



The Implementation of Flip Learning Method in Learning English at Senior High School Students

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Abstract

This study investigated the implementation of Flip Learning Method in teaching English. This study aims to find out does the teacher have implemented all the steps of flip learning method in learning English subject at SMA N 16 Padang. The data in this study were the results of the observation checklist and interview. The sources of data are video recorded of learning activity, WhatsApp, and Google Classroom. The data in this study were obtained using an observation checklist and interview guide. In this study there are four steps of implementing Flip Learning Method, namely before class begins, beginning of class, during class, and after class. In this study found that in before class begin, from a total 4 steps that contained in the observation checklist, only 2 steps have been implemented and 2 steps have not been implemented. For beginning of class, there are 2 steps and both are not implemented. For during class, there are 6 steps and all the steps have been done. And in the after-class, there is 1 step and this step has also been carried out. Based on this research, the researcher found that the implementation of flip learning method in the English subject at SMA N 16 Padang is not perfect.

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INTRODUCTION

The upgrading of new knowledge is definition of learning, where the process can be straight with the help from structures of cognitive that possessing by the students (Degeng, 2013). Learning as a process creates a relationship between knowledge that students already understand and knowledge they have just acquired. If the learning process is student-centered, the learning process is more effective and students are actively involved in the learning process (Suhartono, Degeng, Suyitno, & Sul-ton, 2019; Unin & Bearing, 2016).

Morrow (2011) observes that learning English in school has benefits for students if the aims and methods are appropriate for the students' age. Students can easily understand English if the teacher's instructions are consistent. Learning is the system that shapes the educational process and aims to guide, train, organize and facilitate the different things that students learn to achieve their educational goals. Learning English

in high school aims to help students reach a functional level and be able to communicate verbally and in writing to solve everyday problems.

The spreading of Covid-19 started in 2020 and Indonesia was the one country that was infected by it and it made the changing of learning process, from face to face to the online learning. Online learning can be defined as learning activity held from distance. Stern (2018) stated that online learning is also known as distance learning because the learning process can be accessed everywhere, and there is not must to be learned face to face as traditionally (Gonzalez & Louis, 2018).

Transition from traditional pedagogical methods to more innovative and technology involved methods is required in the context of modern education such as through flip learning method. A flipped classroom is an instructional inversion of the traditional classroom where the students are prepared by instructional materials through digital tools outside of the classroom. The classroom is used to discuss the material and do exercises (Nouri, 2016). The teachers have a lot of time to interact with the students in the classroom so that they can control the students' activity. In the application of flipped classroom, the delivery of material is transferred from face-to-face meetings in class to virtual classes, therefore class time is used for the implementation of more critical and active learning activities (Stone, 2012).

According to Bergmann & Sams (2012), the flip learning method is an innovative pedagogical approach that focuses on teaching which learner-centered by reversing the traditional classroom learning system that has been carried out by the teacher. Flip learning is a form of blended learning (through face-to-face and virtual/online interactions) that combines synchronous and asynchronous independent learning. Synchronous learning usually occurs in real time in the classroom. Learners interact with a teacher and classmates and receive feedback at the same time. Meanwhile, asynchronous learning is learning that is more independent. Learning content is usually accessed through some form of media on digital platform. Students can choose the time when they study and they also can ask questions in the comment column, and share their ideas or understanding of a material with teacher or their friends. Meanwhile, the feedback will be received by them not at the same time. Video is a media that is often used as input for independent study because it is accessible and allows students to stop and re-watch as needed. Text and audio can also be used as content to deliver material and ensure students are fully prepared for synchronous class.

By using flip learning, the teachers are helped to determine their needed materials for teaching online or offline. Depending on the level of education and subject matter, teacher-centeredness may be avoided as it allows teachers to maximize teaching time for a variety of student-centered activities. Teachers can modify based on student needs and interests and classroom dynamics (Basal, 2015).

There have been an overwhelming number of studies revealing the implementation of flip learning method. Bell (2015) investigated student and teacher attitudes and beliefs about learning German using a flipped learning approach. As a result, students found that they were more comfortable and confident in their classroom activities because they were able to coordinate their study time outside of the classroom.

