Penggunaan Metode *Flipped Classroom* dalam Pembelajaran *Integrated English*

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Abstract

    Flipped classroom is the method where the students conduct the activity of the class at home while the activity of the home is conducted in the class. This method is one of alternative way to make the learning process running well without eliminating the essential of the learning material itself. The purpose of this research is to implemented the revolution 4.0 where the effectiveness the use of technology can be more optimal. Integrated English is one of the subjects in English Literature. It involved four important skills in English. Thus, to maximize the four skills, this class was using the video as a tool to support the learning material to become powerful. The result of this research is the three phases of flipped classroom method has been achieved. Thus, it can be concluded that the use of flipped classroom method is suitable with the subject of integrated English which it needs the larger exploration through four skills in English. The results of this study where 19 students gave a positive response in the satisfaction of using the Flipped Classroom method in Integrated English courses. This means that this method is appropriate for use in Integrated English courses.

Keywords*: Flipped Classrrom, Integrated English*

Abstrak

    Flipped classroom adalah metode dimana siswa melakukan aktivitas kelas di rumah sebaliknya aktivitas rumah dilakukan di kelas. Metode ini merupakan salah satu cara alternatif agar proses pembelajaran dapat berjalan dengan baik tanpa menghilangkan esensi dari materi pembelajaran itu sendiri. Tujuan dari penelitian ini adalah untuk mengimplementasikan revolusi 4.0 dimana efektivitas penggunaan teknologi dapat lebih optimal. Bahasa Inggris Terpadu (Integrated English) merupakan salah satu mata pelajaran dalam Sastra Inggris. Mata kuliah ini melibatkan empat keterampilan penting dalam bahasa Inggris. Oleh karena itu, untuk memaksimalkan keempat keterampilan tersebut, kelas ini menggunakan video sebagai alat bantu untuk mendukung materi pembelajaran menjadi lebih berdaya. Hasil dari penelitian ini adalah tercapainya tiga fase metode kelas terbalik (flipped classroom). Dengan demikian, dapat disimpulkan bahwa penggunaan metode flipped classroom sangat tepat diterapkan dalam mata kuliah Integrated English yang membutuhkan eksplorasi lebih luas melalui empat keterampilan berbahasa Inggris. Hasil dari penelitian ini adalah dari 19 orang mahasiswa memberikan respon positif dalam kepuasan penggunaan metode Flipped Classroom dalam mata kuliah Integrated English. Artinya, metode ini tepat digunakan dalam mata kuliah Integrated English.

Kata kunci*: Flipped Classrrom, Integrated English*

1. INTRODUCTION

    This study aims to use a method called Flipped Classroom in Integrated English courses. It is very important to take innovation in teaching learning process in order avoid monotonous teaching. It was also caused by Covid 19 two years ago which the long-distance learning is suggested to apply. This research is also based on optimizing the use of technology. It means that the basic principle of Flipped classroom method use video as medium of students and lecturer in communication. Based on the student's problem that they are still get difficulty in comprehending the material of *Integrated English* in the class because of several factors. First, the allocation of time in the the class is only 2 x 50 minutes. It means that there is limitation time in comprehending the material in the class. Second, sometimes the media that was used in the class such as infocus got some troubles or light off. Based on these problems, the researchers tried to find a method that can be a bridge and help the students get the essence of material with larger time and give the chance to think and explore their understanding at home. This Flipped Classroom method is assumed as a solution of this problem.

    The flipped classroom was first introduced by Bregmann and Sams (2007) as a solution to the problem of ineffective lectures in the classroom. At first, they used the lecture model in teaching

students in remote areas who were usually new generation students. He documented an explanatory video and students could watch the video to study at home. The following day, students organize assignment and trainings in class with the help of the teacher. Interactive learning activities during lessons and individual computer-based teaching outside of lessons have become the main characteristic of flipped classroom. Bergmann & Sams (2012) describe the conventional reverse classroom prototypical as "what is done at school is conducted at home, homework done at home is done in class". Before the class begin, the basic information has been delivered by teacher through several references and material. Those activities during class time can be problem solving, discussion, brainstorming is conducting. In this case, the teacher is function as a guide in this process (Ayçiçek and Yelken 2018).

