



The Implementation of Flipped Classroom Model in English Subject at Grade 9 of SMP Negeri 26 Padang

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Abstract

This study aimed to find out the implementation of Flipped classroom model in English subject at grade 9 of SMP Negeri 26 Padang during the before-class, during-class, and after-class phases. This research used case study research. The samples of this study were an English teacher and the students of 9-5 and 9-7 classes. Observation checklists and interview guidelines were used to collect data. The findings found out that in the before-class phase, the English teacher used Whatsapp for discussing and giving instructions to the students, and then Quizziz was used for the pre-test and the post-test. The English teacher also used YouTube videos and PowerPoint for the learning material. However, the students did not do the online discussion due to several reasons. In the during-class phase, the English teacher asked students to do group discussion process related to the question given by the English teacher. After that, the students shared opinion and knowledge related to the topic. The students also made a conclusion on a piece of paper and presented it in front of the class. The English teacher gave feedback and comments on the students' presentations. In the after-class phase, the English teacher created a post-test for the students. However, the English teacher did not create enrichment material, feedback, and discussion forum because the students' post-test results were better than the pre-test. Moreover, students' activeness and feedback when conducting face-to-face meetings were good. The problems faced by the English teacher and the students in online learning were less motivation, a time limit in online learning, low internet connection, limited internet data, fewer students owning a smartphone, and no lecture videos by the teacher itself. In a face-to-face meeting, the English teacher and the students had limited time so the group discussion activities can not be carried out in every meeting.

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INTRODUCTION

In today's era, curriculum developers, stakeholders, and educators are looking for ways and tools to meet today's challenges by implementing innovative approaches

and best practices to improve students' English performance. Blended learning is one of the approaches commonly used by people around the world. This is also because the use of technology is very closely related to everyday life and has a considerable impact on the education system. Tomlinson and Whittaker (2013) said that blended learning combines face-to-face instruction and computer technology. Blended learning concerns how students can actively participate in the teaching and learning process. It means that using blended learning to teach English can be beneficial to students.

The COVID-19 pandemic has had a significant impact over the past three years, one of which is the education system. Today, following the direction of the Ministry of Education and Culture (2020), the education system has shifted from an online to flipped classroom model of blended learning. Flipped Learning Network (2014) simply defines flipped classrooms as homework at school and schoolwork at home. Johnson (2013) told that the flipped classroom minimizes the instruction in the teaching process by maximizing the interactions. Bishop and Verleger (2013) said that the flipped classroom is a student-centered learning model including collaborative learning activities during lessons and individual computer-based teaching outside of lessons. Houston (2012) states that in computer-based instruction, videos or readings are used. Moreover, to ensure that students have learned the material individually at home, they have to report their learning progress by answering questions or quizzes that have been prepared by the teacher. According to the Flipped Learning Network (2014), the characteristics of Flipped Classroom model (FLIP) are: F (Flexible Environment), L (Learning Culture), I (Intentional Content), P (Professional Educator).

The flipped classroom model has significant advantages for both individual and group learning. According to Fulton (2012), students can access videos related to the material whenever and wherever they want, and they can learn at their own pace. According to Bergmann and Sams (2012), some students are embarrassed to interrupt the teacher if she/he is explaining the material too quickly in traditional classrooms. However, in the flipped classroom model, students can pause and rewind the video until they understand it. Furthermore, if students are ill or unable to attend the class, the course content can be easily understood using the videos and materials available through online learning. By flipping the classroom, students can do their homework at home before the teachers discuss the topic in the classroom the next session. The students have time to prepare for the discussion. This allows both students and teachers to spend enough time discussing the subject and gain a detailed understanding of the subject matter.

According to DeGrazia, Falconer, Nicodemus, and Medlin (2012), watching videos when online learning helped students become more prepared in class. Bergmann and Sams (2012) said that the primary goal of the flipped classroom model is to maximize the use of face-to-face time in the learning experience. However, there are several disadvantages to the flipped classroom model. Flipping a classroom cannot guarantee that students will watch pre-class videos or read pre-class materials. According to Bristol (2014), if students do not watch videos or study material during online courses, they will have problems following the discussion process in face-to-face learning. Teachers, according to Kordyban and Kinash

(2013), also find it difficult to determine whether or not students take their responsibilities outside the class. Lafee (2013) identified that the most significant disadvantage occurs when teachers do not prepare or share videos and learning materials with their students. Therefore, according to Al-Zahrani (2015), preparing innovative teaching and learning activity to ensure student proficiency and involvement is very important.

According to Jeong (2016), there are three phases of flipped classroom; The first one is before class phase. This phase includes all the activities English teacher and the students do before teaching and learning in the classroom. In this phase, English teacher makes videos and readings related to the English topic being studied by sharing them online. After that, the students participate in online class activities. They are hoped to watch lecture videos, read textbooks, prepare learning materials by using online sources, and do the assignments about the topic being discussed. The students were also pleased to take a note about the main ideas of the lecture videos and write comments on the discussion forum that has been prepared by the English teacher.

