FCAM: COMBINATION OF FLIPPED-CLASSROOM APPROACH AND MULTIMODALITY FOR LEARNING PRODUCTIVE SKILLS ONLINE

Oleh
Valentina Dyah Arum Sari[1], Heribertus Binawan[2]
[1,2]Universitas Mercu Buana Yogyakarta
E-mail: [1]valentina@mercubuana-yogya.ac.id, [2]binmail.fortune@gmail.com

Abstract: *Online learning provides many changes, expects adaptation and creates a new concern and order in the world of education. A new term, FCAM (Flipped Classroom Approach and Multimodality) was be applied in this online learning process, especially the focus in this study is productive skills. The study was conducted through mixed-method research by distributing questionnaire and doing the interview to the participants. The research results revealed that the FCAM gained a positive response from the students for helping the learning productive skill in Speaking Class. FCAM implementation achieved 61,78% as the responses form the students. The FCAM implementation was in medium qualification. The students shared their thoughts about the FCAM implementation and they were satisfied to have this teaching and learning strategies. However, there were several obstacles in the FCAM implementation from the students' point of view including unstable internet connection that made the student could not optimally joining the Zoom meeting as the face-to-face learning and also as the completion stage of the FCAM itself*

INTRODUCTION

When the Covid-19 pandemic broke out around the world, all aspects of life were forced to change and follow new normal habits. No exception, these changes occur in the world of education. Before the pandemic, blended-learning or e- learning were options, but now inevitably most of the regions experiencing a pandemic are implementing online learning. Of course, online learning provides many changes, expects adaptation and creates a new concern and order in the world of education. In online learning, there are things that are important for the teacher to pay attention to, namely how students can master the material and produce the expected output. This is because direct face-to-face interaction is minimal or even non-existent. Of course, this makes teachers look for ways, methods, approaches in the teaching and learning process that can effectively help their students in online learning.

Talking about students, it is fitting to include the term learning styles. Fleming and Mills (1992) as quoted by Marcy. V.(2001), proposes The VARK©. The "V" in VARK© stands for visual. Visual learners process information best if they can see it. Graphs, flow charts and pictures are helpful to them. The "A" stands for aural, and these learners like to hear the

information. They process information best by listening to lectures, attending tutorials and using tape recorders to play back learning sessions.

The "R" stands for read/write. These students like to see the written words. They like to take notes verbatim and reread these over and over again. They also like to read texts. Finally, the "K" stands for kinesthetic. These learners like to gain the knowledge by practicing and have a connection to reality. Related to learning styles, one approach in teaching and learning process called multimodality can be a great supporter.

Multimodality is the involvement of two or more modes of communication in learning a language. Modes here means the way we create the meaning. According to Jewitt (cited in Winiharti and Herlina, 2017), there are various forms and resources which are able to construct the meanings of any language such as image, sound, music, gesture, speech, body posture, and many others in the teaching and learning process. There are five modes in multimodality. The five modes include visual, aural, gestural, spatial, and linguistic. By applying multimodality which is combining more than one mode, we can accommodate the learning styles of our students. In this online learning situation, teachers are appreciating the learning diversity itself.

And now, by realizing that this is the era of autonomous learning; shifting from full responsibility teacher to teach into students to learn by providing our students multimodal materials is a good choice. The online learning situation in the Covid-19 pandemic is a different situation. Therefore, it is possible that multimodality alone is not enough. What if you combine it with one more approach, namely the Flipped Classroom Approach? Flipped Classroom Approach is a learning approach that also thinks about students and provides space for students to achieve learning goals in their own way and autonomously. After that, there will be space for discussion between friends and there is a control and guide as well as a common perception guided by the teacher. Therefore, in this study, we want to combine a flipped classroom approach and multimodality and then we name it with the term FCAM to be applied in this online learning process, especially the focus in this study is productive skills. Furthermore, in this study there are two research questions, namely How do FCAM work to provide best online learning experience in productive skills? and What are the advantages and disadvantages in implementing FCAM in learning productive skills online?

