

Journal Universitas Muhammadiyah Gresik Engineering, Social Science, and Health International Conference (UMGESHC)

UMGCINMATIC : 1st Rethinking Education during Covid-19 Era: Challenge and Innovation

The Development Of Learning Achievement In English Languages Of Grade6 Students In Covid-19 Situation By Applying The Flipped Classroom Concept Inverted

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ABSTRACT

This research is conducted with Indonesian students. The objectives of the research were: (1) to develop and verify the efficiency of the Flipped Classroom Plan for Grade 6 (2) to examine the effectiveness of the Flipped Classroom Plan for Grade 6 Students (3) To study the learning achievement of grade 6 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. Tools used include Plan to organize learning activities in a flipped classroom, 4 plans, 10 hours, with pre-test and post-test. Data were analyzed using descriptive statistics such as frequency, percentage, mean, standard deviation. average efficiency performance index Effectiveness Index and relative development scores.

The results of the research on the development of English language learning achievement of grade 6 students in the situation of COVID-19 by applying the concept of a reverse classroom. The results of the research were summarized as follows.

1. 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 6 in the situation of COVID-19 by experts the mean per plan ranged from 3.6 – 4.4 and the overall mean was 4.12, the standard deviation was 1.00. The results of the review of the efficiency of the Flipped Classroom Plan for grade 6 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} = 4.12, S.D.=1.00) and the results of the plan's effectiveness was examined. The flipped classroom for students in grade 6 had a process efficiency value (E1) of 76.86, the efficiency of the result (E2) of 79.20, efficiency (E1/E2) of 76.86/79.20 high. then the set threshold is 75/75

2. The results of the study on the effectiveness index of the Flipped Classroom Plan for grade 6 students (N=30) found that the application of the Flipped Classroom concept was used to improve the results. The English language learning achievement of Grade 6 students in the COVID-19 situation with an overall average effectiveness index of 0.6648, indicating that

the Flipped Classroom plan helped students achieve a hundred percent higher. 66.48 each

3. The results of a study of the learning achievement of gr 6 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 46.66, the percentage of scores after school was 79.22, and the percentage of development was 68.40. The overall developmental level result according to the criteria was high. They can be divided according to the following criteria: There are 3 people with very high development and 27 people with high development.

Keyword: Learning achievement, Flipped Classroom, COVID-19

I. 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, whether it is economic, social, political, government, education, art, culture, tradition, tourism, and others. using English as the medium English is humanity's lingua franca for communicating with people of different languages and cultures, 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 (Sumitra Angwattanakul, 1997). The researcher emphasizes the development of English language learning achievement by emphasizing that students must use English in listening. Speaking, reading, and writing quality.

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), and Nong Hin Community School in Loei Province has been ordered to temporarily close the school and let teachers Instructors manage to teach according to the normal schedule. by applying according to the aptitude and convenience of teaching and learning management of teachers and students Such as using online learning management through various applications such as Google Classroom, Google Meet, Line, Facebook, Zoom, DLTV, or any channel, but teaching management must continue. Other activities have been postponed indefinitely.

Chumchonnonghin School is a medium-sized school that organizes learning activities for English subjects at the elementary school level 1 to grade 9 from the results of learning activities for foreign language learning groups (language subjects) English) found that the learning achievement in English at the Grade 6 level, Academic Year 2020 with an average score of 42.00 percent (Academic Department, Chumchonnonghin School, 2020), did not meet the criteria set by the school, which was 70% due to the lack of students' learning process skills. seeking knowledge, doing a variety of activities to promote learning, and teachers lacking techniques and teaching methods that stimulate students' interest; students do not have the opportunity to practice the use of language in daily life. Therefore, the researcher has studied educational theories that can be used to solve problems in the development of learning activities in the English language course and discovered that teaching and learning activities by using communication language learning management (Communicative Approach combines the concept of Flipped Classroom as a teaching method that focuses on enabling learners to use the language they learn to communicate correctly and in real situations. Instructors allow students to do as many activities as possible by using interpersonal skills and focusing on language fluency. while not neglecting the correctness of the language (Sumitra Angwattanakul, 1996)