Afrilyasanti et al. (2016) conducted the research addressing the impact of implementation a flipped classroom on the students' ability in writing and the differences of individual learning. The result of the research showed a significant difference in students' ability in writing compared to the flipped classroom. Students with different styles of learning will perform differently depending on their learning style. In addition, Sun's (2017) action research study of flipped classroom implementation also addresses student attitudes. The study found that implementing a flipped classroom had positive results in encouraging students to think critically.

There are only few studies have been conducted on the implementation of the flipped classroom model in Indonesia. Murtiyasa et al.'s (2015) study is concerned with the teaching Maths. Meanwhile, Agustina's (2015) studies have tested the effectiveness of reading instructions using reverse modelling. These studies have examined the effectiveness of implementing the flipped classroom model. However, no research has been done on the extent to which flip learning has been implemented in a school. Among the literature related to flip learning, it is rare to find articles on the extent to which flip learning has been implemented in the context of EFL, especially in Indonesia. Therefore, this study tries to fill the gap.

METHOD

This study was conducted in SMA N 16 Padang. It is located in Jl. Bukit Napa, Padang, West Sumatera. This study investigated does the teacher have implemented all the steps of flip learning method in learning English subject in this school. This study used the descriptive method. The data were the results of the observation checklist and interview. The sources of data are video recording of learning activity, WhatsApp, and Google Classroom. The instrument of this research are observation checklist and interview guide that used to collect and analyze the data. The data were collected by the researcher to following steps. For observation checklist, the researcher analyses the source of data (video recorded, WhatsApp Group, and Google Classroom). Then, the researcher checked to compare the observation checklist with the existing data. Next, the researcher analysis the data. After that, the researcher gets the data and make a conclusion. For interview guide, the researcher did phone interview and do following steps. First, the researcher identifies the interviewers. In this case, based on purposive the sample that has been mentioned in the previous sub-topic. And then the researcher determines the type of interview used. After that, the researcher takes a record and a brief note. Next, the researcher also should pay attention to the time and setting of the interview in order to avoid possible distractions. And the last, the researcher might use probes to obtain additional information. Probes means sub-questions under each question that the researcher asks to elicit more information.

RESULT AND DISCUSSION

Research Finding

The implementation of flip learning method in the English subject

In implementing flip learning method, there were several steps which were done by the teacher, namely before class begins, beginning of class, during class, and after class.

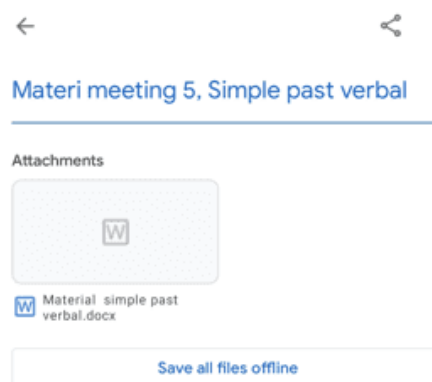
a. Before class begins

Table 1. Steps of flip learning in before class begins

No.	Time	Activity
1.	Before class begins	Before face to face, 1. Teacher prepares learning material in the form of learning video. 2. Teacher uploads learning material to Google Classroom that has been prepared.
		Before face to face, 1. Students are asked to study asynchronously at home about the learning material for the next meeting that has been given by the teacher. 2. Students write down some questions about the material that they do not understand.

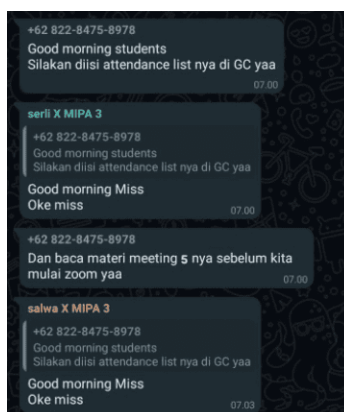
In before class begins, the teacher prepared the learning material and the students study the learning material asynchronously and prepared themselves for the class activity. Before class, a learning material should have been made. From the observation, it was not found that the teacher prepared learning material in the form learning video. Through interview with the teacher, it was found that the teacher prepared learning material in the form of sheets containing material for 1 meeting according to the RPP. According to the teacher, she prepared the material just for 1 meeting so that the students do not get bored and easily to understand the material. The teacher prepared material by collecting from various sources, either from books, articles, journals, YouTube videos, or other sources. After that, she summarized the material in a concise manner so that it was easily understood by students.

