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***FCAM: COMBINATION OF FLIPPED-CLASSROOM APPROACH AND  
MULTIMODALITY FOR LEARNING PRODUCTIVE SKILLS ONLINE***

**TIM PENGUSUL**

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## HALAMAN PENGESAHAN

Judul Penelitian : *FCAM: Combination of Flipped Classroom Approach and Multimodality for Learning Productive Skills Online*

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## SUMMARY

Before the pandemic, blended-learning or e-learning were options, but now inevitably most of the regions experiencing a pandemic are implementing online learning. Of course, online learning provides many changes, expects adaptation and creates a new concern and order in the world of education. In online learning, there are things that are important for the teacher to pay attention to, namely how students can master the material and produce the expected output. This is because direct face-to-face interaction is minimal or even non-existent. Of course, this makes teachers look for ways, methods, approaches in the teaching and learning process that can effectively help their students in online learning. Talking about students, it is fitting to include the term learning styles. Related to learning styles, one approach in teaching and learning process called multimodality can be a great supporter. Multimodality is the involvement of two or more modes of communication in learning a language. The online learning situation in the Covid-19 pandemic is a different situation. Therefore, it is possible that multimodality alone is not enough. What if you combine it with one more approach, namely the Flipped Classroom Approach? Flipped Classroom Approach is a learning approach that also thinks about students and provides space for students to achieve learning goals in their own way and autonomously. Therefore, in this study, we want to combine a flipped classroom approach and multimodality and then we name it with the term *FCAM* to be applied in this online learning process, especially the focus in this study is productive skills.

Keywords: flipped classroom approach, multimodality, productive skills, online learning

## CHAPTER 1

### INTRODUCTION

This chapter is an elaboration of three sub-chapters covering research background and problems, specific research objectives, and research urgency.

#### A. Research Background

When the Covid-19 pandemic broke out around the world, all aspects of life were forced to change and follow new normal habits. No exception, these changes occur in the world of education. Before the pandemic, blended-learning or e-learning were options, but now inevitably most of the regions experiencing a pandemic are implementing online learning. Of course, online learning provides many changes, expects adaptation and creates a new concern and order in the world of education. In online learning, there are things that are important for the teacher to pay attention to, namely how students can master the material and produce the expected output. This is because direct face-to-face interaction is minimal or even non-existent. Of course, this makes teachers look for ways, methods, approaches in the teaching and learning process that can effectively help their students in online learning. Talking about students, it is fitting to include the term learning styles. Fleming and Mills (1992) as quoted by Marcy. V.(2001), proposes The VARK©. The “V” in VARK© stands for visual. Visual learners process information best if they can see it. Graphs, flow charts and pictures are helpful to them. The “A” stands for aural, and these learners like to hear the information. They process information best by listening to lectures, attending tutorials and using tape recorders to play back learning sessions. The “R” stands for read/write. These students like to see the written words. They like to take notes verbatim and reread these over and over again. They also like to read texts. Finally, the “K” stands for kinesthetic. These learners like to gain the knowledge by practicing and have a connection to reality.

Related to learning styles, one approach in teaching and learning process called multimodality can be a great supporter. Multimodality is the involvement of two or more modes of communication in learning a language. Modes here means the way we create the meaning. According to Jewitt (cited in Winiharti and Herlina, 2017), there are various forms and resources which are able to construct the meanings of any language such as image, sound, music, gesture, speech, body posture, and many others in the teaching and learning process. There are five modes

in multimodality. The five modes include visual, aural, gestural, spatial, and linguistic. By applying multimodality which is combining more than one mode, we can accommodate the learning styles of our students. In this online learning situation, teachers are appreciating the learning diversity itself. And now, by realizing that this is the era of autonomous learning; shifting from full responsibility teacher to teach into students to learn by providing our students multimodal materials is a good choice.

The online learning situation in the Covid-19 pandemic is a different situation. Therefore, it is possible that multimodality alone is not enough. What if you combine it with one more approach, namely the Flipped Classroom Approach? Flipped Classroom Approach is a learning approach that also thinks about students and provides space for students to achieve learning goals in their own way and autonomously. After that, there will be space for discussion between friends and there is a control and guide as well as a common perception guided by the teacher. Therefore, in this study, we want to combine a flipped classroom approach and multimodality and then we name it with the term *FCAM* to be applied in this online learning process, especially the focus in this study is productive skills. Furthermore, in this study there are two research questions, namely How do FCAM work to provide best online learning experience in productive skills?, and What are the advantages and disadvantages in implementing *FCAM* in learning productive skills online?