The Flipped Classroom concept has been emphasized on learning outside the classroom along with teaching in the classroom. The reverse classroom was born from the development of a blended teaching approach that supports the exchange of information and opinions, both individually and in groups. In the same way, Abeysekera and Dawson (2015) observed that the classroom concept was similarly reversed: 1) it shifts the lecture from inside the classroom to the outside of the classroom. 2) Focus on spending time teaching in the classroom for learners to achieve maximum learning 3) Focusing on students to be most effective by doing activities before and after class. In addition, November and Mull (2012) point out that the classroom is

reversed, requiring learners to prepare for the next lesson. by watching videos or media before entering the class Learning reversals will focus on student engagement. Teachers can create video lectures. According to the academic content for learners to learn before actually attending classes according to the curriculum design. This makes learning time in the classroom more valuable. while the classroom activities Learners were more involved in the activities as well. This will facilitate additional learning from the teacher (Milman, 2012). There is also an interesting point of view (Bergmann and Sams 2008) that provides a coherent view that starts with the idea of incorporating technology. One of the main steps of the teaching and learning process is applied to learning management in which the theoretical content is adapted to suit the learner. The learner will be responsible for studying the lesson by watching the video lectures themselves before entering the class. which the instructor will record by linking to the website While learners are directly conveyed by the instructor for classroom activities, the lesson response is by discussing the main points. Furthermore, the basic purpose of the classroom concept is reversed. is to encourage students and teachers to spend as much time in classroom activities as possible. where learners and tutors can interact immediately during class, assisting more effectively; There are two main components: 1) the use of computers for learning outside the classroom and 2) learning and interacting in the classroom (Merrill, 2002; Bishop & Verleger, 2013). The idea has been applied to include English subjects at Chumchonnonghin School very well.

From the reasons and importance mentioned above the researcher as a teacher of the foreign language learning group Chumchonnonghin School, Nong Hin District, Loei Province, and from the above situation, Therefore, the researcher is interested in improving the English language learning achievement of grade 6 students in the situation of COVID-19 by applying the reverse classroom concept in online learning management. in various applications as a guideline for further development and application of effective learning management.

II. METHOD

Researching Developing students' English language achievement Grade 6 in the situation of Covid 19 by applying the concept of the classroom upside down. The researcher proceeded with the following steps:

1. Target group
2. Research tools
3. Creation and quality of tools
4. Data collection
5. Data manipulation and data analysis
6. Data analysis conducting research

Because of this research, the researcher proceeded according to the research framework by studying the problem conditions and background information. Learning management practice related to the development of students' English language learning achievement. Grade 6 in the situation of Covid 19 by applying the concept of the classroom upside down. study course Concepts and theories about learning activities based on the inverse classroom concept in English subjects, using the collected data to design the learning activities process and presenting them to research advisors and experts. to check the quality of the learning process as to the validity, comprehensiveness, and feasibility to improve students' English learning achievement Grade 6 In the situation of Covid 19 by applying the concept of the classroom inverted as well as the students' basic needs and abilities in a learning context. To connect with the framework of the activities of learning English subjects in this research for students to be successful by There are steps as follows.

2.1 Participants

In this research, the target group consisted of 30 students in Grade 6 students at Chumchonnonghin School, Nong Hin District, Loei Province, Loei Primly Educational Service Area Office 2, totaling 30 students in the first semester of the academic year 2021. Purposive Sampling Research scope.

The researcher has defined the scope of research as follows.

1. The scope of content used in the research is the content according to the core curriculum of basic education, B.E. 2551 (2008), the subject group for learning foreign languages (English), grade 6, semester 1 of the academic year 2021 to prepare a plan. A total of 4 learning plans were organized for 10 hours in total.

Unit1: Personal Identification, 1 plan, 3 hours

Unit2: Daily Routines, 2 plans, 5 hours

Unit3: Sports day, 1 plan, 2 hours

2. Scope of the target group

The scope of the research target group consists of the target groups as follows: Grade 6 students at Chumchonnonghin School, Nong Hin District, Loei Province, under the Office of Elementary Education Service Area 2, in the first semester of the academic year 2021, used for the development of English learning achievement of students in Prathomsuksa 6 in the situation of COVID-19 by applying the concept of an inverted classroom to use in online learning management. In various applications to guide the development and application of learning management, observe the behavior of learning management in one English subject classroom of 30 students, which were obtained by random sampling (Purposive Sampling).)