After the learning material was made, the teacher uploaded it to Google Classroom, like in the picture below:



Picture 1. The materials uploaded to Google Classroom

As seen in the picture above, the teacher gave a file in the form of word document, and the students must read it. After that, the students asked to study asynchronously at home about the learning material before entering the class and the instruction was delivered by WhatsApp group.



Picture 2. Messages in WhatsApp group

It can be seen in the picture above that the teacher gave instructions to the students to read the material that has been uploaded in Google Classroom. In addition, it can also be seen that the teacher gave instructions to the students to fill out the attendance list in Google Classroom because the teacher takes attendance on the attendance list in Google Classroom. Instructions are given by the teacher in English and Indonesian. And it can be seen in the picture above that the students respond well to the teacher's instructions. However, based on the observation checklist students write down some questions about the learning material that they do not understand, but on the observation, it was found that the students did not write the questions because the teacher also did not give instructions to write questions about the material that they did not understand. So, it can be concluded that this step did not happen in the implementation of flip learning method.

Based on findings above, it can be concluded as shown in the table below:

Table 2. Conclusion of before class begins

No.	Time	Activity	Vid 1	Vid 2
1.	Before class begins	Before face to face, 1. Teacher prepares learning material in the form of learning video. 2. Teacher uploads learning material to Google Classroom that has been prepared.	× √	× √
		Before face to face, 1. Students are asked to study asynchronously at home about the learning material for the next meeting that has been given by the teacher.	√ ×	√ ×

		2. Students write down some questions about the material that they do not understand.		
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From the table above, it can be concluded that before class begins has not been implemented perfectly because of the total 4 steps that contained in the observation checklist, only 2 steps have been implemented and 2 steps have not been implemented, that are teacher prepares learning materials in the form of learning video and students write down some question about the material that they do not understand.

b. Beginning of class

Table 3. Steps of flip learning in beginning of class

No.	Time	Activity
2.	Beginning of class	In classroom learning, 1. Teacher divides students into small groups
		In classroom learning, 1. Students ask about the learning material that they do not understand

In the beginning of class, based on the observation checklist, the teacher divides students into small groups. But, based on the observation, it was found that this step has not been implemented. It was found that teacher did warm-up and review the material at the previous meeting before explaining the next material. The teacher did not divide students into small groups so that the students’ focus in learning was not reduced. In video 1 it was found that the teacher did warm-up by giving questions related to the material to be taught. While in video 2, it was found that the teacher did review the material at the previous meeting before explaining the next material.

After that, in the observation checklist, after the students are divided into small groups, students ask about the learning material that they do not understand and have been written before. Based on observation, it was found that there were none of students who ask about the learning material that they had been study at home before. It can be concluded that step in the beginning of class has not been carried out by the teacher.

Table 4. Conclusion of beginning of class

No.	Time	Activity	Vid 1	Vid 2
2.	Beginning of class	In classroom learning, 1. Teacher divides students into small groups.	×	×
		In classroom learning, 1. Students ask about the learning material that they do not understand	×	×

It can be concluded from the table above that the steps at the beginning of class that contained in the observation checklist have not been implemented.

c. During class

Table 5. Steps of flip learning in during class

No.	Time	Activity
3.	During class	1. Teacher facilitates the discussion room to solve some questions from students
		2. Teacher guides students during the learning process by giving explanation
		Evaluation,
		3. Teacher provides some tests
		4. Teacher helps students in learning and completing questions related to learning material
		1. Students discuss with teacher and friends about the learning material
		2. Students complete the test provided by the teacher

In during class, based on observation checklist, teacher facilitates the discussion room to solve some questions from students. Based on observation, it was found that the teacher facilitated students with a discussion room to solve the questions from students. This was done by the teacher by asking the students if there were any questions about the material that they did not understand. In this activity, the students were expected to participate actively and respond to the teacher. But in fact, there are no students who ask questions related to the learning material that they have studied independently before. Even so, it can be concluded that the teacher has carried out this step.

After that, teacher guides students during the learning process by giving explanation. Based on the observation, it was found that the teacher had done this step. The teacher gave the explanation of the learning material at that day in the form of concepts and examples of the material.



