

Exploring EFL Secondary Students In A Flipped Classroom In Reading Learning

Sri Mulyani¹, Fauzi Miftakh², Muhammad Reza Pahlevi³

^{1,2,3} English Education Department, University of Singaperbangsa Karawang
e-mail: 1810631060045@student.unsika.ac.id¹, fauzimiftakh@unsika.ac.id²,
mreza.pahlevi@fkip.unsika.ac.id³

Abstrak

Pentingnya pembelajaran membaca dalam pembelajaran dan pengajaran Bahasa asing khususnya Bahasa Inggris telah menjadi fokus yang telah menghasilkan berbagai pandangan mengenai pengajaran membaca dan model pembelajaran tergantung pada perspektif dan konteks pembelajaran Bahasa. Penelitian ini berfokus pada persepsi siswa mengenai kelas terbalik dalam pembelajaran membaca dalam Bahasa Inggris. Penelitian ini dilakukan dengan menggunakan studi kasus kualitatif. Partisipan dari penelitian ini yaitu empat siswa sekolah menengah pertama di Karawang. Data yang dihasilkan berasal dari observasi, wawancara dan dokumentasi. Hasil penelitian ini menunjukkan bahwa (1) Dengan menggunakan kelas terbalik siswa merasa lebih paham materi reading. (2) Penggunaan kelas terbalik dalam pembelajaran membaca membuat siswa lebih aktif.

Kata kunci: *Bahasa Inggris sebagai Bahasa Asing, Kelas Terbalik, Pembelajaran Membaca*

Abstract

The importance of reading learning in the learning and teaching of foreign languages, especially English, has resulted in various views regarding reading teaching and learning models depending on the perspective and context of language learning. This study focuses on students' perceptions of the flipped classroom in reading learning in English. This research was conducted using qualitative case studies. The participants of this study were four junior high school students in Karawang. The resulting data comes from observation, interviews and documentation. This study shows that (1) The use of flipped classroom makes students more understanding in reading material. (2) The use of flipped classroom in reading learning makes students more active.

Keywords : *English as a Foreign Language (EFL), Flipped classroom, Reading Learning*

INTRODUCTION

Reading is crucial in the teaching and learning of language, particularly in the teaching and learning of English, because it has the capacity to enhance knowledge and engagement in studying English (Lu et al, 2019). On the other hand, a number of students are still lack of vocabulary due to lack of interest in reading English (Nurjanah, 2018). In addition, it is because the teacher's learning model has not kept up with the times. In this digital age, people have coexisted with technology, as well as education. Teachers must be able to combine classroom learning with technology.

A learning model that can be combined with technology and can be used by teachers is flipped classroom. It is line with Ansori & Nafi' (2018) stated that English teachers responded positively to the implementation of the flipped classroom model. Flipped classrooms, when assisted by technology, promote student-centered learning and are more able to encourage an active learning environment (Mehring, 2018). In addition to combining conventional learning and technology, the flipped classroom model also makes learning active. This is as explained by Love et al (2015) that when a flipped classroom is implemented, it has a beneficial effect since it encourages active learning in the classroom.

The conventional lecture in the classroom is moved to the video face to face in flipped classroom instruction, and students can review the material outside of the classroom (Bergmann & Sams, 2012). It refers to an activity in which students watch video or online lessons at home and then come to class for hands-on activities and group activities in face-to-face classrooms. Students can take charge of their own learning, increase collaboration skills, and improve communication between peers and teachers with this type of well-designed practice activity. As a result, with the advance of technology, the flipped classroom has become a great option for learning that allows students to construct their own learning.

The effectiveness of flipped teaching relies on the cooperation of both teachers and students, particularly the latter, who are at the focus of the entire learning process, which includes them watching video lectures before class and then discussing in class (Yu, 2019). Therefore, previously, teachers and students must have agreement and awareness so that learning using flipped classrooms runs well and appropriately. This model places more learning responsibility for students, resulting in a student-centered learning culture, whether in synchronous or asynchronous learning activities.

In line with that, several studies have examined experiences, impacts, and influences. Ramadhanty & Puspitaloka (2020) examined students' experiences towards the flipped reading comprehension classroom and using descriptive method. Lotfi & Siahpoosh (2020) found that by using flipped classroom to provide a good impact for students in reading comprehension and using experimental research. Oktiyani (2021) researched to see the influences faced when students learn to use flipped classroom in reading comprehension and using quasi experimental design.

