

Engaging Flipped-Classroom Model in An Indonesian EFL Grammar Instruction

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ABSTRACT

Based on the researcher preliminary study, it was found that the flipped classroom models are used as learning models to assist students in facilitating grammar learning. This research aimed to investigate the process of using flipped classroom models in grammar teachings and to find out students' perceptions of grammar teaching using flipped classroom model. This research used qualitative approaches and design case study. Five students at high school participated as participants in the study. The researcher collected the data through observation and interview. The finding showed that the use of flipped classrooms could help students collaborate with each other between group members in formulating problem-solving provided by the teacher and can use class time to be more effective. In addition, flipped classrooms make the learning process easier to use, effective and useful. By using this learning model, most students can understand the material.

Key words: Perception; Flipped Classroom; Grammar Teaching

INTRODUCTION

As a compulsory subject, English must be studied in schools and universities in Indonesia. It functions as a means for students to develop their skills in the fields of science, technology, culture, and the arts. There are several language components such as grammar, vocabulary, and pronunciation to be well-skilled in English. Regardless, grammar is a component that has a significant influence in learning English (Riani, 2017). Traditionally, grammar is a set of rules for the correct use of language. Therefore, students are expected to internalize grammatical rules to make proper sentences. Fontaine (2013) argues that understanding how language works means understanding how grammar works. In other words, grammar represents the main foundation of the English language. Rinvoluceri and Davis (2008) explain that teaching English grammar is not just a matter of conveying our clear linguistic information to students.

Based on the 2013 Curriculum, students must master a number of tenses in English grammar, including the Simple Present Tense. Azar (1989) describes the function of the Simple Present Tense as an expression of daily habits or activities. However, some students find it difficult to choose appropriate tenses in creating sentences because they are still confused about making this kind of difference. Moreover, the students also still do not understand the use of the simple present tense (Parrott, 2010). Cowen (2008) states that the use of verb forms is one of the two or three most difficult areas for English learners to master. Based on my experience when teaching training at a junior high school, the students have difficulty to learning grammar, especially the simple present tense. Most students still do not understand the construction and the use of the simple present tense. The students often make mistakes in placing the correct verb. In learning grammar, for instance, students are less enthusiastic and inactive with the grammar learning process. Regarding these problems, it can be solved by the various method or learning models used by the teachers in grammar teaching (flipped model). Meng (2010) states that holding dynamic and creative teaching and learning sessions in large classes is almost impossible, teachers must use more creative and innovative learning models. Some teachers teach grammar simply by providing materials and exercises. This of course makes students bored so that the students' understanding is less and their interest in learning grammar is reduced. The most important thing is that students should have the opportunity to use the language in basic interactions with competent speakers.

LITERATURE REVIEW

Previous Related Study

Several researchers have conducted researches focusing on the tenses and its instruction and implementation. Taslim (2016) studied the Simple Present Tense using the Climbing Grammar Mountain Game method which focused on the use of learning models that can improve students' understanding in learning the Simple Present Tense. This study shows a positive effect because it is proven to increase students' ability to understand the Simple Present Tense. Then, the other research conducted by Herlina, H., & Ramasari, M. (2018) focused on students' competence to make Simple Present Tense-based sentences using qualitative design. The findings show that the students' ability to produce simple present tense sentences is still low since there are still many students have difficulty in producing simple present tense sentences, especially for verbs in third person singular as the subject pronoun. Lumaela, E., & Que, S. (2021) also studied the Simple Present Tense focusing on the application of explicit instruction methods that increase students' participation in the learning process. The findings show the students' ability to analyze sentences by determining the correct verb from the subject-verb-agreement and changing the third-person singular verb well by analyzing the descriptive text. To fill the gap, even though in the area of Simple Present Tense, this study seeks to investigate the use of the flipped classroom model and to determine students' perceptions in learning grammar. The researcher took and collected data about the

opinions of students who learn simple present tense using the flipped classroom model. This research is expected to be a critical source of learning tools both in the classroom setting and in independent learning.

Flipped Classroom Models

Since Bergmann and Sams (2012) developed the flipped classroom methodology, this concept has evolved to date. We can say that the flipped classroom offers more opportunities for students to develop critical and independent thinking and enhance their learning process by collaborative interactions with other peers. The flipped classroom learning model is a way in the learning process that reduces the capacity of learning activities in the classroom by maximizing interactions with each other, namely teachers, students and their environment, Johnson (in Dewi, Laksmi 2017). The main feature of the flipped classroom is that it transforms the teaching process by using PowerPoint, video lessons, teaching systems, and other forms of teaching materials to teach basic knowledge before teaching in class, not just in class. To make an hour of fun lessons, create ten to fifteen-minute videos that can cover forty minutes of lessons. The video is then uploaded to the learning platform for students to view. By doing this a flipped classroom is created. The material or content is provided online (in a learning management system or other learning platforms), and students will study the material before coming to class.

