | |
| $(0.60 \times \text{max score}) - (0.80 \times \text{max score})$ | Positive | | |
| $(0.40 \times \text{max score}) - (0.60 \times \text{max score})$ | Negative | | |
| $< (0.40 \times \text{max score})$ | Strongly Negative | | |

- b. Students' Introduction to English Literature score based on the criterion that stated in Anas (2005: 176):

| | |
|------------|------------|
| —————→ | Very Good |
| M + 1.5 SD | |
| —————→ | Good |
| M + 0.5 SD | |
| —————→ | Sufficient |
| M – 0.5 D | |
| —————→ | Poor |
| M – 1.5 SD | |
| —————→ | Very Poor |

2. Requirement Analysis

Requirement analysis of correlation analysis will be conducted in order to see the correlation between students' perception toward Flipped Classroom method and their learning outcomes. Inferential statistics used to make inferences about parameters. Some tests: normality, homogeneity, and linearity should be applied before proceeding with the correlation analysis.

a. Testing Normality

Testing normality is to know whether the data are normal or not. Testing normality by applying the Kolmogorov-Smirnov test formula is calculated by an aid of the computer program called SPSS 25.

The criteria of the testing is if the significance score for analysis is bigger than the standard significance score 0.05, the distribution of data is normal.

b. Testing homogeneity

This test is used to see whether the sample that is taken from the population has the same characteristics or not. The testing homogeneity uses one-way ANOVA by aid of computer program (SPSS version 25). The criterion of this testing was homogeneity.

3. Inferential Statistics

Based on requirement analysis results, the test was normal and the data was homogeneity. Therefore, the researcher used Parametric Statistics Product Moment to test the correlation between two variables.

a. Correlation Analysis

This analysis was conducted in order to see the correlation between students' perception toward flipped classroom Method and students' learning outcomes, the data consist of two types: students' perception toward flipped classroom Method (X), and Students' learning outcomes (Y). In this case, the researcher used computer program SPSS.

Then, the researcher will compare r calculated with category of “ r ” Product moment as suggest by Anas (2005: 193). The following person product moment is:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

Where:

r_{xy} : Coefficient correlation

N : Number of respondent

$\sum x$: Score item

$\sum y$: Sum score item

$\sum x^2$: Squared of score item

$\sum y^2$: Squared of sum of score item

After that, the researcher compared r calculated with r table to find result. Then, to know whether there is correlation between variable X and Y or not through formula above, it can be gotten by testing the hypothesis:

H_a : There is positive correlation between variable X and Y

H_o : there is no positive correlation between variable X and Y

The criteria of testing the hypothesis are:

H_a : $r_{xy} > r_t$

H_o : $r_{xy} \leq r_t$

4. Hypothesis Testing

Hypothesis formulation is:

H_o : There is no a significant correlation between students' perception toward flipped classroom method and their learning outcomes.

H_a : There is a significant correlation between students' perception toward flipped classroom method and their learning outcomes.

There are two assumptions for the result, they are:

- a. If “ r ” observation is $>$ than “ r ” table. It means alternative hypothesis (H_a) is accepted and null hypothesis(H_o) is rejected.

- b. If “r” observation is $<$ than “r” table. It means null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter discusses about the description of students' perception toward Flipped Classroom method (X) that has been taken from questionnaire and students' learning outcomes (Y) that also has been taken from the final score of Introduction to English Literature Subject. The number of sample were 34 respondents of fifth students of English Teaching Department Of UIN Mahmud Yunus Batusangkar academic year 2021/2022. The researcher was analyzed the questionnaire that has been collected from all of samples. This research was conducted on May 30th until June 3rd, 2022.

The data of the first variable about the students' perception toward flipped classroom method were obtained from questionnaire. The items were conducted based on theories from Bergman and Sams, and theories from Susanti, and Brown. There were 34 questionnaires have been distributed to the students of fifth semester of English Teaching Department who has learning Introduction to English Literature subject. Questionnaire of students' perception toward Flipped Classroom method consist of 40 statements. To collect the data, the researcher come to their class, then ask them to answer the questionnaire. But before they answer the questionnaire, the researcher explain how to answer it first. And, the second variable of the students' Introduction to English Literature scores. The data were taken from the lecturer of Introduction to English Literature subject.

