

THE FLIPPED CLASSROOM BASED ON E-LEARNING IN ENGLISH COURSES

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Abstract : Flipped classroom is a type of blended learning that is applied at various levels of education, from elementary to university, but there is still a lack of research on its use in English education. The aim of this article is to provide a brief overview of the impact and effectiveness of the flipped classroom on English learning. The research methodology used is a literature study with an analysis of several articles about the flipped classroom, which ends with the research objective. The results of the study show that the flipped classroom effect can increase students' active learning and independence, increase collaboration, and improve learning outcomes. This article provides advice for educators, especially in the field of English education, regarding the use of the flipped classroom in maximizing the learning carried out. The conclusion of the study, comparing the flipped classroom learning model in general shows that the flipped classroom learning model is effectively used in the learning process because students have studied the material before entering class, meaning that the lecturer no longer dominates the classroom situation and the interaction between lecturers and students becomes better and more enjoyable.

Keyword: *flipped classroom, e-learning, English course*

1. INTRODUCTION

In recent years, the importance of when an educator designs a reverse classroom learning – or also known as reverse teaching – has become one of the main research subjects of interest. Turning the classroom over is reforming the way of teaching; events that usually occur in the classroom, now occur outside the classroom and vice versa (Johnson, 2013). Some of the reasons why it can be rated well and advocated so much is that after pre-class preparation such as watching television and videos, reading passages), students provide meaningful talks and discussions during class. In addition, students are very interested

and more fun, have confidence when they are able to lead and control their own learning (Gross, 2014). As is widely expected by reverse classes, more learner-centred instruction guides students to prepare lessons in advance and engages them in the EFL learning environment. Flipped classroom not only minimizes lectures but also maximizes teacher-student and student-student interactions with more collaborative activities or assignments (Sung, 2015). Basal (2015) states that teachers must incorporate technology into learning and profit from its benefits in order to achieve learning goals, as technological developments force teachers to integrate and re-evaluate their learning methods. The teacher as a

facilitator must use innovative learning models and technology in the learning process. The use of these helps teachers and students to optimise learning, whilst also making it fun. One learning model that can be used is that of the flipped classroom. This replaces traditional learning and supports information technology in its application. Teaching in the classroom is usually conducted is reversed into the student's task to do it at home. Students work on assignments and confirm what they have learned. Flipped classroom learning originally appeared in the early 19th century. The United States Military Academy at West Point created a series of learning methods in which students used resources provided by learning before class. In the approach, class time is used to jointly solve problems (Hartyanyi et al., 2018; Villalba, Castilla, & Redondo-Duarte, 2018). In 2007, Jonathan Bergmann and Aaron Sams were the first American science teachers to implement the flipped classroom (Hartyanyi et al., 2018) by recording their classes for students who were not present. After some time, most students repeated using video while doing homework. This kind of activity was the basis for the flipped classroom learning model (Bergmann & Sams, 2012; Kozikoğlu, 2019). The model has been widely applied in education, from elementary to tertiary levels.

In fact, increasing research on reverse classrooms has tested its effectiveness in classroom learning. According to Hwang, Yin and Chu (2019), by tracing the study of article types from SCOPUS, the number of publications on the flipped classroom learning model increased significantly from 2015-2020. Many studies have

explored in depth how the flipped classroom learning model process can lead to positive learning so that teachers and students are more enthusiastic. This study examines how the model has a positive impact on education, including learning English in universities.

2. RESEARCH METHODOLOGY

This research was conducted based on a literature review as a fundamental approach, which was used by means of data collection. In this technique, the literature related to the theories needs to be solved and reviewed. The theories used in this study concern the flipped classroom learning model and student activities in the classroom (Lolita, 2020). The model in question utilizes technology in learning to help students improve their understanding. The characteristics of students, namely their personalities, are formulated based on their abilities and activities. These theories will be used as a literature review in this study. The data obtained will be compiled, analysed by identifying theories relevant to the topics raised in the research, then integrated into conclusions that can be drawn (Ramdhani, Moleong, 2017). The participants were students majoring in English Education Class of 2018 (n = 140) at the State University of Surabaya who took learning media courses. Research and communication methods for 3 months.

