

## EFL STUDENTS' PERCEPTION ON THE USE OF FLIPPED CLASSROOM IN ENGLISH CLASS

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### Abstract

The purpose of this study was to find out EFL Students' perception on the implementation of flipped classroom in English Class. In the implementation of flipped classroom, before joining offline class students were given the short reading material and some triggered questions related to the material to learn and discuss at home by students at e-learning Universitas PGRI Palembang called SISFO. The method of this study is quantitative method that is used survey research with one-shot design. Direct observation and questionnaire was applied to collect the data. The questionnaire was distributed to 30 students of the fourth semester of Primary Teacher Education Study Program at Universitas PGRI Palembang. The result of this study shows that students have positive perceptions on the implementation of flipped classroom towards their English learning.

**Keywords:** flipped classroom, technology advancement, EFL.

### Introduction

Many aspects of our life, including education, have changed as a result of technological advancements. In this industrial revolution 4.0 and society 5.0 era, technology has significantly improved the efficiency, accessibility, and quality of education. New technological facilities and tools have made learning experiences more engaging, individualized, and accessible for students across all over the world. Technology has four roles in the field of education; it is used to support instructions, as an instructional delivery method, as part of the curriculum, and as a tool to improve learning as a whole. (Raja and Nagasubramani, 2018). Due to technology, education has change from passive and reactive to interactive and aggressive (Raja and Nagasubramani, 2018). Technological advancements have revolutionized education, empowering learners, enhancing teaching practices, and driving continuous innovation in the pursuit of educational excellence and equity.

In English as foreign language learning, the use of technology in the teaching and

learning process has opened the door to more interactive, effective and fun learning methods. This has changed the landscape of English education and is key to improving students' language skills in the future. Information technology provides teachers an endless choice of multimedia, software, applications and devices with which to create more exciting, interactive lessons. By adding a technology dimension to the lessons, English teachers have the opportunity to engage more students and lead a more involved, energetic class (Rodinadze and Zarbazoia, 2021). In short, Technology offers a plethora of tools and resources that can enhance the teaching and learning of English language skills.

One of the result of technology advancement that can be utilized by teacher in teaching English is flipped classroom. The flipped classroom considered as one of the blended learning method. Boelens et al. (2018) highlighted the main characteristic of blended learning as "an instructional approach that combines online and face-to-face instructional activities, to create more flexible modes of education, and

personalized learning trajectories. A flipped EFL instruction provides the teacher with an opportunity to expand collaboration with students in an informal way, diversify learning, and free time on different activities in class (Sheerah, 2022).

The flipped classroom is an instructional method that prepares students for the specific topic they are about to learn prior to the face-to-face meeting in class (Abeysekera & Dawson, 2015; Reidsema et al., 2017). In a flipped classroom, students can preview and learn the information before the face-to-face meeting take place and they can even review the topics they are learning after the class ends to make sure they already mastered the material (Setyaningsih & Cahyaningrum, 2023). Flipped classrooms can also support the implementation of the Merdeka Belajar-Kampus Merdeka policy, which shifts the paradigm from a rigorous content-based curriculum to an adaptable and flexible learning outcomes-based curriculum that builds students to be independent individuals.

According to Estes et al., (2014) flipped Classroom instruction has three steps: pre-class, in-class, and post-class. During the pre-class, the lecturer provides explanations through video or reading materials and conducts pre-assessment through a quiz. Pre-materials appear to offer a moment to engaging and beneficial instructional activities during face-to-face classes, such as larger time to communicate with and acquire knowledge from others, (Mok, 2014). During class activities, the teacher clarifies concepts and solves problems through discussion. Students then apply their knowledge through assignments. During post-class activities, teachers examine students' knowledge by assigning and evaluating their projects. Regarding to this study, flipped classroom also had been implemented in three stages; pre-class activity, in-class

activity, and post-class activity. The pre-class activity was carried out by providing a short reading text and some triggered questions for students to discuss in e-learning in Learning Management System called Sisfo Universitas PGRI Palembang. While, in offline class activity students worked in group and discussed the reading material then answer some questions related to the material. After that in post-class activity lecturer The assessment was completed during the post-class activity. The post-class exercise addressed assessment and implementation of the content learned. In this learning stage, students implemented the learning material through assignments, and the teacher assessed the students' work.