In addition, the application of this teaching strategy in the context of Indonesian English education, especially in the secondary school environment, is still poorly explored (Yanto et al, 2020). To fill the gap, the article reports finding on case study research design on the flipped classroom in junior high school reading class. Based on the research background above, the research question of this study is "What are EFL students' perceptions of flipped classroom in reading learning?" The study aimed to recognizing students' perceptions of flipped classroom in reading learning.

METHOD

The study employed a qualitative method using case study, which is a detailed description and examination of a phenomenon or social unit, such as an individual, a group, an institution, or a community (Merriam, 2002). In the study, the site and participants were chosen using a convenience sampling method, in which members of the sampling are chosen for study based on practical characteristics such as ease of access, geographical closeness, time flexibility, or willingness to participate (Etikan, 2016). It means, the study was carried out at MTs Mathla'ul Anwar Segaran in the second semester of the academic year of 2021/2022. The study was conducted for three times started on May 14th. The school is located in Karawang, West Java, Indonesia. The participants of the research from the 8th grade of students and chose an English teacher and four students to interview. For a qualitative study, a sample of 1 to 20 participants is required (Fraenkel et al., 2012 as cited in Utari, 2017). As a result, only a few samples from each class were chosen.

To examine students' perception on the implementation of the flipped classroom in reading learning, the study used three research instruments. The researchers collected the data from the students' observation, interviews and documentation. The researcher took the following stages in gathering this information: initially, observations were made, then interviews were conducted, and last, documents were collected. In observation, was carried out with the goal of observing student participation during classroom learning and exploring students' natural behavior (Azhar, 2013). Researchers observed the student perceive by joining a WhatsApp group and participating in group discussion in classroom.

Interview was conducted to respondents verbally to get detailed information. The study employed a structured interview, which is a type of interview in which the researcher prepares the questions in advance before entering the classroom. The interviewed guidelines

are adapted by Thoha (2020) and Fahmi et al (2020). The questions for the four participants are gathered from students' perception of the flipped classroom in reading learning. Interviews are conducted informally and also use Indonesian so that participants feel comfortable and also the information obtained will be detailed and clear.

Human resources, such as observation and interview, are the most common sources of data in qualitative research. But there was a source which was not in human resources, and there was also a document. A photograph utilized in the activity was obtained by the researcher as part of the documentation.

In this study to analyze the data, the researchers used Huberman, Miles, & Saldana (2014). The data condensation, data display, and data verification/conclusion are the three main components of the analysis. The first stage is data condensation. Data obtained by researchers in the field through interviews, observations and documentation is reduced by summarizing, selecting and focusing data on things that are in accordance with the purpose of the study. At this stage, researchers conduct data reduction by sorting through, categorizing and making abstractions from field records, interviews and documentation. The second stage is data display. Data display is done after the data is completed reduced or summarized. Data that has been presented in the form of interview records, field records and documentation records is coded to organize the data, thus researchers can analyze quickly and easily. Researchers create an initial list of codes that conform to interview, observation and documentation guidelines. Each coded data is analyzed in reflection form and presented in text form. The last stage is data verification/conclusion. In this stage, the researchers examined how observation, interview, and documentation answered research questions in this study. After the data has been collected, the research will reach a conclusion.

FINDING AND DISCUSSION

The outcome of study data conducted by researchers was described in the result. The information was used to answer questions and accomplish the aim of the research. The research question was "What are EFL students' perceptions of flipped classroom in reading learning?"

The use of flipped classroom makes students more understanding in reading material

The students' perceptions of reading materials were positive. All students enjoy watching the video material because it allows them to better understand the reading material and had an interest in using them for learning reading. Students said that watching learning videos was the material conveyed clearly, in detail, and interestingly. It was stated that the students during the interview.

"Learning reading feels exciting, because using videos becomes more interesting and clear delivery of the material and can be replayed so that I can understand the material." (P2)

"Learning to read felt relaxed because I can study at any time. The material can also be watched several times to make me more understand." (P3)

"It helps, because learning through video explanation is detailed but don't make me bored, so it helps me understand the material when in class." (P5)

The three students show that the students are enjoyable in reading learning through learning video. For students, learning video could be more understanding in reading material. The usage of learning video in the EFL classroom has the potential to improve students' natural ability to learn, process, and apply information. Video may provide a unique dimension to the language learning experience for two reasons. First, learners' comprehension will be substantially boosted by witnessing language in action, as meanings and moods are frequently given through visual signals. Second, videos allow students to

observe occurrences outside of the classroom, increasing their cultural awareness (Harmer, 2001). Furthermore, students feel more relaxed and excited when they watch learning video, which helps them better grasp specialized reading information because they may study it more than once.