The second one is during class phase. In this phase, students learn in the classroom. The English teacher will ask students to do collaborative learning. The English teacher will lead the discussion to deepen students' understanding, invite students to think critically and solve problems about material being discussed. In this phase, students practice applying concepts that they have discussed at the before-class session and get feedback from the teacher. Students can get a deeper understanding of concepts of the material, have chances to apply the concepts to the teaching and learning process, and make a connection to the contents. For these activities, projects, discussions, and exercises are completed in the face-to-face class. Students engage in team-based learning with small group discussion. The students are expected to actively participate on the discussion process by ask question, share knowledge, give an opinion, and make conclusion. After that, the English teacher will ask the group to present the result of discussion and correct the incorrect concept related to the topic (if any).

The third one is after class phase. In this phase, students must review, reflect, and act on the feedback provided by the English teacher to increase their knowledge by highlighting gaps in their understanding. Students check their understanding by getting a feedback from the English teacher. They are hoped to take a quiz and do a peer evaluation activities. After that, English teacher analyzes and evaluates the results of student learning, especially their difficulties in understanding certain English topics, reflects on their teaching, and decides on changes that need to be made in the next teaching process. This phase can be carried out by looking at their tests or quizzes, observing students' activeness and their learning progress to measure student behavior so that their achievements can be properly evaluated. The data collected in the third phase will help the English teacher assesses student progress.

The flipped classroom model is regarded as a new teaching method in Indonesia. Therefore, it is important to identify how teachers implement and comprehend it because their experiences allow them to identify the effectiveness and advantages of the flipped classroom so that there will be a modification in their teaching. Moreover, it is also important to identify how students comprehend their role and do the

activities in flipped classroom model because it will help the teachers to see the difficulties, feedback, and student's progress related to the material being studied.

There have been several kinds of research discussing the implementation of flipped classroom model in English learning. The first one is done by Rida Afrilyasanti, Bambang Yudi Cahyono, and Utari Praba Astuti (2017). They focused on Indonesian students' perceptions towards flipped classroom model. The second one is Berlinda Mandasari and Achmad Yudi Wahyudin (2021). They investigated the flipped classroom model on grammar class. The third one is N.P. Sara Sintia Dewi, N.N. Padmadewi, and M. Hery Santosa (2021). They are interested to analyze the implementation of flipped classroom in Junior High School. The fourth one is Mohamad Abdullah (2019). He focused on flipped classroom model on English Speaking Performance.

In English lessons at SMP Negeri 26 Padang, English teachers implemented the blended learning approach with flipped classroom model. For students' individual learning at home, English teachers and students used the *Whatsapp* application as the media. The English teachers created a group for each class and enrolled the students into it. In *Whatsapp*, the English teachers sent the material and assignment for pre-test. After that, the English teachers conducted discussion process with the students. Furthermore, in the face-to-face lesson, English teachers and students did an intense interaction related to the material being studied. After that, the English teacher prepared post-test and created enrichment material for the students. However, when the researcher did *Program Pengalaman Lapangan Kependidikan (PPLK)* in this school, the researcher found out that there were differences in students' understanding and activeness during the teaching and learning process in English subject. It made the researcher eager to know whether the English teacher and the students did the activities in each phase of flipped classroom model or not.

RESEARCH METHOD

The researcher was interested in conducting research using the case study method to see the implementation of flipped classroom model in English subject of SMP Negeri 26 Padang based on the phases of flipped classroom model proposed by Jeong (2016). This research was conducted in SMP Negeri 26 Padang which is located in Perwira Kayu Kalek Street, Batipuh Panjang, Koto Tengah district, Padang City, West Sumatera. The research was conducted on 17 - 21 October 2022. Purposive sampling was used in this research. The samples were 1 English teacher and the students of 9-5 and 9-7 classes. There were 62 students in total. The English teacher and the students were observed and interviewed for the data retrieval. The instruments were the observation checklist and the interview guidelines. The elements in the observation checklist and the interview questions were created by using Jeong's theory of flipped classroom model. The instruments were validated by two English lecturers at Universitas Negeri Padang. They were Dinovia Fannil Kher, M.Pd. and Nofrina Eka Putri, M.Pd. There were 13 questions for the English teacher, and 10 questions for the students.

First, the researcher did an observation checklist for each phase of flipped classroom model by directly observing the teaching and learning process done by the English teacher and the students of SMPN 26 Padang. The observation was done in

two meetings. After that, the researcher interviewed them by directly asking questions that have been prepared before related to each phase of flipped classroom model. Once collected, the data were then analyzed. To analyze the result of data collection, the researcher used Miles and Huberman's qualitative technique of data analysis. According to Miles and Huberman (1994), the techniques of data analysis are: data reduction, data presentation, and draw conclusions and verification.