3. FINDINGS AND DISCUSSION

In the reverse class model students are introduced to concepts before class sessions so that during their learning activities they are directed to study with

peers and teachers, meaning that learning in class shifts from traditional delivery; Instead, activities such as concept checking, discussion, and debate, and will involve application, analysis, problem solving, experimentation and evaluation will be carried out in class. Thus, the flipped classroom is a recommended model to overcome the weaknesses of traditional teaching methods for the better (Dong, 2016). The flipped classroom model is a form of blended learning (Li, Zhang, & Hu, 2018; Nwosisi., Ferreira, A., Rosenberg, W., & Walsh, l., 2016; Villalba et al., 2018) which combines on the use of technology/electronics (Pavanelli, 2018). Students do their homework in class, while at home they study online learning videos, with the teacher offering more personalised guidance and interaction (Smallhorn, 2017; Van-Alten et al., 2019). In implementing the flipped classroom learning model, students learn new material through short videos, podcasts, e-books and the internet before class, and integrate what they have learnt through classroom learning activities with the help of teachers and peers (Dong, 2016; Smallhorn, 2017). The flipped classroom encourages students to learn regardless of place and time and they can choose the best learning strategy for them (Uzunboyly and Karagozlu, 2015). It is a feasible learning model to apply to learning (Havwini & Wu, 2019; VanAlten et al., 2019). The flipped classroom model can create new skills and change students' learning habits (Danker, 2015). Almodaires et al. (2018), Jdaitawi (2019) and Smallhorn (2017) also state that the flipped classroom provides students with the opportunity to earlier prepare learning materials in

the form of videos and reading texts, which they can study anytime, anywhere. According to Hwang et al. (2019), this approach uses innovative strategies and technology to facilitate effective learning outcomes. Basal (2015) states that flipped classrooms can be divided into two learning environments: outside and inside the classroom. The first step for the teacher is to plan in detail what will happen in the two environments. The second is to select various activities that suit the needs of all the students. The following step is to choose a way to consolidate assignments and activities outside and inside the classroom, while the final step is to use an online media-based system as an e-learning platform. In this way, the teacher acts as a facilitator and guide for students to learn through material that has been prepared for the class in advance (Elia and Hamaidi, 2018; Herlindayana, Sahlan, & Alberth 2017; Kozikoğlu, 2019).

Table 1. Indicators of flipped classroom

No	Indicators	Results	
		Students	(%)
1	reversed classrooms positively affected learning	128	89,3
2	the flipped classroom learning model made teaching more enjoyable	80	57
3	liked the flipped classroom model	92	65,7
4	believed flipped	62	71,4

	classrooms were better than traditional ones		
5	agreed that it was easy to understand the material in a flipped classroom approach	70	70
6	liked watching lessons on video	92	65,7
7	agreed that video lessons helped understand the topics being studied	77	76,4
8	agreed that the flipped classroom model was a fun learning model	85	60,7
9	the flipped classroom motivated them to learn more	77	92,8

These results show that flipped classrooms can be employed in various disciplines, although most are conducted at the university or college level. The results of various studies show that the flipped classroom learning model is effective in learning (Lin & Hwang, 2018; Nouri, 2016; Paek & Fulford, 2017) and has been proven to improve student learning outcomes (Angelina, 2020; Ansori & Nafi', 2019; Cormier & Voisard, 2017; Latif et al., 2017; Nguyen, 2017; Qiang, 2018; Rathner & Schier, 2020; Sandhu,

Sankey, & Donal, 2019; Sezer & Abay, 2019; Shyr & Chen, 2018; Van-Alten et al., 2019). The result of indicator on 128 (89,3%) students showed that reversed classrooms positively affected learning and were an effective way to create a more active student-centred learning environment (Almodaires, 2018).

