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Linguistika, Jurnal Pendidikan Bahasa Inggris, merupakan jurnal ilmiah yang menyajikan artikel orisional tentang Pendidikan Bahasa Inggris. Jurnal ini merupakan sarana publikasi dan ajang berbagi riset dan pengembangannya di bidang Pendidikan Bahasa Inggris. Pemuatan artikel di jurnal ini dialamatkan ke kantor editor. Informasi lengkap untuk pemuatan artikel dan petunjuk penulisan artikel tersedia di dalam setiap terbitan. Artikel yang masuk akan masuk proses seleksi editor. Jurnal ini terbit secara berkala sebanyak dua kali dalam setahun (Oktober,April). Pemuatan naskah tidak dipungut biaya.

Linguistika, English Education Journal, is a scientific journal publishing original articles on English Education. The journal provides a broad-based forum for the publication and sharing of ongoing research and development in English Education. The paper to be presented in this journal is addressed to the editorial office. The complete information regarding the procedures to send an article is available in each volume. All articles will be subjected to review process by the editors. Starting from 2010, the journal has been periodically twice a year (October, April).

CONTENTS

THE IMPLEMENTATION OF FLIPPED CLASSROOM BY USING TED-ED IN WRITING III CLASS OF THIRD SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM OF TEACHER TRAINING AND EDUCATION FACULTY OF UNIVERSITAS BANDAR LAMPUNG

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Abstract

The objectives of this research were to know how flipped classroom can give an effect to students' activeness in the class, and to see students' achievement in experiencing flipped classroom method. In this research, I used the descriptive qualitative method. The kind of method was used to feel the experience the real world, and also to know people's point of view of a certain phenomenon. It was also used to obtain the truthful, precise, and well-organized explanation about students' activeness and students' achievement in experiencing flipped writing class. The research was done at Writing III class of English Education Study Program of Teaching and Training Education of Universitas Bandar Lampung that consisted of twenty-four students. The data were gathered by observation and questionnaire, and those were also analysed by combining the result of observation and questionnaire in several paragraphs. The result of this research showed that when this method firstly implemented, students felt confused of what they should do in the class, but the class in the end ran successfully. From the questionnaire result also showed mostly positive feedbacks in experiencing flipped method, but there are also some negative feedbacks are given in it. The combination of those two instruments is that flipped classroom method is able to facilitate them in writing class. They mostly agreed this method could make them more interested in this class, and it could help them in improving their skills, also it could awake them that they need to be more responsible of their own learning in the class.

Keywords: Flipped classroom, TED-ED, Writing class

1. INTRODUCTION

We all know that education is one way of producing agents of change. It is important in making our world better than ever, and in making our future brighter than our past even present. Education is a survival tool to challenge the world, we are left behind others without it, and we cannot improve our self to be better individuals. In Indonesia, based on Act of the Republic of Indonesia number 20, year 2003 on National Education System, in article 3 it is stated that; "The national education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials, so that they become imbued with human values who are faithful and pious to one and only God; who possess morals and noble character, who are healthy, knowledgeable, competent, creative, independent; and as citizens are democratic and responsible."

From that aim, it can be seen how big the commission from the constitution for developing the improvement potential of human resources in Indonesia through education, but the reality is our educational quality is still very low. One of the causes of these problems is the learning system that is still too rigid and only provides one way. (Suyahya, 2014:186-187) In Indonesia, learning system in almost all of the schools or colleges still provides one way in delivering the material that is called Teacher Centered Learning (TCL). It only makes the students become passive because they get the material only from the teacher, so their creativity will not improve. King (1993) as cited in Hamdan, McKnight, and Arfstrom (2013:5) defined

that in the traditional teacher-centered model, the teacher is the major information sources that the students have, and everything comes from the teacher in the class. Indonesia needs to change this learning system into the system that is called student-centered learning. In this learning, the students are demanded to be more active in doing the task and discussing it with the teacher as the facilitator. One interesting research was done by Ginola and Sidabalok (2016) which concerns of facilitating the students more chance to practice speaking by integrating the use of a Learning Management System (LMS) called Schoology to enhance students' active participation during the learning process. The result shows that the students felt that the learning process was more efffective in helping them improving their speaking ability and building their bravery in being more active both in the online and offline meeting.

Based on the fact above, I concern on English lesson, the goal of English language teaching in Indonesia is the improvement of students' ability in both written and spoken aspect, but when the process is on the way, the fact appears that the teaching learning process is not able to reach the goal. Like in writing lesson, we all know that the students' ability in writing is very important because it can support other skills (listening, speaking, and reading). From all of these skills, writing ability is called productive skill, because the students' writing product will be the result in the end. For the students, writing itself becomes a high mountain that should be climbed by them, because according to Muslim (2014:105), students in this era have slight awareness in how to write well as we remember that writing is one of the requirements for them to graduate from university and continuing their education to a higher degree.