The researcher analyzed degree of correlation between students' perception toward Flipped Classroom method and their learning outcomes. The score were arranged as follow:

Table 6
Data Distribution of Students' Perception toward Flipped Classroom method
(X) and Their Learning Outcomes (Y)

| R/N | X | Y | R/N | X | Y |
|-----|-----|----|-----|-----|----|
| 1 | 168 | 85 | 18 | 140 | 70 |
| 2 | 177 | 80 | 19 | 186 | 85 |
| 3 | 163 | 80 | 20 | 164 | 78 |
| 4 | 177 | 82 | 21 | 177 | 75 |
| 5 | 164 | 80 | 22 | 163 | 58 |
| 6 | 175 | 80 | 23 | 182 | 65 |
| 7 | 171 | 70 | 24 | 150 | 78 |
| 8 | 171 | 80 | 25 | 181 | 68 |
| 9 | 179 | 80 | 26 | 127 | 60 |
| 10 | 174 | 60 | 27 | 180 | 80 |
| 11 | 199 | 60 | 28 | 154 | 80 |
| 12 | 154 | 70 | 29 | 147 | 80 |
| 13 | 143 | 70 | 30 | 151 | 80 |
| 14 | 169 | 82 | 31 | 156 | 80 |
| 15 | 192 | 80 | 32 | 180 | 78 |
| 16 | 154 | 70 | 33 | 160 | 80 |
| 17 | 170 | 85 | 34 | 174 | 85 |

Based on the data was collected, the result of students' perception toward Flipped Classroom method (X) was 199 highest score for the number of respondent 11 and the lowest score was 127 for the number of respondent 26. Then, the result from the data of students' learning outcomes (Y), it was known that the highest score was 85 for the number of respondent 1, 17, 19, 34 and the lowest score was 58 for the number of respondent 22.

After getting the students' responses of the questionnaire and their scores, the data were transferred into quantitative data by using computation program called SPSS version 25. The detail description of the both variables of the students' perception toward flipped classroom method and its correlation to students' Introduction to English Literature score can be shown in the discussion below:

1. Data of Descriptive Statistic

a. The description of Students' Perception Toward Flipped Classroom method

The data was taken by using questionnaire that was distributed to the students to get their perception toward Flipped method in Introduction to English Literature class. The questionnaire was constructed from variables of the procedures of Flipped Classroom method. The students responded on the questionnaire the data were transferred to quantitative data.

The total item of questionnaire was 40 items that was developed by using a five Likert Scale in order to assess the subjects of the study about their levels of agreement or disagreement in a quantifiable manner. The score can be seen in the table below:

Table 7

Score of Students' Perception toward Flipped Classroom Method

| Respondents | Scores | Respondents | Scores |
|--------------------|---------------|--------------------|---------------|
| 1 | 163 | 18 | 140 |
| 2 | 177 | 19 | 186 |
| 3 | 164 | 20 | 164 |
| 4 | 175 | 21 | 177 |
| 5 | 171 | 22 | 163 |
| 6 | 171 | 23 | 182 |
| 7 | 179 | 24 | 150 |
| 8 | 174 | 25 | 181 |
| 9 | 199 | 26 | 127 |
| 10 | 154 | 27 | 180 |
| 11 | 143 | 28 | 154 |
| 12 | 169 | 29 | 147 |
| 13 | 192 | 30 | 151 |
| 14 | 154 | 31 | 156 |
| 15 | 170 | 32 | 180 |
| 16 | 163 | 33 | 160 |
| 17 | 177 | 34 | 174 |

To elaborate the questionnaire data, the researcher used descriptive statistic by using computation program called SPSS version 25. After scoring the data based on the descriptive statistic, the researcher found the maximum score is 199 and minimum score is 127. To simpler data can be seen in the table below:

Table 8
Descriptive Statistic of the Questionnaire

| | N | Minimum | Maximum | Sum | Mean | Std. Deviation |
|--------------------|----|---------|---------|------|--------|----------------|
| TOTAL | 34 | 127 | 199 | 5672 | 166.82 | 15.567 |
| Valid N (listwise) | 34 | | | | | |

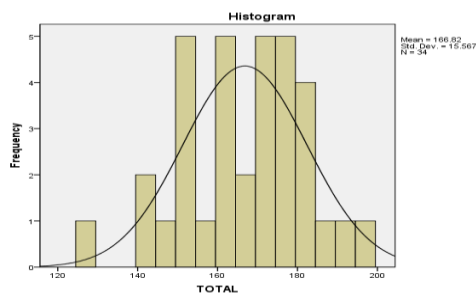
Then, based on the table above, the researcher calculated the frequencies table of students' perception toward Flipped Classroom method was showed by frequency table and its histogram as follows:

Table 9
Frequency Table of Students' Perception toward Flipped Classroom Method

| Score | Frequency | Score | Frequency |
|-------|-----------|-------|-----------|
| 127 | 1 | 170 | 1 |
| 140 | 1 | 171 | 2 |
| 143 | 1 | 174 | 2 |
| 147 | 1 | 175 | 1 |
| 150 | 1 | 177 | 3 |
| 151 | 1 | 179 | 1 |
| 154 | 3 | 180 | 2 |
| 156 | 1 | 181 | 1 |
| 160 | 1 | 182 | 1 |
| 163 | 2 | 186 | 1 |
| 164 | 2 | 192 | 1 |
| 168 | 1 | 199 | 1 |
| 169 | 1 | Total | 34 |

Moreover, the histogram can be seen as follows:

Histogram 1
Frequency of Students' Perception toward Flipped Classroom Method



From the graph of the frequency distribution of students' perception toward Flipped Classroom method above, it could be known that mean score (M) of the data was 166.82 and standard deviation (SD) was 15.567.

After getting the description of the data, the researcher categorized the level of students' perception toward Flipped Classroom method. According to Djemari et al in Febriyani (2011:64) as follow:

Table 10

Category of Students' Perception toward Flipped Classroom Method

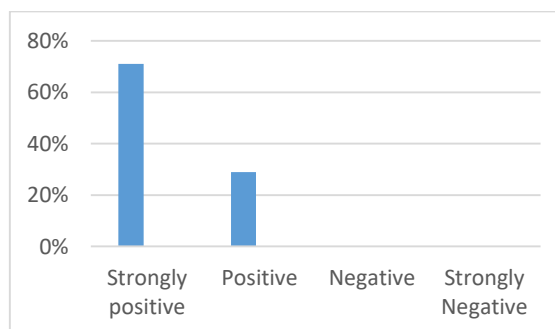
| Class Interval | F | % | Interpretation |
|-----------------------|-----------|-------------|-----------------------|
| ≥159 | 24 | 71 | Strongly positive |
| 119 - 158 | 10 | 29 | Positive |
| 80 - 118 | 0 | - | Negative |
| <79 | 0 | - | Strongly Negative |
| Total | 34 | 100% | |

Based on the table above, the researcher got 24 (71%) students had strongly positive perception toward Flipped Classroom method, 10 (29%) students had positive perception toward Flipped Classroom method, none of student had negative and strongly negative perception toward Flipped Classroom method.

Then, the percentage histogram of the students' perception toward Flipped Classroom method was drawn as follow:

Histogram 2

Percentage of the Students' Perception toward Flipped Classroom Method



b. The description of Students' Learning Outcomes

The dependent variable of this correlation research was students' learning outcomes. The students' learning outcomes was taken from the students' score of final examination in Introduction to English Literature subject. The data were taken from the lecturer of Introduction to English Literature subject.

The result of the students' learning outcomes was showed on the table below:

Table 11
Students' Learning Outcomes

| Respondents | Scores | Respondents | Scores |
|--------------------|---------------|--------------------|---------------|
| 1 | 85 | 18 | 70 |
| 2 | 80 | 19 | 85 |
| 3 | 80 | 20 | 78 |
| 4 | 82 | 21 | 75 |
| 5 | 80 | 22 | 58 |
| 6 | 80 | 23 | 65 |
| 7 | 70 | 24 | 78 |
| 8 | 80 | 25 | 68 |
| 9 | 80 | 26 | 60 |
| 10 | 60 | 27 | 80 |
| 11 | 60 | 28 | 80 |
| 12 | 70 | 29 | 80 |
| 13 | 70 | 30 | 80 |
| 14 | 82 | 31 | 80 |
| 15 | 80 | 32 | 78 |
| 16 | 70 | 33 | 80 |
| 17 | 85 | 34 | 85 |
| | | Total: | 2527 |

To elaborate the questionnaire data above, the researcher used descriptive statistic by using computation program called SPSS version 18. After scoring the data based on descriptive statistic, the researcher found the finding as follow the table:

Table 12**Descriptive Statistic of Students' Learning Outcomes**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Y | 34 | 58 | 85 | 75.71 | 7.922 |
| Valid N (listwise) | 34 | | | | |

Based on the table above, it can be stated that from the 34 samples, the minimum achievement is 58 and the maximum achievement is 85. Then, mean of data is 75.71 and standard deviation is 7.922.

