

FLIPPED CLASSROOM FOR NON-ENGLISH DEPARTMENT STUDENTS: HOW DOES IT WORK IN GEOGRAPHY EDUCATION PROGRAM?

Enggar Wahyu Prameswari
Lambung Mangkurat University
1810117120018@mhs.ulm.ac.id

Elvina Arapah
Lambung Mangkurat University
Elvina_arapah@ulm.ac.id

Emma Rosana Febriyanti
Lambung Mangkurat University
Emma.rosana@ulm.ac.id

Abstract: In early 2020, the covid-19 disease spread around the world. This greatly changed the order of life of the people in the world. One of the most affected is Education, especially learning activities. Therefore, it is a challenge for teachers to make learning with an online system (Asynchronous learning) but it can still be effective to do. One of the most popular among learners is the flipped classroom. Flipped Classroom is also an alternative for teaching English to Non-English Department Students during and after the Covid-19 Pandemics. This research aims to describe how Flipped Classroom is implemented in English I Course at Geography Education Study Program in the Academic Year of 2023/2024. Narrative Inquiry method is used as the way to collect the data from the lecturer who taught the course. Findings show that certain characteristics of Flipped Classroom have been fulfilled although there are some others which are not quite exactly as required by Flipped Classroom. Since the data were obtained from the subject only, it is recommended that future research on flipped classroom should clearly describe the activities used for both in-class and out-of-class activities obtained from observations.

Keywords: *English,, flipped classroom , in-class activities, out-of-class activities.*

INTRODUCTION

In early 2020, the covid-19 disease spread around the world. This greatly changed the order of life of the people in the world. One of the most affected is Education, especially learning activities. Therefore, it is a challenge for teachers to make learning with an online system (Asynchronous learning) but it can still be effective to do. One of the learning models is the flipped classroom. The flipped classroom is a learning system that can be asynchronously and synchronously online and offline. The flipped-classroom system encourages students to learn or study the material before the class starts or outside the class. Therefore, students will first understand the learning material. After that, the teacher and students will discuss the material learned. Teachers and students can also access a lot of learning materials, not only traditionally as only reading books but can also access international and national journals, learning videos such as YouTube, and other free educational websites.

Therefore, easy access with efficient time makes flipped-classroom desirable to be the implementation. Barua (2014) it is important to get feedback at the end of each flipped classroom to understand its strengths and weaknesses which will ultimately help in developing strategies to improve its quality. Therefore, the researcher is interested in knowing the implementation of the flipped classroom based on the views of English teaching lecturers in order to find out what should be improved in learning.

RESEARCH METHODOLOGY

This research is qualitative research. Qualitative approach to data collection, analysis, interpretation, and report writing differs from the quantitative approach. Creswell (2018) state purposeful sampling, collection of open-ended data, analysis of text or images, representation of information in figures and tables, and personal interpretation of the findings all inform qualitative methods. Qualitative researchers tend to collect data in the field at locations where participants experience the problem or issue under study. Researchers do not bring individuals into the lab (contrived situations), or usually they send instruments for individuals to complete. This close information collected by actually talking directly to people and seeing them behave and act in their context is a key characteristic of qualitative research (Creswell, 2018). Qualitative research is research based on philosophy used to research on scientific conditions (experiments) where researchers are instruments, data collection techniques and qualitative analysis emphasize more on meaning (Sugiyono, 2019). This research using Narrative Inquiry method. Clandinin & Connely (2006) state narrative inquiry is a narrative report that recounts a sequence of events in detail that usually focuses on the study of a single person or individual and how those individual gives meaning to his or her experience through stories told, data collection by collecting stories, reporting on the individual's experience, and discussing what the experience means to the individual. Therefore, the researcher uses qualitative research so that the research can be directed and precise in accordance with the research objectives.

Respondents

The subject of the research is the lecturer who taught English I Course at Geography Education Study Program at Universitas Lambung Mangkurat.

Instruments

Sugiyono (2019) state in qualitative research (because it does not take measurements, but explores to find), the instrument or research tool is the researcher herself. In qualitative research, the main instrument is the researcher herself, therefore the author will be actively involved in the research carried out starting from data collection, data analysis, and discussion of the results to writing and presenting a discussion of the research findings of the implementation of a flipped classroom in English I Course. The instrument of this research is not only the researcher, but the researcher also uses the interview question list.