3. Scope of learning model Flipped Classroom in combination with online learning activities

The researcher will use the information that appears from the study to analyze. synthesized in the beginning Let's design learning management to be detailed in the process of learning management in English. Grade 6 for learning management for learners to achieve the ability to learn English and to develop students' English learning achievement Grade 6 in the situation of Covid 19 by applying the concept of an inverted classroom in online learning management. in various applications The Chumchonnonghin School has taught online through the application of Google Classroom, Google Meet to improve the ability to teach English to have better academic achievement.

4. Time boundaries

The researcher will spend time researching in the first semester of the academic year 2021 from June 2021 to October 2021 by organizing learning activities by foreign language learning subjects. by applying the concept of an inverted classroom in the management of online learning. in various applications by selecting content from the scope (Themes), Topics, Sub-Topics, selected from 3 different learning units, 10 hours.

5. Variables studied

5.1 Primary variables or independent variables 4 plans for learning management using the concept of a reverse classroom

5.2 Variables according to English language learning achievement of Grade 6 students in the situation of covid 19 By applying the concept of the Flipped Classroom.

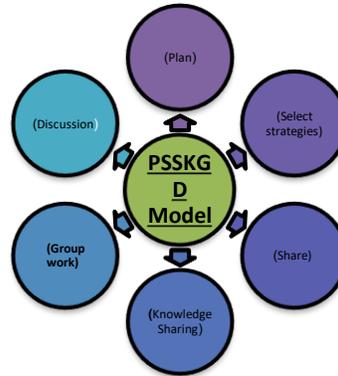
2.2 Measures

Innovative design to develop learning management processes by applying the concept of the inverted classroom to develop students' English learning achievement. Grade 6 students in the situation of COVID-19 by studying documents and research on learning activities by applying the concept of the classroom upside down to obtain knowledge of the theory related to the learning activities used in this research It was found that the content and components of the learning activities that covered the important issues in the learning activities should consist of learning activities format Characteristics of learning activities The process of organizing learning activities and the role of students and teachers and analyzing the concept of the classroom upside down. The process of organizing learning activities to determine the steps in the development of learning activities.

2.3 Procedure and design

The results of the analysis of the steps by applying the concept of the inverted classroom

PSSKGD Model consisted of the following steps:



Before teaching (outside the classroom)

- Step 1 (Plan) Make a plan. Teachers design lesson plans. set teaching objectives Selection of teaching media and supplementary activities that are appropriate for the learner's age, classroom, and school context.
- Step 2 (Select strategies, technology media, and materials) Record and prepare video tutorials. Teachers may record their teaching. Or use the service from teaching videos that contain complete lesson content according to the indicators, methods, technologies, media, and equipment.
- Step 3 (Share) Step Share Teachers share teaching videos. send to students and explain that the content of the video will be discussed in the classroom (At this stage, the teacher may create an activity or hand out pre-class quizzes for students to try before teaching in the classroom)

In the classroom

- Step 4 (Knowledge Sharing) Exchange to encourage interaction between teachers. Teachers give children the opportunity to discuss, exchange, and ask questions based on the content that has been studied in the video. to develop analytical thinking skills and communication
- Step 5 (Group work) Divide the groups to achieve the planned results. Teachers divide groups so that students can work together. on the topic assigned by the teacher or help each other choose a topic to work for to develop creative thinking and collaboration skills. (In the meantime, teachers can observe to assess students during the presentation. Teachers may assign them as exercises or worksheets.)
- Step 6 (Discussion) group together again. to present the group's work Open a platform for friends to share their opinions and ask questions.

After teaching

Teachers review teaching Did the designed lesson plan, videos, and materials included in the plan be effective? How? It also measures and evaluates teacher teaching. Review the lesson plans that have been designed. including learning materials and teaching activities that were successful or not How do students understand? Correction if many students still have doubts. Teachers should make adjustments so that students can understand more. Repeat if the day's instruction works well. The teacher should repeat and supplement challenging activities to enable students to use higher skills.

