

UNDERGRADUATE THESIS
IMPLEMENTING THE FLIPPED CLASSROOM STRATEGY TO
IMPROVE STUDENTS' PRONUNCIATION



By :
RATNAWATI
H0121385

This undergraduate thesis is written and submitted to fulfill part of the requirements to obtain a Bachelor of Education degree

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS SULAWESI BARAT

2025

APPROVAL SHEET

**IMPLEMENTING THE FLIPPED CLASSROOM STRATEGY TO IMPROVE
STUDENTS' PRONUNCIATION**

RATNAWATI

H0121385

Has successfully defended the thesis in front
of the Examiner Team of Faculty of Teacher
Training and Education on : 13 November 2025

EXAMINATION

Chair of the examiner	: Dr. Nur Aisyah Humairah, S.Si., M.Si.	(.....)
Secretary of Exam Committee	: Amrang, S.Pd., M.Pd.	(.....)
Supervisor I	: Ahmad Junaedi, S.Pd., M.Pd.	(.....)
Supervisor II	: Hustiana, S.Pd., M.Pd.	(.....)
Examiner I	: Dr. Adi Isma, S.Pd., M.Pd.	(.....)
Examiner II	: Dr. Rafiqah, S.Pd., M.Pd.	(.....)

Majene, 13 November 2025

**FACULTY OF TEACHER TRAINING
AND EDUCATION, UNIVERSITAS**

SULAWESI BARAT

Dean,



Prof. Dr. H. Ruslan, M.Pd.
NIP. 196312311990031028

STATEMENT OF WORK ORIGINALITY

The one who is filed below:

Students' Name : RATNAWATI
Students' Identity Number : H0121385
Study Program : English Education

Hereby states that the thesis is my original work and has never been submitted for an undergraduate degree in a higher school, and as far I am concerned in this thesis no work or opinion has been written or published by others except has been referred explicitly in this document and listed in the bibliography.

If in the future, it is proven that this thesis is a copy, I am willing to accept the sanction for my act.

Majene, September 28, 2025



RATNAWATI
ID: H0121385

ABSTRAK

RATNAWATI : Penerapan strategi flipped classroom dalam meningkatkan pengucapan siswa. **Skripsi. Majene: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan pengucapan siswa setelah diterapkannya strategi flipped classroom serta mengetahui persepsi siswa terhadap efektivitas strategi tersebut dalam pembelajaran pengucapan. Penelitian ini menggunakan metode kuantitatif dengan desain pre-experimental yaitu one group pre-test post-test design, dengan menggunakan strategi flipped classroom yaitu penggunaan video dari YouTube sebagai materi pembelajaran. Populasi dalam penelitian ini yaitu siswa kelas XI SMK Negeri 1 Sesenapadang Tahun Ajaran 2024/2025, dengan sampel sebanyak 14 siswa kelas XI TKJ yang ditentukan melalui teknik purposive sampling. Instrumen penelitian berupa tes pengucapan yang meliputi pre-test dan post-test serta kuesioner persepsi siswa. Aspek penilaian pronunciation meliputi vokal, konsonan, penekanan, dan intonasi. Hasil penelitian menunjukkan adanya peningkatan kemampuan pengucapan siswa setelah penerapan strategi flipped classroom. Nilai rata-rata pre-test adalah 49,29 dan meningkat menjadi 68,93 pada post-test dengan nilai N-Gain sebesar 0,42 yang berada pada kategori sedang. Selain itu, hasil uji Paired Sample T-Test menunjukkan nilai Sig. (2-tailed) $0,000 < 0,05$, sehingga terdapat pengaruh yang signifikan terhadap peningkatan pengucapan siswa. Hasil kuesioner juga menunjukkan respons positif dari siswa dengan persentase akhir 90,5%. Dengan demikian, dapat disimpulkan bahwa strategi flipped classroom berpengaruh signifikan terhadap peningkatan kemampuan pengucapan meskipun efektivitasnya masih tergolong sedang, serta mendapatkan respon yang positif dari siswa. Penelitian ini menunjukkan bahwa strategi flipped classroom dapat menjadi alternatif pembelajaran yang efektif untuk meningkatkan kemampuan pengucapan siswa melalui peningkatan fleksibilitas waktu belajar dan optimalisasi praktik di kelas.

Kata kunci: Pengucapan, Flipped Classroom, Video Pembelajaran.

ABSTRACT

RATNAWATI : Implementing the Flipped Classroom Strategy to Improve Students' Pronunciation. **Undergraduate Thesis. Majene: English Education Study Program, Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

This study aims to find out the improvement of students' pronunciation after the implementation of the flipped classroom strategy and to identify students' perceptions of the effectiveness of the strategy in pronunciation learning. This research used a quantitative method with a pre-experimental design, specifically a one-group pre-test post-test design, using the flipped classroom strategy in which YouTube videos were used as the learning materials. The population of this research was the eleventh-grade students of SMK Negeri 1 Sesenapadang in the academic year 2024/2025, and the sample consisted of 14 students from class XI TKJ selected through purposive sampling. The instruments of this research were a pronunciation test, including a pre-test and post-test, and a perception questionnaire. The pronunciation assessment included vowels, consonants, stress, and intonation. The results showed an improvement in students' pronunciation after the flipped classroom strategy was applied. The mean score of the pre-test was 49.29 and increased to 68.93 in the post-test, with an N-Gain value of 0.42, which was categorized as moderate. In addition, the Paired Sample T-Test showed a Sig. (2-tailed) value of $0.000 < 0.05$, indicating a significant effect. The questionnaire results also showed positive student responses with a final percentage of 90.5%. Thus, it can be concluded that the flipped classroom strategy has a significant effect on improving students' pronunciation, even though the level of effectiveness is still moderate, and it is positively responses by the students. This study showed that the flipped classroom strategy can be an alternative learning to support improvement in students' pronunciation by giving more flexible learning time and more practice opportunities in the classroom.

Keywords: Pronunciation, Flipped Classroom, Learning Video.

CHAPTER I

INTRODUCTION

A. Background

Pronunciation is one of the essential aspects of English that learners need to improve, as this skill significantly influences clarity in verbal communication. Good pronunciation is not merely about articulating words correctly but also involves appropriate rhythm, intonation, and stress. According to Langkat (2023), pronunciation is an important aspect of oral communication because it influences how well the listener can understand the speaker's speech. Kobilova (2022), states that many students tend to overlook pronunciation, believing that grammar and vocabulary are more important, whereas accurate pronunciation remains a crucial aspect of conveying ideas clearly. Inaccurate pronunciation can hinder message comprehension. Therefore, accurate pronunciation is key to ensuring that the message being delivered can be clearly understood by the listener.

