



EFL Learners' Attitudes towards Flipped Lesson Model in Online Reading Classroom

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Abstract

From the overall result of the questionnaire, 89% of students had a positive attitude toward the use of Flipped Lesson Model. 11% of students stated strongly agree and 78% agree with the statement "The flipped classroom has improved learners' learning of reading". They mostly like all the activities during the reading activity using Flipped Lesson Model. They also agree that the flipped classroom gives learners more chances to discuss with one another. Flipped Lesson Model significantly made difference in students' reading comprehension. It was found that a considerable number of students felt more confident and independent because of the flipped model of instruction. By applying this model the students enjoyed, they were motivated to learn actively. They were conditioned to be more active in the class by working individually and working hard. In groups, they could understand the meaning from the videos freely by their interpretations. They also got a new situation in learning reading comprehension.

Keywords: Flipped Lesson, Reading Classroom

Introduction

Facing the Industrial Revolution, the learning system at the university level is also required to change, because currently, we are facing millennial or digital native students. In the era of the industrial revolution 4.0, more educators are required, there are at least five competencies that must be possessed, namely 1) Educational competence, an Internet-based competence of Thing as a basic skill; 2) Competence research, competence in growing knowledge and research; 3) Competence for technological commercialization, having competencies that can bring students to future business situations and competition; 4) Competence in globalization, a world without barriers, not stuttering about various cultures, hybrid competencies, namely global competence, and problem-solving excellence; 5) Competence in future strategies, where the world is easy to change and run fast so that they have the competence to predict exactly what will happen in the future and their strategies,

The competence of students who can face the industrial era 4.0 must start from curriculum orientation by building online learning or blended learning. While in the field of developing technology-based learning innovation, management is needed research conducted by teachers on an ongoing basis, the development of learning in synergy with the industrial world through the development and management of ICT-based learning. The selection of learning strategies is one of the steps that can be taken to improve the quality of learning to achieve learning objectives. The selection of learning strategies is expected to improve students' cognitive, psychomotor well as effectiveness in an integrated manner, to produce graduates who have qualified cognitive abilities, who can compete in the global world.

Reading skill is one of the compulsory subjects offered to students starting from (1) Reading for General Communication, (2) Reading for professional context, and (3) Reading for Academic Purposes. Based on the data obtained in the previous semester, the student achievement scores in the reading course in the 2019/2020 academic year have not been satisfied with the percentage of students who have not reached the competency graduation standard. In addition, the learning of Reading subjects still tends to be centered on the Lecturer by using conventional methods. Relevant to these problems, in Indonesia, based on the PISA (Program for International Assessment) report in the past year, the average score has decreased in three areas of competence, one of which is reading competence. With the biggest decline in reading, Indonesia's ranking slumped in the 2019 PISA evaluation, Indonesia was ranked the 74th lowest out of 77 countries in the world.

Responding to these problems, researchers will apply one way to strengthen student achievement in reading and improve reading attitudes in readers, namely with a learning model called flipped lesson (reverse class learning). is a reversal of traditional learning procedures, where what is usually done in the classroom in traditional learning becomes carried out at home in a flipped classroom. And what is usually carried out at home as homework in traditional learning becomes carried out in the classroom in the Flipped Lessons Model. That's why it's called reverse classroom learning. In traditional learning, students are taught subject matter by the teacher in class (through lectures or direct explanations from the teacher, group discussions, or reading and observing), then do assignments for reinforcement at home (in the form of homework). In the flipped lessons model, students study the subject matter at home (through watching videos) learning, making summaries, noting important points, asking questions, discussing with friends online, or reading needed resources). Then do assignments for reinforcement in class. In the classroom, there are also discussions, laboratory practices, explanations of concepts that have not been understood by students, but these are for reinforcement or deepening. In their book *Flip Your Classroom: Reach Every Student in Every Class Everyday* (2012), Jonathan Bergmann and Aaron Sams write: "Basically the concept of a flipped class is this: that which is traditionally done in class

is now done at home, and that which is traditionally done as homework is now completed in class." It means, "Basically the concept of a flipped class is as follows: that which is traditionally done in class is now done at home, and what is traditionally done as homework (homework) is now done in class." But in practice, it's not just that

- **Flipped Lessons Model**

Flipped Lessons is a learning strategy that uses IT in learning. This learning strategy actively involves students learning independently through video media before entering class. Classes are used only to interact actively in solving difficult problems (To 2014; Henson, 2015; Bergman, Rotellar, & Cain, 2016; Mok, 2017). In addition, flipped classrooms have also been proven to be effective for large classes, able to generate positive perceptions of students towards the learning process, and can improve learning outcomes (Stone, 2012; McLaughlin, 2014; Persky & Laughlin 2017; Yesrebsya, 2014; Beatty & Brian, 2016). In addition, the current situation, the millennial generation or known as the digital native generation, a generation born in a digital environment (Prensky, 2001), has a very high dependence on technology (gadgets). Therefore, learning is needed that is integrated with the environment (technology) and their habits. It takes a learning design that is all practical and easy by integrating technology into it.