The method of Flipped classroom basically the strategy to optimized students centred in order reduce the direct teaching learning process in the class. It caused the activity teaching learning process has been replaced working as assignment, discussing, problem solving and others. The basic purpose of this method is changing the task that is used to conducting in the class replace into the task conducting at home, while the task that is used to conducting at home replace into task conducting in the class. In the reverse classroom approach, the teacher prepares several videos about the subject that will be learned. Before the students attend the class, they have been prepared with some videos, and then the teacher asks some questions related to the material has been given through videos. If some students found several things that are not clear, they can ask the questions to the teacher (Ayçiçek and Yelken 2018).

Video is a medium that is often used as input for independent study because it is accessible and allows students to stop and re-watch content as needed. The reverse class typical has many compensations the students learning process and the learning process in the classroom. Students can entree lecture videos anywhere and allow students to study at their own step. Students who are cultured with this approach are heartened to consider both inside and outside the classroom. The model contains equally active learning and the benefits of individual learning. reverse classroom method gives students effectivelyto make inventive research (Ayçiçek and Yelken 2018).

Flipped Classroom contains a philosophy where teachers can help students to find answers to problems in class. Flipped Classroom is a reverse method in which students are asked to study material at homebased and they usually do outside of the class is conducted with lecturer guidance. (Nwosisi 2016). Green, Banas, and Perkins (2017) state that the Flipped Classroom chart method is a paradigm of the whole class or homework that is reversed through technology infusion, thus, interactions in the class can be optimalized. It reorganizes the time was spent both inside and outside the classroom to change learning that should be comprehended. In addition, the reverse class approach reverses the teaching setting, carrying online training outside the classroom and affecting exercise into the classr. This is a mixed form of learning in which students are asked to view a brief e-learning before coming to the class, and prepare them for the next material to be communicated in each group. In other hand, flipped classroom is a model to contrary the teaching and learning conventional model. It exchanges the overall model that opposites homework that was used to do in class time, exchanges to do at home in order to optimalize student-teacher communication (Li and Suwanthep 2017).

Rodríguez (2019) explains that the Flipped Classroom approach represents an inverted class as a self-motivated teaching method that encourages developed of thinking process and the active participation and interaction of students. In other hand, the flipped classroom is a teaching method that transmissions direct teaching from a group study room to a single study room, and then transforms the formed group space into a communicating learning environment. Moreover, flipping class as an instructional method, where students get contact learning before class, and then focus on the process or progressive learning (synthesis, analysis) and problems in the class. When students have accomplished homework and class activities, students will get response from the teacher in class (Krisbiantoro and Pujiani 2021; Susana, Raka, and Brahma 2021).

There are several features of the Flipped Classroom approach. Green, Banas, and Perkins (2017) state the characteristics of the Flipped Classroom approach. First, there is a shift from teacher-centered to student-centered. In the flipped classroom approach, learning changes from lecture-based to activity-based. So that students become more dynamic and collaborative to discuss. Then, it provides exposure before class. The exposure can be in the form of reading from textbooks, micro lectures, or downloading videos from YouTube, Coursera, and others. The final feature is the teacher

is not a "wise on the stage" but a "guide on the side". Teachers are not the main source of material which is usually through lecture method (Zamzami Zainuddin 2017).