Next, the frequency of the students' Introduction to English Literature score was drawn as follow table:

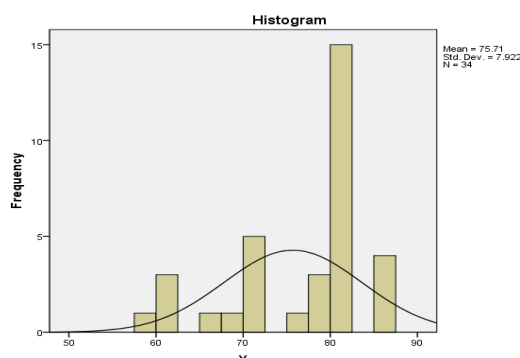
Table 13**Frequency of the Students' Learning Outcomes**

| | Frequency |
|-------|-----------|
| Valid | |
| 58 | 1 |
| 60 | 3 |
| 65 | 1 |
| 68 | 1 |
| 70 | 5 |
| 75 | 1 |
| 78 | 3 |
| 80 | 13 |
| 82 | 2 |
| 85 | 4 |
| Total | 34 |

Then, the frequency histogram of the Students' Learning Outcomes was drawn as follow:

Histogram 3

Frequency of the Students' Learning Outcomes



From the graph of the frequency distribution of Students' Learning Outcomes above, it could be known that mean score (M) of the data was 75.71 and standard deviation (SD) was 7.922.

After getting the description of data, the researcher categorized the level of students' Introduction to English Literature score. According to Anas (2005:176), the criteria to classify them as follow:

| | |
|------------|------------|
| —————→ | Very Good |
| M + 1.5 SD | |
| —————→ | Good |
| M + 0.5 SD | |
| —————→ | Sufficient |
| M – 0.5 D | |
| —————→ | Poor |
| M – 1.5 SD | |
| —————→ | Very Poor |

Table 14

Category of Students' Learning Outcomes

| No | Class Interval | Absolute Frequency | Relative Percentage | Category |
|----|----------------|--------------------|---------------------|------------|
| 1 | >88 | - | - | Very Good |
| 2 | 80 – 87 | 19 | 56% | Good |
| 3 | 72 – 79 | 4 | 12% | Sufficient |
| 4 | 64 – 71 | 7 | 20% | Poor |
| 5 | <63 | 4 | 12% | Very Poor |
| | Total | 34 | 100% | |

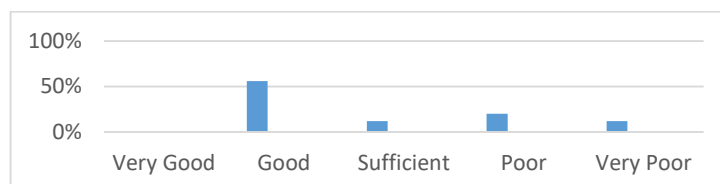
Based on the table above, the researcher got 19 (56%) students had good score, 4 (12%) students had sufficient score, 7 (20%)

students had poor score, and 4 (12%) students had very poor in Introduction to English Literature score.

Then, the percentage histogram of the Students' Learning Outcomes was drawn as follow:

Histogram 4

Percentage of Students' Learning Outcomes



2. Requirement Analysis

a. Testing Normality

Testing Normality used to test whether the data was normal or not. To obtain the result of normality of the data, the researcher used computation program called SPSS version 25. The data are interpreted normal if $p > 0.05$. if $p < 0.05$, it means the data was distributed not normal. *One sample kolmogorov-smirnov* test was used to see normality of the instrument. The result of testing normality can be shown as follow:

Table 15

Testing of Normality of the Data Result

One-Sample Kolmogorov-Smirnov Test

| | | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N | | 34 |
| Normal Parameters ^{a,b} | Mean | .0000000 |
| | Std. Deviation | 15.42038445 |
| Most Extreme Differences | Absolute | .071 |
| | Positive | .062 |
| | Negative | -.071 |
| Kolmogorov-Smirnov Z | | .416 |
| Asymp. Sig. (2-tailed) | | .995 |

a. Test distribution is Normal.