RESULT AND DISCUSSION

Research Finding

The implementation of flipped classroom model is used to prepare student to be more active in face-to-face meetings. However, there were several problems that the researcher found during the implementation of flipped classroom model in SMP Negeri 26 Padang. This can be seen from the before-class, during-class, and after-class phase applied on implementing the flipped classroom model in 9-5 and 9-7 classes.

Finding 1 before class phase

1.1 Teachers' activities

Based on the data collected during before-class phase observation, the researcher found out that the English teacher used Whatsapp and Quizziz as the application to support the teaching and learning process. The English teacher enrolled the students into Whatsapp group for discussing and giving instruction. Moreover, Quizziz was used for pre-test and post-test. The researcher also found out that the English teacher did not create the learning video by herself. The English teacher searched it on YouTube and then shared the link to the Whatsapp group. However, the English teacher created the reading material by herself. Moreover, the English teacher evaluated students' progress by looking at their activeness when participated on Whatsapp group, their notes, and their pre-test result. Furthermore, the English teacher ensured whether the students accessed and submitted their assignment.

1.2 Students' activities

For students' activities, the researcher found out that in the first meeting, there were 21 students from 9-5 and 14 students from 9-7 joined the assignment in Quizziz. Some of them did the quiz more than once. Moreover, there were only 5 students who joined the discussion process in the 9-5 class and only 3 students from 9-7. In the second meeting, there were 17 students from 9-5 and 13 students from 9-7 joined the assignment in Quizziz. Furthermore, there were only 3 students who joined the discussion process in the 9-5 class and no one from the 9-7 class. It can be concluded that most of the students from these classes are not interested in online learning, especially in online discussions. Even though they accessed the learning material, did the assignment, and took a note, they did not discuss and shared their knowledge related to the topics. In addition, the researcher also found out most of the students only accessed 1 learning material given by the teacher. It was because they faced several problems when conducting online learning, they were: not having an

internet quota, signal, and smartphone. Moreover, another reason was because of the students were less motivated in conducting online learning.

Finding 2 during class phase

2.1 Teacher's activities

Based on the data collected in during class phase observations, the researcher found out that in the second meeting, the English teacher did not use the group discussion process when conducting face-to-face meetings. As the result, the English teacher explained the material in front of the class. The researcher also found out that when conducting group discussion process, the English teacher prepared 5 questions for each group to be discussed. Moreover, the English teacher lead the discussion process by giving instruction to the students. Furthermore, the researcher found out that the English teacher guided the group discussion, monitored them, and corrected the incorrect concepts of the students. In addition, the researcher also found out that the English teacher asked the students to present their result of discussion randomly. And if there any mistake, the English teacher helped them by clarifying it. It can be concluded that the English teacher did not always use the group discussion method in learning English. It was because of the time limits of face-to-face learning which is only 30 minutes per hour. There were 2 hours of learning English in this school. However, the students were really active in discussion process and have basic knowledge related to the material being studied.

2.2 Students' activities

For students' activities, the researcher found out that most of the students did their activities in group discussions very well. They shared their opinion and thought related to the material being studied. Moreover, the students also presented their result of discussion and took a note to the teachers' comments and detailed explanations towards groups' presentation. The English teacher and the students did each activities actively. However, the discussion process can not be used in every meeting due to time limits.

Finding 3 after class phase

3.1 Teacher's activities

Based on the data collected in after-class phase observations, the researcher found out that the English teacher did not create enrichment material, additional forums related to topics, and suggestions for learning projects. The English teacher thought that the material and the learning process were enough. The English teacher knew it by looking at and analyzing the post-test result which is better than the pre-test. The English teacher also analyzed it by looking at students' feedback and activeness when conducting face-to-face learning. In addition, The English teacher did not provide positive feedback on the post-test via Whatsapp. The English teacher only asked the students whether they still have any questions or not.

3.2 Students activities

For students' activities, the researcher found out that there were only several students joined the post-test. In the first meeting, there were 22 students from 9-5 and 13 students from 9-7 joined the assignment in Quizziz. In the second meeting. There were 19 students from 9-5 and 16 students from 9-7 who joined the assignment in Quizziz. Some of them did the quiz more than once. It happened because the students had the same reason as the before-class phase. Even though they were active when

conducting face-to-face learning and had more knowledge related to the topic, they still faced some problems when it turned to online learning. For example, there were several students that do not have their own smartphones. However, most of the students joined and got the better result on their post-test. Several students also did the quiz more than once because they wanted to practice more. Moreover, the researcher found out that the students did not reflect on their learning from online quizzes. The students also did not share their experiences in the discussion forum because their friends did not do the same things and the English teacher did not give further instruction after conducting the post-test. The result of students' post-tests and assignments were better than the post-test. Furthermore, there were no questions from the students in the group discussion and the English teacher also not giving any instruction.

