



***STUDENTS' SATISFACTION WITH FLIPPED CLASSROOM IN
BASIC ENGLISH COURSE***

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Abstract

This study aimed at investigating the students' satisfaction with flipped classroom in Basic English course, namely on grammar topic classes, by employing the Embedded Design in Mixed Method. The sample of this study was 44 students of Diploma 3 of Blood Bank Technology Study Program. The data were collected simultaneously through questionnaire and interview. The result showed that students were satisfied on the teacher aspects, some materials aspects, and classroom interaction aspect. These were because they already knew what flipped classroom is and that flipped classroom is beneficial and interesting to them.

Keywords: flipped, classroom, satisfaction

INTRODUCTION

Covid-19 pandemic had made it possible for learners to learn in a different way than they usually do. Since the pandemic began, there were various shifts to learning methods used by teachers. These various methods helped learners to learn in the remote learning since they had to distance each other to avoid the spread of virus. Learning activities were done by synchronous or asynchronous methods. Then, as the pandemic showed better improvements and people could meet each other in limited settings, learning methods slowly shifted to hybrid learning methods. One of the hybrids learning methods employed was flipped classroom.

Flipped classroom is a type of learning method which prepares students for the specific material they are about to learn prior to the face-to-face meeting in the class (Abeysekera & Dawson, 2015; Reidsema et al., 2017). In flipped classroom, students can preview and learn the material before the face-to-face meeting takes place, and even, they can review the materials they are learning after the class over to make sure they already understood the material. The materials were in the form of either prerecorded materials or reading assignments (Santos Green et al., 2017; Talan & Gulsecen, 2019). Then, in the face-to-face meeting, they get the practice session they

need for the material. Flipped learning accommodates learners to learn accordingly and in collaboration with their peers, while they are also in control of their own learning pace and time suited to them (Santos Green et al., 2017).

In flipped learning setting, especially in the college, learners could have an online session mixed with offline session of the class accordingly. The lecturer prepared a prerecorded material in the LMS or sent in the class chat group prior to the class session. This makes learning easier since lecturer can manage time better for theory and practice session of the course. Flipped classroom can also help learners maintain learning suited to their learning pace. Recent studies showed that flipped classroom is employed in various classroom settings and subjects; as well as had several benefits. In (Nguyen, 2017), flipped classroom was proven to give students more opportunities to practice speaking skills and that reading before classroom gave them opportunities to improve their reading skill a lot. It was also found in another study done by Ishak & Kurniawan (2020), flipped classroom also help students to prepare better for the classroom, prior to the in-class activities. Moreover, flipped learning also facilitates teachers to instill autonomous learning (Ansori & Nafi', 2018; Kvashnina & Martynko, 2016). Then, the flipped classroom also can maximize face time, engage more interaction, and let student achieve learning goals (Kvashnina & Martynko, 2016; Namhee Kang, 2015).

Previously, the theory and practicum classes were fully done online by employing Edlink (the LMS used) and by direct instruction using the Zoom Conference App. However, students yearn for in-class activities, including in-class lecture and in-class practicum. Meanwhile, as the pandemic era reached its shifting to endemic one, there should have been a shift in teaching methods applied in the class. In Bahasa Inggris Dasar class (later will be mentioned as the Basic English Course), there were two parts of the course which is now mostly done in the in-class activities, namely theory and practicum classes. Of all the class sessions, the flipped classroom was used in several topics on grammar part of the class, i.e., by employing the Edlink and then continued by the practicum session right after. Students were given prerecorded materials prior to the practicum class, and they were asked to watch the video, and then they moved to the in-class-practicum to check their understanding as well as to practice the concepts of the materials given in the video.

Students...

As most of the classes were done in fully in-class activities including the theory and practicum session, it was not known whether the flipped classroom gave impacts on learning improvements for students in the Basic English Course, as well as whether students were satisfied or not with the flipped classroom scheme. Most of the sessions of nowadays classes were in-class ones, but some topics, which were mixed from the prerecorded videos to in-class activities. This study aimed at investigating the students' satisfaction with flipped classroom in Basic English course, namely on grammar topic classes.