Procedures

Data collection can be done in various settings, sources, and ways. The steps used in the research are as follows:

- a. Apply for permission to conduct research and data collection to the Lecturer who teaches English I Course.
- b. Requested permission to conduct an interview with the lecturer teaching English I Course.

- c. Conducting interviews with lecturers as resource persons.
- d. Drawing conclusions from the results of the interviews that have been conducted.

Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, breaking it down into units, synthesizing, organizing into patterns, selecting what is important and what will be studied, and making conclusions so that it is easily understood by oneself and others. into patterns, choosing what is important and what will be studied, and making conclusions so that it is easily understood by oneself and others (Sugiyono, 2019). In analyzing the data, researchers used the Miles and Huberman model in qualitative research. Analysis is carried out during data collection and after completion of data collection within a certain period.

RESULT AND DISCUSSION

Research Findings

- a. How Flipped Materials are utilized in out-of-class activity
Since the lecturer has admitted that she implemented Flipped Classroom in her English I Course, the question continues how she shared the flipped materials as in Excerpt 1.

Excerpt 1

Interviewer : What LMS do you use?
Subject : I sent the materials through SIMARI
Interviewer : What skills are usually used for English in Geography Education Study Program?
Subject : I usually use reading, writing and grammar. For speaking, once in a while, because the students are sometimes shy and speaking sometimes become difficult.

For English I Course at Geography Education Study Program, before the class starts, the teacher has given the material that will be studied later in advance through SIMARI. What she meant by SIMARI is the Learning Management System (LMS) used in Universitas Lambung Mangkurat from the site [ulm.ac https://simari.ulm.ac.id/site/elearning.id](https://simari.ulm.ac.id/site/elearning.id).

Excerpt 2

Interviewer : Did you make Pre-reading materials (i-Lecture/others) available on e-learning portal before the flipped classroom activity? What media do you use for the flipped materials?
Subject : Yes, through SIMARI
Interviewer : Before the flipped classroom activity? How many days did you share the materials before the in-classroom session?
Subject : A week before class

Lecturers share teaching materials in SIMARI a week before class starts. Students usually do not prepare themselves, so when learning starts in the classroom students are confused.

- b. Audios and Videos Utilization

Excerpt 3

Interviewer : For the teaching material files, are they in the form of video or audio?

- Subject : No, usually I use textbooks or PDF texts more often for reading and grammar materials like Part of Speech.
- Interviewer : For this text file, do you usually make it yourself or do you have references from the internet and such?
- Subject : I usually get references from the internet and books. Then I combine them. Most of the questions, for example reading questions, I make it myself. For grammar, I usually compile it along with the questions. The questions come from several references.
- Interviewer : As for the length of the text, is it long or short?
- Subject : More to medium, not long and not short. Because too short is too easy. If it's too long, students have tried it before and found it a bit difficult.

Based on the answer from Excerpt 3, audio and video as learning media are not used although the teaching materials in the flipped classroom learning model may have many formats such as text, audio, and video. In applying the flipped classroom learning model, the lecturer has shared teaching materials through SIMARI before the learning begins. Lecturers provide materials in the form of texts or textbooks. During the implementation of flipped classroom model, the answer text file is used as the learning media. Usually, the text files are PDF and textbook with reading and grammar topics. The text files used are reading texts with medium text length and reading conversation is also added.

c. In class Activity: Checking the students

Excerpt 7

- Interviewer : How many questions are given, minimum and maximum?
- Subject : the minimum is 5 questions, the maximum I usually 20 and those are multiple choice questions
- Interviewer : will it be checked again?
- Subject : Yes, it will be checked.

