Flipped Learning in TEYL Class: The Implementation and Students' Perception

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Article Info

Abstract

The study is aimed to describe the implementation of flipped learning and also to know the students' perception toward the implementation of flipped learning in TEYL class. The study was conducted to the seventh semester students of English Education Study Program in Faculty of Teachers Training and Educational Sciences, Pakuan University. The method of the study is descriptive experimental research. The result of the study showed that the lecturer's overall experience in the course was quite encouraging and motivating for other lecturers or researchers as that the student engagement to the material was improved, and there were many active discussions of the material took place in the classroom activities, and the students also expanded their learning skills as they needed to read and review the material independently. Based on the students' point of view, related to their perception of the implementation of flipped learning, most of them gave positive perception since they stated that the learning model was motivating and also gave them opportunities to interact with their friends and lecturer.

INTRODUCTION

Modern universities are required to produced modern graduates that are not only able to gain the knowledge but also are able to apply them in the real field of their study. Most of the time, the learners tend to acquire the theoretical materials but they do not acquire the concept of how to apply their knowledge. Moreover, in the teaching and learning process, the students tend to count only on knowledge transferred from the lecturers without having the willingness to gain it by their own decision. The other problem is that the conventional class still utilizes the teacher center teaching strategy. On the other hand, the use of technology in teaching has

been increased significantly, and it is undeniable. The conventional classroom now can be replaced by providing online teaching-learning. One of the ways is by applying blended learning. Blended learning is the combination of face-to-face teaching process and online learning by using any kind of online learning platform.

This research is important since the technology is changing. Therefore, as teacher, we need to be able to adjust to this change and should be open to any new teaching model; one of them is by applying flipped learning approach. This study as a result described the implementation of flipped learning in classroom setting and the students' perception toward it. Since flipped classroom is another variation of blended learning, we have to know that basically, there are some differences between blended learning and flipped classroom. First, in flipped classroom students are required to engage in or complete some form of preliminary learning online in preparation for a structurally aligned learning activity on campus with their instructors and peers. Second, in flipped mode, students will be meeting a topic for the first time online usually via short and to the point videos, rather than through attending a lecture as has been traditionally the case.

RESEARCH METHODOLOGY

In relation to the problems of the study, this research was conducted in descriptive quantitative. Nineteen students from one classis enrolled in an English course entitled "Theory of English for Young Learner" were selected to experience learning with flipped learning method. The participants in this study were 5 male and 14 female students, aged between 19 and 24. Information was collected by distributing questionnaires, interview and documentation. The questionnaire, comprising of closed statements was about the students' perception of using flipped learning in the teaching and learning process. The questionnaire was distributed to the students after they had experienced the learning process by using flipped learning. There were twenty questions asked to the sample related to the students' perception. The last, data was triangulated by using interview to both of the lecturer and students.

The procedure of the study was initiated by giving the students the class's session schedule. The schedule contained date and topics that would be discussed during the semester. In the first session, the lecturer told the students that they would use flipped learning model as well as explained how the model would be applied

in the classroom activity. They were divided into groups and they were given topics to discuss. In flipped learning model, the students were independently asked to get as many references as possible and they discussed with their groups outside the class. In the class, they would only share what they had found out and give their friends assessment about the topics. The lecturer's role was taken over by the students and only enriched or added additional information

DISCUSSION

1. Data from Observation

The first step in conducting the study was gaining data from classroom observation. The data was also obtained from the syllabus and class session schedule of the subject. The class schedule session was the description of the activity during the semester in the class. From the documentation, the researcher could see the implementation of the model in the classroom activity. The point of the observation analysis focused on the description of the implementation of flipped learning model. When the course began, the course content or topics remained the same as it was in the traditional course, but the course delivery was completely changed. The students were required to either review the eBooks or video prior to coming to class. To make sure that the students completed the reading or reviewing the material, they were given a short quiz. The activities would initially cover basic knowledge and comprehension, and then moved to more complex application/analysis of the material in a form of group discussion or class discussion. This cycle was repeated for each of the topics covered in a semester. Students had a test after each topic and a cumulative final exam.

2. Data from Questionnaire

The questionnaire distributed to the students consisted of twenty questions and used Likert scale to indicate students' perception of the implementation of Flipped learning in the classroom activity. Here are some of the result of the questionnaire.

In the first statement 'I like the Flipped Classroom', there was 58% or 11 students stated that they positively agreed to the statement. 37% or 7 students decided to state neutral about the statement. 53% or 10 students said that they

learned better in the flipped classroom and 8 students neutral with only 1 student disagreed to the statement.

