The Application of Flipped Classroom in English Class: Indonesian Students' Perspective

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Article Info

Abstract

Class dynamics requires development in learning methodologies to cater to the learners' characteristics. Flipped classroom is invented for this purpose with the help of technology. It aims at facilitating students' participation and high-order activities. The research aims to assess the use of flipped classroom in the Department of Family Law (*Ahwal Syakhshiyah*), Faculty of Islamic Studies, Universitas Islam Indonesia. This research tries to illustrate students' perspective on the use of flipped classroom in their language classes. Responses written in the reflection sheet indicate that most of the students find the learning method used in their class is enjoyable and the rest finds the method used is moderate. The researchers mainly point out two aspects from the results of the research, flipped classroom enables the students to have control on their own learning; meanwhile, the method creates confusion and culture shock to some students. The respondents were students who took English class in the department as a compulsory subject and the classes conducted in the first semester. There are some points noted for the improvement of flipped classroom in the coming years. First, the teacher needs to make clearer and stricter instructions on how the students use online materials for in-class learning. Secondly, gamification is a good option to maximize the students' comprehension. It can be used as feed forward and feed back in class. Aside from the fact that game is enjoyable, it promotes students' engagement and can also be used as an occasional reflection to monitor students' responses. Finally, an online forum needs to be initiated with the use of Bahasa Indonesia to meet students' level of English usage. There are two points that can contribute to the improvement of flipped classroom in the coming years. Teacher needs to make clearer and stricter instructions on how the students use online materials for in-class learning. Next, gamification is a good option to maximize the students' comprehension.

INTRODUCTION

Class dynamics offer chances of developing learning methodologies that aim to suit the learners' characteristics. In recent years, a method of flipping or

inverting the learning—known as flipped classroom—is developed to meet the use of technology in class. Flipped classroom used in class typically helps learners to be more active in learning as it facilitates learners' participation and high-order activities. At the same time, teacher benefits from the supervising role and providing feedback (Fulton, 2012; Chuang et.al: 2016). With most of the learning process takes place outside the class (through videos, podcasts, or slides sent to Learning Management System), learners are exposed to either individual or group work exercises in class to make meaning on the material being discussed. In this sense, whenever they find problem in completing a given task, they can refer to the online materials. It contributes changes in the way learning conducted in the past (i.e. one-time explanation from the class' teacher) and encouraged the use of technology in learning (i.e. gamified learning, online sources).

Flipped classroom has been studied from various perspectives over the years; some sample studies presented are under the context of L2 learning. First is *Impact of flipped classroom on EFL learners' appropriate use of refusal: achievement, participation, perception* (Haghighi, Jafarigohar, & Khoshsima, 2018). It aims to examine the impact of flipped classrooms on pragmatics in Iranian tertiary education. The participants were 60 freshmen from two universities in Iran who took Conversation 1 course. They were randomly assigned to flipped and conventional groups. The flipped group received materials via *Telegram* app prior to each meeting. Meanwhile, the conventional group only received metapragmatic instruction in the class. The result indicates that flipped model has enhanced its participants' pragmatic competence. Therefore, flipped classroom is a suitable design to improve learners' competence by providing communicative interactions.

Second is *Exploring undergraduates' perspectives and flipped learning readiness in their flipped classrooms* (Hao, 2016). The study observed 84 undergraduate students in the Department of Education in Spring 2014. It aims to investigate the students' perspectives on the use of flipped classroom, their readiness, and individual characteristics. During the study, students watched videos via *YouTube*, listened to audios via *Moodle*, read textbooks, and/or accessed other online materials before coming to the class. They also required to take online quiz to assess students' work and progress. Subsequently, class time spent with discussions and group-based tasks, ended with reflection on the materials discussed. The result indicates that 60% of participants agree that flipped

classroom is beneficial in their classes. Hao adds that prior to implementing flipped classroom, it is essential to determine whether students are ready and committed to involve in this method since readiness and commitment will maintain the essence of student-centered learning in flipped classroom itself.

Next is *MALL: Resorting to mobiles in the EFL classroom* (Ahmed & Hassan, 2019). The researchers aim at examining the possibilities of implementing MALL (Mobile-assisted Language Learning) to improve language learning in the EFL class in Saudi Arabia. The researchers observed 120 students who took English in BA course at Qassim University and were divided into control and experimental groups. The study carried out in six weeks with pre and post-test treatment given to examine students' performance. The result indicates that students' engagement improves with the use of MALL in their course. In this case, technology-assisted language learning (using mobile devices) which represents flipped classroom encourages students' involvement and motivation. Furthermore, mobile devices generate engaging potentials in language learning.

