

The Flipped Classroom Model in Learning Grammar: Students' Responses

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ABSTRACT

The aim of this study focusses on the use of flipped classroom model in grammar learning: students' responses. This study used a qualitative approach and case study as a research design. This research took place in one of junior high school at Klari, Karawang. The participants of this study were an EFL Teacher and six seventh grade students. This research used observation and interview as data collection technique. The observation was conducted in three times. For the interview session, the researcher interviewed six students where these students were two people who had low level, two people who had intermediate level and two people who had high level in English. The findings of the research showed that the use of flipped classroom model in grammar learning has 3 activity phases, namely before the class, in class, and post class activity. In addition, the findings of this research showed that students' responses towards the use of the flipped classroom model in learning grammar are positive. The students' responses are presented into four categories, namely flipped classroom makes grammar learning easier, flipped classroom makes students more active in the class, flipped classroom stimulating students' autonomous learning, and flipped classroom makes grammar learning interesting.

Key words: Flipped Classroom Model; Grammar; Students' Responses

INTRODUCTION

In learning English, grammar is one of the important elements that need to be mastered. Philippines & Tan (2020) stated that grammar is one of basic parts in English communication. As we know that the teacher as a guide has a very important role in achieving a learning competence. Abdullah et al., (2012) stated that teacher must deliver lessons effectively to ensure students understand what is

being taught, while students are expected to actively participate in understanding, exploring, and applying the knowledge conveyed in learning activities.

During the Covid-19 pandemic, the educational context changed where the learning process was carried out with a new habit, namely distance learning or online learning. Given that in learning grammar, students may feel bored with traditional teaching models, the existence of these new habits is certainly very beneficial where learning can be done with the help of technology. However, Mohamed et al., (2021) stated that in learning grammar, although some teachers feel that technology can make lessons more interesting and make learning and teaching effective, students must have face-to-face interactions because when learning online, sometimes students feel less motivated to participate and interact with teacher. In addition, when students study online, sometimes students face problems to have in-depth knowledge of grammatical structures and they cannot apply more grammar rules than when they study in class with their friends (Halim et al., 2021).

Based on this, teacher need to have strategies that can be applied when teaching where students can enjoy the learning process so that they can participate and understand the material, especially learning grammar correctly and more deeply. In addition, Zainuddin & Halili (2016) stated that in the digital era, students can study anytime with unlimited access via the internet. Therefore, one strategy that can be used in learning grammar is to use the flipped classroom model. In addition, in previous studies only a few discussed the use of the flipped classroom model, especially student responses to the use of the flipped classroom model in learning grammar. Therefore, in this study, the researcher tried to investigate the gaps found between previous studies as new research, namely "Exploring Students' Responses Towards The Use of Flipped Classroom Model in Learning Grammar".

LITERATURE REVIEW

Grammar

Being able to arrange good and correct words in English sentence is one of the functions in learning grammar. Saidah (2019) stated that grammar is one of important language skills that need to be mastered in learning English. In studying grammar, Yuliyanto & Fitriyati, (2019) stated that there are several factors that cause students to have difficulty learning grammar, namely a lack of interest. In addition, another factor that can cause students' difficulties in learning grammar is the way the teacher explains the material which is less varied. They still use conventional methods which are sometimes monotonous and less affordable. This

can cause students who are less interested in being bored and learning will not be meaningful for students.

Flipped Classroom Model

In this study the learning model used is the flipped classroom model where the flipped classroom can be described as an arrangement where what was usually done in class is now done at home, and what was usually done as homework is now completed in class (Bergmann & Sams A, 2012). Kim et al., (2017) stated that in the flipped classroom learning model, when students study at home, they can see the material from the teacher as much as they want and complete assignments or understand the material in depth in the class where the teacher is available to assist students and check students' understanding. In other words, the flipped classroom is an innovative teaching strategy that reverses traditional teaching with the teacher providing material when students study at home to introduce the topic and providing repetition of material when students study in class to understand the topic in more depth.

In the context of teaching English, Balaji (2018) states that teachers should carry out this procedure where the use of reverse classes must be carefully planned and implemented. In the first stage, the teacher needs to curate or create material based on the availability of time and the chosen English topic. In addition, a teacher can take appropriate English material from YouTube or make their own learning video. In the second stage, students can carry out various activities in the class where the teacher can provide opportunities for students to discuss, practice, and do collaborative tasks with their friends so that the knowledge they get at home can be developed. In the final stage, when learning has been completed, the teacher can ask students to do assignments that can be done at home as learning evaluation material.

In learning grammar, of course, teachers need to have fun strategies because during learning students may feel bored because they usually only listen to teacher explanations and do a lot of tasks in the class. Hannafin (2012) stated that to help students have an in-depth learning approach, a student-centered learning approach is better approach. Student-centered learning that can make grammar learning to be more active and fun is flipped classroom model (Saidah, 2019).