The flipped classroom approach is the right approach for teaching students inside and outside the classroom, especially when the teacher does not have enough time to interact with them. Teachers can give materials, assignments via video and ask them to watch before coming to class (Unal and Unal 2017). According to Abeysekera and Dawson (2015), the features of the Flipped classroom learning model that are diverse from other learning models are (1) variations in the use of class time; (2) variations in the use of time outside the class; (3) carry out activities in the classroom where in the conventional model it is considered homework; (4) carry out activities outside the classroom where in the conventional model it is considered work in the classroom; (5) classroom activities emphasize dynamic learning, peer learning and solve the problem; (6) there are pre and post class actions; (7) the usage of technology, particularly video. In addition, the features of the Flipped classroom model are that (1) the Flipped classroom provides a means to rise communication and personal communication time between them; (2) giving students the space to be responsible for their personal learning; (3) a class where teacher is not function a wise person on stage, but gives guidance to students; (4) mixing direct instruction with constructivist learning; (5) students who are absent will not miss the lesson; (6) a class where content is permanently archived for review and improvement; (7) classes that involve all students in learning; (8) a class where all students receive a personalized Education (Mui, 2015). The advantages of the Flipped Classroom learning model are (1) Students can repeat the videos that are shared so that students can really understand the material. (2) Students can access videos from wherever they are, if they have sufficient facilities that can be stored on laptops and cellphones so that they can be watched wherever students are. (3) There is efficiency because students are asked to study the material at home, and during class students can focus more on difficulties in understanding the material and their ability to solve problems related to the material. (4) Students are asked to study independently by utilizing the learning videos provided to support the spirit of student learning.

2. METHODS

There are three steps of doing flipped classroom method. They are preparation, activities in the class, and the closing (Unal and Unal 2017). The steps of the Flipped classroom learning model are as follows:

a. Preparation
   1) Before direct teaching, the lecturer provides material in the form of learning videos
   2) The lecturer conveys the learning purposes to be accomplished
   3) The lecturer conveys framework and the deadline, the material to be learned
   4) The lecturer provides students assignments to make a conclusion from the video

b. Wilse Activities
   1) The lecturer divides the students into several groups consisting of 4-5 people
   2) Discuss the videos that have been watched with discussion and question and answer
   3) Through questions and answers with students, the lecturer strengthens the concept
   4) Lecturers provide problem solving exercises
   5) Students debate with their groups to explain problems
   6) The character of the lecturer through the dialogue is to enable students to be able to write down their ideas related to the given problem.
   7) One of the groups offerings the outcomes of the dialogue and the others respond to them

c. closing activities
   1) The lecturer provides a test to determine the level of student understanding

Based on the steps above, this research was conducted to collect the data by giving the questionnaire through the steps of flipped classroom method. It can be shown on the result of the research.

3. RESULT AND DISCUSSION

Research results can be divided into three steps. The first step that question number one until number six is the presented of the preparation steps. Thus, the conclusion of the data was found that 38,5% strongly agree, 57% agree. It means that the purpose of flipped classroom method in preparation step has been achieved. The second steps are the core of the activity, there are twelve

questions has been answered. The average of the answer is 46% strongly agree, and 50,87% stated agree. It means that the purpose of the core activity in the flipped classroom has been achieved. The last step is the feedback of the classroom activity where in this research 2 questions as represented. It was found that the average 39,45% strongly agree and 50% agree. It means that the purposed and the principle of the flipped classroom has been conducted in this research. The following table give explanation of the data that has been explained.