In language classes, flipped classroom can be combined with technology-enhanced learning in which parts of the learning cycle involved the use of mobile devices, like, smartphones and electronic pads. Technology-enhanced learning prepares students with to deal with current digital era and helps students to improve their capacity, receptiveness, and practical use of technology; also, they can broaden their ability to expand networking capacity which may benefit their future life in the global competition (Albirini, 2006; Ghavifekr, Athirah, Rosdy, & Teaching, 2015; Soliman, 2016). As adult learners and technology are practically inseparable, bringing technology into the class is basically complimenting one another needs. In flipped classroom method, students can learn more meaningfully and teacher can implement learning approaches that are student-centered, like, active learning and collaborative learning (Akçayır & Akçayır, 2018; Sohrabi & Iraj, 2016).

As the previous studies indicate, flipped classroom provides benefits for both students and teachers. For students, this method improves their communicative competence, commitment, and engagement inside or outside their classes. However, none of the aforementioned studies reflect learning condition in South-East Asia where this study takes place. Regional Therefore, results may vary due to geographical variations. Additionally, in Indonesian setting, students may have

different experiences in term of learning methods. Elementary or secondary education points out more on teacher-centered learning which accommodates classes with large number of students. More specifically, the researchers observe similar condition in the Faculty of Islamic Studies, Universitas Islam Indonesia. Due to students' background (who were graduates of traditional *pesantren*/Islamic school), students' acceptance of learning methods that are quite different from their *pesantren* traditions will influence the way they study at the tertiary level. At the same time, the university urges them to adapt with e-learning that is one of the university's flagship programs.

Universitas Islam Indonesia targets information technology application as its competitive advantage; therefore, its e-learning system intends to improve students' learning quality, to shift the learning culture (teacher-centered to student-centered learning), to broaden learning opportunities in the community, and to expand new products and services from the university (Tim E-learning UII, 2007). Started in 2005, the university's e-learning system, known as Klasiber UII, served maximally 20% of total meetings in every class. Class' teacher conducted his/her class by accessing online materials, completing assignments, and/or having online discussion. Nevertheless, studies on the implementation of Klasiber UII prove that the system itself does not necessarily meet user's needs. One of the studies was conducted in the Department of Islamic Education which investigates fun learning aspect in using Klasiber UII (Lukman & Wijaya, 2007). The result indicates that, for Islamic Education students, fun learning through Klasiber UII is classified as bad. Furthermore, almost half of the respondents mention that lectures conducted through Klasiber were not fun.

Presently, technology-enhanced learning in Universitas Islam Indonesia has shifted to Google Suites with Google Classroom as its Learning Management System (LMS). As Google Classroom is accessible through mobile devices, students in this university can personally customize their learning needs and, at the same time, they learn to be independent learners as university students are expected to. By using this method, students are expected to be more autonomous and self-driven (Lai & Hwang, 2016; Lee & Wallace, 2018). This research tries to illustrate students' perspective on the use of flipped classroom in their language classes. It was conducted in the English classes of the Department of Ahwal Syakhshiyah, Universitas Islam Indonesia. The classes used flipped classroom method in the first

semester and reflection on the application of the method was used as the research data.

RESEARCH METHODOLOGY

The research used descriptive-qualitative method to examine students' perspective on the use of flipped classroom in their English classes and its significance to their learning processes. Qualitative approach used in this research as it could count on documents, like, official reports, personal journals, newspaper articles, and letters (Creswell, 2014). Additionally, Creswell asserts that documents are modest sources of information which can help researchers to have written texts which can be interpreted at their convenient time. The research was conducted in English classes of Department of Family Law (Ahwal Syakhshiyah), Faculty of Islamic Studies, Universitas Islam Indonesia. The respondents were students who took English class in the department as a compulsory subject and the classes conducted in the first semester.

By the beginning of the semester, the respondents were all informed that learning method used in their classes was understudied. Additionally, an informed consent distributed to the students as approval on their involvement in this research. The data were collected from reflection sheet which was distributed by the end of semester. The sheet distributed via Google Forms and the respondents were required to answer all the questions freely and anonymously. The researchers gave three questions regarding the implementation of flipped classroom in their English classes. The questions aimed to examine whether the students read the files or watched the videos sent through Google Classroom prior to entering the class, to know whether group discussion held by the beginning of each class help them understand the topic discussed, and to find out whether individual assignment given by the end of each meeting help them to comprehend the topic discussed. The respondents needed to respond in "yes", "no", and "sometimes" and to provide reasons to their responses. From a total of 156 students in batch 2018, 123 students returned the reflection sheet. The rest of the students who did not submit their answers were contacted personally; nevertheless, they did not give any follow-up response.