Although pronunciation is an important aspect of language, it remains a common issue in language learning, particularly among students. As highlighted in a study conducted by Yowani (2021), investigated common pronunciation problems faced by English learners. The study found that students have not yet mastered English pronunciation in the suprasegmental aspect, and they still face difficulties in linking sounds between words and correctly producing final sounds. Similarly, Simatupang (2021), revealed that numerous studies have identified difficulties faced by English learners worldwide, including Indonesian students, in terms of pronunciation. These difficulties often arise in words such as “think,” “philosophy,” “psychology,” and “bright,” due to inconsistencies in vowel pronunciation, vowel combinations, consonants, and combination of two or three consonants in the English language.

In addition to the issues identified by previous researchers, pronunciation problems were also found at SMKN 1 Sesenapadang. Through interviews and observations conducted on August 5, 2024, it was revealed that the majority of students experience difficulties in English, particularly in pronunciation. These difficulties include: first, students often struggle to pronounce difficult words, resulting in unclear articulation. Second, errors in intonation and word stress

placement make words or sentences difficult to understand. Third, students sometimes fail to distinguish the pronunciation of words that are spelled the same but pronounced differently, or vice versa.

In addition to the problems directly observed among students, teachers at the school also reported that the majority of students face major challenges in pronunciation. These issues may be attributed to a lack of consistent practice, which is possibly caused by ineffective or monotonous teaching strategies. Students typically practice pronunciation only during English lessons at school and rarely engage in independent practice at home. As a result, most students at SMK Negeri 1 Sesenapadang are not proficient in pronouncing English words correctly.

Based on the findings of previous research and the similar issues identified at SMKN 1 Sesenapadang regarding students' pronunciation problems, the researcher concludes that difficulties in English pronunciation remain a significant challenge for many students, particularly in Indonesia. This is primarily due to inconsistencies in the pronunciation of vowels, consonants, and their combinations. Therefore, teachers must identify appropriate instructional strategies to address students' common pronunciation problems and help them become more confident in speaking. According to Djurayeva (2021), educators need to implement a variety of teaching techniques and strategies to enhance learning effectiveness, especially in the area of pronunciation.

Based on the problem identification, one way to help students improve their pronunciation is by implementing the flipped classroom strategy. In general, the flipped classroom is a learning strategy that reverses the traditional classroom structure. Traditional learning strategies provide students with learning materials in class and assign tasks to be completed at home. In contrast, the flipped classroom requires students to study the material at home and engage in practice activities in class. The flipped classroom is a form of blended learning that combines synchronous learning with asynchronous independent learning. According to Chaeruman in Waer and Warwadi (2021), blended learning is a student-centered learning approach that utilizes technology to create an efficient learning environment aimed at achieving success in the learning process.

According to Yulianti (2021), the flipped classroom is a learning model in which students study the material at home through videos or online platforms, and during class time, they focus on working on tasks or activities related to the material they have previously learned. Wei (2025), states that the implementation of the flipped classroom fosters students' curiosity, encourages more active participation, and promotes critical thinking in problem-solving, while the teacher acts as a facilitator. Pratiwi et al. (2025), adds that flipped classroom learning offers several advantages, such as flexibility in time and place, allowing learning to take place anywhere, a student-centered approach that encourages learner engagement, and a teacher role focused on facilitating and guiding students to achieve the learning objectives.

Based on several opinions from experts about flipped classroom, in this study the researcher decided to apply the flipped classroom strategy by using YouTube videos as learning materials before the class. The implementation follows the learning steps proposed by Bergman and Sams A (2011), which include: 1) the teacher sends a learning video link, 2) students watch the video at home, 3) the teacher sends student worksheets to be completed by students after watching the video, 4) the teacher sends a google meet link to hold an online meeting. However, in this study, only three learning steps are used, namely the teacher sends a learning video, students watch the video at home, and meets in class to practice and receive feedback from the teacher.

Although there are several previous studies that have conducted research related to the problem of pronunciation and flipped classroom as a solution, there are still other parts that have not been studied further by these researchers. In a previous study conducted by Guevara Bazan (2020), the research focused on the pronunciation of regular verbs such as words ending in d, ed, and t. In addition, another researcher, Fisher (2024), reviewed the literature on the use of the flipped classroom in English language teaching. While in this study it does not only focus on a word, but includes the pronunciation of all elements in sentences with a family theme. This study is also an experimental study and focuses on improving students' pronunciation in terms of intonation, stress, vowels, and consonants.

By implementing the flipped classroom strategy at SMK Negeri 1 Sesenapadang, students can be more flexible in studying the material and practice pronunciation as much as they want. So if there is a word that is quite difficult to pronounce, they will keep repeating it several times until they can. Students' responsibility in preparing themselves before class encourages them to be more focused and serious in practicing pronunciation. Thus, in class the time usually used to listen to material can be used for practice.

Therefore, based on this background, researcher is interested in conducting research with the title "Implementing the Flipped Classroom Strategy to Improve Students Pronunciation".

B. Problem Identification

The problem identified at school are:

1. Students often make mistakes in pronouncing a word in English. Such as incorrect pronunciation and unclear pronunciation which interferes with understanding in communication.
2. Students do not practice enough in pronunciation because the learning strategies used by teachers in class do not prioritize practice and focus more on the material. Students are also poor at listening so they are not used to it, and that affects their pronunciation.
3. Students find it difficult to differentiate how to pronounce a word that has the same spelling but different pronunciation, and conversely the pronunciation is the same but the spelling is different.

C. Problem Limitation and Formulation

Based on the background, there are research problem as follows:

1. Can implementing the flipped classroom strategy improve students' pronunciation?
2. What are students' perceptions of the effectiveness of the flipped classroom strategy in improving their pronunciation?

D. Research Objectives

Based on the background of the research problem, the research objectives are as follows:

1. To evaluate whether implementing the flipped classroom strategy can improve students' pronunciation.
2. To evaluate students' perceptions of the effectiveness of the flipped classroom strategy in improving their pronunciation.

E. Research Benefits

The benefits of research conducted at SMK Negeri 1 Sesenapadang are:

Theoretical Benefits:

1. This research can be used as material for further research to increase insight into the application of the Flipped Classroom strategy in learning.
2. It is hoped that this research can become a reference for educational institutions to further develop effective learning strategies for students.
3. This research can provide empirical evidence regarding the effectiveness of the flipped classroom in improving student pronunciation.

Practical Benefits

1. With this research, student pronunciation at the school can improve due to the use of the Flipped Classroom strategy.
2. This research can be a reference for teachers in implementing effective teaching strategies in the classroom.
3. This research can help schools improve language learning, especially in terms of pronunciation. Schools can implement flipped classroom learning strategies based on the results of this research to improve students' pronunciation skills.
4. This research can increase researchers' understanding in designing, implementing, analyzing and compiling higher quality research.

