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APPLYING OF THE FLIPPED CLASSROOM CONCEPT TO DEVELOP LEARNING ACHIEVEMENT IN ENGLISH LANGUAGES OF GRADE 4 STUDENTS IN COVID-19 SITUATION.

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ABSTRACT

This research is conducted with Indonesian students. The objectives of the research were: (1) to develop and examine the efficiency of the Flipped Classroom learning management Plan for Grade 4 (2) to examine the effectiveness of the Flipped Classroom Plan for Grade 4 Students (3) To study the learning achievement of grade 4 students who studied using a flipped classroom learning activity plan in the situation of COVID-19, the researcher used the research process in the first semester of the academic year. 2021 Data was collected between June and October 2021. The research results were as follows 1) The results of the development and review of the efficiency of the classroom – style learning management plan flipped Classroom for Grade 4 students found that learning management plan Classroom of Grade 4 students. The results of the study of the assessment of the learning management plan by applying the flipped classroom concept to improve students' English learning achievement. Grade 4 students in the situation of COVID-19 by experts the mean per plan ranged from 4.0 – 4.33 and the overall mean was 4.11, the standard deviation was 0.72 The results of the review of the efficiency of the Flipped Classroom Plan for grade 4 students were: The quality and appropriateness of each learning management plan were at the highest to the highest level, and the overview of the results The assessment of all learning management plans were at a high level ($\bar{x}$= 4.11, S.D.=0.72) and the results of the plan's effectiveness was examined. The flipped classroom for students in grade 4 had a process efficiency value (E1) of 80.08, the efficiency of the result (E2) of 73.98, efficiency (E1/E2) of 74.28/76.26 high. then the set threshold is 70/70 2. The results of the study on the effectiveness index of the Flipped Classroom Plan for grade 4 students (N=6) found that the application of the Flipped Classroom concept was used to improve the results. The English language learning achievement of Grade 4 students in the COVID-19 situation with an overall average effectiveness index of 0.670, indicating that the Flipped Classroom plan helped students achieve a hundred percent higher. 68.54 each 3. The results of a study of the learning achievement of grade 4 students who studied using the flipped classroom learning management plan in the situation of COVID-19 by analysing the relative development scores. of achievement, the percentage of scores before school was 44.44, the percentage of scores after school was 82.22, and the percentage of development was 68.64. The overall developmental level result according to the criteria was high. They can be divided according to the following criteria: There are 2 students with very high development, 3 students with high development and 1 student scored moderate growth.
Keywords: Learning achievement, Flipped Classroom, COVID-19

1. INTRODUCTION

English is an important language and it is necessary to learn to communicate with the people of the world and it is important for further education at higher levels and in work life. People in each country must communicate with each other in All aspects, The Basic Education Core Curriculum B.E.2521 (2008) focuses on developing learners to be able to achieve communication level of all four skills of English languages: listening, speaking, reading, and writing skills (Ministry of Education, 2008) So it is important to use English as the primary language in daily life. English is a tool in communication, education, seeking knowledge occupation building understanding of culture Various visions of the global community bring friendship and cooperation with various countries Help develop learners to understand themselves and others, understand differences in language and culture, traditions, thinking, society, economy, politics, and governance, as well as gain access to a wide range of knowledge more easily. The Ministry of Education has given importance to foreign languages as basic learning materials. It has been prescribed to study throughout the core curriculum of basic education, which is English. which aims to enable learners to use foreign languages to communicate in various situations (Ministry of Education. 2008: 220-221) Language learning activities for communication(Communicative Approach) is a method that focuses on students using English to communicate in both listening, speaking, reading and writing by using a variety of language teaching strategies such as using real media. Confusing sentence arrangements, language games, story series and role-plays help learners to practice using language in a variety of everyday situations. which is organizing learning activities to practice language skills that are as close to real situations as possible, and aims to enable learners to apply their knowledge of language to use in interpreting meanings appropriate to social conditions which do not focus on the form the study of language structure emphasizes the ability to communicate.

Due to the situation of Coronavirus Disease 2019 or COVID-19 situation, this resulted on the closure of educational institutions and affected learning processes of more than 1.5 billion students, or more than 90% of all students around the world. Consequently, the Ministry of Education suggested 5 formats of teaching management: 1) On Site: students can come to study normally, 2) On Air: teaching broadcasted via DLTV, 3)Online: teachers' teaching through the teaching and learning materials provided and distributed from schools to the students, the teaching approach widely performed by the largest number of teachers, 4)On Demand : teaching format through various applications, and 5)On Hand : providing worksheets for students (Amporn Pinasa, 2021).