The second indicator consist of on 80 (57%) the flipped classroom learning model made teaching more enjoyable, 92 students (65,7%) liked the flipped classroom model; 100 students (71,4%) believed flipped classrooms were better than traditional ones; 70% agreed that it was easy to understand the material in a flipped classroom approach; 92 students (65,7%) liked watching lessons on video; 107 students (76,4%) agreed that video lessons helped understand the topics being studied, give students more time to practise and work on problems with friends, thus providing more significant opportunities for communicating with peers and teachers; 85 students (60,7%) agreed that the flipped classroom model was a fun learning model; and the last indicators 130 students (92,8%) stated that the flipped classroom motivated them to learn more (Pavanelli, 2018).

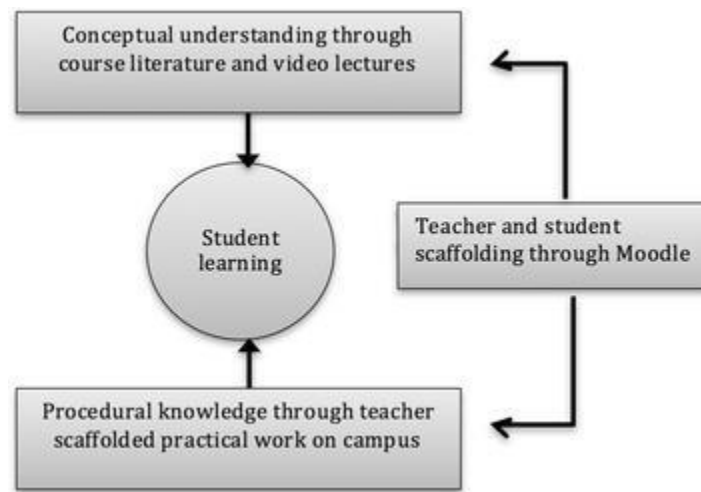
These findings are supported by several studies that have proven that flipped classrooms are more attractive than traditional ones to learning process (Tomas et al., 2019); can motivate students to learn (Chung & Lee, 2018; Nouri, 2016; Su & Chen, 2018); and can help students to understand the concept of learning well and alternative to content (Nwosisi et al., 2016). Herlindayana et al. (2017) conducted their study at a course, showing that 75% of students agreed that the flipped classroom learning model could

improve independent learning. This finding is in line with the argument of Danker (2015); Kozikoğlu (2019) explains that in flipped classroom learning students are required to take the initiative and be responsible for their knowledge independently before attending class. Compared to traditional learning methods, flipped classrooms change the roles of teachers and students, together with learning strategies, time distribution, learning content, implementation of learning methods, and evaluation in teaching activities (Deng, 2019).

Advantages of the flipped classroom on English Learning

Based on the research results described above, lectures need to implement flipped classrooms to implement learning activities. According to Nederveld and Berge (2015), the flipped classroom learning model has many obvious benefits and challenges. Students can learn at their own pace, making it easier for teachers to guide their learning. According to Bergmann and Sams (2012) there are five steps themes for the reverse classroom: (1) transferring learning to students, (2) personalizing learning for all students, (3) giving teachers time to explore higher-level learning with their students, (4) changing teacher-centred classes to student-centred classes, and (5) making face-to-face time in class as much as possible.

Fig. 1 Pedagogical structure conceptual - procedural learning (Jala Nouri 2016)



By turning the classroom around by transferring lectures and exercises from school to home, teachers with mastery of disciplines can now provide students with opportunities to develop vital skills, or so-called “skills” needed in the 21st century, including creativity, appreciation, critical thinking, communication, cooperation, and so on. Because students receive lectures and learning materials before class, teachers can use class time to divide students into discussion groups or do more activities in class. According to Fauzan and Ngabut (2018), the flipped classroom learning model provides opportunities for students to adjust their learning when not in class. They can further explore the learning material they have learned at home. In addition, Almodaires et al. (2018) state that students can also pause, stop and replay learning videos to improve their understanding of the learning material. Some of the advantages that will be obtained in learning by implementing the flipped classroom include the fact that students can prepare themselves well before learning in class (Almodaires et al., 2018; Ayçiçek & Yelken, 2018; Danker, 2015; Musdi,