Based the result of testing normality by using SPSS 25 above, it can be seen that the test distribution was normal. It can be seen from

(sig. 2-tailed), it was 0.995. then, researcher compare the sig. 2 tailed with 0.05 ($0.995 > 0.05$). the information show that the data was distributed normal, because the data was meets the assumption of normality with as an asymp value. Sig is greater than probability level. (see appendix 14)

b. Testing Homogeneity

The testing for homogeneity is evaluating the equality of several populations of categorical data. The test asked the populations are equal with respect to some characteristics. To test the data homogeneity, the researcher used chi-square test by using computation program called SPSS version 25. To summary the result of testing homogeneity was drawn as follow:

Table 16
Testing of Homogeneity

ANOVA

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|------|------|
| Between Groups | 1369.892 | 24 | 57.079 | .733 | .742 |
| Within Groups | 701.167 | 9 | 77.907 | | |
| Total | 2071.059 | 33 | | | |

Based on the output table above, it can be stated that the significance score gotten from the data was 0.742, it can be interpreted that both of the data were homogeneous because both of significance was higher than 0.05 ($0.742 > 0.05$) as the standard significance. It means that the data variance is homogeneous. (see appendix 15)

3. Inferential Statistics

a. Coefficient Correlation

The result of r calculated to find the correlation between students' perception toward Flipped Classroom method and their learning outcomes. The researcher calculated coefficient correlation of the data with using computation program called SPSS version 25 and manually by using product moment formulation as below:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

The result of the computation showed that the coefficient correlation of the data (r_{xy}) is 0.137. The result of the computation of SPSS version 18 was drawn as follow:

Table 17
Calculating Coefficient Correlation

| | | TOTAL | |
|------------|---------------------|-------|------|
| | | X | Y |
| TOTAL X | Pearson Correlation | 1 | .137 |
| | Sig. (2-tailed) | | .440 |
| | N | 34 | 34 |
| Y | Pearson Correlation | .137 | 1 |
| | Sig. (2-tailed) | .440 | |
| | N | 34 | 34 |

Based on the coefficient correlation by using formula of Pearson Product Moment, it was found that r calculation (r_{xy}) of this research was 0.137. Then, the researcher compared between r calculated and r table (r_t). To find r table of this research, the researcher found the degree of freedom ($df=n-2$) ($34-2=32$). It can be stated that r table was 0.339 at level significance 5%. In this research the null hypothesis (H_0) was accepted. It means that, there were no correlation between students' perception toward Flipped Classroom method and their learning outcomes. (*see appendix 15*)

Then, the second way is by seen value of significance (sig. 2-tailed) if $sig < 0.05$ it means that there was significance correlation (H_a accepted), but if $sig > 0.05$ it means that there is no significance correlation (H_0 accepted). It was found the value sig. 2-tailed of this research was $0.440 > 0.05$ it means that there is no significant

correlation between students' perception toward Flipped Classroom method and their learning outcomes.

b. Testing Hypothesis

This research was done in collecting the data, and the researcher got the result of the correlation to answer the research problem, the researcher had to measure whether the hypothesis was rejected or not. The researcher had two hypothesis in this research, those are:

Ho: There is no a significant correlation between students' perception toward flipped classroom method and their learning outcomes.

Ha: There is a significant correlation between students' perception toward flipped classroom method and their learning outcomes.

After analyzed the data, the result was Ho was accepted, it means between students' perception toward Flipped Classroom method (variable X) and their learning outcomes (variable Y) had very low correlation, can be regarded there was no significance correlation between students' perception toward Flipped Classroom method and their learning outcomes.

To test the hypothesis, the researcher compared $r_{calculated}$ and r_{table} . Based on the calculating coefficient correlation, it was found that the value of coefficient correlation (r_{xy}) of this study is 0.137, while the r_{table} was 0.339 of the level of significant 5%. Therefore, the coefficient correlation (r_{xy}) between two variables was low than r_{table} . these were the theories of hypothesis based on SPSS calculation:

a. Ho accepted if N.Sig \geq 0.05 (5%)

b. Ha rejected if N.sig \leq 0.05 (5%)

It means that was no significant correlation between students' perception toward Flipped Classroom method and their learning outcomes.