Picture 3. Teacher giving explanations

The teacher gave the explanation in English and Indonesian. According to the teacher, this is to make it easier for students to understand the material.

In the observation checklist, the next step is teacher provides some test. Based on the observation, it was found that this step has been implemented by the teacher.

The teacher gave the test to students about the learning material on that day. In the observation checklist, after provide some tests, teacher helps students in learning and completing questions related to learning material. Based on the observation, it was found that the teacher had been implemented this step.



Picture 4. Teacher help students in completing test

The teacher claimed that she had given solution to each students' problem. If the students found any problems in doing the test, the teacher was ready to help.

After that, in the observation checklist the next step is students discuss with teacher and friends. Based on the observation, it was found that this step has been done by the teacher.



Picture 5. Students discuss with teacher and friends

Students are given the chance to ask, and vice versa, the teacher also asked the students to know the extent of students' understanding of the learning material on that day.

In the observation checklist, the last step in during class activity is students complete the test provides by the teacher. Based on observation, it was found that the students complete the test after being assisted by the teacher in learning and completing the test that related to learning material. This step has been done well.



Picture 6. Students complete the test

Table 6. Conclusion of during class

No.	Time	Activity	Vid 1	Vid 2
3.	During class	1. Teacher facilitates the discussion room to solve some questions from students	√	√
			√	√
		2. Teacher guides students during the learning process by giving explanation	√	√
			√	√
		Evaluation, 3. Teacher provides some tests		
		4. Teacher helps students in learning and completing questions related to learning material		
		1. Students discuss with teacher and friends about the learning material	√	√
		2. Students complete the test provided by the teacher	√	√

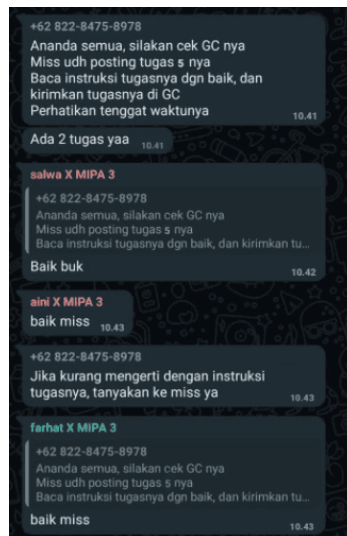
It can be seen in the table above that all the steps in the during class that contained in the observation checklist have been carried out by the teacher.

d. After class

Table 7. Steps of flip learning in after class

No.	Time	Activity
4.	After class	Self-reflection 1. Students apply their knowledge and skill by doing some assignments asynchronously

The last step is after class, that is students apply their knowledge and skill by doing some assignments asynchronously as self-reflection. Based on observation, it was found that the students did the self-reflection by doing some assignments given by the teacher for students do asynchronously at home. The teacher gave assignments by posting it in Google Classroom. Instructions are delivered by the teacher via messages in the WhatsApp Group as shown in the picture below:



Picture 7. Instructions in WhatsApp group

As seen in the picture above, the teacher gave 2 assignments to the students and asked the students to submit the assignment to Google Classroom with the specified deadline. The teacher gave instructions in Indonesian and students respond to the message from teacher well and politely. It can conclude that this step has been implemented.

Table 8. Conclusion of after class step

No.	Time	Activity	Vid 1	Vid 2
4.	After class	Self-reflection 1. Students apply their knowledge and skill by doing some assignments asynchronously	√	√

It can be seen in the table above that all the steps in after class that contained in the observation checklist have been carried out by the teacher.

Discussion

In this study, it found that the implementation of flip learning method in the English subject at the 1st grade of SMA N 16 Padang is not perfect because there are still several steps that have not been implemented. In the before class begins, the existing 4 steps in the observation checklist, 2 steps have been implemented and 2 steps that have not been implemented. The two steps that have not been implemented are teacher prepares learning material in the form of learning video and students write down some questions about the material that they do not understand. While in the beginning of class activity, there are 2 steps and both are not implemented. The two steps are teacher divides students into small groups and students ask about the learning material that they do not understand and have been written before. Thus, in the during class activity, there are 6 steps and all the steps have been done. And in the after-class activity, there is 1 step and this step has also been carried out.