LITERATURE REVIEW

Multimodality is the involvement of two or more modes of communication in learning a language. Modes here means the way we create the meaning. According to Jewitt (cited in Winiharti and Herlina, 2017), there are various forms and resources which are able to construct the meanings of any language such as image, sound, music, gesture, speech, body posture, and many others in the teaching and learning process. There are five modes in multimodality. The five modes include visual (e.g., image, color), aural (e.g., music, sound effects, gestural (e.g., body movement), spatial (e.g., arrangement of space), and linguistic (e.g., words). Flipped Classroom is when it comes to learning which is usually done in class by students at home, and homework what they usually do at home is done in school (Bergmann and Sams, 2012: 13).

According to Johnson (2013: 14) Flipped provided by educators by minimizing number of direct instructions in practice teach them while maximizing interaction with each other. It

is exploiting technology that provides additional ones support learning materials for students which can be accessed online. This matter free up previous class time has been used for learning. The advantages of the Flipped model Classroom according to Berrett, D (2012) as the following: (1) Students have time to study the subject matter at home before the teacher delivers it in the classroom so that students are more independent, (2) Students can study the subject matter in conditions and a comfortable atmosphere with his ability to receive material, (3) Students get the teacher's undivided attention when having difficulty understanding assignments or exercises, (4) Students can learn of different types of good learning content through videos / books / websites.

Speaking is a productive skill, speaking is very important for all communication, students easy to write their ideas (Myles, 2002: 1). The benefits of writing can help to express one's personality, give and receive feedback, develop thinking skills, make the persuasive arguments and etc (Klimova, 2012). The components of writing are content, form, grammar, style and mechanic (Haris, 2001: 36. In the content should convey the main ideas can be attentive to the reader (1969: 68), Forms is the transition to make clearly the idea describes (Haris, 1969: 38). Grammar is related tenses, grammatical forms and syntactic patterns, style is chosen tone or flavor to writing can make the readers not bored, mechanic used good spelling, punctuation, and clear writing (Haris, 1969: 69) According (Husssen, 2015) some processes writing is brainstorming, planning, drafting, revising, and editing. Brainstorming is the initial step in writing, the function is organization thinking and ideas. It is included pre-writing activity (Oshima and Hogue, 2016). Brainstorming is the list, free writing and mind mapping (Zemarch & Rumisek, 2005). Planning is helping the writer's introduction to ideas in the main topic of paragraph (Cumming, 2006). Drafting is processing the writers writing down the ideas on focusing in content (Hussen, 2015). Revising is checking whether the ideas already written are in accordance with the content (Cumming, 2006). Editing is checking and correcting the spelling, grammar, capitalization, word choice and etc (Hussen, 2015).

METHODOLOGY

In this study, researchers used a descriptive method. According to Sugiyono (2011), descriptive research is research that aims to describe a condition or phenomenon that has occurred recently by using scientific procedures to answer the real problem. Descriptive method is also used to interpret something, including a condition, develop a problem or thought, in an ongoing process, an effect or tendency occurs (Sukmadinata, 2006). Descriptive method is applied in this research to interpret the application of FCAM (Flipped Classroom Approach and Multimodality) in learning productive skills online. Researchers used mixed-method research to carry out this research. According to Wirawan (2012: 160), mixed-method research is research that combines qualitative and quantitative methods all in one evaluation process. Mixed-method research will make research findings richer. Related to that, Sugiyono (2011: 404) adds that mixed-method research is used to obtain data that is more comprehensive, valid, reliable and objective.

The population of this study were students in the first semester of English Education at a private university in Yogyakarta who took the Intensive Listening and Speaking Subject. The sample in this study were education students of regular class. In this study, the data obtained through a list of interviews and questionnaires to reveal the application of FCAM, the benefits as well as the possible difficulties experienced by students in their application

were analyzed using qualitative- quantitative analysis. According to Miles and Huberman (1994, p. 10), in research, data is analyzed during the data collection process. Apart from that, the data is also analyzed after the data collection process for a certain period. As stated by Sugiyono (2009, p. 337), there are four data analysis activities. They are data reduction, data presentation, data triangulation, and conclusion drawing.