CHAPTER II

LITERATURE REVIEW

In this chapter, researchers will discuss previous research that is relevant to this research.

A. Previous Related Studies

Based on research by Khasanah & Anggoro (2022), which examined how easily accessible flipped classrooms can improve pronunciation and how students perceive their effectiveness. This research aims to investigate the effectiveness of the flipped classroom in improving students' pronunciation abilities, and also to explore students' perceptions of this model, we will see how students' perceptions regarding this model correlate with the success of implementing the Flipped classroom model in improving students' pronunciation skills. The population in this study was 59 second-year students aged between 20 and 21 years from 2 classes. This research used pre-tests and post-tests to measure the effectiveness of the learning model used. In addition, a survey questionnaire was given to participants at the end of the 12 weeks. The results of the study showed that the learning model used was effective because the average score of the students' post-test was much higher than the average pre-test score.

Guevara-Bazán (2020), has conducted research on improving English pronunciation using flipped classes in distance learning. The study aimed to analyze, revise, implement, and evaluate educational strategies designed to help A2-level students. In studying certain content in English, especially in overcoming pronunciation problems, this strategy is specifically designed to meet student's needs, especially in pronouncing regular verbs in the past tense. This research also aims to collect data about the challenges students face in learning English, which will help in the development and preparation of more effective educational strategies. This research is research that analyzes individual needs for certain content for A2 students through several stages, namely analyzing student needs, designing assignments, and carrying out assignments using flipped learning material displayed through video tutorials. The results of this research show that the problem that most often arises for level 2 students is pronunciation problems, with

the most common problem for them being the pronunciation of regular verbs in the form of a lamp.

Based on research conducted by Fisher et al., (2024), this research is a literature review on teaching English as a foreign language using flipped classrooms. This research aims to conduct a systematic review of the empirical literature examining the use of flipped learning in EFL teaching. Identify existing knowledge about the effectiveness of using the FCM method. The approach used is to use a systematic literature review method and content analysis of qualitative findings, using 40 articles which are primary studies in the context of EFL teaching. The research results show that the majority of researchers in this study focused on students' perceptions of FCM in the context of EFL teaching. Approximately one-third of the articles examined involved FCM methods in acquiring and developing EFL knowledge, skills, and abilities. However, the evidence regarding the contribution of flipped learning to educational outcomes is not strong enough.

Yulianti & Wulandari (2021), have conducted research discussing how flipped classes support the development of 21st century skills in accordance with the 2013 Curriculum. This research aims to evaluate the suitability of the 21st-century learning method, namely the flipped classroom, with the 2013 curriculum implemented in Indonesia. The research method used is qualitative using a literature review as a data collection technique. Data was collected through analysis of relevant literature as the main data source. Data analysis in this research used a qualitative descriptive approach. The research results show that flipped classroom learning follows the learning principles contained in the 2013 curriculum.

Alzahrani & Alqurashi (2023), conducted a study on improving Saudi EFL learners' English pronunciation skills through a flipped classroom model. The research population included all 3rd grade high school students in Jeddah boys' schools. Data collection was carried out in two stages, namely the first stage, pretest and posttest of oral pronunciation. The second, group interviews to analyze participant responses. The results showed that the results of the post test on oral pronunciation using the flipped classroom significantly improved the English pronunciation of Saudi EFL students. The results of student interviews show that learning flexibility is an advantage of the flipped classroom which gives students

the freedom to determine the time and place to study, and provides a comfortable environment for studying and practicing

Based on several previous studies that have been reviewed, the researcher concludes that implementing the flipped classroom strategy will be able to improve student pronunciation. This is because many previous studies have proven that the application of the Flipped Classroom in learning has a positive impact on improving student learning, especially pronunciation abilities. Therefore, researcher are interested in examining aspects that have not been studied by previous researchers. The similarities and differences between previous studies and the current study are as follows: the similarity lies in the fact that both discuss the flipped classroom model in improving students' pronunciation. The differences, however, lie in the focus and methods used. Previous studies had different focuses, such as specific flipped classroom models, the pronunciation of regular past tense verbs, or simply reviewing the literature. In contrast, this study is experimental in nature and focuses on improving pronunciation in aspects such as intonation, stress, vowels, and consonants through the flipped classroom strategy. Other differences include the research location, the time of the study, the participants involved, and the approach used.

B. Theoretical Framework

1. Flipped Classroom

a. Definition of Flipped Classroom

Flipped Classroom is a strategy to learning in which the traditional sequence of learning inside and outside the classroom is reversed. In Flipped Classroom, students study learning material independently outside of class using independent learning resources such as learning videos or reading materials before class sessions. This concept aims to change the role of students from passive recipients of information to active participants in learning.

According to Billings in Yulianti & Wulandari (2021), the flipped classroom is a learning model where students receive learning material through videos or independent learning resources outside of class, and then

use time in class to discuss, solve problems, and even debate the material they have studied.

According to Widodo et al., (2021), the flipped classroom can be defined as a learning approach where learning material that is usually taught in class can be studied at home, while group assignments that are usually done at home can be completed in class by increasing collaboration between students. Bergmann & Sams A (2011), theory explains the steps taken in implementing the flipped classroom. These steps include: (1) the teacher sends a learning video link about the material that will be discussed in class; (2) students study the material through the learning video the day before the lesson takes place; (3) the teacher sends a Student Worksheet which students must complete after they have studied the material in the learning video; (4) the teacher sends a Google Meet link to carry out online learning.

Based on research conducted by Savitri & Meilana (2022), there were four stages of research carried out using the Flipped classroom model. The first is to prepare learning materials such as videos containing explanations of the material. Second, distribute learning materials to students well before the class session. Third, monitor students to ensure students learn the material. Fourth, elaboration and exploration of material. Fifth, evaluate to determine whether the Flipped classroom has a positive impact on student learning.

According to Maribel & Cruz (2022), the flipped classroom strategy is an innovative method that shows significant benefits in improving students' abilities. This method is applied by students watching videos, doing online activities, and sharing information, so they can collaborate with their teachers and classmates. In this process, students also receive feedback and clarify existing doubts. This flipped classroom learning activity includes three phases from the framework created by Benjamin Bloom in 1956, namely "Bloom's Taxonomy", including: 1) pre-class (understanding and remembering), 2) during class (applying and analyzing), 3) and post-class (creating, evaluating, and reflecting).

Based on several definitions of flipped classroom from experts, researcher concluded that flipped classroom is a learning strategy in which students study material outside of class before the class session using independent learning resources such as videos or reading materials. In class, they focus on assignments and activities related to previously studied material, such as practice, presentations, and discussions. The goal is to change the role of students to become active participants in learning.

b. Types of Flipped Classroom

1) Video-Based Flipped Classroom

Integrate video as a primary learning resource outside of the classroom. The teacher records a learning video containing the lesson material, and students watch it before the class session. In class, time is used for discussion, collaboration, and applying concepts learned through videos. The technology-based Flipped Classroom aims to utilize technology to support the student learning process. In this approach, videos and applications are used to help students obtain learning material well, regardless of their study location at home. The limited time in online classes can then be used for students to explain and discuss what they have learned through learning videos (Ishak, 2024).