A previous study by Afrilyasanti et al. (2016) stated that using flip classrooms as a learning model, teachers should prepare thoroughly. Before students learn in flip

class, teachers have to prepare various things, such as teaching materials, videos, scripts for teachers to create videos, etc. consistent with the learning objectives and teachers should be well prepared. However, this study found that the teacher did not prepare the learning video. The teacher simply prepared learning material in the form of sheets containing material for 1 meeting that she collected from various sources. The teacher did not prepare the learning video because it is difficult to make a good video. She had to collect the material first, then summarized, recorded, and also the teacher was not confident to make learning video. Learning videos must be recorded by the teacher herself. Extra consideration was needed in making the video, so the teacher should focus on the right material in relation to the goals and word choice to be taught to the students, and the video should be easy to understand. This is in line with the research from Herreid & Schiller (2013) stated that a great video was difficult to be found.

Regarding the teaching process, teacher had accomplished 4 steps of implementing the flip learning method, including before class begins, beginning of class, during class, and class. The teacher's implementation of flip learning is inconsistent with the flipped classroom syntax of Estes et al. (2014) who affirmed that when conducting teaching and learning by flipping classroom, there were three steps should be done namely, pre-class, in-class, and post-class.

In the present research, it was found that students did not write down some questions about the material that they do not understand and ask about the learning material that they do not understand and have been written before. This is different from the previous study that was conducted by Alexandria (2020) in *Penerapan Model Pembelajaran Flipped Classroom Pada Pembelajaran Matematika di Kelas X Teknik Laboratorium Medis SMK Theresiana Semarang Tahun Ajaran 2019/2020*. In that study it was found that the students asked questions related to material that had not been understood. In this study, this step has been carried out.

In addition, in a study conducted by Alexandria (2020) it was also found that teacher divided students into several groups. This is not in line with the findings in this research which showed that teacher did not divided students into small groups.

In this research it was found that the teacher had facilitated a discussion room to solve some questions from students. But this step has not been carried out perfectly because there are no students who ask about the learning material that they have studied before. What should happen according to the theory from Bergmann & Sams (2012) is that students ask the teacher and then the teacher answer the students' questions by facilitating a discussion room for the activity. Besides that, the step students discuss with teacher and friends about the learning material also has not been carried out perfectly. Discussion activity should be more students-center where the students are required to be more active in the discussion. But what was found in this study was that the teacher asked more questions to provoke students active in the discussion activity.

However, in implementing flip learning method in the learning English subject, there were several problems found by the teacher. The economic background of the students is the main problem. Many students have to share their phones with their family because they do not have their own phones. This situation hinders the learning process because in before class, the learning material is sent to Google Classroom

where students need cell-phones to access them. The lack of ability to purchase cellular data is also a problem. These problems were similar to research that found students unable to connect to the internet because they could not afford to buy cellular data (Soliman, 2016; Sun, 2017).

CONCLUSION

This study can be concluded that the implementation of flip learning method in SMA N 16 Padang is not perfect. For before class begins, teacher prepared a few things, which are lesson plans and learning materials. The materials given by the teachers are mainly made by the teachers themselves, so when choosing the right materials, teacher should choose simple and clear words for students to understand. After the material has been made, the teacher uploaded the material to Google Classroom in the form of word document so that students can access it easily.

For the beginning of class, the teacher did not divided students into small groups, but teacher did warm-up and review the material at the previous meeting. For the during class, the teacher facilitated a discussion room to solve some questions from students and guided students by giving explanation. The teacher also provided a test for the students and helped the students in completing the test by doing discussion. The teacher allocates more time for discussion and test.

For after class, the teacher gave the students some assignments which should be done asynchronously at home as self-reflection. Finally, when implementing the flip learning method, a number of obstacles were encountered, including; students share phones with families to access study materials, lack student-owned mobile data.

As shown in the conclusion, this study only focuses on the implementation of flip learning method which refers to the steps contained in the observation checklist. The researcher hopes to other researchers will be able to develop the implementation of flip learning. The researcher suggested for the next researchers to observe the learning material or learning video in the implementation of flip learning method whether it is in accordance with what it should be. Furthermore, in the data analysis, it suggested to use the theory from others expert to find out the completeness of the implementation of flip learning method.

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