## **B. Specific Objectives**

There are two specific objectives to be achieved in this research. They are:

1. To reveal the implementation of FCAM in order to provide best online learning experience in productive skills.
2. To find out the advantages and disadvantages in implementing *FCAM* in learning productive skills online.

## **C. Research Urgency**

The importance of adapting to a new order in the world of education which is now closely related to students as the main focus so that attention to learning styles, learner autonomy and the best material that accommodates the needs of students in learning sparked the idea of

researchers to combine Flipped Classroom Approach and Multimodality, and then call it with FCAM.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter is an elaboration of related theories as well as the basis for this research.

#### **2.1. Multimodality**

Multimodality is the involvement of two or more modes of communication in learning a language. Modes here means the way we create the meaning. According to Jewitt (cited in Winiharti and Herlina, 2017), there are various forms and resources which are able to construct the meanings of any language such as image, sound, music, gesture, speech, body posture, and many others in the teaching and learning process. There are five modes in multimodality. The five modes include visual (e.g., image, color), aural (e.g., music, sound effects, gestural (e.g., body movement), spatial (e.g., arrangement of space), and linguistic (e.g., words).

#### **2.2 Flipped Classroom Approach**

Flipped Classroom is when it comes to learning which is usually done in class by students at home, and homework what they usually do at home is done in school (Bergmann and Sams, 2012: 13). According to Johnson (2013: 14) Flipped provided by educators by minimizing number of direct instructions in practice teach them while maximizing interaction with each other. It is exploiting technology that provides additional ones support learning materials for students which can be accessed online. This matter free up previous class time has been used for learning. The advantages of the Flipped model Classroom according to Berrett, D (2012) as the following: (1) Students have time to study the subject matter at home before the teacher delivers it in the classroom so that students are more independent, (2) Students can study the subject matter in conditions and a comfortable atmosphere with his ability to receive material, (3) Students get the teacher's undivided attention when having difficulty understanding assignments or exercises, (4) Students can learn of different types of good learning content through videos / books / websites.

#### **2.3 Speaking Skills**

Speaking is a productive skill, speaking is very important for all communication,

especially for international communication and English is a foreign language in Indonesia. Students' must be able to understand speaking skills and students must be able to focus on learning speaking skills. According to Chastain (2004), speaking is a productive skill because they can generate ideas, messages, and advice for us to practice it. To improve communication skills in English not only in class but also in practice outside the classroom. it will be influenced by our conversation skills. Speaking skill is a productive skill. This is an activity to producing sentences or words orally. With these skills, a person can convey their ideas, thoughts, and opinions about anything. Through talking, people can communicate well with others directly or indirectly. Brown in Maria (2010) states that there are several aspects of speech such as pronunciation, vocabulary, fluency, accent, and grammar, which should be mastered to be able to speak properly. As a fairly complex activity talking has three main aspects namely as follows:

a.) Fluency

Fluency is about how comfortable and confident in speaking English. If you can talk for a long time, it is a strong indicator of fluency. It's also about how a clear connection between each point you try to make. This skill also means that the listener can follow what you say and not get lost.

b.) Vocabulary

Vocabulary is the basis of a language. For a meaningful use of words or sentences, it is necessary to use appropriate vocabulary to express something. In other words, for students who want to have good speaking skills is to master vocabulary.

c.) Grammar

Grammar is very important in speaking. According to Nunan (2003: 154), grammar can also usually be considered as a set of rules that determine the right word patterns at a conversation level. If someone's conversation is full of grammatical mistakes, these ideas won't arrive easily. Therefore learning the grammar rules will certainly help students to be more active in speaking.

## **2.4 Writing Skill**

Writing is one of the indirect communication activities for other people that convey the information. Writing becomes one of the most difficult to learn because should be write the various aspects such as purpose, vocabulary and etc. (Klimova, 2012) . Writing is a skill that must be practiced continuously with rules, practice will make



students easy to write their ideas (Myles, 2002: 1). The benefits of writing can help to express one's personality, give and receive feedback, develop thinking skills, make the persuasive arguments and etc (Klimova, 2012).