The learning model that can be used in this millennial era is the flipped classroom learning strategy, by integrating technology into learning through learning videos that are designed in such a way, to streamline student learning time in the classroom. In a traditional classroom, the teacher conveys the learning in class and then gives homework to students to do after class is over. Flipped lessons are a learning model that rearranges and reschedules time used outside the classroom and in the classroom, by increasing students' independent study time compared to learning from teachers or educators (Kashada, 2017).

Flipped lessons are a pedagogical approach in which basic concepts are given to students for pre-class learning, so that class time can be applied and built based on the concepts they have learned (Persky, 2017). As Bergman points out in Carbaugh and Doubet's book *The Differentiated*, a teacher who uses flipped lessons has complete control over their students and holds students responsible for their learning. In this case, students are given space to study independently, while the teacher functions as control over the activities carried out by students (Carbaugh, 2014). Bergmann and Sams created an inverted classroom form to describe a learning model that combines hands-on learning with constructivist learning experiences. This model provides an opportunity to bring technology more naturally into the classroom and explore more creative ways to engage students in learning. The scheme of flipped lessons can be seen in the following chart

- **Reading Comprehension**

Understanding the text is the main goal of the readers. Puskorius (2011) states that reading comprehension is the understanding a person gets from the text. It is the process by which meaning

is constructed and is the primary goal of reading instruction for students. According to Syatriana (2011), reading comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on student experience, and understanding prior knowledge involves understanding vocabulary looking at the relationship between words and concepts, organizing ideas, understanding content and evaluating. In line with that, reading comprehension is defined by Badr El-Deen (2011) as the ability to communicate text which leads to an integrated process that involves parsing vocabulary and sentences, using prior knowledge relevant to the text, and using cognitive and metacognitive strategies to get the message what the author wants to convey.

Nejmeh (2011) asserts that reading comprehension is not just understanding words, sentences, or even text, but involves a complex integration of the reader's prior knowledge of language skills and meta-cognitive strategies. In addition, reading comprehension is the act of thinking and constructing meaning before, during, and after reading integrating the information presented by the author with the background knowledge of the reader (Kirmizi, 2010). Prior knowledge, meaning, and cognitive strategies are the previously mentioned core words defined (Alharbi, 2015). In short, a simple understanding of the meaning of words is not enough to understand a text while reading. To achieve reading comprehension, effective readers need to apply practices such as relating their background experience to the text, summarizing information, drawing conclusions, and asking questions in the text. Kirmizi (2010) asserts that understanding involves real and accurate meaning by connecting what has been read with what the reader already knows and thinks about all this information so that the reader can understand.

Research Methodology

Quantitative data were gathered using an adapted close-ended questionnaire to gauge students' opinions, attitudes, beliefs, and willingness regarding the use of flipped lessons in developing reading competence. Before the distribution of the questionnaire, an introductory session on the flipped lesson was conducted. Terms such as reading online learning, sources, and tools required using ICT, and videos uses in learning various skills of English language were explained to the participants.

The research sample was 31 students of the English Education Study Program. Reading comprehension tests were conducted to determine students' reading comprehension skills, while questionnaires were distributed to determine students' attitudes towards the application of the Flipped Lessons Model. Percentage analysis used to determine student attitudes towards the use of the Flipped Lessons Model

The questionnaire used in this study was designed to determine students' attitudes toward the process of learning reading comprehension through Flipped Lesson Model. The questionnaire

consists of 20 questions. A checklist and rating Likert scale that has the options of (5) strongly agree, (4) agree, (3) not sure, (2) disagree, (1) strongly disagree.

In analyzing the data of the student's achievement, the writer followed some steps. First, was the writer scored the test by using a 0-1 scale. The writer gave 0 for each wrong answer and 1 for each correct answer. At the last, the writer analyzed the data obtained from the questionnaire. For scoring the questionnaire, the writer used the percentage method to analyze the data gained from the questionnaire. The writer distributed the questionnaire to the experimental group.