Tabel 1. **The Result of Flipped Classroom method**

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Integrated English course is a course that I take this semester	47,4% (9)	52,6% (10)	0	0
2	Integrated English courses are studied using learning media in the such as a video	47,4% (9)	52,6% (10)	0	0
3	Before classroom is beginning, video as a media was demonstrated	36,8% (7)	57,9% (11)	5,3% (1)	0
4	The lecturer conveys the purpose of the learning	26,3% (5)	63,2% (12)	5,3% (1)	5,3% (1)
5	The lecturer conveys the instruction what should do before studying	36,8% (7)	57,9% (11)	0	5,3% (1)
6	The lecturer conveys the clear instruction in order the students can make a summary from the instruction	36,8% (7)	57,9% (11)	0	5,3% (1)
7	The lecturer gives the task to present the content of the video given	57,9% (11)	42,1% (8)	0	0
8	Lecturers and students open discussion forums related to the videos presented	52,6% (10)	47,4% (9)	0	0
9	The lecturer explains the relationship between video content and everyday life	52,6% (10)	42,1% (8)	0	5,3% (1)
10	The lecturer explains the relationship between videos and life experiences which may be the same as those experienced by students	47,4% (9)	47,4% (9)	0	5,3% (1)
11	The lecturer explains the moral values contained in each video that is presented	52,6% (10)	36,8% (7)	5,3% (1)	5,3% (1)
12	The lecturer asks the students to make several groups consisting of 3-4 people	47,4% (9)	47,4% (9)	0	5,3% (1)
13	Together discussing videos that have been watched with discussion and questions and answers	47,4% (9)	52,6% (10)	0	0
14	Through question and answer with students, lecturers strengthen the concept	42,1% (8)	57,9% (11)	0	0
15	Students discuss with their groups to solve problems (presented video)	26,3% (5)	68,4% (13)	5,3% (1)	0
16	The role of the lecturer during the discussion is to facilitate students to be able to express ideas related to the video being discussed	36,8% (7)	57,9% (11)	5,3% (1)	0

17	One group presents the results of the discussion and the other responds	42,1% (8)	57,9% (11)	0	0
18	Discussions conducted in class are within the scope of 4 skills (listening, speaking, reading, and writing)	47,4% (9)	52,6% (10)	0	0
19	The lecturer provides a test to determine the level of students' comprehension ability in the form of a video-making task (UAS Task)	36,8% (7)	52,6% (10)	10,5% (2)	0
20	The lecturer gives clear instructions regarding the task of making videos (UAS Tasks)	42,1% (8)	47,4% (9)	10,5% (2)	0

From the table above, the three steps in the flipped classroom method have been achieved. To make it easier to read the data, the following data is presented in graphical form as follows.
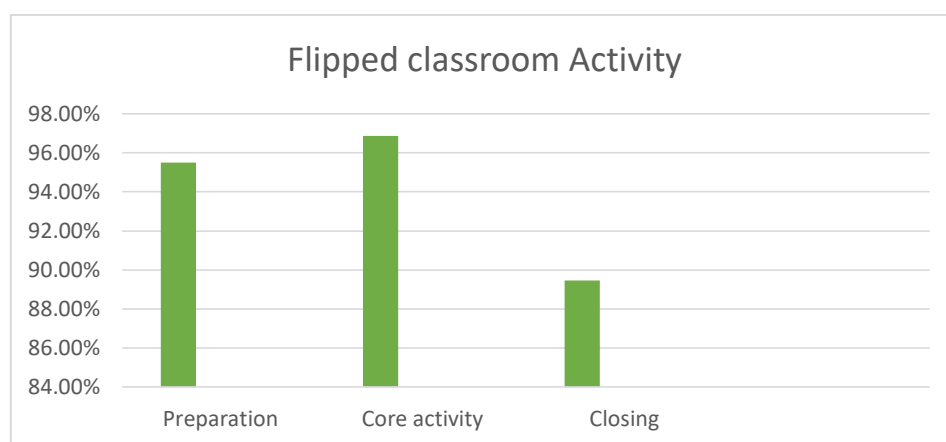

Figure 1. The flipped Classroom method finding

4. CONCLUSION

Based on the findings above, it can be concluded that the use of Flipped Classroom is the right method in learning in subjects that require a lot of time in understanding learning materials. This method offers a powerful way in integrated English courses because this method uses video as a communication tool bridge between students and teachers. This method also has the advantage that students can repeat the material that has been set at home. In addition, this method also provides freedom and flexibility for students to think and make tasks that have been mutually agreed upon. To provide opportunities for students to prepare learning materials before meeting with lecturers and other students. This study provides evidence that by applying the three phases in the principle of the flipped classroom, the learning objectives can be achieved.

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