The components of writing are content, form, grammar, style and mechanic (Haris, 2001: 36). In the content should convey the main ideas can be attentive to the reader (1969: 68), Forms is the transition to make clearly the idea describes (Haris, 1969: 38). Grammar is related tenses, grammatical forms and syntactic patterns, style is chosen tone or flavor to writing can make the readers not bored, mechanic used good spelling, punctuation, and clear writing (Haris, 1969: 69) According (Hussen, 2015) some processes writing is brainstorming, planning, drafting, revising, and editing. Brainstorming is the initial step in writing, the function is organization thinking and ideas. It is included pre-writing activity (Oshima and Hogue, 2016). Brainstorming is the list, free writing and mind mapping (Zemarch & Rumisek, 2005). Planning is helping the writer's introduction to ideas in the main topic of paragraph (Cumming, 2006). Drafting is processing the writers writing down the ideas on focusing in content (Hussen, 2015). Revising is checking whether the ideas already written are in accordance with the content (Cumming, 2006). Editing is checking and correcting the spelling, grammar, capitalization, word choice and etc (Hussen, 2015)

## **2.5 Characteristics of Adolescence Learners**

Lots of adults can become anxious about being in school and are afraid of their failure and may believe that they can't learn. On the other hand, adult learners have high expectations about a learning process and they can also accept responsibility for learning later. They direct themselves; they do not depend on others for direction. Adults as learners are goal-oriented and result-oriented that they want. They know what they want and want to achieve, and they also have quite specific results in mind for the education they live. They have to see the reasons for learning something. Learning must be very beneficial for them; it must be related to their needs and ultimately to their work. In other words, adults should look for an education that is suitable for their lives today. They are practical and focus on certain aspects of the lesson; that means they also want to know how the lesson will be useful to them at work later. We must not forget that adults have a lot of experience and a lot of knowledge, and they hope to be treated accordingly. They

need learning that makes sense and is connected to their knowledge and experience. They can also be critical of teaching methods if they feel inappropriate. Furthermore, we can expect that adults are more disciplined than children and adolescents and can maintain motivation levels. Adults develop more abstract thought than children; that means we must choose the appropriate activities that are adapted to use their intelligence to learn consciously.

## **CHAPTER 3**

### **METHODOLOGY**

This chapter describes the research methods used in this study. In detail, this chapter contains research methods, population and samples, research locations, data collection instruments and techniques, and data analysis techniques.

#### **3.1 Research Method**

In this study, researchers used a descriptive method. According to Sugiyono (2011), descriptive research is research that aims to describe a condition or phenomenon that has occurred recently by using scientific procedures to answer the real problem. Descriptive method is also used to interpret something, including a condition, develop a problem or thought, in an ongoing process, an effect or tendency occurs (Sukmadinata, 2006). Descriptive method is applied in this research to interpret the application of FCAM (Flipped Classroom Approach and Multimodality) in learning productive skills online. Researchers used mixed-method research to carry out this research. According to Wirawan (2012: 160), mixed-method research is research that combines qualitative and quantitative methods all in one evaluation process. Mixed-method research will make research findings richer. Related to that, Sugiyono (2011: 404) adds that mixed-method research is used to obtain data that is more comprehensive, valid, reliable and objective.

#### **3.2 Population and Sample**

The population of this study were students in the first semester of English Education at a private university in Yogyakarta who took the Intensive Listening and Speaking Subject. The sample in this study were education students of regular class.

#### **3.3 Research Setting**

This research is located in a private university located in western part of Yogyakarta. Furthermore, this research lasted for one semester in the even semester of the 2021-2022 academic year. This research took place in September - November 2021.

### **3.4 Instrument and Data Gathering Technique**

#### **1) Instrument**

Researchers use several instruments in completing the research. The instruments used were interview guides, questionnaires, and tests. Further explanation of each instrument will be discussed below.

##### **a) Interview**

In obtaining data, researchers used interview guidelines. Interviews can be used to collect data about subjects' opinions, beliefs, and feelings about a situation in their own words. It can also provide information that cannot be obtained through observation or to verify observations (Ary et al., 2002, p. 434).

##### **b) Questionnaire**

The questionnaire is a list of questions that ask people's opinions (Elliot, 1991, as quoted by Widyasarastrri, 2010). According to Ary et al (2002, asquoted Widyasarastrri, 2010) There are two types of questionnaires. They are structured or closed forms and unstructured or open forms. In this study, researchers used both types of questionnaires.