Findings and Discussion

Findings

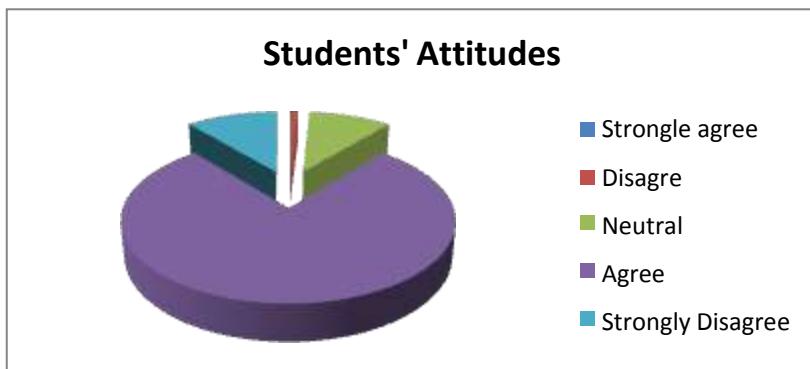
The writer analyzed the results of questionnaire responses to find out the percentage of students' agreement and disagreement toward each statement in the questionnaire. The objective of the questionnaire distribution was to find out the information about students' attitudes on the use of flipped lesson models in their classrooms. The table below presented the finding of students' attitude in general as follow,

Table 1
Students' Attitude on about Flipped lesson model in Reading Classroom

No	Students' Response	%
1	Strongly Disagree	0
2	Disagree	1
3	Neutral	10
4	Agree	78
5	Strongly Agree	11
Total		100

The chart of student's attitudes could be seen in the chart below;

Chart 1
Students' Attitudes on the use Flipped Lessons Model



From the overall result of the questionnaire, 89% of students had a positive attitude toward the use of Flipped Lesson Model. 11% of students stated strongly agree and 78% agree with the statement "*The flipped classroom has improved learners' learning of reading*". They mostly like all the activities during the reading activity using Flipped Lesson Model. They also agree that the flipped classroom gives learners more chances to discuss with one another. Further, after completing the intervention and analyzing the data of pretest and posttest, it could be seen that Flipped Lesson Model significantly made difference in students' reading comprehension.

Discussion

Furthermore, during the intervention, the students were proved to actively contribute to the reading activity. They looked more motivated to learn. The researcher believed that all the activities in Flipped Lesson Model were able to create dynamic and interactive classroom interaction and automatically determine the students' learning success in the 4.0 era. Zheng and Zhou (2014) state that if English teachers can strengthen emotional education by interacting with their students frequently and enhance students' experience of achievement by giving encouraging words, they will greatly stimulate students to participate in classroom activities. Additionally, motivation and learning strategies have a major role in the language learning process in which can influence the outcome of language learning. These two learner characteristics can be modified by the teacher through improved pedagogical practices to facilitate learning.

Regarding students' opinions of the effectiveness of the flipped classroom strategy on improving their reading comprehension ability and fostering their self-learning opportunities, students rated the in-class activities highly and the availability of videos outside the classroom as one of the factors that improved their learning. Moreover, they had more and more time to brainstorm their minds and jot down their ideas at their own pace since most of them agreed that through the videos, they had enough time to acquire the sentence structures and their performance on reading tests were better as they had more time to apply the learning in class.

Finally, it was found that a considerable number of students felt more confident and independent because of the flipped model of instruction. By applying this model the students enjoyed, they were motivated to learn actively. They were conditioned to be more active in the class by working individually and working hard. In groups, they could understand the meaning from the videos freely by their interpretations. They also got a new situation in learning reading comprehension.

Conclusion and Suggestions

Conclusion

Based on the data analysis show that from thirty students, most of the students stated that they agree that flipped classroom is better than the traditional classroom and it was improved their learning of reading. In addition, through the open-ended question, several reasons that make flipped lesson is more chosen than traditional classroom such as it is interesting to learn through the video, make students share each other, and students have basic comprehension about the material for the next day in-class activity. The learning model that can be used in this millennial era is the flipped classroom learning strategy, by integrating technology into learning through learning videos that are designed in such a way, to streamline student learning time in the classroom. In a traditional classroom, the teacher conveys the learning in class and then gives homework to students to do after class is over. Flipped lessons are a learning model that rearranges and reschedules time used outside the classroom and in the classroom, by increasing students' independent study time compared to learning from teachers or educators.

Suggestions

Based on the conclusion above the researcher would like to suggest that to build up the students' curiosity in learning English, the teachers should use flipped lesson model as an alternative teaching technique. The variety of reading activities in learning are used not only to help the students understand English, but also to make their learning activities interesting, and enjoyable. To make this teaching perfect, the teacher should collect a variety of content reading materials that can be enriched students' knowledge and achieve optimum results during the teaching and learning process of TEFL. It is also suggested that government and schools equipped with multimedia products as they are needed in teaching using this technique, and for students, they should have internal motivation to study and also have a strong willingness and good preparation to study.

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