RESEARCH METHOD

This study used the mixed-method design coined by (Creswell, 2012), in which the quantitative data and qualitative data were acquired simultaneously using the Embedded Design. The population of this research were 76 students of the Blood Bank Technology study program of Politeknik Kesehatan Bhakti Setya Indonesia who enrolled for the Basic English Course class in Class 1 and Class 2. The sample of this study was calculated using the Yamane formula (Israel, 1992), which resulted 44 samples taken from two classes by employing the Simple Random Sampling. The procedure for selecting the participants for the sample was simply choosing students number 1 through 22 in each class who responded the questionnaire. The order of the participants was already random due to their response speed. Then, at the same time, 6 respondents representing the high, medium, and low level were interviewed.

This study used a questionnaire for the instrument. The questionnaire was adopted from (Barua et al., 2014) in which 10 question items were asked, and it used the 5 scaled Likert scale started from Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The students gave response to measure their satisfaction toward the Flipped Classroom. The result of the questionnaire were analyzed by using the mean and standard deviation (Johnson & Morgan, 2016) and then interpreted by using the following level: strongly disagree (1,00-1,80), neutral/moderate (2,61-3,40), agree (3,41-4,20), and strongly agree (4,21-5,00) (Sari & Wahyudin, 2019). An interview was also done along with the questionnaire data collection to complete the questionnaire data. The questions were as follow: Are you familiar with Flipped

Classroom? If so, explain it; and, in your opinion, how was the Flipped Classroom used in the Grammar topic (especially the Reported Speech)?

FINDINGS AND DISCUSSION

The quantitative analysis of this study was organized based on the research questionnaire which were put into four categories, namely material aspects, teacher aspects, students' attitude towards flipped classroom, and peer-to-peer interactions.

Material Aspects

The first section of the study was the material aspects of the flipped classroom. In this aspect, students were asked whether they were satisfied with the materials in the flipped classroom. The data is shown in Table 1.

Table 1. Material aspects

No	Statements	Mean	SD	Interpretation
1	Viewing the lecture before scheduled class prepared me for the class activity	3,7	1,07	Agree
2	I did not view the lecture before class although I was supposed to.	2,76	0,96	neutral/moderate
3	Viewing the pre-recorded lecture was essential to successfully participating in the class activity.	3,79	0,98	Agree
4	The flipped classroom model was similar to other classes in Poltekkes BSI.	3,21	0,84	neutral/moderate

Based on the respondents' answers in Table 1, students agreed upon viewing the pre-recorded materials and that the lecture material helped them to prepare for the in-class activity. The students also agreed that viewing the pre-recorded lecture was essential to successfully participating in the class activity. Both questions asking for material viewing prior to the class fell into the same category, i.e., the "Agree" category. This could tell that students were satisfied with the prerecorded materials prepared for them. Viewing prerecorded materials before in-class sessions could help learners to have better understanding about the materials as they were given chances to view the video over and over until they get what the lesson was about (Mandasari & Wahyudin, 2021). The students also agreed that they could prepare and successfully participated in the in-class activity by viewing the materials prior to the in-class activity. This activity helped them to be more active later in the class (Nguyen, 2017). This was perhaps because they thought that viewing the lesson video prior to the class was important for their learning progress (Pierce & Fox, 2012).

Students...

Although most of the students agreed that they could be prepared better if they view the materials before coming to the classroom, some of the students also answered that they were neutral when asked whether they viewed the video prior to the in-class activity. In this research setting, the students were given the video several hours before the in-class activity by hoping that they could refresh easily what was taught in the video soon in the practicum class. The basic concepts, especially grammar, could easily be introduced when they were taught in learners' own pace and chosen settings (Goedhart et al., 2019; Nguyen, 2017).

In the last question of the material aspects, students responded that they were neutral toward whether the flipped classroom in Basic English Course is similar to other courses in Poltekkes BSI. Students' answers were not clear perhaps they were confused to determine whether the flipped version of the lesson is similar as other lessons in Poltekkes BSI.

Teacher Aspects

The second section of the study was the teacher aspects of the flipped classroom. In this aspect, students were asked whether they were satisfied with the way the teacher taught in the flipped classroom version of the class. The data is shown in Table 2.