It is a learning management innovation that is consistent with the development of learners' skills in the 21st century (Supattra Utamang, 2015). Additionally, flipped classroom can be conducted by assigning students to prepare for the next lesson by watching videos or other media before studying in the class focusing on the participation of learners.

From the epidemic situation of Coronavirus Disease 2019 (COVID-19) a new wave in Thailand during December 2020, during which time Thailand has entered winter and cold weather. has resulted in the virus having a longer lifespan According to speculations, this new wave of the Coronavirus Disease 2019 (COVID-19) epidemic in Thailand may be more severe than before. Therefore, preventive measures are for people to stay at home, reduce travel, reduce group gathering (Surachai Chokkanchitchai,2020, Ng-J),

According to the reasons and importance mentioned above, the researcher recognized the importance of developing English proficiency skills to enhance Grade 4 students' learning achievement by implementing the Flipped-classroom through On Demand and Online learning management via various applications together with students from Indonesia to be a guideline to develop teaching English better.

2. METHOD

A. Participants

The target group of this research consisted of 6 students of Grade 4 student, Phanang-Phakerng School, Erawan District, Loei Province, Loei Primary Educational Service Area Office 2, who were studying in the semester 1st of the academic year 2021, using a purposive sampling method for selecting the samples.

Researching aapplying of the Flipped Classroom concept inverted to the development of Learning achievement in English languages of Grade 4 Students in COVID-19 situation of the classroom

B. Measures

The research tools were:

1. Flipped Classroom lesson plans for Grade 4 student : 3 lesson plans, were organized for 10 hours in total. 10 hours, divided into 3 learning units as follows (Semester 1/2021).

Unit1: All about me,   1 plan, 3 hours
Unit2: School life,   1 plans, 4 hours
Unit3: Healthy living, 1 plan, 3 hours

2. Multiple choice test to investigate the students' English learning achieving before and after learning by using the designed lesson plans, contained 30 items, 30 points (1 point each)

C. Procedure and design

Procedure and design were one group pretest and posttest design. Learning units 1-3 were used to create a learning activity plans for data collection. The lesson plans were constructed through 6 stages as follows.

Before teaching

Stage 1: Plan. Teachers designed lesson plans by identifying teaching objectives, selecting teaching media and supplementary activities which are appropriate for the learner's ages, classrooms, and the school contexts.

Stage 2: Warm-up. Teachers record and prepare video for teaching. Teachers may record their own teaching or using other videos in which the content contained all learning indicators.

Stage 3: Share. Teachers share teaching videos to students and explain about the content of the video to be taught the classroom (at this stage, the teachers may create an activity or give out a pre-class quiz for students to try before teaching in the classroom).

In classroom

Stage 4: Knowledge Sharing. This stage is an exchanging of knowledge to promote interaction in classroom. Teachers extend the students opportunity to discuss, exchange and ask questions based on the content they have already studied from the video in order to develop analytical thinking and communicating skill.

Stage 5: Group work. Students are divided into groups to achieve the results as planned. Dividing students into groups, students can work together on the topic assigned by the teachers or help each other choose a topic to work on to develop creative and collaborative skills (in

the meantime, teachers can observe to assess students during presentations. Teachers may assign to do exercises or worksheets.)

Stage 6: Discussion. Students return in group again for group work presentation. It is a platform provided for all classmates to share opinions and ask questions.

After teaching

Review teaching to find out whether the designed lesson plans, videos, and materials included in the plans are effective or not, how effective the lesson plans are, and how are the results of the assessment and the evaluation of teachers' teaching as well.

Review the lesson plans after using for teaching, including teaching media and learning activities to find out how much the students understand the lessons.

Revise the lesson plans in case there are number of students remain questioned about the content. Teachers need to revise the lesson plans in order to enhance the students' better understanding.

Repeat if the teaching outcome is effective. Teachers repeat using the effective lesson plans and provide students with challenging activities so that students can use their advance level skills.

D. Data analysis

1. Part 1 : The evaluation results of using flipped classroom management lesson plans for Grade 4 students.

2. Part 2: The results of the review of the effectiveness of Flipped Classroom Management lesson plans for Grade 4 students.