##### **c) Test**

The test is a series of questions or exercises and other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups (Arikunto, 2006: 150). As stated by Mardapi (2008), the test is also a tool to measure a person's indirect ability through responses to questions. In this study, there are two types of tests used, namely pre-test and post-test.

### **3.5 Data Analysis Technique**

In this study, the data obtained through a list of interviews and questionnaires to reveal the application of FCAM, the benefits as well as the possible difficulties experienced by students in their application were analyzed using qualitative-quantitative analysis. According to Miles and Huberman (1994, p. 10), in research, data is analyzed during the data collection process. Apart from that, the data is also analyzed after the data collection process for a certain period. As stated by Sugiyono (2009, p. 337), there are four data analysis activities. They are data reduction, data presentation, data triangulation, and conclusion drawing. The four activities are described as follows:

### 1. Data Reduction

There are several activities that must be done in data reduction. First, in data reduction, the researcher summarizes the data. Second, after summarizing the data, the researcher also selects the main points and focuses on what is important for this study. Third, the researcher also reduced the data obtained from the questionnaire and interviews that do not support in answering the formulation of the problem in research.

### 2. Presentation of Data

Data presentation aims to manage the data obtained. This activity includes managing information systematically from the results of data reduction. Also, it will make the data easier to read.

### 3. Data Triangulation

Data triangulation is the process of checking and rechecking data obtained from a list of interviews and questionnaires. Data triangulation aims to reveal whether the data collected from different techniques support each other or not. Furthermore, data triangulation also aims to make the data reliable.

### 4. Conclusion

The last activity in data analysis according to Sugiyono (2009, p. 337) is to draw conclusions. The researcher draws the conclusions obtained from the data analysis and also the facts obtained in the study. In addition, the conclusions present the results obtained in the study. Researchers analyzed data collected from interviews. Thus, the results of data analysis obtained from interviews are presented in a descriptive-qualitative manner. Researchers analyzed the results of the questionnaire through three steps which were described as follows:

Calculates the score for each answer option. There are five answer options, namely Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. In the study, scores of 4 and 5 were considered as scores that positive response. However, scores 1 and 2 are considered as scores that have negative responses. After that, present data in a table. It is continued with calculating the score through the formula of calculating questionnaires according to Sugiyono (2009, p. 144).

Table 3.1 Qualification Results Percentage Score Questionnaire

<b>Percentage (%)</b>	<b>Qualification</b>
$75\% < p \leq 100\%$	High
$50\% < p \leq 75\%$	Medium
$25\% < p \leq 50\%$	Low
$0\% \leq p \leq 25\%$	Very Low

(Sugiyono, 2009, p. 144)

## CHAPTER 5: RESEARCH FINDINGS AND DISCUSSION

This study aims to answer two problem formulations which are described as follows: (1) How do FCAM work to provide best online learning experience in productive skills?, and (2) What are the advantages and disadvantages in implementing *FCAM* in learning productive skills online?

**Table 5.1. The implementation of Flipped Classroom Approach in online learning**

No	The students' responses on how the lecturers apply FCAM in online class					
	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Lecturer establish spaces and time frames that permit students to interact and reflect on their learning as needed.	6,9%	0%	20,7%	51,7%	20,7%
2	Lecturer continually observe and monitors students to make adjustments as appropriate.	3,4%	3,4%	24,1%	41,4%	27,6%
3	Lecturer provide students with different ways to learn content and demonstrate mastery.	0%	10,3%	20,7%	58,6%	10,3%
4	Lecturer give students opportunities to engage in meaningful activities without the teacher being central.	0%	0%	31%	51,7%	17,2%
5	Lecturer scaffold the activities and make them accessible to all students through differentiation and feedback.	0%	6,9%	13,8%	48,3%	31%
6	Lecturer prioritize concepts used in direct instruction for learners to access on their own.	3,4%	3,4%	41,4%	37,9%	13,8%
7	Lecturer create and/or curate relevant content (typically videos) of video lessons from internet sites such as Youtube or TED Talks for the students.	3,4%	3,4%	17,2%	34,5%	41,4%
8	Lecturer provide multiple resources for exploring new topics to make content accessible and relevant to all students.	3,4%	3,4%	10,3%	37,9%	44,8%
9	Lecturer make herself available to all students for individual, small group, and class feedback in real time as needed.	0%	6,9%	13,8%	51,7%	27,6%
10	Lecturer conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction.	6,9%	0%	20,7%	55,2%	17,2%