Table 2. Teacher Aspects

No	Statements	Mean	SD	Interpretation
1	The instructor made meaningful connections between the topics in the pre-recorded lecture and the class activity.	3,86	0,99	Agree
2	The instructor required student participation in the in-class activity.	3,57	0,79	Agree

As shown in Table 2, all the students agreed that the teacher had the strongest role in the Flipped Classroom session of Basic English Course. They believed that the instructor (or teacher) made meaningful connections between the topics in the pre-recorded lecture and the class activity. This was done by giving extended examples of the lesson in the prerecorded session. At first, the learners viewed the prerecorded video and when they came in the class, more examples were provided by the teacher. In other research, giving micro lectures did not show negative results on the learners' achievement and attitudes (McLaughlin et al., 2013; van Alten et al., 2019). In fact,

student satisfaction was higher in the flipped classroom that included lecture activities, compared to the one without it (van Alten et al., 2019).

Regarding the students' activities, it was required that students were needed to become more active in the Flipped Classroom setting. This can be done in the Basic English Course class, namely the grammar topic because Basic English Course is divided into two parts, namely the theory and practicum sessions. In that setting, learner and teacher could interact well in the class activity. This is in line with what (Pierce & Fox, 2012) found in their research, i.e., faculty-learner interactions were desirable in the flipped classroom activity. The relationship between viewing prerecorded materials prior to class activity and engaging in classroom activity is strong, that is, by completing each other. To prepare for the in-class activity interaction, students need to view the video of the lectures prior to class.

Students' Attitude towards Flipped Classroom

The third section of the study was the students' attitude aspects of the flipped classroom. In this aspect, students were asked whether they were satisfied with lesson. The data is shown in Table 3.

Table 3. Students' Attitude towards Flipped Classroom

No	Statements	Mean	SD	Interpretation
1	I enjoyed being able to view the lecture prior to the scheduled class to as opposed to live class lecture.	2,76	1	neutral/moderate
2	I am confident about my ability to address these topics on the final examination.	3,37	0,76	neutral/moderate
3	I wish more instructors used the flipped classroom model.	2,87	0,94	neutral/moderate

Compared to the teacher aspects in which the students agreed upon the teacher's role in giving more meaningful as well as micro lectures along with the practicum class, students' attitude toward the flipped classroom in the grammar class were different. All items asking for their attitude, namely whether they enjoyed viewing the material prior to class, being confident about their ability to perform in the finals, and their hope that more lecturers will use the flipped classroom in some or all topics of their lectures. These items were neutral, which means that it could not be decided whether the students fully satisfied with the flipped classroom or not.

Students...

However, viewing the videos before class could fill the knowledge gap before the class and build a framework for higher level understanding and to control action (Ishak & Kurniawan, 2020). The students will get more feedback in the flipped classroom so it will help them to promote better achievement in learning (Talan & Gulsecen, 2019). Then, students were also reported to have positive attitudes toward the flipped classroom, which showed that they were satisfied with the content and topics of the learning materials (Feng Teng, 2017).

Interactions in the Flipped Classroom

The fourth section of the study was the interactions in the flipped classroom. In this aspect, students were asked whether they were satisfied with their interactions within the flipped classroom lesson. The data is shown in Table 4.

Table 4. Interactions in the Flipped Classroom

No	Statements	Mean	SD	Interpretation
1	I want more interaction between students and faculty members in class.	3,83	0,85	Agree

The last question focused on the interactions happened in the flipped classroom. All the students agreed upon the item. In the Basic English Course, interactions between the students and the faculty members happened in the practicum session. They asked for the advice for their work during the practicum session. They then got more time to practice the lecture. This situation could lead to a more engaging classroom interaction and activities (Nanclares & Rodriguez, 2016). Moreover, students also enjoyed in the practicum class and they could get more interaction in the full time flipped classroom as well as the full time practicum class (van Alten et al., 2019).

In addition, the participants were also asked an open question about the students' knowledge of flipped learning and flipped learning application on grammar teaching. There are varieties of answers that were filled by respondents regarding the questions. The details are explained as follow.