2) Reading-Based Flipped Classroom

Encourages students to read the course material before the class session. Teachers provide relevant reading material, and students are expected to understand the material before entering class. In class, time is used for discussion, in-depth analysis, and application of concepts learned through reading.

3) Project-Based Flipped Classroom

Engage students in projects or assignments that require an understanding of concepts before the class session. Teachers provide the instructions and resources necessary to begin the project, and students are expected to prepare by studying the material independently beforehand. In class, time is used for discussion,

collaboration, and getting guidance from the teacher in completing projects. According to Khotifah & Wardarita in Sulistyowati et al., (2024), students who are taught using the Flipped Classroom-based PjBL (Project-based Learning) model can actively participate in learning activities both at school and at home. They can work individually or in groups to complete projects and problems assigned by teachers. This active participation of students allows them to develop concepts and discuss them in class. Through these various activities, students can gain an understanding of basic concepts and develop critical thinking skills.

4) Discussion-Based Flipped Classroom

Encourages students to engage in discussions driven by questions or topics provided before the class session. Students read or watch relevant material, and then reflect on the question or topic. In the classroom, time is spent on discussions, sharing thoughts, and gaining insight from different perspectives.

2. Pronunciation

a. Definition of Pronunciation

Pronunciation is the way a person pronounces words, sounds, or sounds in a language. It involves the arrangement of sounds, vowels, consonants, intonation, and accents used by speakers to produce a word or sentence. Pronunciation is important in verbal communication because it can influence the understanding and clarity of the message conveyed by the speaker. In language learning, pronunciation is also an important aspect that is taught to improve speaking skills and ensure effective communication.

Rahmania & Mandasari (2021), pronunciation is the process of producing sounds that form meaningful words. Understanding pronunciation is very important for effective communication, especially when interacting with speakers who have different accents. According to Lestari et al., (2024), pronunciation is the process by which we produce the sound of a word using our vocal organs. When we say a word, air is expelled from our lungs and rises through our throat and vocal cords, then out through

our mouth. During this process, our tongue and lips play a role in forming the right sound. If we can control the shape of our mouth and air flow correctly, our pronunciation will be clear and others will understand us more easily. Through exercise and practice in a foreign language, we can improve our pronunciation and develop the muscles involved in the pronunciation process.

Lestari et al., (2024), states that pronunciation involves various elements such as phonemes, consonants, voiceless sounds, vowels, single vowels, short, long, and diphthongs, as well as suprasegmental characteristics such as stress, intonation, word stress, and sentence stress. Pronunciation never stands alone, but is a way of constructing meaning in specific social and interpersonal contexts. The way someone says a sentence can give different meanings. Therefore, it is important to teach pronunciation to students.

Pronunciation is the way pronouncing a word , which involving vowel and consonant sounds that are articulated through body organs such as the throat, vocal cords, mouth, tongue, teeth, and lips. Pronunciation also includes appropriate intonation and stress to convey the message or purpose of pronouncing words, resulting in words or sentences that are meaningful and easy to understand.

b. Elements of Pronunciation

According to Burns & Claire (2004), there are two main elements in pronunciation, including:

1) Suprasegmental features

Suprasegmental features operate at the macro level of sound. This feature includes aspects such as stress, intonation, and linking, which is the most important element in effective pronunciation, especially in languages that depend on stress and syllables, such as English.

2) Segmental feature

Segmental features focus on micro sounds or the smallest units of sound in a language. Segmental features are related to individual sounds namely phonemes. Phonemes are divided into two categories: vowels and consonants.

a) Stress

According to Ladefoged and Johnson in Almuselhy (2024), stress is the emphasis on certain syllables in a word or phrase. The syllables that are stressed are usually pronounced louder and clearer than syllables that are not stressed. This is achieved by expelling more air from the lungs when saying a stressed syllable, thus producing greater breath energy. Ambalegin & Afriana (2023), stress in English is a suprasegmental feature that marks certain syllables or words in speech. Although it does not have standard rules, stress is an important element for proper understanding and needs to be learned by English language learners.

O'Connor in Sa'di et al., (2022), states that in English, the stress of words is governed by clear rules, and their placement in a word can affect the word's meaning. Shifting the stress from one syllable to another can change a word's pronunciation or meaning. Therefore, knowing where to place stress in a word is crucial for understanding its pronunciation. Sa'di (2022), gives the example of the word "import," which can be stressed on the first syllable /'ɪm.pɔ:rt/, making it a noun, or on the second syllable /ɪm'pɔ:rt/, changing it into a verb.

Stress in English refers to the emphasis on certain syllables in a word or phrase, where the stressed syllables are pronounced louder and clearer than those that are unstressed. This process involves expelling more air from the lungs when uttering a stressed syllable, thus producing greater breath energy. Stress can be placed on the beginning or first syllable, middle, or end of the word.

Placement of stress can change the meaning of words, can function as nouns or verbs depending on the stressed syllable.

b) Intonation

Intonation comes from Latin which means to say hard. Intonation is an important aspect in speaking that is used to convey grammatical and emotional meaning. Through melodies, rhythm, volume, and tone, intonation enriching the meaning of an utterance (Haydarov & Navruzova, 2021). Meanwhile, according to Utedjanova (2024), intonation refers to the ups and downs of the tone of voice in speaking, which plays an important role in communication. Intonation affects the understanding of the listener and the ability of the speaker to convey the meaning and emotions. Through intonation, nuances such as emotions, emphasis, and differences between statements and questions, can be expressed to make communication more effective and interesting.

Tian et al., (2024), also says that intonation in English is an important element in pronunciation, which, we use the tone of voice to add post-legally pragmatic meanings to sentences. This means we can change the meaning of the sentence by changing the tone of voice, even if the words used remain the same. Intonation in 14iphtho follows a certain pattern that helps us understand the meaning of the sentence as a whole.

Intonation is a change in the tone of voice such as high and low sound when speaking. Intonation is important to convey the meaning or purpose of the conversation delivered. Through changes in tone, intonation can convey messages by expressing various emotions. Intonation can affect the understanding of the listener because changes in tone can cause misunderstanding.

c) Linking

According to Anggun et al., (2024), Linking Sounds are techniques to connect the sound at the end of a word with the sound at the beginning of the next word. This technique makes speech

sound more natural and fluent, like native speakers. Without linking sounds, speech will sound intermittent and less smooth. There are two types of linking sounds, namely connecting consonants to vowels, and connect vowels to vowels.