It is strengthened by Huy (2015:54), he said that "these poor students come to think that "English" and "writing" are nothing but spelling and grammar", it means that they thought writing is less important than other skills, they are not alert with the value of their writing in making their English skills perfect. The teachers need a method that asked the students to have a critical thinking ability, and they are able to respond the events around them. It is also appropriate with our *K-13* (2013 curriculum) that encourages the students to be more active in the class. Based on the criteria above, one of the methods that is suggested by me to create an enjoyable teaching learning process is Flipped or Inverted Classroom method. According to Hamdan McKnight, and Arfstrom (2013:4), flipped classroom is the reverse action of the traditional classroom. In flipped classroom, the technology sources become the replacement of the teacher in the class, because the students will listen, watch, and read the material from the teacher at home, this method can be done individually or in groups. As a result, the students can construct the knowledge from any student-centered activity that is believed by the constructivism that people can learn through experiencing. The important things in this method are; the model that is used is student-centered learning, it means that every student in the class has an obligation to comprehend the material or the basic understanding of the material, so he or she can fully get involved in the class.

In solving students' problems in writing, there are many solutions that appeared, first is from Liu and Lee (2014:81-103), they suggested Corrective Feedback (CF) in correcting the students' writing. It is useful to help the students improving their skills writing; such as the diction of vocabulary, the improvement of their grammar. Second, brainstorming strategy that is suggested from Amoush (2015:88-92). It will help the students to get the chance to communicate their idea on a particular topic, and their idea of the solution that might appear on that topic. Third, flipped classroom, as stated by Farah (2014:41), the studies

before showed that the method not only developed students' achievement, but also advanced their attitudes and beliefs in learning writing. Using this method in writing class also triggered students' interest in producing their own writing, and got better self-confidence.

2. LITERATURE REVIEW
2.1 Computer Assisted Language Learning

CALL has a long history in developing language learning, there are so many projects done to support this. There is one CALL project that is very famous in that time, it is in Illinois University and the name of the project is PLATO (Programmed Logic for Automated Teaching Operations; Chapelle and Jamieson 1984). This project was born with focusing to develop educational situation of foreign languages itself.

Hashmi (2016:203-205) argued that CALL is a breakthrough in making fascinated and valuable teaching English, especially as a foreign language. He also added that CALL is able to boost students' motivation and interest in learning English. Another benefit of CALL is that it can be implemented to encourage students' activeness since their autonomy of learning also increased. At last, a better communication between teacher and students is achieved because of CALL. So, many discussions will appear in class and it can make them more active in the class.

2.2 Flipped Classroom

There are two teachers that are believed as the initiator of this method; they are high-school chemistry teachers, Jon Bergmann and Aaron Sams who have the objective in creating this to overcome the problem of the students' absence. Due to this method, Bergmann and Sams tried to be more devoted in lecturing video, evaluating the material outside the class, creating more important activities, and concerning in more complicated concept of learning.

(Bergmann and Sams, 2014) as cited in Jacot, Noren, and Berge (2014:23).

This method has some advantages and disadvantages when it is implemented in the classroom, as stated by Bergman, Overmeyer, and Wilie (2013) as cited in Cohen and Brugar (2013:12), flipped classroom has some advantages; First, students become more conscientious for their own studying in the class. If they are clever enough, they will be faster and easier in understanding the lesson, if they are quite lazy to find it, they will be left behind by others.

Second, the videos are documented in one place. It will make students easier to watch as many as they like, as often as they want, because they will stop and start it more than once in order to comprehend the material in it. Third, the individual communication between teacher and students will increase. It is because the class time will be used as discussion, no longer as lecturing time, so there are a lot of questions and answers will appear in the class.

Despite many advantages in flipped classroom, there are also some disadvantages in implementing it. Since this method is a quite new in the learning-teaching process, it is defiance for beginners or for the person who implements it the first time. As what Collins (2012) as cited in Halili and Zainuddin (2015:31) stated that a new method of teaching usually gets a greater challenge even though it is already well-prepared. One of the challenge is about the time, the teacher should have time inside and outside the class. Inside the class, the teacher will guide the students in the discussion that can also be time-consuming when the teacher forgets about the time. Outside the class, he or she should prepare the lecturing video for them.

Flipped classroom method is a breakthrough in combining teaching and technology. So, teachers according to

McLeod, Fisher, and Hoover (2003:33) as cited in Popescu (2014:146) are able to make the students aware about their time management, and to create the well-organized learning process in the class and also the statement from Slavin (2006:243) as cited in Loyens (2007:17) is that "the teacher becomes the "guide at the side" rather than the "sage on the stage"", it means the teacher is not the core of the process, he or she just a partner of students in learning.