... *"Flipped classroom or reverse class is a method or learning process in which a student learns some material firstly before starting the learning process in class directly with the lecturer. And it can also be interpreted as preparing ourselves to learn more in class later"*. RA.1

"OK, Mom, I'll answer the questions. Number one, do you know what a flipped" RB.1

classroom is? Yes, Flipped Classroom is a type of learning model where students are not familiar with classroom learning. Understand the material first at home as instructed by the teacher or lecturer”.

“Yes, I know. A Flipped classroom is a class where the first material is given online and then discussed again through practice. Meanwhile, for the traditional classes, all students join the offline classes. If I'm not mistaken. Inshaallah”. RC.1

“In my opinion, Flipped Classroom is where the lecturer provides learning material for students to study first, both in text and video form. So that during face-to-face or offline class, students can easily understand the material that is taught by the lecturer and are more active because they have previously studied the material in the online class”. RD.1

“I am here to answer the question from number one. It is about a flipped classroom where the material is delivered via online”. RE.1

“Alright, Mis, I'll answer the first question. Do you know about Flipped or reverse class? Yes, I know, a Flipped classroom is a learning method where first in Edlink then proceed with a practicum in class”. RF.1

The above results of the interview showed that all students know about flipped classroom knowledge. Most students view flipped classrooms as a type of learning model or method. A learning model that directs students to study material in online classes first before joining offline classes. The lecturer prepared the material consisting of texts or videos in Edlink. The students can preview and learn the material before the offline class takes place.

“In my opinion, flipped classroom is for learning grammar, speaking and so on. Flipped classroom is interesting and has many benefits and positive values. But there are also some barriers that faced by students”. RA.2

“The answer number two. In my opinion, flipped classroom is to facilitate students' success in learning English, especially in mastering English grammar”. RB.2

“...my opinion about flipped classrooms is, to be honest, it's not very good. It's arguably a bit difficult. Yes, only, in my opinion, the flipped classroom is not satisfying for me. Meanwhile, the traditional classroom is fun, and exciting. The material obtained is more understandable than via Zoom”. RC.2

“Number two. In my opinion, a flipped classroom is very good to use because students can know how to write English words and phrases through the explained text and video are given by the lecturer”. RD.2

“And for the second answer, in my opinion, a flipped classroom on report RE.2

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speech material is not effective for students because students will understand better if the material is given in offline class”.

“...in my opinion, using flipped classroom on reported speech material is quite easy. But I'm having some difficulties like changing "i am" to "was" I don't really understand that, Miss. RF.2

The results of the interviews showed that most students found that flipped classroom is easy to implement, interesting, has positive values, and has many benefits. The flipped classroom is to facilitate students' success in learning English, especially in English grammar mastery. It can help students know the procedures for writing English through text and video from the lecturers' explanations. In Flipped Classroom, students' satisfaction comes from the easiness of participating in learning, the willingness to conduct self-directed learning, and improvement in English grammar knowledge. This learning model activates students' self-learning by giving interesting materials through explained videos and discussing the materials in the classroom (Mandasari & Wahyudin, 2021).

However, some students found that they had barriers when they joined the flipped classroom. There were many difficulties in the reported speech materials like changing tenses like "am" to "was". The flipped classroom is not satisfying for students. They also found that the traditional classroom is more effective than Flipped Classroom. The traditional classroom is also fun, and exciting. The material obtained is more understandable than via Zoom. They feel enjoyable and happier when they are taught using a traditional classroom. The materials can be understood easier. It was also found on the earlier study that the students assumed that the flipped classroom was highly satisfactory and helpful but there were some difficulties especially for lower-level students like speaking out in English and listening YouTube native speaker videos if focusing on listening rather than vocabulary (Namhee Kang, 2015).

CONCLUSION

It can be concluded from the findings and discussion that students mostly agreed upon the Flipped Classroom, which were also interpreted as being satisfied with the Flipped Classroom sessions. However, they were only satisfied on three aspects, namely the teacher aspects, some materials aspects, and classroom interaction aspect. The students were satisfied that they could view the materials prior to class to help them

prepare for the class and to successfully participate in class activity. Then, they were also satisfied with the teacher/instructor who could make meaningful connections between the topics in both types of lectures which also required students to participate more in the class. Then, the students were also satisfied with the interactions happening between the faculty and peer-to-peer interactions. These were because they already knew what flipped classroom is and that flipped classroom is beneficial and interesting to them.

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