The data analyzed according to responses found in the reflection sheet; accordingly, the data were classified based on questions in the reflection sheet. In

addition, the researchers also clustered respondents' reasons that supported data interpretation. Later, the data were interpreted and presented in the results and discussion section.

DISCUSSION

The English classes where this research was conducted adapt flipped classroom method. In each meeting, the class teacher sends materials in form of files (pdf files, slides, or website links) and videos from *YouTube* a week before the class starts. Students are expected to access the online materials any time before they join the class. Next, by the beginning of each class, the students are divided into small groups to summarize the materials and work on exercises related to the materials. Following the group discussion, short explanation is delivered by the teacher. By the end of the class, the students work on individual exercise using mobile applications, like *Kahoot*! and *Quizizz*. This exercise is designed to review students' comprehension on the materials given. A reflection sheet is distributed by the end of semester to examine students' responses on the use of flipped classroom in their English classes. Students' responses become the data of this research and Chart 1 sums up the students' responses.
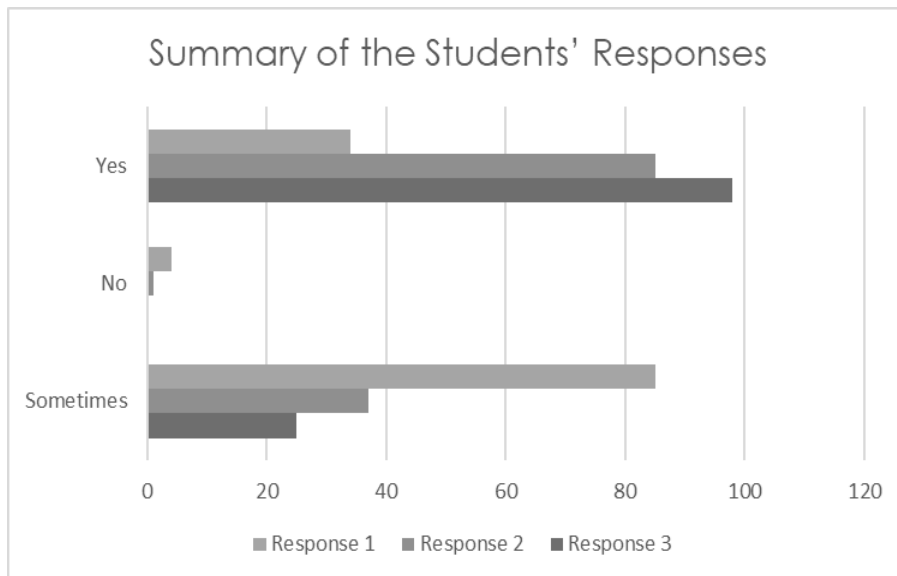

Chart 1. Summary of the Students' Responses

The result is divided into 3 sections according to the questions given to students. The first question is "do you read the files or watch the videos sent through Google Classroom prior to entering your English class?" The responses are then

classified into two groups; supporting and opposing arguments. The highest response is in the ability to recognize personal needs, which reflects students' capacity to know their needs in learning. Here, they point out that files and videos sent through Google Classroom help them to identify the materials which will be discussed in the upcoming class. In addition, the files and videos can be seen repeatedly before they enter the class. Secondly, students illustrate enjoyment in learning since the learning cycle creates good learning environment. Some find the materials difficult; however, they believe in the learning steps to enhance their comprehension. Next, students demonstrate self-consciousness which explains that the files and videos given are meant to help them comprehend the coming topic. The students try to respond to the assigned materials even though they may not immediately understand them. Also, the responses indicate students' willingness to learn. They recognize that the materials are essential to in-class activities (i.e., group discussion and individual assignment); therefore, reviewing the files and videos prior to entering the class will help them actively involved in class activities. Finally, some responses illustrate obedience on teacher's order regarding obligation to check the online materials. It mainly echoes students' respect for their class teacher. Summary of the responses is illustrated in Table 1.