*FCAM* is the combination of Flipped Classroom Approach and Multimodality. Therefore, in this study, it is a must to see and check how the implementation went on. The questionnaires' items were adopted from the Flipped Learning Indicators retrieved from <https://flippedlearning.org/syndicated/11-indicators-of-excellence-in-instruction-flipped-or-otherwise/>. The items would reveal the lecturers or teachers' role in the implementation of Flipped Classroom Approach. After the results of questionnaires were analyzed by using the

formula stated by Sugiyono (2009, p. 144), it was figured out that the lecturer was able to apply the Flipped Classroom Approach for 65,2%. The results were gathered from the students' opinion toward what they experienced in the classroom. As stated in the qualification results percentage score questionnaire by Sugiyono (2009, p. 144), the implementation was considered as medium. When looking at the questionnaire analysis, the most positive response came from the students was about the statement *Lecturer provide multiple resources for exploring new topics to make content accessible and relevant to all students*. In this study, the lecturer used e-learning website as the Learning Management System to store and deliver the lesson materials to the students. In this LMS, lecturers facilitated the students with not several types of lesson materials; from pdf files, power point presentation to the video explanation. That strategy, in fact, was accepted positively by the students. Another statement of the Flipped Classroom Approach implementation that also got the top two positive response from the students was *Lecturer scaffold the activities and make them accessible to all students through differentiation and feedback*. This was confirmed by what the lecturer conducted in the teaching and learning process. The lecturer firstly gave the lesson materials in the e-learning website. Then, the students would have the time to learn it with their own pace of learning. There, the teaching and learning process was done asynchronously. After that stage, the lecturer arranged and had a zoom meeting. In this opportunity, the students could have the time to practice, get a clarification and confirmation of the lesson from the lecturer, and also, they would have the feedback.

**Table 5.2. The implementation of Multimodality in online learning**

No	The students' responses on how the lecturers apply Multimodality in online class					
	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I find the lesson materials constructed in images in different ways, spatial arrangements, diagrams, symbols and graphs.	3,4%	3,4%	34,5%	41,4%	17,2%
2	I find the lesson materials presented in each page look different visually.	3,4%	10,3%	27,6%	44,8%	13,8%
3	I find the lesson materials' layout on a page is different, striking or unusual.	3,4%	20,7%	31%	34,5%	10,3%
4	I find my lecturer use gestures and picturesque language in the zoom platform.	3,4%	6,9%	17,2%	44,8%	27,6%
5	I find the lesson materials are in good design.	3,4%	3,4%	17,2%	48,3%	27,6%
6	I find myself have the chances to explain things by talking in the class.	3,4%	6,9%	24,1%	27,6%	37,9%
7	I find myself have to chances to learn from the ideas of others and from what they say about your ideas.	3,4%	10,3%	13,8%	51,7%	20,7%
8	I find that debates and arguments and "deep" discussions are included in the class.	3,4%	10,3%	20,7%	48,3%	17,2%
9	I join the discussion groups in class.	0%	6,9%	10,3%	55,2%	27,6%
10	I can find the lesson materials contributed in print to a variety of print media.	6,9%	6,9%	27,6%	48,3%	10,3%



11	I find the lesson materials in arranged words into hierarchies and points; order and structure in anything presented.	0%	3,4%	31%	48,3%	17,2%
12	I find the lesson materials presented for the reality and the applications of ideas.	3,4%	3,4%	17,2%	51,7%	24,1%
13	I find the lesson materials presented in pictures and photographs that illustrate an abstract idea, theory or principle.	0%	3,4%	20,7%	51,7%	24,1%
14	I find the lesson materials presented in applications before theories.	0%	13,8%	44,8%	31%	10,3%
15	I find the lesson materials and class activities give me chances to use dictionaries and glossaries, articles about trends in word usage.	0%	6,9%	6,9%	62,1%	24,1%
16	I find the learning activities give me chances to rewrite any ideas and principles in my own words.	0%	3,4%	17,2%	62,1%	17,2%

Collaborating with Flipped Classroom Approach, Multimodality was existed to boost and optimize the online teaching and learning process. The questionnaire items were adopted from <https://vark-learn.com/>. Multimodality is applying more than one mode. According to VARK, there are four modes which later on would be related to the learning styles as well. Those are Visual, Aural, Read/Write, and Kinesthetic. Thus, besides applying Flipped Classroom Approach, the lecturers provided the students with the multimodal lesson materials. The multimodal lesson materials were given in the LMS and also followed up them all in the face-to-face learning by using Zoom Platform. Moreover, it was figured out that the students experienced the multimodality for 58,06%. The results were gathered from the students' opinion toward what they got in the classroom. As stated in the qualification results percentage score questionnaire by Sugiyono (2009, p. 144), the implementation was considered as medium. In conclusion, the *FCAM* implementation achieved 61,78% as the responses form the students. The *FCAM* implementation was in medium qualification.