Picture 1

Students' Perception toward the application of flipped learning
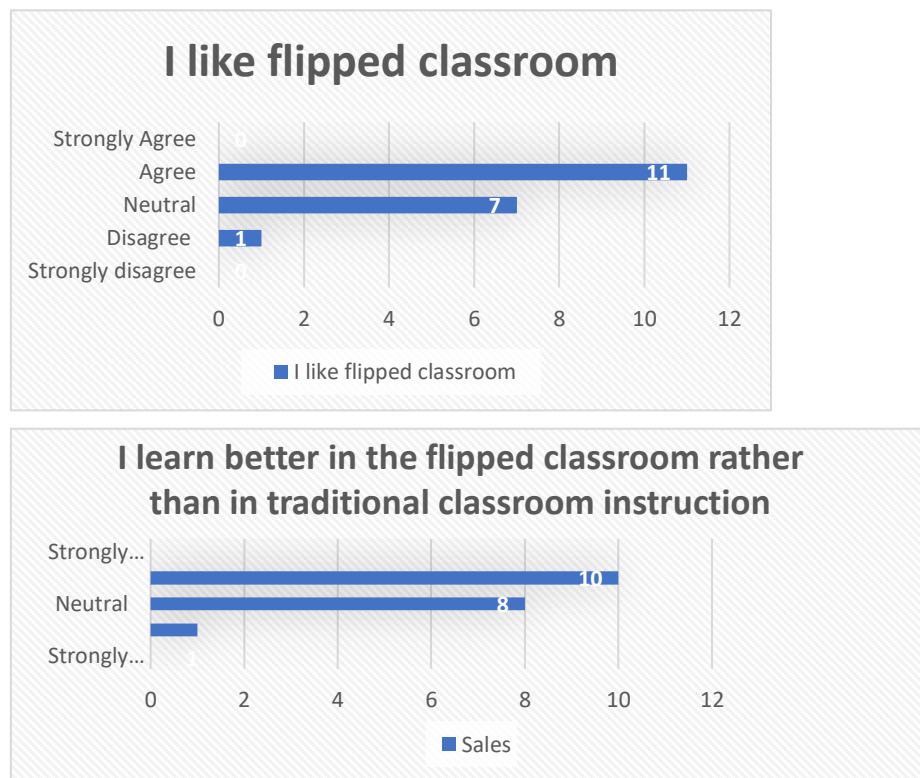
In the third statement, 9 students said that it was easier for them to understand the course content while 1 person disagreed and 9 was neutral. 79% of the students or 15 students agreed that the Flipped Classroom gave them more valuable time in class to practice and work on problems with their peers while the rest 4 persons decided to be neutral to the statement.

There were 12 students who agreed to the statement that the Flipped Classroom gave them greater opportunities to communicate with other students and the teacher. Six students were neutral and 1 student disagreed to the statement. 11 students agreed that the Flipped Classroom is more engaging than traditional classroom instruction while the other responses were 7 neutral and 1 disagreed.

From the data of the questionnaire, we can see that most of the students had positive perception toward the implementation of flipped classroom model in teaching and learning process. The most positive responses were gained in the part of learning autonomy and learning motivation. Therefore, we can

conclude that their perception of the teaching and learning models is positive. Here is the result of the questionnaire:

3. Data from Interview

The interview was conducted after the students completed one semester learning in flipped classroom. The indicators for the interview data were the same of those in questionnaire. The lecturer was asked about the students' reaction and perception during the implementation of flipped classroom. The questions asked were among others: the students' autonomy learning, the students' learning motivation, the students' interaction, the students' score and achievement and the students' general perception.

Based on the result of the interview, the data obtained was that the students' individual achievement in the course was significantly increased and they were also able to work in groups. They seemed not to get any difficulties in understanding the material as well as to read and review the topics independently. Moreover, some of the students found it exciting and challenging to have this kind of learning model.

CONCLUSION AND SUGGESTION

As the conclusion for the result of the study, we can point out several important things. The lecturers have to consider the students readiness before implementing the learning model in the classroom. When the lecturer introduced the new delivery or learning format for this course to the students, she thought the students would be exciting because they didn't have to sit in one place, listening to long lectures and transcribing many notes; consequently, she believed that they would quickly adjust to this instructional change and there was no need to address the impact on effect of the implementation of flipped classroom. However, even though after some initial confusion, most of the students had adapted to the new model introduced by the lecturer. The results, however, indicate that there are some students who couldn't fully accepted this new teaching approach. Despite this resistance, the lecturer's overall experience in the course was quite encouraging and motivating for other lecturers or researchers as that the student engagement to the material was improved, and there were many active discussions of the

material took place in the classroom activities, and the students also expanded their learning skills as they needed to read and review the material independently.

Based on the students' point of view, related to their perception of the implementation of flipped learning, most of them gave positive perception since they stated that the learning model was motivating and also gave them opportunities to interact with their friends and lecturer. They also felt it useful to help them get better understanding of the material.

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