Several studies have been conducted to investigate the implementation of flipped classroom in teaching English as a foreign language. According to Abdullah et al (2019), the application of flipped classroom method is effective to use in speaking classroom. Students' involvement and willingness to participate in the English conversational tasks and their level of commitment and English speaking performance have increased gradually. Moreover, Chen et al. (2017) in his study have claimed that flipped instruction using online written and oral interaction not only enhanced the participants' motivation, making them more active in using idioms in class, but also significantly improved their idiomatic knowledge, indicating that the flipped learning was successful in achieving the instructional goals of the class. In line with that, a study by Lee and Wallace (2017) revealed that most students seemed to enjoy learning English in a flipped learning environment. Also, the students in the flipped classroom to be more engaged in the learning process than those in the non-flipped classroom. Overall, the flipped classroom model in teaching English promotes active engagement, language practice,

collaboration, and personalized learning experiences, which are essential for students to develop proficiency in the language.

Although the use of flipped classroom offers lot of benefits for teacher and students in learning English, it is sometimes not taken into consideration to carry out in learning process. Based on the observation that had been conducted before conducting this study at primary teacher education study program of Universitas PGRI Palembang, the lecturers only used offline class. The e-learning on learning management system called Sisfo that is provided by Universitas PGRI Palembang was not used to integrate technology in learning process and to carry out flipped classroom. The researcher also found that most of the students still struggle in mastering English. The students were still lack of English vocabularies, structure, pronunciation and the four English skills; reading, speaking and writing skill. To fill this gap, the researcher had implemented the flipped classroom in English learning class, and was motivated to examine the students' perception on the implementation of flipped classroom in English class of fourth semester students of primary teacher education at Universitas PGRI Palembang.

### Methodology

This study attempted to examine students' perception on the implementation of flipped classroom in English Class of fourth semester primary teacher education study program at Universitas PGRI Palembang. The method design used in this study is survey method with one-shot design. The setting of this study is at Universitas PGRI Palembang, South Sumatera Indonesia. The total number of respondents in this study is 30 pre-service primary teachers in the fourth-semester primary teacher education study program. To collect the data, the researcher used direct observation and a questionnaire

that was distributed to all of the respondents, which contained 10 statements related to the flipped classroom experience consisting of four components adapted from Muhlisoh et al. (2020). It used Likert Scale which contained 4 options to respond each statements; Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). In analyzing the data, the researcher used quantitative approach.

### Finding and Discussion

This study attempted to examine students' perception on the implementation of flipped classroom in English Class. This elementary school English course introduces in-depth concepts basic English learning in elementary school. The flipped classroom have been conducted for seven meetings to the fourth semester students of primary teacher education study program at Universitas PGRI Palembang. There were three steps conducted by lecturer to implement flipped classroom. First, pre-class which conducted by online class using e-learning. In every meeting the lecturer provide the material and quiz that would be discussed by students outside the classroom at e-learning SISFO before they join the offline class. Second, in-class learning activity. The students discussed the material in group and did assignment referring to the material given. The last, post-class learning activity, in this stage the lecturer examined the students' work.

To obtain the data, the researcher conducted direct observation and distributed questionnaire to students after all of the meetings and implementation of flipped classroom in English class have been completed by lecturer. The percentage of students' perception can be seen in table 1 below:

Table 1. The Data of Students' Perception on the Implementation of Flipped Classroom