When the students were requested to state their opinion toward the implementation of *FCAM* in their class, they gave the positive statements by saying that the *FCAM* could give them more time to learn and understand the lesson first before the zoom meeting was conducted. One of them stated that it could reduce her anxious before class because she knew what to learn, do, and discuss. Another student contributed to respond by saying that *FCAM* gave the opportunity for the students to get their autonomous learning. The student also stated that *FCAM* would make them activate their critical thinking and be more creative. Most of students did not find any difficulties in having *FCAM* for their class. However, there was a student found a difficulty when she wanted to join the discussion session in the Zoom meeting but she was not too confident to speak English. Another student stated the obstacles of having the unstable internet connection so she could not join Zoom meeting smoothly.

## CHAPTER 6: CONCLUSION AND SUGGESTION

The research results revealed that the *FCAM* (Flipped Classroom Approach and Multimodality) gained a positive response from the students for helping the learning productive skill in Speaking Class. As stated in the qualification results percentage score questionnaire by Sugiyono (2009, p. 144), the implementation was considered as medium. In conclusion, the *FCAM* implementation achieved 61,78% as the responses from the students. The *FCAM* implementation was in medium qualification. The students shared their thoughts about the *FCAM* implementation and they were satisfied to have this teaching and learning strategies. However, there were still found obstacles in the *FCAM* implementation from the point of view of the students. One of them was the unstable internet connection that made the student could not optimally joining the Zoom meeting as the face-to-face learning and also as the completion stage of the *FCAM* itself.

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## Lampiran 1. Biodata Ketua dan Anggota Tim Peneliti/Pelaksana

### 1. Ketua Tim Peneliti/Pelaksana

#### A. Identitas Diri

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7.	E-mail	: valentina@mercubuana-yogya.ac.id
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9.	Alamat Kantor	: Jalan Wates Km. 10, Argomulyo, Sedayu, Bantul, Daerah Istimewa Yogyakarta 55753
10.	No Telepon/ Fax	: 0274-6498212, 6498211/ 0274-6498213
11.	Lulusan yang Telah Dihasilkan	: S1 – 2
12.	Mata Kuliah yang Diampu	: 1. Intensive Listening and Speaking 2. Academic Listening and Speaking 3. Teaching English for Young Learners

#### B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Sanata Dharma Yogyakarta	Universitas Sanata Dharma Yogyakarta	-
Bidang Ilmu	Pendidikan Bahasa Inggris	Kajian Bahasa Inggris	-
Tahun Masuk – Lulus	2007-2012	2012-2016	
Judul Skripsi/ Tesis Disertasi	<i>Improving Students` Participation of XB Classof SMAN 11 Yogyakarta in Learning Reading Skillby Implementing Extensive Reading</i>	<i>An Evaluation of 2013 Curriculum Based English Textbook: Bahasa Inggris SMA/MA dan SMK/MAK Kelas X Semester 1 Published by The Ministry of Education and Culture.</i>	-
Nama Pembimbing/ Promotor	<i>Caecilia Tuttyandari, S.Pd., M.Pd.</i>	<i>F.X. Mukarto, Ph.D.</i>	-

**C. Pengalaman Penelitian dalam 5 Tahun Terakhir (bukan skripsi, tesis, maupun disertasi)**

No.	Tahun	Judul Penelitian	Pendanaan	
1.	2018	Lingkungan Belajar Virtual: Generasi Z dan Penggunaan Aplikasi Telepon Pintar <i>English Listening</i> dalam Keterampilan Menyimak di Mata Kuliah Umum Bahasa Inggris Berbasis Blended-Learning	DIPA Kopertis V Yogyakarta	Rp.4.850.000,00
2.	2019	Penataan Prinsip-prinsip Kesopanan yang Dilakukan oleh Pemandu Wisata di Yogyakarta	Dana UMBY	Rp.3.000.000,00
	2020	The Extensive Listening: Meeting Point Between Learners' Autonomy and Their Quality of Listening Comprehension	Dana UMBY	Rp. 5.600.000,00