Steps in flipped classroom learning according to Nurhasanah S (2020): First, before face-to-face, students are asked to self-study at home about the next meeting material by watching the learning video. Second, in classroom learning, students are divided into groups of 4 or 5 groups. Third, the role of teachers during learning is to facilitate discussions or as facilitators. Fourth, teachers provide quizzes or tests to measure students' understanding of learning materials.

Flipped Classroom Model in Teaching Grammar

Pudin, C. S. (2017) state that the flipped classroom are where the teaching and learning process is unusual, namely changing the teaching process by using power points, video lessons, teaching systems and other forms of teaching materials to teach basic knowledge before teaching in class, not only in class. For videos must be available on-demand and viewed before face-to-face lectures. It must also be integrated with learning activities on social media (e.g., padlet, Edmodo) and learning activities in the classroom. With this learning model, students can study subject matter at home before class starts, and teaching and learning activities in class are in the form of doing assignments, discussing material, or problems that have not been understood by students who have been given.

The researcher concluded that the use of the flipped classroom in teaching grammar can create a flexible learning environment by providing active learning activities. Thus, it can be said that the flipped classroom model is effective in creating an efficient learning process. Through this method, it is hoped that students can create

a flexible learning environment by providing active learning activities and allowing students to assume individual learning responsibilities. In the first step before entering class, the teacher provides video lessons and other forms of teaching materials that contain simple present tense material. After that, students in class discussions with their group friends and present the results of group discussions that have not been understood. The teacher provides an explanation of the learning outcomes about the simple present tense, after the learning is complete students are expected to fill out a test on the google form.

METHOD

Design and Samples

The design adopted for this study was case study, which was conducted using the qualitative approach. This research used case study method, which involves an in-depth and detailed investigation of related and contextual topics. This method is used because it aims to look at the perception and use of flipped classroom models of simple present tense teaching through their experiences and analysis each individual and help the researcher obtained information about the use of flipped classroom in learning simple present tense. Furthermore, the researcher use observation and interview as the data source. The data will be showed in a formed of written narrative instead of statistic number. The site of this research is one of Senior high school in Karawang. The decision to choose this school has been supporting learning facilities such as computers, wifi and student-owned module books. In English lessons, the teacher has tried to teach technology-supported and this school always implements English day on Thursday so that the students can improve their English skills. The participant of this research tenth graders, and their ages ranged from 15-16 years. The researcher chose five students to be interviewed according to the research topic under study.

Instrument and Procedure

This research was conducted online using several platform media such as WhatsApp, Google Meet, Google Classroom, Google Form, and Youtube. This study lasted for three weeks (3 meetings), consisting of two grammar learning activities and one meeting to introduce the next meeting learning at the beginning of the study. From the research that has been done, I obtained data from several sources, including observation sheets and interview guidelines. All questions in the interview guidelines were asked to 5 participants to have a description of students' perceptions in using flipped classroom models in grammar learning, especially simple present tense. Observations are carried out during learning activities.

Data Analysis

After obtaining the data through observation, interview and, the next step is to analyze the data. Data analysis was conducted qualitatively in this study. Researcher used thematic analysis from Braun and Clarke (2006). Which consist of six stages, including:

1. Familiarizing the data. This is a phase to familiarize the author with the data collected. Researcher need to copy the interview data that needs to be transcribed into writing by writing it in notes. Researcher then re-examined the data by playing voice recordings for authenticity.
2. Coding. This encoding helps to find themes that arise from the data, all relevant data in the form of citations and narratives are coded for further data analysis.
3. Generating the theme. In this phase highlighted data to identify broader patterns of the data. Searching for the key themes of finding enabled us to closely analyze the coded data.
4. Reviewing themes. Researcher read and re-examine coded themes to determine important features of the data. Reviews of this theme allow for caution and detail.
5. Defining and naming themes. At this stage, the researcher reviewed each theme for its credibility. Then the researcher checked that no data was missing so as not to be sorted into multiple themes. Finally, the researcher examined each theme has a certain identity.
6. Producing report or manuscript. After the researcher compiled and then determined the theme and naming, the last stage of analyzing the data is to interpret the data analyzed earlier. After understanding the data obtained, it's time for the researcher to tell what happened to the data. Therefore, the final analysis should make the whole story of various themes.

RESULT AND DISUSSION

Preparation of teaching and learning

The researcher observed classroom practices during grammar learning, especially simple present tense, using flipped classroom models. The teacher prepared several learning strategies according to the design of learning implementation and prepared materials that would be taught, namely the understanding of simple present tense, how to use the tenses in every day, rules of making sentences, and the use of do and does. Prepare learning media that are in accordance with the material to be studied and easy to use. Teaching materials and tools must also be prepared to support the use of flipped classroom models. It can be proven by the data obtained by researchers from observations during the study, as below:

Tabel 1. Pre-activities

TEACHER'S ACTIVITIES	YES	NO
PRE-ACTIVITIES (teacher)		

1. Before entering the class, the teacher gives material in the form of a video/link in google classroom to be studied at home	✓	
2. The teacher divides the students into several groups consisting of 4-5 students to present the results of the discussion of the material in the video	✓	
3. Teacher gives greetings in advance at WA group/google classroom	✓	
4. The teacher checks students' attendance in google form	✓	
5. The teacher communicated the learning objectives that would be achieved	✓	
6. The teacher introduced flipped classroom model	✓	

In the application of the flipped classroom model, the teacher used an observation checklist to help implement the steps during learning. Before entering the lesson, the teacher explained the flipped classroom model and the material to be studied for next week. The teacher provided videos to Google Classroom so students can study at home, they can watch videos wherever and whenever. The teacher had prepared for learning before teaching the simple present tense. The preparations that are made by the teacher are prepared as well as possible so that it run smoothly.