Students' Responses

To see the students' responses in the use of the flipped classroom model in learning grammar, the researchers looked at the psychological changes in students' perceptions contained in the formation and changes in attitudes where attitudes can

be interpreted as responses. Therefore, there are three components, namely cognitive, affective, and conative components where three components are aspect of student responses or perception that make up the structure of attitudes (Rosenberg and Hovland as cited in Azwar, 2012; Walgito, 2002).

The first component is cognitive (understanding). Suryana et al., (2021) states that cognitive is a common reason for assessing and modifying cognition as a means to change the way people think, feel, and behave. Cognitive component can be measured based on perceptual responses and verbal beliefs (Rahmawati, 2014). Second, affective (emotional). It means someone's emotional feeling towards something (Suryana et al., 2021). Can be profitable and not profitable for something (Rahmawati, 2014). In addition, affective component is a responses or statement related to affective verbal. The last component is conative (behavior). Suryana et al., (2021) states that conative is a response related to actual behavior, including actions or habits. The dependent variable measured from the conative component is open action and verbal statements about behaviour (Rahmawati, 2014). In other words, the conative component relates to actions that occur one by one while habits occur continuously.

METHOD

Design and Samples

This study used qualitative approach and case study as a research design. A case study can be described as a research method that allows an in-depth examination of a phenomenon or fact through the use of how and why questions. In addition, case study is a current phenomenon in a real-life framework (Yin, 2018). In this study, the researcher obtained data from one of the classes and examined aspects of the flipped classroom model and students' responses towards the use of the flipped classroom model especially in learning grammar.

Participants are an English teacher and six of seventh grade students who attend one of junior high school in Karawang. This research uses purposive sampling. Therefore, in this study the respondents were an EFL teacher and two students who had low level, two students who had intermediate level and two students who had high level in English. In addition, the six students were obtained with the approval of the english teacher who knew the abilities of the six students.

Instrument and Procedure

To collect the data, the instruments that the researcher chose is observation and interview. In this research, the researcher will act as an observer. Observation was carried out for 3 meetings. In the first stage, the researcher observed what activities

the teacher gave to students in learning grammar by using the flipped classroom model, especially at the before the class stage. After that, the researcher observe the teacher and students in the classroom. During class observation, the researcher recorded what activities the teacher and students did and noted how the teacher taught while using the flipped classroom model in grammar learning. In the last stage, the researcher observe how teacher assess or evaluate learning and provide feedback to students. After all of the observation process in 3 meetings have done, the researcher conducted interview with six students with different English language skills.

Data Analysis

In this research, the researcher uses four steps in analyzing the data based on Miles & Huberman (1984), namely collecting data, reducing data, display the data and drawing conclusion. In the collecting data phase, the researcher collected data by sitting at the back of the class to observe the teacher & students' activities during three flipped classroom model meetings in learning grammar. In exploring the students' response towards the use of flipped classroom model especially in learning grammar, the researcher brought interview guidelines to ask students. In reducing data phase, researcher reduced or selected which data findings as primary data which met the research questions and which were not used in this research. The researcher chose primary data from observation sheet and students' interview result. In display data phase, the researcher explains the findings about how teacher use the flipped classroom model in grammar learning. The researcher also explained the results of interviews with students in the form of sample quotes that supports the description. In the last stage, the researcher concludes the findings based on observations of flipped classroom activities and answers to students' interviews.

RESULT AND DISCUSSION

The result of the research are related to the use of flipped classroom model in learning grammar at SMPN 3 Klari. The data was gotten from the observation and interview related to two essential focuses, namely: (1). The use of flipped classroom model in learning grammar and (2). Students' responses towards the use of flipped classroom model in learning grammar.

1. The use of flipped classroom model in learning grammar

The researcher use observation for 3 meetings to find out the implementation or the use of flipped classroom model in learning grammar. In addition, the use of flipped classroom model in learning grammar at SMPN 3 Klari has 3 phases of activity,

such as before the class, in the class, and post class. In before the class activity, peneliti menemukan bahwa students are given a grammar learning video about “The Use of Preposition at, in and on” where students can see the instructions given by the teacher through google classroom. Students are given time to watch the video and then they are asked to record the learning material in the video. In before the class activity, Balaji (2018) stated that in the first stage of using the flipped classroom model, a teacher can take appropriate English material from YouTube or create their own learning video. In addition, in the flipped classroom, material is first given by uploading material on Google Classroom in the form of learning video that must be accessed online (Juliana & Syah, 2021).

In the class activity, researcher found that the teacher explained in more depth about the grammar learning material that had been obtained before the class. In addition, the researcher observed that learning is more student-centered where the teacher gave a lot of practice or exercises to students and learning activity involved a lot of interaction between teacher and students such as questions and answers, exercises and work in pairs where students presented their work in front of the class. Dewi et al., (2021) stated that in the use of flipped classroom activities in the classroom, teacher usually provide opportunities for students to develop the knowledge gained at home by conducting discussion and doing assignments. In addition, the flipped classroom model is a type of student-centered learning that can make grammar learning to be more active and fun (Saidah, 2019).