Agustyani, & Tasman, 2019); learning becomes fun and productive (Enfield, 2013; Kozikoğlu, 2019); teachers can provide guidance and teamwork to students (Nwosisi et al., 2016); students can be motivated by creating a competitive atmosphere in the classroom (Bergmann & Sams, 2012; Dong, 2016; Su & Chen, 2018); the flipped classroom learning model uses technology, thus supporting students in learning independently (Astuti et al., 2019; Enfield, 2013; Herlindayana et al., 2017; Kozikoğlu, 2019; Shyr & Chen, 2018); and that students' success in learning is improved (Cheng, Ritzhaupt, & Antonenko, 2019; Cormier & Voisard, 2017; Rathner & Schier, 2020). Flipped classrooms also make students more active in class (Basal, 2015; Herlindayana et al., 2017; Kozikoğlu, 2019); increase student attendance (Goedhart et al., 2019; Karabulut-Ilgu, Jaramillo-Cherrez, & Jahren, 2018); increase student involvement in learning activities (Lin & Hwang, 2018; Pavanelli, 2018; Smallhorn, 2017; Su & Chen, 2018); create great potential for making good use of time (Béres & Kis, 2018; Dong, 2016; Havwini & Wu, 2019; Karabulut-Ilgu et al., 2018; Låg & Sæle, 2019); create a flexible learning environment through instructional videos given out by the teacher before class (Luo, O'Steen, & Brown, 2020); and provide opportunities for students to be able to play back learning videos and access material at any time and in any place (Nederveld & Berge, 2015; Nouri, 2016). Students only need to commit to learning (Karabulut-Ilgu et al., 2018). In the traditional model, students may walk into the classroom confused about some homework problem they encountered the night before. For the

first 25 minutes, the teacher will warm the class up and discuss the issues the students have not understood, then deliver new material for 30-45 minutes. However, in the flipped classroom learning model, students ask the contents they have, then answer students' questions for a few minutes. The remaining time is spent on hands-on practice with more extensive activities (Bergmann & Sams, 2012). Flipped Classroom Steps According to Herlindayana et al. (2017) and Nwosisi et al. (2016), the process of implementing the flipped classroom learning model involves the following steps. 1) The educators first select the learning materials; 2) they then design video through video, audio, and reading material, and provide these to students before learning takes place in class; at home, students watch videos, study materials, and listen to audio learning assigned by the educator; 3) in the classroom, students are actively involved in collaborative learning, which can be done in pairs or groups to encourage students to participate, with the educators acting as facilitators and encouraging students to control their own activities in learning; and finally, 4) at the end of the learning, students work on assignments related to the learning material, which are evaluated by the educators to ensure that the learning objectives are achieved. According to Abdullah et al. (2019), technological tools used in implementing flipped classrooms include social media websites, educational games, YouTube, TED talks, iTunes University, and other educational websites. Cormier and Voisard (2017) propose three components of the flipped classroom learning model: 1) pre class

instructional videos which students are asked to watch; 2) in-class questions, exercises, and portfolios, a stage at which the teacher and students are involved in active learning, with the provision of exercises or problems which are solved together; and 3) post-class consolidation exercises. According to Nederveld & Berge (2015) that in the learning process, the teacher can make a combination of flipped classroom learning according to the specified material so that the essence of the application of the learning model does not only depend on technology, but also on how to handle various types of learning, the main point is how educators can improve students' understanding. The steps of the flipped classroom learning model are: 1) before learning, the teacher will introduce the syllabus and the flipped classroom learning model; 2) the objectives of the learning will be determined; 3) outside the classroom, students read books/e-books and take quizzes anywhere and anytime; 4) in class, the teacher discusses material that the students have not understood; 5) after the discussion is carried out, interactive learning activities are also applied during class hours; 6) after completing the learning activities both inside and outside the classroom, students will conduct an evaluation in an independent monitoring system with the guidance of the teacher. (Baharum, 2020).