Peng et al., (2023), state that linking reading skills are an important element in learning speech 15iphtho for students and influence their listening and speaking abilities. In 15iphtho, linking reading is a pronunciation change that occurs in two adjacent words that are related and belong to one meaning group. For example, “kind of” or “look at.” This change only occurs between words that have a similar function or meaning in the sentence. Types of linking reading include combining consonants to vowels, vowels to vowels, consonants to consonants (with deletion of one identical consonant), and special combining patterns for certain consonants such as /t/, /ts/, /d/, and /j/.

Linking is a sound combining technique between the sound at the end of the word and sound at the beginning of the next word in 15iphtho. The merger makes greetings sound more natural and fluent like native speakers. The use of linking in speaking can also affect the listener, if the speaker speaks with the right linking it will be easily understood by the listener. Without linking or merging in speaking, the sound will sound intermittent, stiff, and less fluent.

d) Vowel

According to Strycharczuk et al., (2024), the vocal sound is made with air that comes out of the mouth without obstacles from the tongue, teeth, or lips. There are two types of vocal sounds, namely: single vocal sounds (monofthong) and double vocal sounds that change during pronunciation (15iphthong). Experts try to explain this difference with a model that says that the two types of vocal sounds actually have two parts, but the difference lies in how and where the parts are spoken. Likewise, Lubis et al., (2024), said that the vowels are sounds produced with the flow of free air from

the mouth, without involving physical contact between the tongue and the teeth or lips. Vowels are usually produced amid syllables and are an important part of word formation and conveying meaning in language.

Handbook of the International Phonetics Association (1999), there are two types of vowels, namely monophthong and diphthong.

Table 2.1 Monophthongs Vowel

Symbol (1)	Symbol (2)	Symbol (3)	Symbol (4)	Example
i	i:	i:	ij	'bead'
ɪ	ɪ	ɪ	ɪ	'bid'
e	e:	e:	e _j	'bayed'
ɛ	e	ɛ	ɛ	'bed'
æ	æ	æ	æ	'bad'
ɑ	ɑ	ɑ	ɑ	'pod'
o	o:	o:	o ^w	'bode'
ʊ	u	ʊ	ʊə	'good'
u	u:	u:	u: ^w	'booed'
ʌ	ʌ	ʌ	ʌ	'bud'
ə	ə:	ə:	ə	'bird'

(Handbook of IPA, 1999)

Table 2.2 Diphthongs Vowel

Symbol (1)	Symbol (2)	Symbol (3)	Symbol (4)	Example
aɪ	aɪ	aɪ	a _j	'buy'
aʊ	aʊ	aʊ	aʊ ^w	'bough'
ɔɪ	ɔɪ	ɔɪ	ɔɪ	'boy'
ə	ə	ə	ə	'a(bove)'

(Handbook of IPA, 1999)

Based on the opinions of previous researchers regarding vowels, the researcher concluded that vowels are sounds produced by the vibrations of vocal cords without any obstructions or narrowing of airflow in the vocal tract. Examples of vowels in English include /i:/, /æ/, /ʌ/, and /ɑ:/. While the number of vowels in English and Indonesian is the same, the vowel sounds in English are more varied than those in Indonesian.

e) Consonant

Lubis et al., (2024), stated that consonants are sounds produced by blocking or restricting the flow of air in the vocal tract, which involves some form of constriction, closure, or narrowing in the mouth or throat. Unlike vowels that are produced with an open vocal tract, consonants require contact between articulators such as the lips, tongue, or velum to create obstruction and produce sound. Consonants play an important role in forming words and conveying meaning in language, and can be classified based on place and manner of articulation.

According to Burns & Claire (2004), in her book entitled “Clearly Speaking: Pronunciation in action for teachers” said that consonants are all letters outside the vocal letter. The consonant sound can be divided into two types: voiced and unvoiced. The sound of a voiced consonant is produced by covering the mouth and releasing the air suddenly, while the unvoiced consonant sound is produced by pushing the air through the narrow part of the mouth.

Table 2.3 Consonant

Consonants					
p	‘Pie’	t	‘tie’	k	‘kite’
b	‘buy’	d	‘die’	g	‘guy’
m	‘my’	n	‘nigh’	ŋ	‘hang’
f	‘fie’	θ	‘thigh’	h	‘high’
v	‘vie’	ð	‘thy’	tʃ	‘chin’
		s	‘sigh’	dʒ	‘gin’
		z	‘zoo’	ʃ	‘shy’
w	‘why’	ɹ	‘rye’	ʒ	‘azure’
		l	‘lie’	j	‘you’

(*Handbook of IPA, 1999*)

Consonants are sounds produced by resistance or narrowing of air flow in the vocal channel, or the sound produced by blocking or narrowing the flow of air in the mouth or nose. Examples of consonants in English are /P /, /T /, /K /, /S /, and so on. Consonants are also divided into two namely voiced and unvoiced, which, voiced is a consonant sound produced by vibrations of vocal cords. While unvoiced is a consonant sound produced without vibrations of vocal cords.

According to Ramelan in Lestari et al., (2024), there are two elements in pronunciation, namely:

1) Segmental feature

Segmental includes sounds such as vowels, consonants, and diphthongs. These sounds are classified based on differences in function and method of production.

2) Suprasegmental features

Suprasegmentals, on the other hand, include aspects such as stress, intonation, linking, and other features that are always present in speech production. This suprasegmental aspect is related to the style used in words or sentences.

3. Perception

a. Definition of Perception

Several perspectives exist regarding perception. According to Yuliani (2018), perception is defined as the response, description, or impression of an object that an individual obtains through their five senses. This information is then processed, interpreted, and evaluated, leading to a deeper understanding of the object. Ansow et al., (2022), argues that perception is a process carried out by individuals to understand objects around them by processing, organizing, and interpreting stimuli from the senses, so that they can give certain meaning to their environment. In addition, Mohtar (2023), perception is a person's ability to capture a phenomenon through the five senses. After that, the information received will be processed, analyzed, and interpreted automatically. The sensory nerves then send the information to the brain to be understood. Ultimately, after realizing it, the individual will assess the situation and determine the appropriate action.

Based on several opinions of previous researchers above, the researcher concludes that perception is a process in which a person receives and understands information from the environment through the five senses. The information is then processed, analyzed, and interpreted by the brain to form a clear meaning. After that, the individual will assess the situation and determine or show an appropriate response based on the understanding that has been formed. In this study, students' perceptions of the effectiveness of using the flipped classroom strategy in improving pronunciation skills refer to how they respond to their learning experiences, including what they do, see, and learn during the learning process.

b. Kinds of Perception

According to Robbins in Mohtar (2023), there are two types of perception, namely positive and negative. Positive perception is a subjective view, where a person tends to accept, enjoy, utilize, and provide support for the perceived object. Conversely, negative perception leads to a less

accepting attitude, where a person can be passive by simply accepting without enthusiasm or even actively rejecting the existence of the object.