**A. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir**

No.	Tahun	Judul PKM	Pendanaan	
1.	2018	Pelatihan Bahasa Inggris Business Writing Untuk Meningkatkan Daya Saing Pelaku UMKM Dalam Pemasaran Produk di Bisnis Global	Mandiri	Rp.1.105.000,00
2.	2019	Pelatihan Business Negotiation Berbahasa Inggris Bagi Pengusaha UMKM Konveksi di Yogyakarta	Dana UMBY	Rp. 2.000.000,00
3.	2020	SPARK: Pemanfaatan Platform StoryJumper dalam Pembelajaran Bahasa Inggris Anak-Anak Sekolah Dasar	Dana UMBY	Rp. 2.800.000,00

**B. Publikasi Artikel Ilmiah dalam Jurnal dalam 5 Tahun Terakhir**

Ada.

**C. Pemakalah Seminar Ilmiah (Oral Presentation) dalam 5 Tahun Terakhir**

Ada.

**D. Karya Buku dalam 5 Tahun Terakhir**

Belum ada.

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerimasanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan Hibah Penelitian Dana Universitas Mercu Buana Yogyakarta.

Yogyakarta, 26 November 2021

Yang menyatakan,



Valentina Dyah Arum Sari, S.Pd.,M.Hum.

## BIODATA ANGGOTA PENELITIAN

### A. Identitas Diri

1	Nama Lengkap	Heribertus Binawan, S.Pd.,M.Pd.
2	Jenis Kelamin	Laki-laki
3	Jabatan Fungsional	-
4	NIS	-
5	NIDN	0525117803
6	Tempat dan Tanggal Lahir	Magelang, 25 November 1978
7	E-mail	<a href="mailto:binawan@mercubuana-yogya.ac.id">binawan@mercubuana-yogya.ac.id</a>
8	Nomor Telepon/HP	0812-2799-992
9	Alamat Kantor	Jl. Wates Km. 10 Yogyakarta 55753
10	Nomor Telpn/Faks	(0274) 6498211/(0274) 6498213

### B. Riwayat Pendidikan

Program:	S-1	S-2	S-3
Nama PT	Universitas Sanata Dharma Yogyakarta	Universitas Sarjanawiyata Tamansiswa	-
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	-
Tahun Masuk-Lulus	1996-2002	2009-2011	-
Judul Skripsi/ Tesis/Disertasi	Feminism As Seen in Juana, The Secondary Character of John Steinbeck's The Pearl	Designing Materials for Nurse at STIKES Bethesda Yakkum Yogyakarta	-
Nama Pembimbing/ Promotor	Dra Wigati Yektingtyas, M.Hum	Dr. Imam Gazali	-

### C. Pengalaman Penelitian dalam 5 Tahun Terakhir (bukan skripsi, tesis, maupun disertasi)

No.	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1.	2018	Developing Online Video to Improve Students' English-Speaking Skill in Universitas Mercu Buana Yogyakarta	UMBY	1
2.	2019	Developing E-Assessment for Intermediate English Grammar to Support the Autonomous Learners	UMBY	1
3.	2019	Interconnection of Language Learning Strategies and Learning Styles of Students from Various Ethnicities	P4-Universitas Sanata Dharma Yogyakarta	11,7

4.	2020	<i>Flouting Maxim</i> pada Program Radio Berbahasa Inggris di Yogyakarta	UMBY	6,3
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\* Tuliskan sumber pendanaan baik dari skema penelitian DRPM maupun dari sumber lainnya.

#### D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No.	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1.	2018	English for Job Interview, An English Training for Students Year XII, SMK 2 Pengasih Kulonprogo.	UMB Yogyakarta	0,5
2.	2019	English for Daily Conversation for Community in Sentolo – Towil Fits Desa Wisata	UMB Yogyakarta	1
3.	2020	Pendampingan Pembentukan BUMDES Desa Argosari Sedayu, Bantul	UMB Yogyakarta	1,575

\* Tuliskan sumber pendanaan baik dari skema pengabdian kepada masyarakat DRPM maupun dari sumber lainnya.

