The Implementation of Flipped Classroom Method in Teaching TEFL2

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Abstract

Nowadays, students usually use gadget to do their activity, including for their study. Therefore, teachers are affected to use technology for the lesson in the class due to the student's behavior in this era. Flipped classroom is one method which uses the technology for the lessons. In flipped classroom, students are provided with materials, or video, or PowerPoint slide in the first meeting as the outlines that will be used in one semester. Students prepare themselves at home to attend the class actively based on the topic they are going to discuss. Statements of the problem of this research are; how is the implementation, and how is the student's responses. Therefore, the purpose of this study is to describe them. The researcher observed flipped classroom in TEFL 2 which is one subject at 6th semester in 2015 English Class STKIP PGRI Sidoarjo and it used descriptive qualitative. The researcher used observation field notes, and questionnaires for students. Teacher used three phase technique when implemented flipped classroom. There are; presentation, practice, and production. Flipped classroom was really good method, it proofed by 95% students was enjoying the class using flipped classroom method. They feel easier learn the material, and more active when using this method.

Key Words: *Flipped Classroom, Teaching, TEFL 2*

INTRODUCTION

Recently, a paradigm shift has taken place in education with the advent of a model of teaching known as the flipped classroom. The flipped classroom model consists any use of using Internet technology to support the learning in a classroom, so that a lecturer can spend more time interacting with students instead of lecturing (Bergmann & Sams, 2012). This is most commonly being done using lecturer-created videos that students view outside of class time. It is called the flipped class model because the whole classroom/homework paradigm is "flipped". In its simplest terms, what used to be classwork (the lecture) is done at home via lecturer-created videos or materials and what used to be homework (assigned problems) is now done in class.

Students raised on new media technologies are less patient with filling out worksheets and listening to lectures. Technology has reached a level where the time is now for true educational reform that increases student's content achievement in teaching important 21st century skills. Progressive lecturers and administrators must understand the spreading of information technology for student's lives. Children spend much of the day as their great-grandparents once did: sitting in rows, listening to lecturer's lecture, scribbling notes by hand, and reading from textbooks that are out of date by the time they

are printed. A yawning differences (with a stressed on yawning) separates the world inside the schoolhouse from the world outside. With advances in Internet and communications technology, it is becoming easier for lecturers to offer dynamic multi-media educational resources and the capability to support both content and assessment between lecturers and learners.

The most important feature of the flipped class model is to increase lecturer-to-student and student-to student interaction during class time. Flipped lecturers always say that the best benefit is that for the first time in their teaching careers, they have some one-on-one contact with every student during every class period.

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TEFL 2 is one of the subject studies taught in semester four of English education study program of STKIP PGRI Sidoarjo. Within TEFL 2, it is assumed that understanding of a topic should occur when students complete their homework, receive feedback from their lecturer on the correctness of their homework, and then reevaluate their approaches and learning. However, this attempt-feedback-reattempt loop rarely achieves its theoretical potential in STKIP PGRI Sidoarjo classes because students may not attempt their homework because it is not required or lecturers may not be able to grade the homework because of time constraints (Jacobson, 2006).

RESEARCH METHOD

The purposes of the study as stated in chapter one are to (1) describe the implementation of Flipped Classroom in TEFL 2 for English Education Program Batch 2015 of STKIP PGRI Sidoarjo, and (2) describe the students respond towards Flipped Classroom in TEFL 2 for English Education Program Batch 2015 of STKIP PGRI Sidoarjo. It means, the study is concerned in teaching flipped classroom. Thus, this study is a qualitative research in which the data informing the findings of the study are obtained from observation, interview (for lecturer and students), and questionnaire (for students).

Qualitative study deals with data that are in the form of words or pictures rather than number or statistics (Ary, 2016). The data in this study are mainly in written, or when it is spoken will be subscribed into written form (when lecturer object to write the answer of interview questions). Thesis drafts of chapter one and the results of the questionnaire and interview will be the main data that will be collected and analyzed. Thus, the data collected are the participant experiences and perspective to arrive a rich description of the subject and object of the study. Some numeric data maybe collected as supporting data.