Implementation of Flipped Classroom Model in Teaching Grammar

The implementation of this flipped classroom model utilizes learning media that can be accessed online by students who can support their learning materials. This model is not just learning to use learning videos but emphasizes how to use time in the classroom so that learning is more quality and can increase knowledge and encourage students to discuss in groups. In the implementation of flipped classroom models before face-to-face students are asked to study independently at home by watching video material for the next meeting. In-class learning students are divided into 4-5 group members to conduct presentations in class, presentations contain the results of group discussions. In-class meetings through virtual meet teacher give quizzes to improve students' understanding of the material they have watched. After that, the teacher gives students the opportunity to ask questions and open a discussion room. Then divide the students into groups and they start presenting the results they get after watching the video. The role of the teacher at the time of learning activities is to facilitate the discussion. After the learning ends, the teacher gives a training problem in the classroom. Students realize that the activities carried

out are the learning process and the teacher helps solve problems related to the material.

Using Flipped Classroom Model makes learning simple present tense effective

The researcher interviewed to determine students' perceptions in using flipped classroom model. Students respond positively to the use of flipped classroom models in simple present tense learning. In simple present tense learning that uses flipped classroom model, the students mentioned flipped classroom models are effective in the distance learning and helped them a lot in terms of learning grammar, especially simple present tense materials. Here's the student's explanation:

“During distance learning using flipped classroom models are more effective and accessible. Because during the virtual classroom i can pour my ideas with group friends, more confident and easy to learn to make it easier to learn at home before studying in class”

Student 02 Vignette 04

From the data above, when students learn to use flipped classroom models, they can work together in pouring ideas and students are more confident when studying with their group friends. In other words, students using flipped classroom models can help students to channel their ideas in group discussions while solving problems, find out how to use simple present tense in everyday life, and can make it easier for students to access their material by watching videos that students can watch repeatedly. This contains learning simple present tense more effectively.

Flipped Classroom Model can be used anytime and every time

In flipped classrooms students learn the subject matter at home through watching learning videos, making summaries, noting important points, making questions, discussing with friends online, or reading needed sources. Students can watch videos that contain material anywhere and anytime because it can be accessed via mobile phone. Here's the student's explanation:

“Yes, I think learning to use flipped classroom models is very easy to watch anywhere and anytime through mobile phones, and can be downloaded video in the classroom or on youtube because by using flipped classroom can add insight in learning”

Student 03 Vignette 05

The student also stated that during virtual learning students do not understand the material provided by their teacher. They study with guidebooks while studying in class. The flipped classroom has helped students in learning grammar, especially simple present tense material. During learning a used flipped classroom, students become more active in class, they very easily access videos that are in the classroom because it is easy to watch anytime and anywhere.

Flipped Classroom Model engages students in actively in the learning process

According to one of the students, the use of flipped classroom models in learning grammar, especially simple present tense can have a good impact because students will become more active in the classroom, such as group discussions and be responsible for group tasks when problem-solving and they can channel ideas increasingly. Here's a student explanation:

“I am actively involved in the class by discussing the group first, I also have to be active at the time of presentation in class and i am active during the question and answer session in class. I have a group that is responsible for solving a problem when explaining the results of group discussions” Student 04 Vignette 06

Students say that flipped classroom models can help them to get involved in the classroom by participating in discussions between groups, presentation of group results, and assisting him in understanding the use of simple present tense such as rules form to make sentences, use do and does. That way flipped classroom models have been useful to use in learning grammar, especially simple present tense.

CONCLUSION

The application of the flipped classroom model as a learning model can create a flexible learning environment by providing a learning space that keeps students active in class. In the perception of students, some students are involved in learning grammar in delivering material, discussing, and collaborating among group members in formulating problem solving given by the teacher. In the application of the flipped classroom model, students not only learn to use videos but also take advantage of class time to be more flexible and learn to collaborate with their group mates. In the implementation of flipped classroom, it provides benefits for students, namely increasing interaction between students through peer learning and discussion, and can help students who have difficulty understanding the material by watching learning videos. In addition, students learn independently with teaching materials that can be accessed through Youtube videos provided by the teacher to build knowledge gained through learning videos. So that students become more confident in activities in class. The researcher concludes that the flipped classroom model helps the learning process faster and easier.

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