Problems and Challenges in the Flipped Classroom learning

Several challenges may occur in the flipped classroom for teachers and students. For teachers. The challenge for teachers is the heavy workload before and during the class, and online

material that is not interesting. Teachers must learn new skills and need to consider that flipped classrooms do not have to reverse the role of students' 100 percent of the time. An educator must be wise and know when to use the flipped classroom model (Herlindayana et al., 2017). Therefore, the model requires professional teachers, who must be more critical when observing the learning environment, because in flipped classrooms teachers give lectures to convey knowledge, support students by providing them with feedback, and explore their ideas about knowledge (Nederveld & Berge, 2015). Technical problems could affect students' learning of the material (Karabulut-Ilgu et al., 2018). Such issues could be in the form of inadequate internet access, which is particularly a problem in developing countries or rural areas where internet access is less developed. Teachers need to consider that the instructional videos used do not need to be of high quality and the duration should be around 5- 10 minutes (Abdullah et al., 2019). The teacher must review the learning video before it is given to students and ensure that most of them have sufficient knowledge of the learning material (Danker, 2015). For students. Students may feel overwhelmed when faced with new approaches that require them to actively participate in learning (Karabulut-Ilgu et al., 2018). Besides, there is the possibility that students attend class without preparation (Nederveld & Berge, 2015), although the flipped classroom requires commitment and responsibility in terms of independent learning before class (Fauzan & Ngabut, 2018). According to Almodaires et al. (2018), for students the flipped classroom requires more

time to watch videos, because they feel that even though the teacher will guide them in the classroom, they also need teacher guidance when they watch the learning video.

The Impact of the Flipped Classroom Model on English Learning

English is the study of the behavior of individuals and society in making choices using scarce resources so as to improve their quality of life. (Rahardja & Manurung, 2008). The economy is inherent in humans; its attachment to people can be identified in their daily routine activities, especially in fulfilling their needs (Musdinar, Wahyono, & Haryono, 2016). The characteristics of learning English include (1) identifying problems; (2) choosing problems for classroom learning; and (3) collecting problems to be studied. The flipped classroom learning model provides opportunities for students to adapt their own learning when not in the classroom. This can be said as one of the principles of independent learning. In addition, students can find and enrich learning materials that have been studied at home so that they can improve the learning experience, such as individual assignments, teamwork and presentations. The flipped classroom, students are encouraged to learn on the spot and can also choose the best learning strategy according to their abilities. Students are often faced with various problems in learning about Economics because of the large number of materials and concepts that they must memorise. Therefore, in the learning process, students must have more time to understand the materials so that they can build their comprehension and be involved in the process, which can be

facilitated by using the flipped classroom model. This model provides an economical learning that can be used as a new atmosphere for students to learn, students can manage their own learning, although this requires commitment and responsibility for student learning. This is closely related to rapid and far-reaching economic changes and your environment. However, there are several challenges faced by teachers, namely heavy workloads before learning and diving, uninteresting online materials or content, problems of inadequate Internet access will affect students in learning the learning materials. Therefore, the teacher must be able to create interesting video learning content and must review the learning video before entering the class and ensure that the majority of students can understand the learning material. The benefit of the flipped classroom model is that it allows teachers to allocate more time to active learning and instructional videos are provided before learning in class. The impact of the flipped classroom model on English education can make learning fun and active. thus, the learning model allows teachers to pre-use videos and dive into the text before class learning so that students can prepare to study the material and learn at their own pace with unlimited time before entering class, which encourages independent learning. Students and teachers take part in active learning in the classroom, such as discussion, debate, analysis, problem solving, and evaluation. The findings of Caviglia-Harris (2016) show that the inverted classroom model has a positive impact on student learning outcomes in learning English. Therefore, it can be concluded that the use of the flipped

classroom model in English education can foster student learning independence, increase student activity and involvement, and improve student learning outcomes in class.

CONCLUSION

The advantages of the Flipped classroom can be applied by educators in learning, including English. They create student-centred classrooms and support the use of technology. Many studies have examined upside-down classrooms in various disciplines. The various studies above can be concluded that the flipped classroom learning model is very effective and has a positive effect on learning. Classroom so that it is useful for students, increasing their learning independence, which will make it easier for them to understand the learning material provided by the teacher and in the classroom, confident in learning activities can be created properly. As a result, learning becomes active and student-teacher collaboration increases.

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