Data Collection

As stated by Ary (2016) that the unique characteristic in qualitative study is human investigator is the primary instrument. So, the main instrument of this study is the researcher herself who will be gathering and analyzing the elicited data supported with the instruments of the study which will be used to answer the research questions. To know how the researcher uses the instruments, below is the table informing clearly how the instruments work in this study.

Research Question Number 1

How is the implementation of Flipped Classroom in TEFL 2 for English Education Program Batch 2015 of STKIP PGRI Sidoarjo?

Instrument: Observation checklist

There will be observation checklist when the researcher come to the class to observe the implementation of flipped classroom.

Research Question Number 2

How do the student's responses towards Flipped Classroom in TEFL 2 for English Education Program Batch 2015 of STKIP PGRI Sidoarjo?
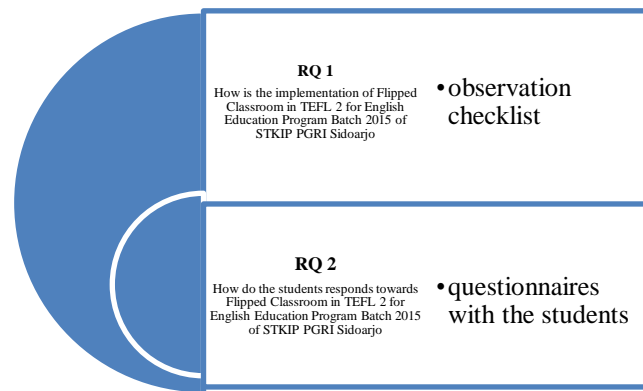
Instrument: questionnaires with the students

Data Collection Procedures

The questionnaires dealing with students' perception of flipped classroom method. There will be some aspects that will be asked including the need of flipped classroom, appreciation, feedback comments, critical/ negative of flipped classroom, feedback providers (in this case is lecturer), and feedback process in general.

The study will use the data from observation checklist and questionnaire responses. Below is the illustration on how the data will be collected differently based on each research questions

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RQ 1

How is the implementation of Flipped Classroom in TEFL 2 for English Education Program Batch 2015 of STKIP PGRI Sidoarjo

- observation checklist

RQ 2

How do the students responds towards Flipped Classroom in TEFL 2 for English Education Program Batch 2015 of STKIP PGRI Sidoarjo

- questionnaires with the students

Picture 1: Data Collection Procedure

The data collected through documentation, and questionnaire will be analyzed by using content analysis procedures which is suggested by Ary (2016). The documents will be analyzed to figure out how lecturers give flipped classroom method. Interview and questionnaire results will be analyzed to find out students' perception and revision decision after receiving flipped classroom method.
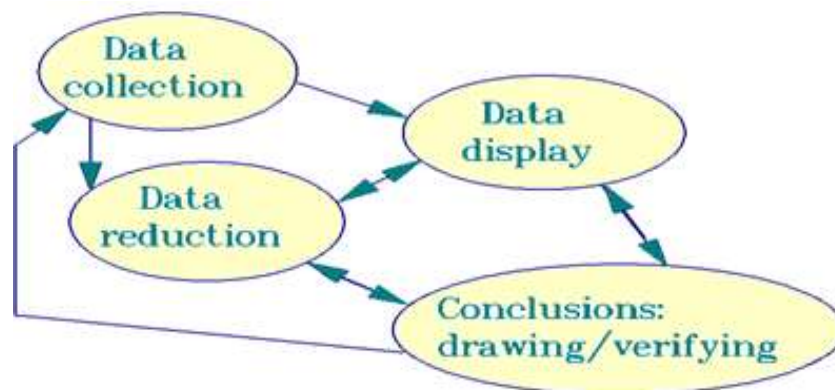
Picture 2: Data Analysis

Observation

The data collected through instruments (field notes, and questionnaire) analyzed by using content analysis which is suggested by Ary Donald (2006). The documents were analyzed to figure out how lecturers gave flipped classroom method. Field notes and questionnaire results drowned to find out the objective of the research.

RESULT AND DISCUSSION

Flipped classroom is a method most commonly being done using teacher created videos that students view outside of class time. It is called flipped because the whole classroom/homework paradigm is "flipped". In the simplest term, what used to be classwork is done at home via teacher-created videos or materials, and what used to be homework (assignment problems) is now done in class (Bergmann&Sams, 2012).