Thus, it can be concluded that individuals with positive perceptions tend to see things optimistically, find benefits, and are more open to new experiences. This attitude increases appreciation and strengthens the relationship with the perceived object. Conversely, negative perceptions arise due to dissatisfaction, lack of understanding, or lack of experience, which can lead to rejection of something that is actually beneficial.

c. Indicators of Perception

According to Walgito in Mohtar (2023), there are three indicators of perception, including: Absorption, Understanding, and Evaluation.

- 1) Absorption is the process by which the sense organs receive stimuli and produce impressions.
- 2) Understanding involves grouping, comparing, and interpreting information to build meaning.
- 3) Evaluation is a subjective assessment of information based on each individual's personal standards.

According to Hamka in Mohtar (2023), perception indicators include absorption and understanding.

- 1) Absorption is the process of receiving, analyzing, grouping, and organizing information from the environment through the five senses into the brain.
- 2) Understanding is the result of the process of absorbing information.

According to Robbin in Mohtar (2023), it is stated that there are two indicators of perception, namely reception and evaluation.

- 1) Reception is a physiological process in which the five senses play a role in detecting stimuli from the environment.
- 2) Evaluation is the process of assessing the stimuli received based on subjective perception.

Of the three existing theories, the researcher chose Walgito's theory as an indicator in this study. The reason for choosing this theory is because Walgito's theory is considered more comprehensive, considering that this theory is a combination of several other relevant theories, thus providing a broader and deeper foundation in the analysis of this study.

d. Process of Perception

According to Hamka in Yuliani (2018), the perception process consists of several stages. The first stage involves receiving stimuli or objects from the five senses, known as natural or physical processes. Furthermore, in the second stage, the stimuli that have been received are transmitted to the brain through sensory nerves, which are referred to as physiological processes. In the third stage, a psychological process occurs in the brain, where individuals begin to understand, realize, interpret, and evaluate the stimuli. Finally, the fourth stage produces a response in the form of a response, idea, or impression of the object that has been perceived.

e. Aspects of Perception

According to Walgito in Yuliani (2018), perception consists of three main aspects that interact consistently with each other, namely cognitive, affective, and psychomotor aspects.

- 1) Cognitive Aspects relate to knowledge, views, expectations, thought patterns, past experiences, and everything that individuals obtain through perception.
- 2) Affective Aspects relate to emotional feelings and individual conditions towards an object, including assessments based on emotional factors.
- 3) Psychomotor Aspects include a person's motivation, attitudes, and behavior that emerge as a response to their perception of a particular object or situation.

These three elements work together systematically to shape an individual's attitude towards an object, influencing their understanding, feelings, and behaviors regarding it.

f. Factors Affecting Perception

Mohtar (2023) said that each individual has a different way of processing and responding to stimuli, which is influenced by various factors such as experience, knowledge, and point of view.

According to Toha in Mohtar (2023), there are two main factors that cause these differences, namely internal and external factors. Internal factors include aspects such as personality, views, attitudes, expectations, biases, attention, learning experiences, physical and mental conditions, values, needs, interests, and motivations of a person. Meanwhile, external factors include information learned, demands and knowledge from the environment, the size and intensity of stimuli, the presence of contradictions, repetition of movements, and the level of familiarity of a person with an object.

C. Hypotheses

- 1. Null hypothesis (H_0):** There is no significant difference in the improve in students pronunciation after implementing the Flipped Classroom strategy.
- 2. Alternative hypothesis (H_1):** There is a significant difference in the improve in students pronunciation after implementing the Flipped Classroom strategy.