Discussion

According to the results and findings of the observations and the interviews, it can be concluded that there were several problems found in implementing flipped classroom model in English subject at SMP Negeri 26 Padang.

First, there were several students that did not join the online learning at home because they were less motivated. The findings of the observation and interview support Nielsen's (2011) theory that students can be less motivated in online learning. According to Wang and Zhang (2013), students initially perceived tasks like watching videos as more homework because they were unfamiliar with a new type of learning environment. Furthermore, the students had numerous tasks to do, not only the English subject but also other subjects. Students indicated feeling overloaded by the course workload, which included video lectures, online materials, and quizzes. As a result, only a small number of students participated in online learning.

Second, the problem occurred primarily because of the students' economic background. Not all of the students had smartphone which hampered their learning. According to Anugrahana (2020), not all children have smartphone access and some parents are not tech-savvy. Even though the students were added to the Whatsapp group, the phone number is not theirs. It was the phone number of their parents, sister, or brother. Sometimes they could not borrow the phone to conduct online learning because their family was also using it.

These issues were similar to the findings of Soliman (2016), who discovered that students could not connect to the internet because they could not afford to buy internet quota. Another significant interpretation was made regarding students' lack of preparation in during-class activities. Not all students attend class prepared. They prefer listening to the teacher's explanation during face-to-face class. As a result, the classroom section should be done to discuss, and assess student's comprehension of their own learning, and to complete tasks.

Third, the English teacher did not create the video by herself. The English teacher only used the video available on YouTube. Herreid and Schiller (2013) said it is difficult to find a great video. Moreover, Afrilyasanti et al. (2016) states that in Flipped Classroom model, the teacher should prepare everything very well. It was because making the video needed thought, the teacher must focus on the right topics and the choices of words given to the students, resulting in an easily understood video.

According to Parsons and Beauchamp (2012), because each student has a different level of comprehension of the materials, the video lectures help students to make their own progress in learning; several students may understand the materials quickly, while others may need more time to access the materials or repeat the video. According to Abdullah (2019), video lectures should be recorded by teachers or obtained from the internet. It can be concluded that using the learning video available on YouTube actually was not a bad idea. However, most of the learning video given to the students should be created by the teacher itself. Houston and Lin (2012) suggest keeping the videos short in order to ensure that students watch them.

Fourth, the English teacher did not conduct the group discussion process in every meeting due to time limit. This is similar to the findings of Ambarwati (2021) which states that the time limit in the teaching and learning process is short. Afrilyasanti (2017) said that for materials that are less difficult, direct explanations from the teacher are clear and enough. In conclusion, group discussion process could be replaced with the direct explanation and discussion with the teacher when conducting face-to-face meeting.

Fifth, the English teacher gave time limit for the students to do online learning. This is not in accordance with the objectives and characteristics of flipped classroom where students can access and do assignments anytime and anywhere. Students should be able to watch videos, read material, and do pre-tests according to their own understanding and pace. Not limited by time and teacher control so that students do not enjoy the flipped classroom learning process. As Flipped Learning Network (2014) said, there are four pillars of Flipped Classroom model, they are: F (Flexible Environment), L (Learning Culture), I (Intentional Content), and P (Professional Educator).

CONCLUSION

After conducting research and analyzing the implementation of Flipped Classroom Model in English subject of SMP Negeri 26 Padang, it can be concluded that in the before-class phase, the English teacher used Whatsapp for discussing and giving instructions to the students, and then Quizziz was used for the pre-test and the post-test. The English teacher also used YouTube videos and PowerPoint for the learning material. However, the students did not do the online discussion due to several reasons. In the during-class phase, the English teacher asked students to do group discussion process related to the question given by the English teacher. After that, the students shared opinion and knowledge related to the topic. The students also made a conclusion on a piece of paper and presented it in front of the class. The English teacher gave feedback and comments on the students' presentations. In the after-class phase, the English teacher created a post-test for the students. However, the English teacher did not create enrichment material, feedback, and discussion forum because the students' post-test results were better than the pre-test. Moreover, students' activeness and feedback when conducting face-to-face meeting were good. The problems faced by the English teacher and the students in online learning were less motivation, a time limit in online learning, low internet connection, limited internet data, fewer students owning a smartphone, and no lecture videos by the teacher itself. In a face-to-face meeting, the English teacher and the students had

limited time so the group discussion activities can not be carried out in every meeting.

The researcher hopes that future researchers who conduct similar research will understand more towards the implementation of Flipped classroom in teaching English. The researcher also hope that this research will be an inspiration and guidance for further researcher in understanding the results better. Therefore, the results are going to be more useful and be applied in an exceedingly larger area.

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