In addition, in post-class activity, the teacher motivates students a lot where the teacher reminds students to complete the tasks that have been instructed through google classroom and after that the teacher gives assignments to students to be completed at home as learning evaluation material. The researcher found that the teacher gave tasks that students had to do at home as an evaluation material for grammar learning. This is in line with the research of Dewi et al., (2021) which stated that in post-class activity, teacher can provide feedback to students by providing exercises as an evaluation learning.

2. Students’ responses towards the use of flipped classroom model in learning grammar

a. Flipped classroom makes grammar learning easier

This section present the students’ responses towards the use of flipped classroom model that makes the students easier in learning grammar. Below are sample quotes from respondents indicating their positive responses that flipped classroom model makes grammar learning easier.

“In my opinion, what I like the most about the flipped classroom model is the efficient learning time in class. In addition, learning grammar becomes easier to understand.” (R1)

“I think the flipped classroom model helps me in learning grammar because before class I didn't understand the learning material but when I studied in class I became much more understanding of the grammar learning material.” (R2)

Based on the data above, the use of flipped classroom model can make students learn grammar learning material before the class which can cause students to better understand grammar learning material because during class the teacher will explain the learning material in more depth. Philippines & Tan (2020) stated that one of learning model that can make students easy to learn grammar is flipped classroom model. In addition, the flipped classroom model is a learning model that can improve understanding of grammar and learn grammar better (Pudin, 2017).

b. Flipped classroom model makes students more active in the class

After the observation process was completed, the researcher conducted interviews with several students and they found that the use of the flipped classroom model made it easier for them to actively participate in the class. Below are sample quotes from respondents indicating their positive responses that flipped classroom model makes students more active in the class.

“In my opinion, using the flipped classroom model makes it easier for me to actively participate in learning in class because very interactive learning activities make learning in class more fun.” (R3)

“The flipped classroom model makes it easier for me to participate during grammar learning because the teacher provides many interactive activities during class.” (R4)

Reflecting to the students' interview data above, some students think that the use of flipped classroom model makes it easier for them to actively participate in class during grammar learning. the teacher provides opportunities for students to work on various exercises given in front of the class and provides opportunities for students to do the assignments given with their friends. Singay (2020) stated that flipped learning helps students to have better relationships with their classmates because flipped learning provides opportunities for students to do activities together. In addition, flipped classroom model can make students' more active because activity can more interactive and fun (Saidah, 2019).

c. Flipped classroom model stimulating students' autonomous learning

The data explained that most of students thought that the use of the flipped classroom model made it easier for them to understand grammar learning because they had studied the grammar learning material given by the teacher before the class. Below are sample quotes from respondents indicating their positive responses that flipped classroom model stimulating students' autonomous learning.

"I think that using the flipped classroom model really helps me in studying before class, I always watch the learning videos given in google classroom so that it makes me even more diligent in studying at home." (R2)

"I think the flipped classroom model is useful for me because using the flipped classroom model makes me learn first before doing activities in class." (R6)

Based on the data above, most of the students gave a positive responses that the use of the flipped classroom model in grammar learning made them better prepare themselves in learning before entering the classroom. The use of lipped classroom model can foster student learning independence and student motivation in learning before the class (Ansori & Nurun Nafi', 2018).

d. Flipped classroom model makes grammar learning interesting

The data explained that most of students argued that the use of the flipped classroom model made them more interested in learning grammar. Below are sample quotes from respondents indicating their positive responses that flipped classroom model makes students are interested in learning grammar.

"While using the flipped classroom model I feel interested and more motivated to learn grammar better." (R3)

"While using the flipped classroom model I feel interested and even more motivated to learn grammar because the learning activities are fun." (R5)

Based on students' interview data, some students gave positive responses that the use of the flipped classroom model made them interested and more motivated in learning grammar and doing activity during the class so that it could help them understand grammar learning well. Studying videos at home can make students more confident to engage with the activities carried out in the classroom and makes learning grammar more interesting (Philippines & Tan, 2020).

CONCLUSION

Based on the results of the research, the researcher concluded that the use of the flipped classroom model has 3 activity phases, namely before the class, in class, and post class activity. In before the class activity phase, the teacher is accustomed to giving students grammar learning materials first by watching youtube videos related to grammar learning materials to be studied in the class and giving instructions through the google classroom media so that students can carry out learning activities according to the instructions given by the teacher. In the in class activity phase, teacher and students have various activities that vary during class such as practice questions, discussions and collaborative assignments. In addition, in evaluating learning, the teacher usually provides feedback on what students have done in class and gives students assignments that they can do at home.

We can know that in this digital era, students can access learning materials anywhere and anytime. Therefore, in learning grammar, the use of the flipped classroom model can be one of the innovative learning models where teacher can use technology to facilitate students in learning grammar. The researcher also concludes that the use of the flipped classroom model has a positive impact on students because the flipped classroom model makes students have the awareness to prepare themselves in studying grammar before class and makes students learn to understand grammar learning materials better. In addition, the use of the flipped classroom model can be an alternative to increase student participation in the class and make it easier for students to learn grammar so that they can understand grammar learning well and are more interested in learning grammar.

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