2.4 Data analysis

Data analysis

1. Part 1 Assessment of the Flipped Classroom Learning Management Plan for grade 6 students
1. Part 2 The results of the review of the effectiveness of the inverted classroom learning management plan. (Flipped Classroom) for Grade 6 students
2. Part 3 The results of a study on the learning achievement of grade 6 students who studied using an organizational plan Flipped Classroom Learning in the COVID-19 Situation
3. The researcher studied the problem condition and basic information to develop English language proficiency skills to enhance learning achievement in conjunction with the inverted classroom concept of grade 6 students. It was found that the context of learning management English in chumchonnonghin School Students still have problems in listening, speaking, reading, and writing at the level that they need to improve or improve. 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, 4 plans, 10 hours by dividing all content into 3 learning units.

Data analysis results.

Part 1 Assessment of the Flipped Classroom Management Plan for Grade 6 students by 3 experts

Table 4. Plan evaluation results of learning management plans by applying the flipped classroom concept to improve students' English learning achievement. Grade 6 in the situation of COVID-19 by 3 experts assessing the quality and suitability of the plan. and the results are shown in Table 4.

Lesson Plan	Total average (\bar{x})	Standard Deviation (S.D)	Interpret results
1	4.30	0.55	Very good quality and suitable
2	4.00	1.00	Very good quality and suitable
3	4.40	0.60	Very good quality and suitable
4	4.20	0.45	Very good quality and suitable
Overall	4.12	1.00	Very good quality and suitable

From Table 4, it was found that the assessment results of the learning management plan by applying the flipped classroom concept to improve the English language learning achievement of grade 6 students in the COVID-19 situation were conducted by experts. The mean per plan ranged from 3.6 – 4.4 and the overall average was 4.12 and compared with the quality and suitability criteria. According to the preliminary quality level conditions, it was found that the learning management plan applied the concept of flipped classrooms to improve students' English learning achievement. Primary school grade 6 in the situation of COVID-19, the quality and appropriateness of each plan are at the highest level. and overall assessment results All plans are at a high level (\bar{x} = 4.12, S.D.=1.00).

Part 2 The results of the review of the effectiveness of the Flipped Classroom Plan for Grade 6 students who meet the criteria of 75/75.

The researcher examined the effectiveness of the learning management plan. It was calculated from the scores of assessment of learning behaviour during class, assessment of worksheets, and pre-study and post-study tests. The results are shown in the following table.

Table 5 Results of the review of the efficiency of the Flipped Classroom Plan for Grade 6 students

Activity / Score	Full Score	Average Score	Percent
Activity 1	10	6.20	62.00
Activity 2	20	17.23	86.15
Activity 3	20	16.3	81.50

Activity / Score	Full Score	Average Score	Percent
Activity 4	20	16.56	82.80
Total average		56.29	78.11
E1			76.86
Post-Test	30	23.76	79.20
E2			79.20

From Table 5, 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 76.86, the efficiency of the result (E2) was 79.20. The efficiency (E1/E2) was 76.86/79.20, higher than the set threshold of 75/75.

Table 6 Effectiveness Index of Flipped Classroom Learning Management Plan for Grade 6 Students (N=30)

Total scores before exams for all rooms (full score 30)	The total score after the examination of the whole room (full score 30)	Effectiveness Index (E.I.)
2	3	66.48

From Table 6, it was found that the effective index of the Flipped Classroom Plan for Grade 6 students (N=30) was applied to the Flipped Classroom concept to improve their achievement. Learning English of Grade 6 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 6 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 6 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 6 students are shown in the following table.

Table 7 Relative Development Scores of Learning Achievement of Grade 6 Students in the COVID-19 Situation Using the Inverted Classroom Concept.