The Implementation

In this research, the lecturer used three phase technique in teaching TEFL 2 using flipped classroom method. Three phase technique is a technique which has three main activities in its execution in the class (Abbot, 1981:101); they are pre-activity, while activity, and post activity.

Pre-activity here means the lecturer give material first to the students. The material usually made by video or PowerPoint slide or both. While activity means the lecturer asked the students about the material at the next meeting in the class. Post activity means the lecturer do the evaluation to the students for the material that they had discussed.

The Students Responses

The researcher gave the questionnaire to the students in last meeting of observation class. There are 10 questions toward flipped classroom method which is used for their class in their subject (TEFL 2). Here the result;

Picture 3: Student's Responses toward Flipped Classroom
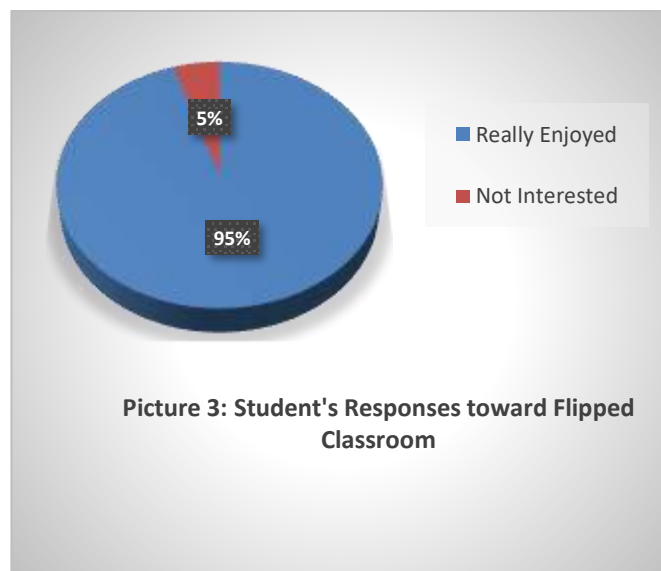
From the result of questionnaire, the researcher found that 95% students really interested and enjoyed flipped classroom method in their class. They feel enjoyed using flipped classroom. They more active, more interactive, had more communication with their teacher.

Although less than 5% students disagree with few points based on questionnaire. They felt not too comfort to active in their class. They feel more comfortable to discuss the lesson with their teacher directly or face to face that discuss it with their friends.

CONCLUSION

Flipped classroom is good method to help students obtain their knowledge toward the material that given by the teacher. And also the teacher could convey the material to the students easily. The result of this study indicated strong support for the use of flipped classroom as teaching and learning method. More than that, the teacher can make more communication between teacher and students. Not only teacher and students, but also students and students.

The result of questionnaire indicates that the students were interested in flipped classroom method. It was proofed by 95% really enjoyed flipped classroom method. In terms of learner's opinion of using flipped classroom method, the result revealed positive experience with this method. The method could be used as attempts to help students to enrich their knowledge toward the material easier using flipped classroom method.

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APPENDIX

Questionnaires to Students Responses

No	QUESTIONS	1	2	3	4
1	Flipped classroom makes you better to understand the lesson	50%	50%	0%	0%
2	Flipped classroom is easy teaching method to convey	40%	50%	10%	0%
3	Flipped classroom is one way to overcome the difficulties that you do not understand the lesson	30%	65%	5%	0%
4	You can share the material you've learned to each other in Flipped classroom	70%	25%	5%	0%
5	You have several chance to explain the material using Flipped classroom	50%	50%	0%	0%
6	Lesson is easy to understand using flipped classroom	55%	45%	0%	0%
7	Flipped classroom leads more interaction between teacher and students	50%	40%	5%	5%
8	In this method, you learn to correct your mistakes and learn from them	30%	60%	0%	10%
9	Flipped classroom makes lessons interesting	70%	30%	0%	0%
10	You are more active using Flipped classroom	40%	50%	5%	5%

Notes:

1: Strongly agree

2: Agree

3: Disagree

4: Strongly disagree