Table 1. Outline of the Supporting Arguments

No	Code	No. of Responses
1	Ability to recognize personal needs	14
2	Enjoyment	13
3	Self-consciousness	12
4	Willingness to learn	7
5	Obedience	2
TOTAL		48

Opposing arguments cover aspects, for instance, negligence, technical problems, and indolence in the top-three responses, followed by students' outspokenness, demanding activities, dependence, and boredom. Top result chiefly highlights students' negligence as most of the responses describe students' absentmindedness on the commitment on accessing online materials before entering the class. They also mention that having other activities or being indolent as their main motives. Next, students still find some technical problems in accessing

Google Classroom and its contents. They assert that limited internet access prevents them from accessing the materials. They also specify problems in regard to teacher's timing inconsistency in sending materials to Google Classroom and inactive application's notification service. Next, students' indolence influences the way they access the online materials. The students claim that they rarely check Google Classroom application for new updates or undervalue the importance of learning ahead of class.

The following result is students' outspokenness. It covers brief responses that students provided which mainly express their inadequacy in properly respond the questions, for instance, "*karena faktanya seperti itu" (*that's the fact), "*berkata jujur lebih baik*" (better said the truth), and "*tidak ada*" (nothing). Next, demanding activities affect their chance to access the online materials. The activities mentioned deal with campus, organization, and social media involvements. The subsequent response illustrates dependence. The students indicate that teacher-centered learning is more acceptable for them and believe that any material sent to them will eventually be discussed in class. In addition, students also indicate their boredom by explaining that the method is relatively dull and presented in contrary to their expectation. Summary of the responses is illustrated in Table 2.

Table 2. Outline of the Opposing Arguments

No	Code	No. of Responses
1	Negligence	18
2	Technical problems	14
3	Indolence	13
4	Outspokenness	9
5	Demanding activities	8
6	Dependence	3
7	Boredom	2
	TOTAL	67

The second question in the reflection sheet is "does the group discussion held by the beginning of each class helps you to understand the topic being discussed?" Similar to feedback given to question 1, the students express pro and contra on their responses. Most of the students express that group discussion helps them understand the topic. On the other hand, some students find group work

ineffective since it does not improve their understanding upon the topic.

Topmost responses express students' agreement that group work encourages them to learn from one another (peer learning). The students describe group work as a place to exchange ideas, share knowledge, help other groupmates to comprehend the materials, and motivate each other. Respondents' answers also illustrate that they find it more comfortable studying with their group of friends rather than getting a one-way explanation from the class teacher. Next, students' responses demonstrate autonomy that group work has created. In this case, group work pushes the students—especially those who lead the group discussion, provides feed forward to the materials being discussed, grounds the concept of discussed topic, and recaps the materials learned in advance. Finally, group work improves students' learning capacity. Not only that they must understand the materials for themselves, but they are also challenged to provide explanations to their groupmates. Moreover, the students also learn to be open-minded and able to receive input or feedback upon their skills in giving explanation. Table 3 illustrates the summary of students' responses.

Table 3. The Advantages of Group Discussion

No	Code	No. of Responses
1	Encourage peer learning	43
2	Promote autonomy	19
3	Improve individual's capacity	6
	TOTAL	68

The opposing arguments indicate that students feel demotivated by the application of group work in the beginning of each meeting. The students claim that group work tends to go wrong since they may either get to dependent to the assigned group leader or stuck in a group where most of its members do not know what to do with the materials given. It is resulted in an off-topic discussion and miscommunication; thus, the group work's outcome cannot be accomplished. Therefore, some students suggest that group work better be conducted by the end of the class and materials is better explained by the class teacher. The rest of students' responses demonstrate hesitant statements, for instance, "*memang begitu*" (it is what it is), "*karena jujur*" (that is the truth), and "*nggak ada*" (nothing). Table 4 shows the outline of students' responses

Table 4. The Disadvantages of Group Discussion

No	Code	No. of Responses
1	Demotivated	15
2	Hesitant	6
	TOTAL	21

The third question is "does individual assignment given by the end of each meeting help you further understand the topic discussed?" Individual assignment to students is given in form of online games, like *Kahoot*! and *Quizizz*. Likewise, the result leads to two views, pro and contra. Majority of the responses indicate that individual assignment helps the students understand the materials. They mention that the assignment becomes capability and competency benchmarks on the materials that have been given. Nonetheless, some students claim that the assignment is distressing.

Students who find individual assignment helpful indicate that having assignment by the end of each class challenges their comprehension. By practicing the knowledge, they automatically review the materials, learn from their mistakes, and at times, mutually work in completing the assignment. Furthermore, individual assignment aids the students to deepen their understandings. The students argue that individual assignment sharpens their understanding; not only it reviews the materials, but also tests the way they understand the topic. Subsequently, students can recognize types of question that can enhance their learning experiences. Lastly, the responses indicate that students find individual assignment compatible with their expectation. Formative assessment tools used for conducting assignment (*Kahoot*! and *Quizizz)* suits the students' character and maintains classroom engagement. Summary of the responses shown in Table 5.