People	Before	After	percentage improvement	development level
1	10	23	71	high
2	15	24	80	Very high
3	11	22	66	high
4	11	23	75	high
5	10	22	77	Very high
6	10	22	68	high
7	11	24	59	high
8	13	21	58	high
9	17	23	66	high
10	15	22	78	high
11	12	25	68	high
12	13	25	65	high
13	12	26	75	very high
14	11	27	77	high
15	15	23	70	high
16	16	23	69	high
17	16	25	81	high
18	15	25	63	high
19	14	25	66	high
20	14	21	70	high
21	15	24	65	high
22	12	25	67	high
23	22	25	63	high
24	15	26	70	high
25	16	21	63	high
26	14	23	62	high
27	14	22	62	high
28	17	24	68	high
29	16	25	62	high

People	Before	After	percentage improvement	development level
30	20	27	68	high
Average	14.00	23.76	68.40	high
Percent	46.66	79.22		

From Table 7, 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 46.66 The percentage of the score after school was 79.22 and the percentage development was 68.40. The overall development level of the criteria was high.

Table 8 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	middle	early	no development	
3	27	0	0	0	30

From Table 8, the relative improvement scores of the learning achievement of grade 6 students who studied using the flipped classroom learning management plan in the Covid-19 situation found that 3 students showed a very high improvement. with a high level of development of 27 people

III. RESULTS

In doing this research is joint research with Indonesian students. The objective is to develop and examine the efficiency and effectiveness of the learning management plan and study the learning achievement of grade 6 students by using the flipped classroom learning management plan in the situation of COVID-19, semester 1. The academic year 2021 collecting data between June-October 2021. The tools used consisted of a flipped classroom, 4 plans, 10 hours, a pre-study test, and a post-study test. The data were analyzed using descriptive statistics such as frequency, percentage, mean, standard deviation. average efficiency performance index Effectiveness Index and relative development scores the results of the research can be

summarized as follows:

Summary of research results

1. 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 6 in the situation of COVID-19 by experts the mean per plan ranged from 3.6 – 4.4 and the overall mean was 4.12, the standard deviation was 1.00. The results of the review of the efficiency of the flipped classroom learning management plan for Grade 6 students were: The quality and appropriateness of each learning management plan were at the highest to the highest level, and the overall picture of the assessment results of all learning management plans was at the level. At a high level ($\bar{x} = 4.12$, $SD = 1.00$) and the result of the review of the efficiency of the flipped classroom plan for grade 6 students, the efficiency value of the process (E1) was 76.86. The resultant efficiency (E2) was 79.20, the efficiency (E1/E2) was 76.86/79.20 above the threshold set of 75/75.

2. The results of the study on the effectiveness index of the Flipped Classroom Plan for Grade 6 students (N=30) found that the application of the Flipped Classroom concept was used to improve the results. The English language learning achievement of Grade 6 students in the COVID-19 situation with an overall average effectiveness index of 0.6648, indicating that the Flipped Classroom plan helped students achieve a hundred percent higher. 66.48 each.

3. The results of a study of the learning achievement of Grade 6 students who studied using a flipped classroom learning management plan in the situation of COVID-19 by analyzing the relative improvement scores of learning achievement. The percentage of scores before school was 46.66, the percentage of scores after school was 79.22, and the percentage of development was 68.40. The overall developmental level result according to the criteria was high. They can be classified according to the following criteria: 3 persons with very high development and 27 persons with high development.

IV. DISCUSSION AND CONCLUSION

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 6 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 6 students in the Covid-19 situation. It was found that the average was Total = 4.12 Standard Deviation = 1.00 The results of the review of the efficiency of the Flipped Classroom Plan for Grade 6 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 ($\bar{x} = 4.12$, $SD = 1.00$) and the results of the review of