D. Conceptual Framework

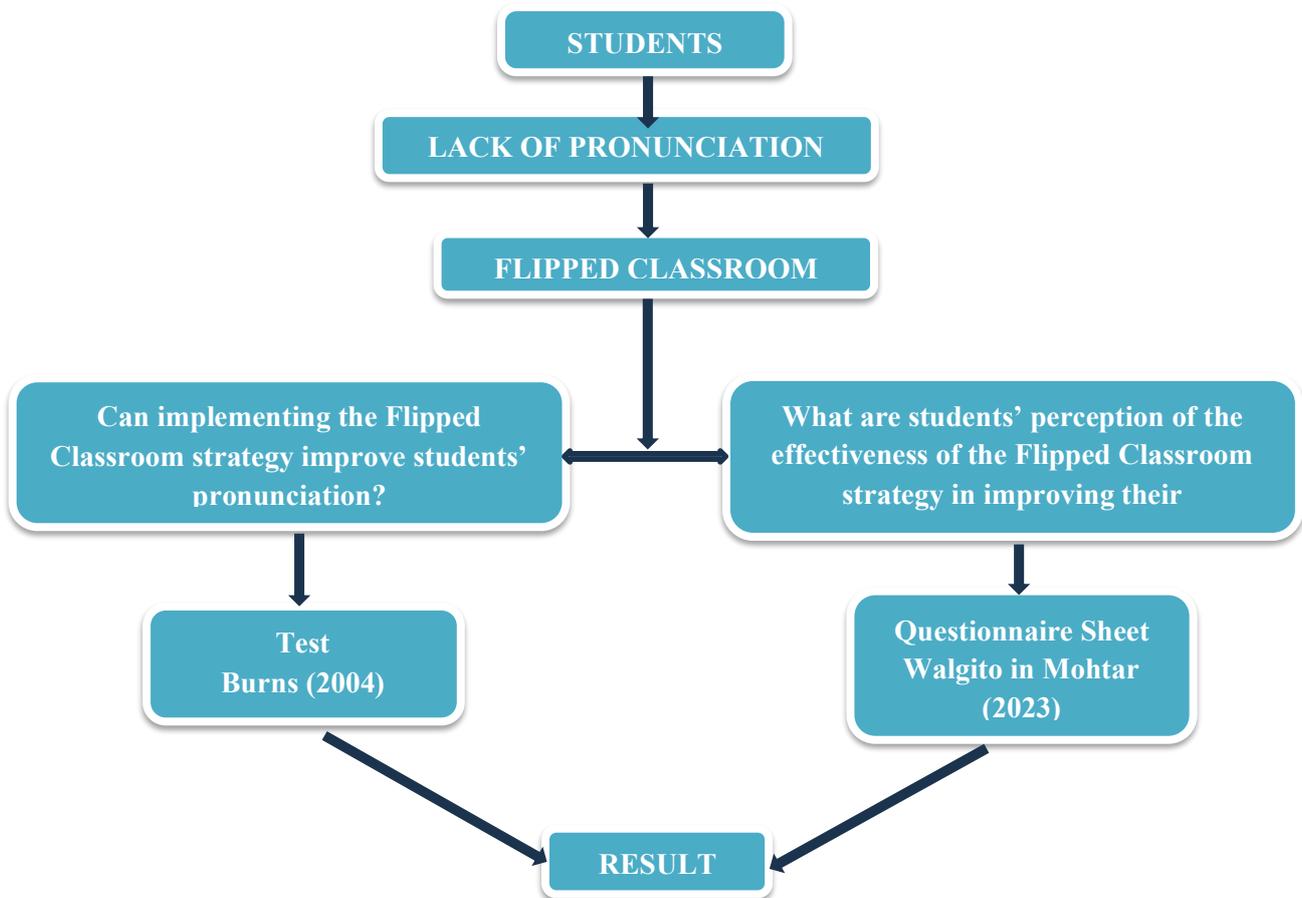


Figure 2.1 Conceptual Framework

Based on the picture 2.1, it can be concluded that this study began with the problem of student pronunciation found in schools. Then the flipped classroom strategy as a solution to improve their pronunciation, by studying the material at home and focusing on practice in class. This study also focuses on two questions, the first is improving student pronunciation using flipped classroom which will be answered using a test based on Burns' theory. Furthermore, the second question about student perceptions of the effectiveness of flipped classroom learning will be answered using a questionnaire compiled based on Walgito's theory. The results of both instruments, namely tests and questionnaires, will be analyzed through scientific techniques to obtain final results and draw conclusions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that has been carried out on the implementation of the flipped classroom strategy to improve students' pronunciation, and referring to the data analysis and discussion in the previous chapter, the researcher can draw the following conclusions:

1. The implementation of the flipped classroom strategy can improve the pronunciation of Class XI TKJ students at SMK Negeri 1 Sesenapadang. This improvement is proven by several results, including the increase in the average pre-test score from 48.29 to 68.93 in the post-test, the Paired Sample T-Test result of $0.000 < 0.05$, and the average N-Gain score of 0.42, which is categorized as moderate.
2. Based on the students' perceptions obtained from a questionnaire consisting of 15 statements given to 14 students, it can be concluded that students have a positive perception of the implementation of the flipped classroom strategy in improving pronunciation. This is proven by the final perception percentage of 90.5%, which falls into the category of "very successful."

B. Suggestion

Based on the conclusion of the study on the implementation of the flipped classroom strategy in improving students' pronunciation, the researcher would like to give several suggestions as follows:

1. English Teachers

English teachers are encouraged to apply the flipped classroom strategy in teaching pronunciation because this strategy gives students the opportunity to learn the material independently through videos or other learning resources before the class begins. In this way, classroom time can be used more effectively for practice, discussion, and correcting pronunciation errors.

2. Students

Students are expected to be more active in using the learning materials provided before the class meeting, such as videos or online resources. In addition, students should take advantage of classroom time to practice, ask questions, and discuss with teachers and classmates so that difficulties in pronunciation can be solved.

3. Future Researchers

This study can be used as a reference for other researchers who want to conduct similar research in the future. Future researchers may expand the study by increasing the number of samples, using more varied instruments, or comparing the effectiveness of the flipped classroom strategy with other teaching strategies in improving students' pronunciation.

BIBLYOGRAPHY

- AlMuselhy, A. A. H. (2024). The difficulties of managing stress assignment in the pronunciation Iraqi Arabic learners. *Ijaz Arabi Journal of Arabic Learning*, 7(3).
- Alzahrani, S. A., & Alqurashi, H. S. (2023). Using the flipped classroom model to improve Saudi EFL learners' English pronunciation. *Linguistics and Culture Review*, 7(S1), 51–71.
- Ambalegin, A., & Afriana, A. (2023). How to Perform English Word Stress on English Pronunciation. *Anaphora: Journal of Language, Literary, and Cultural Studies*, 6(1), 14–27. <https://doi.org/10.30996/anaphora.v6i1.8714>
- Anggun, R., Ramli, L. P., Dian Sumarna, A., Yanto, R., Silalahi, B., Kepulauan, R., Batam, P. N., Galileo, S., & Artikel, H. (2024). *Journal of Sustainable Community Development Speaking and Pronunciation Tricks Menggunakan Linking Sounds, Idiom, dan Aplikasi Fondi INFORMASI ARTIKEL ABSTRAK*. <https://doi.org/10.5281/zenodo.11392177>
- Ansow, D. F., Olli, S. T., & Kumayas, T. (2022). Linguistics, and Literature published by English Education Study Program, Faculty of Languages and Arts. In *JoTELL Journal of Teaching English* (Vol. 1, Issue 3).
- Bergmann, J., & Sams A. (2011). Flipped Your Classroom. In *Journal of Physics A: Mathematical and Theoretical* (Vol. 44, Issue 8). https://www.rcboe.org/cms/lib/GA01903614/Centricity/Domain/15451/Flip_Your_Classroom.pdf
- Burns, A., & Claire, S. (2004). *Clearly speaking: pronunciation in action for teachers*. National Centre for English Language Teaching and Research, Macquarie University.
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson.
- Djurayeva, Y. A. (2021). Enhancing English pronunciation in learning process. *Academic Research in Educational Sciences*, 2(CSPI Conference 2), 302–306.
- El-magd, M. A. (2023). *Integrating Modeling into Flipped Classroom for Developing Students' English Pronunciation Skills at High Institutes for Tourism and Hotels. July 2022*. <https://doi.org/10.21608/opde.2022.265699>
- Fisher, R., Tran, Q., & Verezub, E. (2024). Teaching English as a Foreign Language in Higher Education using flipped learning/flipped classrooms: a literature review. *Innovation in Language Learning and Teaching*, 18(4), 332–351. <https://doi.org/10.1080/17501229.2024.2302984>
- Guevara-Bazán, I. A. (2020). Revista Lengua y Cultura Flipped learning for enhancing English pronunciation in remote teaching Aprendizaje invertido para mejorar la pronunciación del inglés en la enseñanza remota. *Biannual*

Publication, 3(5), 63–71.
<https://repository.uaeh.edu.mx/revistas/index.php/lc/issue/archive>