No	Statement	SD	D	A	SA
<b>Motivation</b>					
1	Flipped classroom is better way of learning	0,0 0	0, 00	36, 67	63, 33
2	I feel convenient learning with flipped classroom	0,0 0	6, 67	33, 33	60, 00
3	I am motivated to learn by using flipped classroom	0,0 0	0, 00	46, 67	53, 33
4	Flipped classroom make me easy to understand the lesson	0,0 0	6, 67	56, 67	36, 67
<b>Effectiveness</b>					
5	I think the time and effort that I spend in flipped classroom was worthwhile	0,0 0	0, 00	33, 33	66, 67
6	I learn more and better in flipped classroom	0,0 0	3, 33	70, 00	26, 67
7	I want flipped classroom be implemented in each English class.	0,0 0	3, 33	36, 67	60, 00
<b>Engagement</b>					
8	I can engage myself more in English learning in flipped Classroom	0,0 0	0, 00	30, 00	70, 00
9	Flipped classroom allowed me to answer the question given by lecturer	0,0 0	10, 00	60, 00	30, 00
<b>Overall satisfaction</b>					
10	I am happy and enthusiastic learning with flipped classroom	0,0 0	3, 33	56, 67	40, 00

Table 1 displays the percentage of students' response of every statement. It was then analyzed by using percentage analysis related to every single statement in the questionnaire. Based on the data it can be explained as follow: Statement number one denotes that there are 0,00% students agree, 0,00% disagree, 36,67% agree and 63,33% strongly agree. Most of students are strongly agree and agree that

the flipped classroom is a better method of learning. The flipped classroom is a form of blended learning which combines technology into the practice. The traditional lecture in the classroom switches to the online face-to-face in flipped classroom instruction, and students can review the subject outside of the classroom. The flipped Classroom promotes deeper and more meaningful learning. Teachers can modify based on student needs and interests and classroom dynamics (Basal, 2015). Flipped classroom is an active learning methodology (Oliva'n et al., 2019). Currently, the active learning approach is considered more effective when compared to teacher-centered approaches, especially in the teaching and learning process of English as a foreign language (Turan & Akdag, 2019).

Statement number two shows that there are 0,00% students strongly disagree, 6,67% disagree, 33,33% agree, and 60,00% strongly disagree. It means that most students feel convenient learn with flipped classroom. In line with this, Mulyani et al., (2022), and Suryana et al., (2021), and Wallace (2017) said that the flipped classroom make students feel interested, enjoyed and more comfortable when they study English. Moreover Aydin and Demirer (2022) argued that flipped classrooms can change the perceptions of the learners towards the assignments and reduce their assignment stress.

From the statement number three, it can be seen that there are 0,00% strongly disagree, 0,00% disagree, 46,67% agree, and 53,33% strongly agree. It indicates that students are motivated to study with flipped classroom context. Motivation has become one of the most significant parts of the modern physical education learning process (Jang et al., 2021). According to Moreno & Hernández (2019) a lack of motivation hinders learning. When motivation is lacking, students may experience several difficulties. Therefore

the flipped classroom model is effective in motivating students to learn English. In line with this Chen et al. (2017), Kakosimos (2015), Abeysekera & Dawson (2014) said that flipped learning can promotes students motivation.

Regarding to statement number four, the data shows that 0,00% students strongly disagree, 0,00% disagree, 56,67% agree, and 36,67 strongly agree. It can be interpreted that flipped classroom make students easy to understand the lesson. The flipped classroom model allow students in building their prior knowledge, which is crucial for deeper learning and understanding. According to Addison and Hutcheson (2010) prior knowledge is existing knowledge, knowledge of the world, knowledge of skills, and previous knowledge. Flipped classroom provides students with meaningful learning experiences by allowing them to connect new and prior knowledge in order to solve conceptual obstacles in a domain-specific environment (Yilmaz and Baydas 2017).

It can be interpreted that most of students can engage themselves more in English learning in flipped Classroom context. Student engagement is defined as the effort and energy that students put into their learning community and can be shown in behavioral, cognitive, or affective indicators. These indicators all have an impact on perseverance, interest, and self-control strategies Bond et al. (2020). By implementing flipped Learning helps transform passive students into students who actively participate in their learning process (Hinojo Lucena et al., 2020).

From statement number five show indicates that there are 00,00% students strongly disagree, 00,00% disagree, 33,33% agree, and 66,67% strongly disagree. It means that the majority of students think the time and effort that they spend in flipped classroom was worthwhile. In line with this, Van et al., (2019) based on the finding of his study

said that flipped classrooms are worth implementing. Flipped classrooms provide students with material and instruction prior to class, such as through video lectures and reading text. This offers the advantage of allowing students to regulate the viewing frequency and pace of the education material before class (Abeysekera & Dawson, 2015).