Figure 1. Students are watching learning videos

According to the interview above, the flipped classroom improves students' comprehension of English reading content, and it is true that when students study, they feel interested, interested, and comfortable. According to Lin et al (2019), using mobile devices can help children build reading skills and engage them in more interactive and exciting ways. Because they have more time to learn and repeat the content, students who use learning videos feel more confident in their grasp of the material. It is strengthened by Putri et al (2021), using a mobile application can help and support students learn the target language easily, fun, and without time constraints. Students can also open learning videos using smartphones, that using a smartphone as a mobile device becomes more flexible because it makes it easier to access anywhere and anytime (Rachmawati et al., 2021).

The use of flipped classroom in reading learning makes students more active

The implementation of a flipped classroom in a reading classroom improves the learning environment by allowing students to respond quickly to questions from the teacher. It was stated that the students during the interview.

“In the reading classroom, the enthusiasm of the students is quite good and also, they respond well because they have previously studied (the material), so when I ask questions then they can answer well.” (P1)

“It makes me more active when I'm in class because I can answer when the teacher asks and I can try to explain the material I already understand.” (P4)



Figure 2. Students are discussing with their group

In a reading classroom, using a flipped classroom can inspire students to actively participate in class. In the classroom, the teacher can employ group discussions as an activity to get learners more engaged. Students can communicate with their classmates about done the required assignment in the time specified during the discussion session; this encourages them to look for problem-solving opportunities so that all questions are answered. All students are actively involved in learning in the reading classroom with this discussion group. It is same with Eliata & Miftakh (2021) stated that when the teacher instructs students to discuss, this triggers student activity so that students can actively discuss the structure of paragraphs with their peer capable and collect the results of their analysis. The results of the detailed interview will be presented below.



Figure 3. Students are delivering the results of the discussion

“In the reading classroom becomes active because we can discuss with friends, for example, there are sentences or words that we don't know, we can look for together the meaning of the text. I also got new knowledge from friends, for example how to pronounce words correctly in English or we can ask directly to the teacher.” (P2)

“In the reading class, we are in groups to answer some questions but we must understand the content of the reading first, because we do it together so we can

complete the task well. Everyone was also told to read by the teacher so everyone was involved.” (P5)

Students in the flipped classroom are encouraged to actively participate in the reading classroom. Because classroom learning refers to student-centered learning, employing a flipped classroom encourages students to participate. According to Su & Chen (2018), the flipped classroom emphasizes student-centered learning. Bergmann and Sams (2014) claim that flipped classroom models result in less lecture approaches and more classroom activities, as well as group activities that support interactive and active learning.

CONCLUSION

This research found that the implementation of a flipped classroom provided positive perceptions for students. Students are more interested in learning videos because they can listen to the reading material comfortably and it may be replayed. With this learning video, students become more understanding of the reading material. Not only watching, students also try to do assignments contained in learning videos. Thus, this makes students' understanding increase. In addition, implementing flipped classrooms also makes students more active in reading class. Apart from understanding the material to make them feel comfortable, they are also in reading class to carry out learning activities in the form of group discussions so that all students are involved and give their opinions. They also conveyed the results of the discussion in front of the class so that teacher and other groups could respond.

From the conclusion above, there are some recommendations, it is recommended that English teachers apply flipped classroom model as a teaching strategy in teaching and learning reading skill or other skills, because this technique was very beneficial for students to make them easier and give them new experiences in learning. For further research, the results of this research can be used as an additional reference with different discussions.

ACKNOWLEDGMENT

The authors of the research would like to thank the headmaster and the English teacher (Ms. Aulia Putri Pertiwi) at MTs Mathla'ul Anwar Segaran in Karawang who gave the opportunity and supports for completing this research and thanks to the research advisor, Mr. Fauzi Miftakh, S.Pd., M.Pd and Mr. Muhammad Reza Pahlevi, S.Pd., M.Pd, for guiding the author in this research. Mamah Uun Unasih and Ayah Dadang Suryana, and my sister Ulfah Fitrianiingsih for supporting me both financially and mentally. Lastly to my best friend, Ismi Nur'Asifa who has always been supportive and always there for me.

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