3. Part 3: The results of the study of academic achievement for Grade 4 students. 'learning by implementing flipped classroom lesson plans in the situation of COVID-19 situation.

According to the study of the problem conditions and the database to develop English language proficiency skills to enhance learning achievement together with the flipped classroom concept for Grade 4 students, the researcher found that for English learning management context of Phanang-Phakerng School, students still have problems in listening, speaking, reading, and writing needed to be enchantment or development to reach the higher level. The researcher studied the concept of applying the concept of Flipped classrooms to improve English language achievement. For students to achieve success in learning management design, 3 plans, 10 hours by dividing all content into 3 learning units.

Unit1: All about me,   1 plan, 3 hours
Unit2: School life,   1 plan, 4 hours
Unit3: Healthy living, 1 plan, 3 hours

3. RESULTS
A. Data analysis results

Part 1Assessment of the Flipped Classroom Management Plan for Grade 4 students by 3 experts

Table 1. Assessment results of the Flipped Classroom Learning Management Plan for Grade 4 students by 3 experts

Lesson Plan	Total average (x̄)	Standard Deviation (S.D)	Interpret results
1	4.00	0.58	Very good quality and suitable
2	4.00	0.58	Very good quality and suitable
3	4.33	1.00	Very good quality and suitable
Overall	4.11	0.72	Very good quality and suitable

According to Table 1, the results of using Flipped Classroom lesson plans for Grade 4 students evaluated by experts were averagely scored from 4.00-4.33, the overall mean score was 4.11, and standard deviation was 0.72. For the efficiency of the Flipped Classroom lesson plans for Grade 4 students it was found that the quality and appropriateness of each lesson plan was scored from the high to the highest level, and the overall assessment results of all lesson plans was at the high level (x̄ = 4.11, SD = 0.72)

Part 2 the effectiveness of the Flipped Classroom lesson plans for Grade 4 students comparing with the 70/70 criteria. The researcher examined the effectiveness of the lesson plans calculated from the scores of assessment of students' learning behaviours in class, assessment of worksheets, and pre-test and post-test scores. The results were presented in the following table.

Table 2. Results of the review of the efficiency of the Flipped Classroom Plan for Grade 4 students

Activity / Score	Full Score	Average Score	Percent
Activity 1	10	6.80	68.00
Activity 2	10	7.88	78.80
Activity 3	10	8.20	82.00
Total average		76.26	76.26
E1			74.28
Post-Test	30	22.88	73.98
E2			76.26

From Table 2, it was found that the results of the review of the efficiency of the Flipped Classroom Plan for Grade 6 students had the process efficiency value (E1) of 74.28, the efficiency of the result (E2) was 76.26. The efficiency (E1/E2) was 74.28/76.26, higher than the set threshold of 70/70.

Table 3. Effectiveness Index of Flipped Classroom Learning Management Plan for Grade 4 Students (N=6)

Total scores of Pre-test (Full score 30)	The total score of Post-test (Full score 30)	Effectiveness Index (E.I.)
80	147	0.6700

From Table 3, it was found that the effective index of the Flipped Classroom Plan for Grade 4 students (N=6) was applied to the Flipped Classroom concept to improve their achievement. Learning English of Grade 4 students in the situation of COVID-19 by the Effectiveness Index. The overall average was 66.48.

Part 3 Study results of learning achievement of grade 4 students who study using a flipped classroom learning management plan in the situation of COVID-19
3.1 The development of students' English learning achievement scores
The development of English language achievement scores of Grade 4 students, using the relative development score analysis according to Sirichai Kanchanawasi's formula (2009). The evaluation criteria for development scores were as follows:
Development Score (Percent) Meaning
76-100 has a very high level of development.
51-75 has a high level of development.
26-50 has an intermediate level of development
1-25 have early development
Under-0 no improvement

The results of the analysis of English language learning achievement development scores of grade 4 students are shown in the following table.

Table 4. Relative Development Scores of Learning Achievement of Grade 4 Students in the COVID-19 Situation Using the Inverted Classroom Concept.

Student	Before learning	After learning	percentage of improvement	level of development
1	11	19	42.11	Intermediate
2	14	27	81.25	Very high
3	12	22	57.89	high
4	13	25	70.59	high
5	16	28	87.50	Very high
6	14	26	66.66	high
Average	**13.33**	**24.50**	**67.00**	high
Percent	**44.44**	**82.22**		

From Table 4, the relative improvement scores of academic achievement of Grade 6 students who studied using a flipped classroom learning plan in the situation of COVID-19, it was found that the percentage of scores before studying was equal to 44.44 The percentage of the score after school was 82.22 and the percentage development was 67.00. The overall development level of the criteria was high.