Related to statement number six, it shows that there are 0,00% students strongly disagree, 3,33% disagree, 70,00% agree, and 26,67% strongly agree. It can be interpreted that, students learn English more and better in flipped classroom. The flipped classroom model utilizes technology to provide students with more opportunity to learn both inside and outside of class (Bergmann & Sams, 2012). Flipped classroom is student-centered, and the focus of learning shifts from teachers to students, providing students with a more flexible learning environment for gaining knowledge (Chao et al., 2002). Students can learn at their own pace, spending more time on challenging topics and less on those they find easier. It allows students to achieve mastery of the content before moving on to new material.

Statement number seven reveals that there are 0,00% students strongly disagree, 3,33% disagree, 36,67% agree, and 60,00% strongly agree. It means that most of students are hoping flipped classroom be implemented in each English class. Students achieve better in flipped classrooms because there is more classroom time available for learning activities that promote active, constructive, and interactive engagement modes. In contrast, in a traditional classroom, the majority of the time is spent on activities such as lectures, with most students engaging passively Van et al., (2019). The flipped classroom can save time, make it easier to give instruction, provide a lot of materials to students, act as a facilitator for students who have difficult material, be more

innovative, and monitor students' results, be able to apply the next meeting in real class, and students can better optimize the use of already existing media.

From statement number eight, 0,00% students strongly disagree, 0,00% disagree, 30% agree and 70% strongly disagree. It can be interpreted that most of students can engage themselves more in English learning in flipped Classroom context. Student engagement is defined as the effort and energy that students put into their learning community and can be shown in behavioral, cognitive, or affective indicators. These indicators all have an impact on perseverance, interest, and self-control strategies Bond et al. (2020). By implementing flipped Learning helps transform passive students into students who actively participate in their learning process (Hinojo Lucena et al., 2020).

Statement number nine denotes that there are 0,00% students strongly disagree, 10,00% disagree, 60% agree, and 30% strongly disagree. It means that most of the students think that flipped classroom allowed them to answer the question given by lecturer. Since students have online access to the instructional content, they can review it at their own pace as many times as necessary to help them comprehend it. To engage students in the classroom, teachers can use group discussions. Students can communicate with their peers on completing the needed task in the time allotted during the discussion session. this encourages learners to search for problem-solving alternatives in order to get every question answered.

The last statement shows that there are 0,00% students strongly disagree, 3,33% disagree, 56,67% agree, and 40% strongly disagree. It can be interpreted that most of the students feel happy and enthusiastic learning with flipped classroom. In line with that, based the study of Setyanigsih and Cahyaningrum (2023) concluded that flipped classroom made students feel

satisfied. Although, they were only satisfied with three aspects: the teacher, material, and classroom interaction. The students were pleased that they could review the materials before to class to assist them prepare for the class and participate well in class activities. They were also pleased with the instructor's ability to establish significant connections between the topics covered in both types of lectures, which required students to participate more actively in class. The students were also satisfied with the exchanges that occurred between the teachers and peer-to-peer interactions. Utilizing various kinds of educational media in flipped classroom may also encourage students to feel enthusiastic and not bored in learning.

The flipped classroom is an innovative approach to improving learning quality through technology. This provides various advantages in the educational field. In EFL contexts, flipped classrooms enhanced student motivation, engagement, satisfaction, promote a shift from teacher-centered to student-centered learning, and encourage active and collaborative learning.

## Conclusions

Based on the finding and discussion above, it can be concluded that students have positive view toward the application of flipped classroom in English instruction. Flipped classroom has proven helpful at increasing students' motivation and achievement, engaging them more in learning, offering enthusiastic learning experience, and it is a suitable approach to apply in English class that offers effective and more flexible modes of education as they learned the materials outside the classroom before coming to the offline classroom, and they can return to whatever subjects they are learning after the class finishes in order to make sure they already mastered what they learned.

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