ABSTRACT

Astuti, Yosefa Retno Dwi. (2020). *Students' Perception on Benefits and Challenges of Flipped Classroom in Academic Writing Class*. Yogyakarta: English Language Education Study Program Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Flipped Classroom is a method that reverses traditional learning method. Sams and Bergman (2012) said that "Basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (p. 13)Flipped Classroom is an innovative model in learning process, becausethe media used is technology. This method is very suitable in this era. Nowadays in 21st century, technology is one of the mandatory requirements.

One of the Academic Writing lecturers of English Language Eduaction Study Program of Sanata Dharma University implemented Flipped Classroom in Academic Writing class. This research was conducted to analyze students' perception of Flipped Classroom in Academic Writing class. It was the lecturer who applied Flipped Classroom method in learning process. The researcher conducted two research questions: (1) What are the benefits of applying Flipped Classroom in Academic Writing class?; (2) What are the challenges that the students face in applying Flipped Classroom in Academic Writing class?

The researcher used descriptive research to gather the information and the data. There were two research instruments in this research: questionnaire; and interview. The questionnaire was distributed to twenty-eight students of Academic Writing class Ebatch 2017 of ELESP of Sanata Dharma University. The interview was conducted with five students by using simple random sampling to avoid bias in collecting data.

The result of this study indicated that students had different perceptions of Flipped Classroom in Academic Writing class. The different perceptions appeared because of the differences in habit, interest, and ability to understand the material. The students also got benefits. One of the benefits is the students had more time to prepare before class. There are three recomendations that are addressed for the lecturer of English Language Education Study Program, the students of English Language Education Study Program, and the future researchers. Using Flipped Classroom method can help students to understand the material better and the lecturer can use this method in teaching-learning process.

Keywords: students' perception, Flipped Classroom method, Academic Writing class

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Flipped Classroom adalah sebuah metode yang berkebalikan dengan metode belajar tradisional. Sams dan Bergman (2012) mengatakan bahwa "Pada dasarnya konsep dari sebuah kelas terbalik adalah: kelas yang secara tradisional dilaksanakan di ruang kelas sekarang dilaksanakan di rumah, dan tugas rumah yang harusnya dikerjakan di rumah sekarang diselesaikan di kelas" (p. 13). Flipped Classroom adalah model pembelajaran yang mudah dalam proses belajar, karena media yang digunakan adalah teknologi. Metode ini sangat cocok dengan era sekarang. Dimasa sekarang yaitu abad ke-21, teknologi adalah salah satu dari persyaratan wajib yang harus dimiliki.

Salah satu dosen Academic writing PBI Universitas Sanata Dharma menggunakan Flipped Classroom di kelas Academic Writing. Penelitian ini dilaksanakan untuk menganalisa persepsi mahasiswa dalam penerapan Flipped Classroom di kelas Academic Writing. Peneliti melaksanakan penelitian dengan dua rumusan masalah: 1. Apa manfaat dari penerapan Flipped Classroom di kelas Academic Writing? (2) Apa saja tantangan yang para mahasiswa hadapi dalam penerapan Flipped Classroom di kelas Academic Classroom?

Peneliti menggunakan penelitian deskripsi untuk mengumpulkan informasi dan data - data. Terdapat dua instrumen penelitian dalam penelitian ini: angket: dan wawancara. Angket tersebut disebarkan kepada dua puluh delapan mahasiswa Academic Writing kelas E angkatan 2017 Pendidikan Bahasa Inggris Universitas Sanata Dharma. Wawancara dilaksanakan dengan lima mahasiswa dengan menggunakan sampling acak untuk menghindari prasangka peneliti dalam mengumpulkan data.

Hasil dari penelitian ini menunjukan bahwa para mahasiswa memiliki persepsi yang berbeda terhadap Flipped Classroom di kelas Academic Writing. Persepsi yang berbeda muncul karena perbedaan kebiasaan, minat, dan kemampuan dalam memahami materi. Para mahasiswa juga mendapat beberapa keuntungan. Salah satunya adalah mahasiswa memiliki banyak waktu untuk persiapan sebelum masuk ke kelas. Terdapat tiga rekomendasi diperuntukkan kepada dosen Pendidikan Bahasa Inggris dan peneliti selanjutnya. Menggunakan metode Flipped Classroom dapat membantu mahasiswa untuk lebih memahami materi dan dosen dapat menggunakan metode ini dalam proses belajar mengajar.

Kata kunci: students' perception, Flipped Classroom method, Academic Writing class