Table 5. summarizes the results of the analysis of the relative development scores of the academic achievement of Grade 6 students who studied using the flipped classroom learning management plan in the situation of COVID-19.

Number of students classified by level of development					combine
Very high	high	intermediate	early	no development	
2	3	1	0	0	6

According to the growth score shown in Table 6 regarding the relative improvement scores of the learning achievement of grade 4 students who studied using the flipped classroom learning management plan in the Covid-19 situation found that 2 students showed a very high improvement. with a high level of development of 3 people and 1 student showed intermediate improvement with a level of development of 6 people.

4. DISCUSSION
From the results of the study on the development of English language proficiency skills to enhance learning achievement in conjunction with the use of the flipped classroom concept of Grade 4 students, there are important issues according to the objectives that should be discussed as follows:
1. The results of the study on the evaluation of learning management plans by applying the flipped classroom concept to improve English language learning achievement of grade 4 students in the Covid-19 situation. It was found that the average was Total = 4.11 Standard Deviation = 0.72 The results of the review of the efficiency of the Flipped Classroom Plan for Grade 4 students were of good quality and appropriate. list of learning management plans at the high to the highest level, and the overall picture of the assessment results of all learning management plans were at a high level ($\bar{x}$ = 4.11, SD = 0.72) and the results of the review of the effectiveness of the flipped classroom plans.) For grade 4 students who had efficiency according to the 70/70 criteria, it was found that the efficiency (E1/E2) was 74.28/76.26higher than the set criteria. and the results of the research appear like this may be because the researcher has conducted a study of the flipped classroom learning activities and designed 6-step learning activities according to the Model by applying the concept of the flipped classroom. It is possible that because the researcher had studied about concept of the flipped classroom learning management and designed the learning activities based on the 6-stage process by applying the concept of the flipped classroom that focuses on enhancing the students' ability to construct the knowledge to be connected and integrated with the meaning of the body of knowledge for learners to understand. Moreover, the students had the opportunity to use analytical thinking to link the events with the prior knowledge in order to understand and create new knowledge, as well as, apply new knowledge to understand other problem situations in the form of expanding or applying knowledge. Especially, it is important that teachers need to monitor the progress of normal students that whether they understand well before begin the new lesson which consistent with Bergmann and Sams (2012).
2. The results of the study on the effectiveness index of the Flipped Classroom Plan for Grade 4 students (N=6) found that the overall average effectiveness index was 0.67, indicating that the learning management plan The Flipped Classroom model helped students achieve higher results by 67.00%.

2. The results of a study of the learning achievement of Grade 4 students who studied using the flipped classroom learning management plan in the situation of COVID-19 by analyzing the relative development scores. of achievement, the percentage of scores before school was 44.44, the percentage of scores after school was 82.22 and the percentage of development was 67.00. The interpretation of the development level according to the criteria was high. They can be divided according to the following criteria: There were 2 students with very high development 2 students with high development and 1 student with fair development results. This may be due to learning management by applying the concept of a reverse classroom to improve English language learning achievement and to improve English language learning achievement.

5. CONCLUSION

This helps students can absorb knowledge and directly experience with the development in all aspects including the attention of students to be enthusiastically alert and responsive at all times and to improve English language learning achievement focuses on students to connect their basic knowledge with new knowledge and emphasizes on a relaxed atmosphere. which students can creation of knowledge and understanding from what lessons they have to learning. Applying knowledge, all aspects of the process, and emotions of learners to develop into new knowledge successfully, learning activities by implementing flipped classroom to enhance English learning achievement is believed that teaching English requires skill training. Remembering many rules is difficult for students to understand, it is boring and takes a long time to remember as students have no time to practice. Many academicians have been searching for a solution to the problem by creating new ideas of teaching and learning. The current concept seems suitable for solving the problem and the current situation, the concept of "Teach less but Learn more", teaches less but learns a lot, is one of the ideas that supports and is a guideline to solve problems. Many educational institutions have applied this concept to use in the classroom at various educational levels in order to enable students to learn anywhere, anytime without limitation (Bamrung Ngamkarn, 2013).

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