RESULT FINDINGS AND DISCUSSION

This study aims to answer two problem formulations which are described as follows: (1) How do FCAM work to provide best online learning experience in productive skills? and (2) What are the advantages and disadvantages in implementing FCAM in learning productive skills   online?

Table 1. The implementation of Flipped Classroom Approach in online learning

No	The students' responses on how the lecturers apply FCAM in online class				
	Statements	*Strongly Disagree*	*Disagree* *Neutral*	*Agree*	*Strongly Agree*
1	Lecturer establish spaces and time frames that permit students to interact and reflect on their learning as needed.	6,7%	0% 20%	50%	23,3%
2	Lecturer continually observe and monitors students to make adjustments as appropriate.	3,3%	3,3% 23,3%	40%	30%
3	Lecturer provide students with different ways to learn content and demonstrate mastery.	0%	10% 20%	56,7%	13,3%
4	Lecturer give students opportunities to engage in meaningful activities without the teacher being central.	0%	0% 31%	51,7%	17,2%
5	Lecturer scaffold the activities and make them accessible to all students through differentiation and feedback.	0%	6,9% 13,8%	48,3%	31%
6	Lecturer prioritize concepts used in direct instruction for learners to access on their own.	3,4%	3,4% 41,4%	37,9%	13,8%
7	Lecturer create and/or curate relevant content (typically videos) of video lessons from internet sites such as Youtube or TED Talks for the students.	3,4%	3,4% 17,2%	34,5%	41,4%
8	Lecturer provide multiple resources for exploring new topics to make content accessible and relevant to all students.	3,4%	3,4% 10,3%	37,9%	44,8%
9	Lecturer make herself available to all students for individual, small group, and class feedback in real time as needed.	0%	6,9% 13,8%	51,7%	27,6%
10	Lecturer conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction.	6,9%	0% 20,7%	55,2%	17,2%

FCAM is the combination of Flipped Classroom Approach and Multimodality. Therefore, in this study, it is a must to see and check how the implementation went on. The

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questionnaires' items were adopted from the Flipped Learning Indicators retrieved from https://flippedlearning.org/syndicated/11-indicators-of-excellence-in-instruction-flipped-or-otherwise/. The items would reveal the lecturers or teachers' role in the implementation of Flipped Classroom Approach. After the results of questionnaires were analyzed by using the formula stated by Sugiyono (2009, p. 144), it was figured out that the lecturer was able to apply the Flipped Classroom Approach for 63,73%. The results were gathered from the students' opinion toward what they experienced in the classroom.

As stated in the qualification results percentage score questionnaire by Sugiyono (2009, p. 144), the implementation was considered as medium. When looking at the questionnaire analysis, the most positive response came from the students was about the statement Lecturer provide multiple resources for exploring new topics to make content accessible and relevant to all students. In this study, the lecturer used e-learning website as the Learning Management System to store and deliver the lesson materials to the students. In this LMS, lecturers facilitated the students with not several types of lesson materials; from pdf files, power point presentation to the video explanation. That strategy, in fact, was accepted positively by the students.

Another statement of the Flipped Classroom Approach implementation that also got the top two positive response from the students was Lecturer scaffold the activities and make them accessible to all students through differentiation and feedback. This was confirmed by what the lecturer conducted in the teaching and learning process. The lecturer firstly gave the lesson materials in the e-learning website. Then, the students would have the time to learn it with their own pace of learning. There, the teaching and learning process was done asynchronously. After that stage, the lecturer arranged and had a zoom meeting. In this opportunity, the students could have the time to practice, get a clarification and confirmation of the lesson from the lecturer, and also, they would have the feedback.