Checking on students when class starts. The lecturer will ask whether students have studied the material that has been distributed before class starts and check some of the questions that have been given. This is done in order to find out whether students know about the learning topics they will learn. The lecturer will discuss the material first. Afterward, checking is done during class, the lecturer will ask about topics that have been learned before and connect with the material they will learn at that time, it is done to find out whether students can find the connection between the topic that has been with the topic to be learned. Checking is done at the end of the lesson, checking the students understanding about that the topic that they had learned.

d. In Class Activity: Engaging Students

Excerpt 8

- Interviewer : How do you make students active during learning?
- Subject : Usually, I ask who wants to explain or answer and later if they can explain or answer, they will be given points and that makes them excited

By actively engaging students in learning activities, reinforcing prior knowledge, and monitoring their progress, teachers can ensure that students are understanding and connecting new information, constructing new knowledge, and meeting learning goals in the flipped classroom model. Lecturers and students will discuss the topic being studied. This discussion can also be done with fellow students. This is to make students actively involved in the learning process. In addition, by inviting students to ask about things they don't understand but the lecturer will give other students the opportunity to answer and explain. The lecturer will give points as a score.

e. In Class Activity: Clarifying Concepts

Excerpt 9

Interviewer : Then, how can students show their understanding of the material taught, especially for geography education program?
Subject : For that, I asked them to summarize. After I explain again and the material is repeated, discussing the questions, I still ask online questions at that time, different questions. Usually I summarize, for example they learn part of speech

The lecturer will explain the learning concept that will be the implementation by providing an overview in the form of teaching materials and some questions that are distributed to students. After the study, students can ask about things that are difficult to understand related to the learning material and the lecturer will discuss and explain the questions that have been given. The lecturer will explain by giving simple examples, so that students can easily understand. Explain by sharing personal experiences related to teaching material or topics. Then explain using simple analogies so that students know the teaching material correctly. And also relate the teaching material being studied with the previous material that has been studied. By explaining in detail in a simple way, students will easily understand things they find difficult to understand.

f. In Class Activity: Reviewing The Materials

Excerpt 10

Interviewer : Do you review at the end of lesson?
Subject : Yes, usually at the end of class, I ask them to summarize the learning that has been done.

The lecturer will review by asking about what has been learned and then asking students to write down what has been obtained and understood from the learning material. After the students have understood, the lecturer will give a test such as a few simple questions to check the students' abilities.

g. In Class Activity: Teaching Steps

Excerpt 11

Interviewer : Can the strategies that you use can improve student understanding?
Subject : Yes, it is different if when you do not give the material to be discussed or do not tell what will be learned in the next week's class, students usually do not prepare themselves. So, when teaching in the classroom, they are confused. But, when the material is given first before the learning begins and usually through simulations then at the next meeting it is discussed, students understand more easily and I also teach more easily.

Lecturers use SIMARI as a technology to distribute learning materials before class starts. The distributed learning materials are also accompanied by some questions. When the class starts, the lecturer will discuss the learning materials that have been distributed and discuss the questions that have been given. If there are questions from students about concepts that are a little difficult to understand, then the lecturer will explain about it. After learning and discussing, the next step is to review the learning that has been carried out and students are advised to conclude the learning on that day. It is in accordance with the flipped classroom which uses technology in its learning and then distributes teaching materials before learning begins. When learning begins, it will discuss and discuss the previous material that has been sent. At the end of the learning session, lecturers and students will also review the learning that has been carried out, this is done in order to determine student understanding.

h. In Class Activity: Assessing The Students

Excerpt 11

Interviewer : Do students always understand the material you teach?
Subject : Sometimes they are able to understand quickly, but sometimes they are a bit slow in understanding when reading material because the words are not familiar to them.

Excerpt 12

- Interviewer : If there are students who don't understand, do they immediately ask or not?
Subject : They don't ask, they just hang on. If they are silent, it means they don't understand.

Excerpt 13

- Interviewer : How can students show their understanding of the material taught, especially for geography education program?
Subject : For that, I asked them to summarize. After I explain again and the material is repeated, discussing the questions, I still ask online questions at that time, different questions. Usually I summarize, for example they learn part of speech.

Excerpt 14

- Interviewer : How are the assessment for student materials first?
Subject : There is a pretest and posttest. If there have been three meetings, then I will give a quiz.

Before class, the lecturer will ask whether students have studied the material that has been distributed before class starts and check some of the questions that have been given. In this section the lecturer will assess the desire of students to learn the teaching material. During class, discussions occur between students and students and students with lecturers, in this discussion there are mutual questions and explanations. In this section the lecturer will assess the activeness or involvement of students in learning. Assessment at the end of class, an assessment of the understanding of topics that have been learned by students by summarizing the material and taking tests.