#### E. Publikasi Artikel Ilmiah dalam Jurnal dalam 5 Tahun Terakhir

No.	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor/Tahun
1.	Feminism As Seen in Juana, The Secondary Character of John Steinbeck's The Pearl	JELE	Vol 5, No 1 (2019)
2.	Interconnection of Language Learning Strategies and Learning Styles of Students from Various Ethnicities	Cakrawala Pendidikan (UNY)	VOL. 39, NO. 2, JUNE 2020

#### F. Pemakalah Seminar Ilmiah (*Oral Presentation*) dalam 5 Tahun Terakhir

No.	Nama Pertemuan Ilmiah/ Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1.	Konferensi Internasional: iCLLT, Universitas Tidar Magelang	Developing Online Video to Improve Students' English-Speaking Skill in Universitas Mercu Buana Yogyakarta Movie	12 Oktober 2019 di Magelang



2.	Konferensi Internasional ICLLAE 2019	Interconnection of Language Learning Strategies and Learning Styles of Students from Various Ethnic	28-29 Oktober 2019 di UNY Yogyakarta
3.	Webinar Internasional CAPZU-UMBY	Teaching Vocabulary in EFL Classes for Deaf and Hard of Hearing Students Using Social Media	17 Desember 2020

#### **G. Karya Buku dalam 5 Tahun Terakhir**

**Belum ada.**

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerimasanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satupersyaratan dalam pengajuan Hibah Penelitian Dana Universitas Mercu BuanaYogyakarta.

Yogyakarta, 26 November 2021

Yang menyatakan,



Heribertus Binawan, S.Pd.,M.Pd.

## LAMPIRAN - LAMPIRAN

### LUARAN

Hasil penelitian ini akan diseminarkan di 5<sup>th</sup> UHAMKA International Conference on ELT and CALL (UICELL), tanggal 2-3 Desember 2021 via Zoom. Berikut kami sampaikan Bukti LoA.



Jakarta, November 20<sup>th</sup>, 2021

### NOTIFICATION OF ABSTRACT ACCEPTANCE

Dear  
**Mrs. Valentina Dyah Arum Sari**  
**Mr. Heribertus Binawan**  
*Universitas Mercu Buana Yogyakarta, Indonesia*

We are pleased to advise you that your abstract entitled "*FCAM: Combination of Flipped Classroom Approach and Multimodality for Learning Productive Skills Online*" has been accepted for oral presentation at 5<sup>th</sup> UHAMKA International Conference on ELT and CALL (UICELL), December 2<sup>nd</sup> – 3<sup>rd</sup>, 2021, in Jakarta, Indonesia. The time allocated for each presentation is 15 Minutes; 10 minutes presentation, plus 5 minutes Questions and Answers.

Authors who will perform on-site are required to prepare their PowerPoint Presentation in a flash disk (memory stick) to the Conference to upload and run from the Committee's computer. The authors who will perform virtually are required to prepare their PowerPoint Presentations to be shared through the Zoom Meeting screen. We also encourage you to send a copy file to the Conference Organiser as a backup by November 20<sup>th</sup>, 2021. Please save your presentation with your full name as part of the file name.

The authors are also required to pay the fee of the conference to the committee's maximum of one week after receiving this letter. The conference fee should be paid based on the type of conference that the authors had already chosen.

- a) On-Site Mode:**  
Local Presenter: Rp. 500.000, - (main/ first presenter) and Rp. 350.000 for the co-presenter (certificate cost included)
- b) Virtual Presentation and Pre-Recorded Session:**  
Local presenter: Rp 100.000, - (for each first and co-presenter) (certificate cost included)  
Foreign presenter: \$USD 5 (for each first and co-presenter) (certificate cost included)

The payment methods available for bank transfer and PayPal as explained below:

- a) Bank Transfer**  
Bank Name: Bank Syariah Indonesia  
Recipient: UNIV MUHAMMADIYAH PROF DR HAMKA  
Account No: 7772377732  
Swift Code: BSMDIDJA  
Please write additional information in the reference section: UICELL 2021 – Your name

- b) Paypal:**  
You can send the amount of conference fee through Paypal account email:  
[herrimulyono@gmail.com](mailto:herrimulyono@gmail.com)

**UICELL 2019 Secretariat:** English Education Program, Graduate School, University of Muhammadiyah Prof. DR. HAMKA (UHAMKA). Address: JL Warung Buncit Raya, No. 17, Jakarta Selatan, DKI Jakarta, Indonesia  
Post Code 12740. Tlp. +62 816-1747-6066, +62 821-2249-6672