Table 2. The implementation of Multimodality in online learning

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	The students' responses on how the lecturers apply Multimodality in online class					
1	I find the lesson materials constructed in images in different ways, spatial arrangements, diagrams, symbols and graphs.	3,4%	3,4%	34,5%	41,4%	17,2%
2	I find the lesson materials presented in each page look different visually.	3,4%	10,3%	27,6%	44,8%	13,8%
3	I find the lesson materials' layout on a page is different, striking or unusual.	3,4%	20,7%	31%	34,5%	10,3%
4	I find my lecturer use gestures and picturesque language in the zoom platform.	3,4%	6,9%	17,2%	44,8%	27,6%
5	I find the lesson materials are in good design.	3,4%	3,4%	17,2%	48,3%	27,6%
6	I find myself have the chances to explain things by talking in the class.	3,4%	6,9%	24,1%	27,6%	37,9%
7	I find myself have to chances to learn from the ideas of others and from what they say about your ideas.	3,4%	10,3%	13,8%	51,7%	20,7%

8	I find that debates and arguments and "deep" discussions are included in the class.	3,4%	10,3%	20,7%	48,3%	17,2%
9	I join the discussion groups in class.	0%	6,9%	10,3%	55,2%	27,6%
10	I can find the lesson materials contributed in print to a variety of print media.	6,9%	6,9%	27,6%	48,3%	10,3%
11	I find the lesson materials in arranged words into hierarchies and points; order and structure in anything presented.	0%	3,4%	31%	48,3%	17,2%
12	I find the lesson materials presented for the reality and the applications of ideas.	3,4%	3,4%	17,2%	51,7%	24,1%
13	I find the lesson materials presented in pictures and photographs that illustrate an abstract idea, theory or principle.	0%	3,4%	20,7%	51,7%	24,1%
14	I find the lesson materials presented in applications before theories.	0%	13,8%	44,8%	31%	10,3%
15	I find the lesson materials and class activities give me chances to use dictionaries and glossaries, articles about trends in word usage.	0%	6,9%	6,9%	62,1%	24,1%
16	I find the learning activities give me chances to rewrite any ideas and principles in my own words.	0%	3,4%	17,2%	62,1%	17,2%

Collaborating with Flipped Classroom Approach, Multimodality was existed to boost and optimize the online teaching and learning process. The questionnaire items were adopted from https://vark-learn.com/. Multimodality is applying more than one mode. According to VARK, there are four modes which later on would be related to the learning styles as well. Those are Visual, Aural, Read/Write, and Kinesthetic. Thus, besides applying Flipped Classroom Approach, the lecturers provided the students with the multimodal lesson materials. The multimodal lesson materials were given in the LMS and also followed up them all in the face-to-face learning by using Zoom Platform. Moreover, it was figured out that the students experienced the multimodality for 59,29%. The results were gathered from the students' opinion toward what they got in the classroom. As stated in the qualification results percentage score questionnaire by Sugiyono (2009, p. 144), the implementation was considered as medium. In conclusion, the FCAM implementation achieved 61,51% as the responses form the students. The FCAM implementation was in medium qualification.

When the students were requested to state their opinion toward the implementation of FCAM in their class, they gave the positive statements by saying that the FCAM could give them more time to learn and understand the lesson first before the zoom meeting was conducted. One of them stated that it could reduce her anxious before class because she knew what to learn, do, and discuss. Another student contributed to respond by saying that FCAM gave the opportunity for the students to get their autonomous learning. The student also stated that FCAM would make them activate their critical thinking and be more creative. Most of students did not find any difficulties in having FCAM for their class. However, there was a student found a difficulty when she wanted to join the discussion session in the Zoom

meeting but she was not too confident to speak English. Another student stated the obstacles of having the unstable internet connection so she could not join Zoom meeting smoothly.

CONCLUSION

The research results revealed that the FCAM (Flipped Classroom Approach and Multimodality) gained a positive response from the students for helping the learning productive skill in Speaking Class. As stated in the qualification results percentage score questionnaire by Sugiyono (2009, p. 144), the implementation was considered as medium. In conclusion, the FCAM implementation achieved 61,78% as the responses form the students. The FCAM implementation was in medium qualification. The students shared their thoughts about the FCAM implementation and they were satisfied to have this teaching and learning strategies. However, there were several obstacles found in the FCAM implementation from the point of view of the students. One of them was the unstable internet connection that made the student could not optimally joining the Zoom meeting as the face-to-face learning and also as the completion stage of the FCAM itself.

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