

ABSTRACT

Rizqina, Ghazira (2023). The Effect of Flipped Classroom Model Implementation on the Improvement of Students' Listening Skills at MTs Miftahul Falah: A Mixed Method Study

With the advancement of technology comes an increased demand for listening competency in English language learning, requiring a concerted effort to improve students' ability to listen both within and outside the classroom. An alternative way of improving students' listening capabilities and overcoming their listening difficulties could be through integrating technology, for instance, in Flipped Classrooms. Therefore, the effect of implementing flipped classroom models on the performance of students' listening skills is to be assessed in this study.

This study employs a mixed-method study with an explanatory design on 31 students from MTs Miftahul Falah Bandung's Ninth grade A. One pre- and post-test group was used for collecting quantitative data, and a questionnaire was used for the qualitative one. The results of data analysis are presented by displaying students' test scores and describing the outcomes of questionnaire responses.

The study found that implementing flipped classrooms improved students' listening skills, as evidenced by a higher mean score on the post-test. As a result of implementing flipped classrooms, students' listening skills improved, with the post-test mean score being 5.48 points higher than the pre-test. The majority of student's responses toward the implementation of flipped classrooms were also positive. Moreover, they also acquired self-discipline and time management skills while participating in the flipped classroom. Further research is suggested by checking students' learning outside the class and varying the in-class activities.

Keywords: Flipped Classroom; Listening Skill; Listening Performance