the effectiveness of the flipped classroom plans.) For grade 6 students who had efficiency according to the 75/75 criteria, it was found that the efficiency (E1/E2) was 76.86/79.20 higher 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 PSSKGD Model by applying the concept of the flipped classroom. It focuses on learners to learn to create a body of knowledge that connects and integrates the meaning of knowledge for learners to understand. Students have the opportunity to use analytical thinking. Think of linking related events to understand prior knowledge. for use in creating new knowledge and bringing new knowledge that can be applied to explain other problem situations understandably in the form of expanding or applying knowledge The Flipped Classroom concept has been given importance to learning outside the classroom in parallel with teaching in the classroom. The flipped classroom was developed from blended learning that supports the exchange of information, ideas, both individually. individual and group to a variety of practical applications by the nature, abilities, interests, as well as learning desires of learners by using questions that motivate learners to continually connect and search for answers to put into practice in the real context According to the principle of the brain and learning, it helps to develop intelligence, analytical thinking. and emotion, which is an important part of learning every step of the way. In addition, learning activities by applying the concept of the classroom are reversed. also, attach importance to organizing experiences and practicing self-learning, studying at home, sending homework to school and the use of modern applications motivates learners rather than focusing on learners' memory. Instructors pay attention to enhancing learning through knowledge summary activities. Knowledge information is presented in the context of its connection with real-life situations. Techniques are used to help memorize information. And in the classroom, an instructor is acting as a coach, giving advice and encouraging students to think. by asking questions and finding answers Teachers should allow learners to ask questions from Watch the video at home first, which must be one question each learner has in mind and may use the beginning of the class to ask questions and work together to find answers. then exchange Comments from content that have been watched videos or set up a classroom group on Facebook or Line and let learners ask questions. and discuss the answers Initially, the teacher may be the one who asks the students questions first. to create interest in learners and most importantly, teachers must monitor the progress of regular learner If the learner understands it well, the next lesson will begin.

2. The results of the study on the effectiveness index of the Flipped Classroom Plan for Grade 6 students (N=30) found that the overall average effectiveness index was 0.6648, indicating that the learning management plan The Flipped Classroom model helped students achieve higher results by 66.48%.

3. The results of a study of the learning achievement of Grade 6 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 46.66, the percentage of scores after school was 79.22 and the percentage of development was 68.40. The interpretation of the development level according to the criteria was high. They can be divided according to the following criteria: There were 3 people with very high development and 27 people with high 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. Has focused on students to review the basic knowledge connected with new knowledge. and focus on a relaxed atmosphere, able to absorb knowledge and has a direct action on experience develop in all aspects including stimulating the attention of students to be alert Respond with enthusiasm at all times to lead to the creation of knowledge and understanding of the subject being studied by bringing knowledge of all aspects of the process and emotions of learners to develop into new knowledge to be successful while learning activities by applying the concept of an inverted classroom to improve English language learning achievement There is a belief that teaching English requires skill training. Remembering many rules Most students see it as difficult to understand, boring, and takes a long time to remember. no time to practice Academics has been searching for a solution to the problem. with the creation of teaching and learning concepts, the current concept seems to be suitable for solving the problem and keeping up with it. The current situation, the concept of “Teach less but Learn more”, teaches less but learns a lot, is one of the ideas that support. And as a way to solve problems, many educational institutions have applied in the classroom at different levels of education, allowing students to learn anywhere, anytime, without limitations.

V. SUGGESTION

1.1 Instructors of the sixth-grade foreign language learning subject group can apply the learning management plan by applying the concept of a reverse classroom to develop English language learning achievement created by the researcher to use in learning activities. because it is an effective learning management plan There is a systematic build process through expert quality checks. It is a learning management plan to develop English language learning achievement. Those who will use it should study the concepts, theories, and methods of organizing activities to suit the learners.

1.2 Learning management by applying the concept of an inverted classroom to improve English learning achievement Teachers should study the needs of learners, such as the use of teaching materials. that is diverse and suitable for the level of learners The duration of the event should be appropriate. and tightening, not stretching, etc.

1.3 Content should be selected to be appropriate for the class level. and should be diverse

1.4 The learning management should be applied by applying the concept of a reverse

classroom to improve English language learning achievement. to study with other variables such as achievement motivation satisfaction in learning durability, etc.

1.5 Should create a learning atmosphere that is friendly with students. to provide opportunities for students interact with friends and participate in activities every step of the way

2. Suggestions for further study

2.1 Learning management should be developed by applying the concept of the inverted classroom to improve the English language learning achievement developed by the researcher in conjunction with various other teaching methods.

2.2 A learning management plan should be implemented by applying the concept of a reverse classroom to develop English language learning achievement. went to experiment with several groups of students to conclude the research more extensive and confident.

Acknowledgments

This research was conducted because it was funded by the new researcher development program, so thank you to the Elementary School District. District 2 is highly recommended and with the kindness of Dr.Wanida Simpol, research consultant, and Dr. Nanthana Sarakitjanon, for giving me suggestions.

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