Research Discussion

During this study, researchers gained a new understanding of the application of the flipped classroom in English I Course at the Geography Education Study Program. In the research conducted, the application has been carried out but not maximized. Lack of variation in the use of learning media in class and outside the classroom and this affects students' interest in the teaching material provided. The lack of student interest in learning can also be caused by the lack of student curiosity about English learning. The requirement for students to read text materials before class in a flipped classroom is a practice often discussed by educational theorists and practitioners who advocate for active learning. The flipped classroom model relies on students engaging with preparatory materials—such as text files, articles, or book chapters—before coming to class so that in-class time can be dedicated to deeper discussion, problem-solving, and interactive activities. Talbert (2017) discussed the importance of students preparing for class by reading assigned materials beforehand. This preparation allows students to actively participate in discussions and activities during class time and also emphasizes the need for students to engage with preparatory materials before class, ensuring they come ready to participate in interactive learning experiences.

Bergmann & Sams (2012) have extensively discussed the utilization of videos as a core component of flipped classroom and how they emphasize how video lectures can be used by students outside of class to prepare for interactive activities during class time. Khan (2012) has also highlighted the role of videos in the flipped classroom model using short video lectures that students can watch at their own pace, freeing up classroom time for more personalized and interactive learning experiences. According to Isaias (2018), flipped classroom materials include required video lectures, which are essential for students to engage with before class. This preparation allows for deeper, more interactive learning during face-to-face sessions. Baig & Yadegaridehkordi (2023) identified video creation tools, learning management systems (LMS), content repositories, collaborative platforms, podcasts, and online assessment tools as technologies that play a central role in the flipped classroom. After having the results of learning the purpose or objectives to be studied, the lecturer will provide a more in-depth

explanation of the material to be studied. This provides a broader discussion of the material being studied and provides more understanding for students. The explanation from the lecturer and findings from students, elaboration is carried out as explained by Schallert (2021) includes the development of deeper understanding by facilitating the transfer of concepts, processes and skills to new but closely related situations.

After learning the new material, it is necessary to evaluate learning so that learners are invited to self-assess their understanding and educators should evaluate learners' progress towards achieving educational goals. The material that has been shared will be discussed again when the class starts. In short, the learning steps carried out by the lecturer is accordance with the findings in this study are in line with the theory used by Barua (2014) The evidence from this study shows that this feedback questionnaire is a valid teaching-learning tool for monitoring flipped classroom activities, in addition theory of Rodge Bybee, 2006 in Scharlett 2021, titled "The 5E phase (Engagement, Exploration, Explanation, Elaboration, and Evaluation)." Engagement, the teacher attempts to determine any knowledge gaps in the students' prior knowledge throughout the initial part of the learning cycle. In order to prepare students for learning, it is also critical to cultivate an interest in the upcoming concepts. Teachers may assign homework to students in the form of writing down prior knowledge or posing introductory questions. Students are also introduced to the notion for the first time. Exploration, using practical learning opportunities, students actively investigate the novel idea throughout this phase. In order to make observations, they might be required to follow the scientific method and consult with their colleagues. During this phase, learners can learn through doing. Explanation, students can ask questions if they need more clarity during this teacher-led phase that aids in helping them integrate new information. Before delivering technical material in a more direct way, teachers ought to ask students to share what they learned during the Explore phase in order to make the Explain phase effective. Elaboration, the aim of the 5E Model's elaboration phase is to provide students with opportunities to apply what they have learned. They gain more knowledge as a result. To assist students, practice new skills, teachers could assign them to make presentations or carry out more research. Prior to examination, this step enables students to solidify their knowledge. Evaluation, both formal and informal evaluations are supported by the 5E Model. Teachers may observe their students during this phase to determine whether they fully understand the key concepts. Whether students approach situations differently as a result of what they have learnt is also important to observe. Exams, writing projects, peer and self-assessments, and other assessments are useful components of the Evaluation phase.

CONCLUSION

Conclusion

Based on the results of research on the implementation of the flipped classroom in English I Course at the Geography Education Study Program in the Academic Year of 2023/2024, it can be concluded that strategies for out-of-class and in class activities used by lecturers is in accordance with the requirement of Flipped Classroom implementation. The class utilizes the use of internal LMS namely SIMARI to share teaching materials before the class started. Although the learning media such as audio and video are not used in English I Course, it utilizes textbooks and e-book during the teaching and learning activities.

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