Table 5. The Strengths of Individual Assignment

No	Code	No. of Responses
1	Practice the knowledge	43
2	Deepen the understanding	28
3	Conform with their learning expectation	9
	TOTAL	80

On the other hand, students' responses still indicate drawback in individual assignment conducted in their English classes. The responses mostly point out on problems; on materials and students' innate ability. The students claim that gamified assessment does not always successfully ground the topic discussed. They sometimes fail to comprehend the meaning or get stuck with unfamiliar terms. Additionally, the responses indicate students' low self-esteem in terms of their skills in English. They find the lesson difficult to comprehend and prefer to receive explanation from the class teacher than learn the materials by themselves.

Table 6. The Drawbacks of Individual Assignment

No	Code	No. of Responses
1	Problems with the materials	10
2	Problems with innate ability	8
3	Indecisive	5
	TOTAL	23

DISCUSSION

The researchers primarily point out two aspects from the results. First and foremost, flipped classroom enables the students to have control over their own learning. Students learn independence by accessing online materials by themselves and have their comprehension checked (Dean & Ball, 2013). As in responses to the first question, students illustrate that having the chance to learn ahead of the class improves the ability to recognize their individual learning needs. Additionally, the students understand that their comprehensions to the topic discussed in class rely on the way they independently access the online materials; thus, flipped classroom used in these English classes has invested in students' autonomy (Hao, 2016; Smit, Brabander, & Martens, 2013). Secondly, the students also learn to work collaboratively, in the form of in-class group discussion. In fact, flipped classroom is an instructional model which principally promotes collaborative learning and exercises modern-day skills, e.g. critical thinking, problem-solving, and communication, which are essential for the students' future (Akçayır & Akçayır, 2018; Soliman, 2016). This statement refers to findings from the second question which specify that students find group work positively facilitates peer learning and improves their learning capacity. The findings also indicate that flipped classroom used creates pattern (independent learning-group discussion-

individual assignment) in dealing with the given topics. This cycle creates orderliness and assists the students in improving their performance (Zuber & Zuber, 2016).

Contrarywise, flipped classroom method used in this research leads to adverse side. The reflection sheet illustrates responses which mention the method creates confusion and culture shock to the students. Responses from the first and third questions explain that problems on assessing the online materials or completing individual assignments are mostly related to students' personal issues, for instance, personal time management and adaptation to a new learning culture. Therefore, they cannot fulfill teacher's request to access the learning materials before entering the class and find it troublesome to work on assignment given by the end of the English lesson. The researchers observed a tendency of relying on teacher's explanation and not accustom to learn independently, as some of them commonly have in middle school. Accordingly, it leads to procrastination and low awareness (Chuang, Weng, & Chen, 2016). Also, some students mention that they cannot catch up with the group discussion or properly complete the individual task since they skip watching the videos or reading the materials. They claim that Google Classroom does not provide notification when the materials are sent, they have no time to check the materials, and they are too negligent to access the materials. In this case, teacher needs to intervene to make sure the method applied properly since teacher's role in flipped classroom is to facilitate his/her students learning styles and assist them to achieve the desired learning outcomes (Lai & Hwang, 2016; Little, 2015).

CONCLUSION AND SUGGESTION

Dynamics in class requires development in learning methodologies to cater to the learners' characteristics. Flipped classroom is invented for this purpose with the help of technology. It aims at facilitating students' participation and high-order activities. As young adult and technology are inseparable, the researchers aim to find out the use of flipped classroom method in the English classes of Department of Family Law (*Ahwal Syakhshiyah*), Faculty of Islamic Studies, Universitas Islam Indonesia. Responses written in the reflection sheet indicate that most of the students find the learning method used in their class is enjoyable and the rest finds the method used is moderate. The researchers mainly point out two aspects from

the results of the research, Flipped Classroom enables the students to have control on their own learning; on the other hand, the method creates confusion and culture shock to some students.

The researchers note down some points for the improvement of flipped classroom in the coming years. First, teacher needs to make clearer and stricter instructions on how the students use online materials for in-class learning. Secondly, gamification is a good option to maximize the students' comprehension. It can be used as feed forward and feedback in class. Aside from the fact that game is enjoyable, it promotes students' engagement and can also be used as occasional reflection to monitor students' responses. Finally, an online forum needs to be initiated with the use of Bahasa Indonesia to meet students' level of English usage.

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