B. Discussion

Based on the data analysis above, it can be concluded that the researcher found that there is no significant correlation between students' perception toward Flipped Classroom method and students' learning outcomes. It could be proved from the result of data analysis of the research that has drawn above with comparing r_{xy} (0.137) and r_{table} (0.339) where r_{xy} was low than r_{table}

therefore, “Ho” was accepted and “Ha” was rejected. It could be concluded that the fifth semester students of English Department of UIN Mahmud Yunus Batusangkar perception toward Flipped Classroom method and their learning outcomes has no significant correlation. Therefore, students’ learning outcomes was not influenced by their perception.

Research finding maybe caused by some factors that influence students learning outcomes. It can be come from the students itself, such as aptitude, interest, intelligence, low motivation, learning habit, self-concept and also learning source, teaching method, learning environment that influencing student’ learning outcomes. Not only perception that influencing students’ learning outcomes.

The explanation to discuss this research finding is there many factors that can influence students’ learning outcomes that possible to make finding and the theories were different. According to Ekowati et al. (2019: 37) factors influencing learning outcomes are self-management such as ability to manage time, relationships with friends, financial condition, interests and motivation. Physical condition such as relationships with family, physical and health condition. Inner condition consist of mood and residential atmosphere variables. And learning style such as lecturer’s explanation, ability to understanding, and lack of references. Self-management, physical condition and inner condition are the internal factors of learning outcomes. While, learning styles is external factors. It means that internal factors are more dominant than external factor.

Pusposari (2019) stated that there are seven factors affect learning outcomes, such as: (1) Students’ and lecturer’ skill which develop from the background knowledge, teaching method, course interest, learning manner, lecturers’ explanation, (2) Learning method which from style, learning habit, and learning intensity, (3) Students’ initial modal such as previous experience, talent, benefit and intelligence, (4) Readiness, (5) Facilities such as classroom facilities and financial condition, (6) Psychology develop from the spiritual health and family support, and (7) Learning drives from recitation and motivation.

In this research there was no significant correlation between students' perception toward Flipped Classroom method and their learning outcomes. Sometimes, if the students have positive perception toward Flipped Classroom method, consequently, they will serious follow and enthusiast in following the learning process and potentially have a bad learning outcomes. In contrast, if the students have negative perception toward Flipped Classroom method, consequently, they will not serious in following the learning process and potentially have a good learning outcomes. Based on the phenomena above it can be stated that students' perception toward Flipped Classroom method is not so important in influencing students' learning outcomes. Not all students with positive perception toward Flipped Classroom method have a good learning outcomes and in the opposite the students with negative perception toward Flipped Classroom method have a bad learning outcomes.

Based on this research, the research finding was no coefficient with the theories of expert and the previous finding, not all students with positive perception toward Flipped Classroom method have a good learning outcomes and in the opposite the students with negative perception toward Flipped Classroom method have a bad learning outcomes. It can be concluded that there was no significant correlation between students' perception toward Flipped Classroom method and their learning outcomes of fifth semester students of English Teaching Department of UIN Mahmud Yunus Batusangkar.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, it can be concluded that there is no significant correlation between students' perception toward Flipped Classroom method and their learning outcomes. The result of the correlation between students' perception toward Flipped Classroom method gotten by distributing questionnaires to know how the students respond through lecturers' teaching method and their learning outcomes. It was found out by comparing r -calculated (r_{xy}) in correlation between students' perception toward Flipped Classroom method and students' learning outcomes was 0.137, while r_{table} was 0.339. It means that, alternative hypothesis (H_a) was rejected and the null hypothesis (H_0) was accepted.

B. Suggestion

Based on the conclusion of the research above, the researcher would like to give some suggestion as follows:

1. Students

The researcher would like to suggest to the students to be aware about the factors which can influence their learning outcomes. Even the researcher found that there is no significant correlation between students' perception toward Flipped Classroom method and their learning outcomes. The students can improve their learning outcomes with other ways.

2. The lecturer

From the result of the research, the researcher suggests to the lecturer to keep on using Flipped Classroom method in his/her class. Not only in Introduction to English Literature class, but also for all of the lecturers. Even though, there is no significant correlation in this research, the students' perception toward Flipped Classroom method have strongly positive perceptions.

3. Other researchers

The researcher focus on the correlation between students' perception toward Flipped Classroom method and their learning outcomes. The researcher think that there were some gaps that can be discuss as the further studies. Hence, the researcher suggest to conduct the study that related to the topic of this research like another factor influencing learning outcomes as the continuation of this study.

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