- Hake, R. R. (1999). Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *American Journal of Physics*, 66(1), 64–74. <https://doi.org/10.1119/1.18809>
- Haydarov, A. A., & Navruzova, N. H. (2021). Stylistic Fea Ylistic Features of Intures of Intonation. *Scientific Reports of Bukhara State University*, 5(1), 18–29. <https://doi.org/10.52297/2181-1466/2021/5/1/2>
- International Phonetic Association. (1999). *Handbook of the International Phonetic Association: A guide to the use of the International Phonetic Alphabet*. Cambridge University Press.
- Ishak, H., Suratno, J., & Ardiana, A. (2024). Desain flipped classroom berbasis teknologi sebagai suatu alternatif dalam pembelajaran secara online. *Jurnal Pendidikan Guru Matematika*, 4(1), 1–5.
- Khasanah, U., & Anggoro, K. J. (2022). Accessible Flipped Classroom Model for Pronunciation Instruction: Its Effectiveness and Students Perception. *International Journal of Instruction*, 15(1), 185–196. <https://doi.org/10.29333/iji.2022.15111a>
- Kobilova, N. R. (2022). Importance of Pronunciation in English Language Communication. In *Academic Research in Educational Sciences* (Vol. 3, Issue 6). https://t.me/ares_uz
- Lander, J. A., & Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. In *Language* (Vol. 71, Issue 4, p. 843). <https://doi.org/10.2307/415773>
- Langkat, S. A. (2023). *JoAL*. 2(2), 36–40. <https://doi.org/10.52622/joal.v2i2.125>
- Lestari, R., Harahap, A. L., Munthe, D., Rusli, M., Rambe, S. A., Harahap, N., Pendidikan, P. S., Inggris, B., Keguruan, F., Pendidikan, I., Al, U., Labuhanbatu, W., Perintis, J., Batu, B., Selatan, K. R., Labuhanbatu, K., & Utara, S. (2024). The Improving Of Students English Pronunciation Skill By Using English Pronunciation Digital At Man Labuhanbatu, SUMUT. *Journal on Education*, 06(02), 14797–14809.
- Lubis, Y., Hasyanah, H., Maharani, W., & Fadhillah, R. (2024). *Exploring Allophones and Minimal Pairs of Vowels and Consonants In English Phonology*. 2(4), 520–526. <https://doi.org/10.5281/zenodo.11276847>
- Maribel, T., & Cruz, T. (2022). *Topic: Flipped Classroom and /ST/ Consonant Cluster Pronunciation in The Ecuadorian EFL Classroom. Research project prior to obtaining the title of Magister in Teaching and Learning English as a Foreign/Second Language Lines of Investigation: Innovative P.*

- Mohtar, L. L. K. F. (2023). *Exploring EFL students' perception of vocabulary learning through extramural informal digital learning of English (IDLE) activities* (Skripsi Sarjana, Universitas Sebelas Maret).
- Peng, J., Xi, Y., Lu, X., Dai, X., Gu, X., Zhou, R., & He, B. (2023). *Research on linking reading skills in college English speaking*. *Lecture Notes on Language and Literature*, 6(16), 45–50. <https://doi.org/10.23977/langl.2023.061607>
- Pratiwi, D. I., Puspitasari, A., & Fikria, A. (2025). *Pelatihan TOEFL Bagi Mahasiswa Vokasi di Kota Madiun Dengan Metode Flipped Classroom Model*. 11-20.
- Rahmania, A. H., & Mandasari, B. (2021). Students' Perception Towards The Use of Joox Application to Improve Students' Pronunciation. In *Journal of English Language Teaching and Learning (JELTL)* (Vol. 2, Issue 1). <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- Sa'di, R. A., Sharadgah, T. A., & Yaseen, M. S. (2022). Stress Misassignment in the Pronunciation of English by Arabic-speaking Learners: Erratic Practice or Crosslinguistic Influence? *International Journal of Arabic-English Studies*, 22(1), 79–100. <https://doi.org/10.33806/ijaes2000.22.1.5>
- Savitri, O., & Meilana, S. F. (2022). Pengaruh Model Pembelajaran Flipped Classroom terhadap Pemahaman Konsep IPA Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7242–7249. <https://doi.org/10.31004/basicedu.v6i4.3457>
- Sugiyono. (2020). *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D*.
- Sulistyowati, E., Fitriawan, D., & Siregar, N. (2024). Penerapan Metode Project Based Learning dikombinasikan Flipped Classroom Terhadap Kemampuan Berpikir Kritis. *Info Artikel: Dikirim*, 7(1), 35–42. <https://doi.org/10.35974/jpd.v7i1.3253>
- Strycharczuk, P., Kirkham, S., Gorman, E., & Nagamine, T. (2024). Towards a dynamical model of English vowels: Evidence from diphthongisation. *Journal of Phonetics*, 107, 101349.
- Tambunsaribu, G., & Simatupang, M. S. (2021). Pronunciation problems faced by Indonesian college students who learn to speak English. *European Journal of Molecular & Clinical Medicine*, 8(2), 759–766.
- Tersiana, A. (2018). *Metode penelitian* (Ed. 1, 184 hlm). Anak Hebat Indonesia. ISBN 978-602-5638-70-1.
- Thi, P., & Le, N. (2025). *Students' Perceptions of Flipped Classroom Application in a Study Skills Course*. 26(4), 1–24.
- Tian, Q., Thai Yap, N., Fang Ng, C., & Yahya, Y. (2024). The Effect of English Proficiency on the Production of English Intonation by Chinese EFL Learners. *Pertanika Journal of Social Sciences and Humanities*, 32(3), 909–931. <https://doi.org/10.47836/pjssh.32.3.06>

- Utedjanova, D. (2024). Teaching pronunciation and intonation in a second language. *Innovatsionnye issledovaniya v sovremennom mire: teoriya i praktika*, 3(2), 128–129.
- Waer, W. P., & Mawardi, M. (2021). Integrasi Model Inkuiri Terbimbing Dan Pendekatan Flipped Classroom Pada Pembelajaran Materi Sifat Koligatif Larutan Untuk Siswa Kelas XII SMA/MA. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(3), 1029–1037. <https://doi.org/10.31004/edukatif.v3i3.498>
- Wei, X. (2025). *The Effectiveness of Flipped Classroom in Improving English Communication Skills: A Focus on Listening and Speaking*. 14(January). <https://doi.org/10.54254/2753-7102/2025.20434>
- Widodo, L. S., Prayitno, H. J., & Widyasari, C. (2021). Kemandirian Belajar Matematika Siswa Sekolah Dasar melalui Daring dengan Model Pembelajaran Flipped Classroom. *Jurnal Basicedu*, 5(5), 3902–3911. <https://doi.org/10.31004/basicedu.v5i5.1404>
- Yowani, L. D. (2021). Common pronunciation problems of learners of English. In *Class Conference* (pp. 1-9).
- Yuliani, A. (2018). *Students' perception about peer feedback on students' work at STAIN Kediri* (Skripsi Sarjana, Institut Agama Islam Negeri Kediri).
- Yulianti, Y. A., & Wulandari, D. (2021). Flipped Classroom : Model Pembelajaran untuk Mencapai Kecakapan Abad 21 Sesuai Kurikulum 2013. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(2), 372. <https://doi.org/10.33394/jk.v7i2.3209>