2.3 TED-Ed
TED is a combination of video conferences about technology, entertainment, and design that was born in 1984. This concept was the result of a three-field observation from Richard Saul Wurman, that three fields are technology, entertainment, and design. In 1990, the conference of TED finally began in California with many audiences from different places and fields who have the same purpose in sharing and knowing other ideas. TED-Ed has a director named Logan Smalley is the initiative program from TED in the education field. From the slogan of TED-Ed, Lesson worth sharing, it has a purpose in facilitating the thought from teachers and students all over the world. TED-Ed used a platform that included videos from many sources in the internet, and users can create questions and discussions related to the video.

2.4 Writing
Writing is one of the thorniest skills that the students' should face in learning English, no matter it is as second or foreign language, or even as their official language. As the statement from Kellogg, Olive, & Pilot (2001) as cited in Javed, Juan &Nazli (2013:131) is that writing is considered a cognitive test; it means this skill can improve other abilities, like students' competency of language, students' capacity in recalling the knowledge, and students' skill of thinking. The whole meaning of writing skills based on Javed, Juan &Nazli (2013:132) are producing right sentences in

grammatical context, and also publishing the product that easily conveyed by readers.

3. METHODOLOGY
This research used qualitative research. In doing this qualitative research, I would find the meaning of certain phenomenon happening in the society in the forms of their behavior when they engaged in a certain activity. (Creswell, 2014:48) I used descriptive qualitative method to make the explanation truthfully, precisely, and well-organized. I described how is students' activeness and achievement in studying English writing by using flipped classroom method. There were three ways in conducting this research. First, I would observe the class and the students, and then recorded them as my main data. Finally, all of the data would be analyzed and described based on the problems of the research that mentioned in Chapter 1.

The research has done at Writing III class of English Education Study Program of Teaching and Training Education of Universitas Bandar Lampung. The data was gathered by observing the students in the class, providing them questionnaire in the end of my observation and then analyzing the data from the questionnaire. In the research, firstly I observed how the ongoing learning-teaching process, especially I concerned in students' activeness and achievement. The result of this observation became the baseline in making the questionnaire. It has distributed at the end of the observation. I used closed-ended question in producing the questionnaire, five-point Likert scale used in it and there was one descriptive question in the end of the questionnaire that had a purpose to know the perspective of flipped classroom from the students' side. At the end, it was combined with the observation that has done before in making the result of this research. After the all of the data were gathered, I combined the result in forms of several paragraphs. The result from combination between two instruments

above was in the form of table and diagram and it was explained by some sentences that interpreted the table and diagram.

4. DISCUSSION

I have done the research by using two instruments that are suitable for my method of research; there are observation and questionnaire. The former had a purpose as my point of view of students' activeness and achievement in experiencing this method, and the latter had a purpose as students' point of view about these ones. I emphasized on activeness and achievement is because these are the most important indicators to be seen by teachers, and whether their learning process runs successfully or not. First, as stated by Bolliger and Armier (2013:201), students' activeness in the class becomes a thing that should be given attention by teachers in form of an approach called "active learning". Macmeher and Crawford (2007) as cited in Bolliger and Armier (2013:201) stated that active learning is defined as the way of pushing the students to get involved in whole activity in the class with their own abilities.

Based on the result of this research from those two indicators, it shows that in the beginning of the class, students are little bit confused with the applied method in the class. As stated by Colins (2012) as cited in Halili and Zainuddin (2015:31), when a new method is introduced to the students, they will feel strange with this one, and the result is they do not know what they should accomplish in the class.

It is strengthen by their choice in questionnaire about their awareness of asking to others, and it is strengthened by their responses about their attitude of confusing with the recent method in the class because they did not read the material early before entering class. Some of them watched the material when the class was started.

After that, they got the assignment from the lecturer about interpreting a bar chart. They finished it in groups in order to help each other in finishing the assignment. Rotellar and Cain (2016:3) stated that flipped method contained concrete and problem solving activities. So, they made some discussion related to the assignment, and some of them opened their internet browser to get other information for their assignment, and they also gave opinion. In problem solving questions, mostly they agreed that they tried to combine their own or basic comprehension about the material with new knowledge in the website, and they helped others to figure out what the content of material is talking about. Besides consulting to the internet, the students asked their lecturer and me about the assignment and corrected theirs. As stated by Sun and Wu (2016:92) that flipped classroom method can strengthen teacher-students interaction, and build more comfortable class setting.

Since their assignments are corrected by lecturer and me, and also the method of learning changed, I could see they could produce many words in their writing. Most of them agree that they felt write more sentences than usual in the class. Yu and Wang (2016:304-305) also found that flipped classroom can have a good impact on the students' English writing, in their score and satisfaction sides. As they thought that their writing products were better than before, it interested them more in the material given in the website. The research result of Nanclares and Rodriguez (2016:4-5) stated that flipped classroom method could make them interested to learn the material given (video), and it was more challenging than traditional classroom.

In the second meeting when the lecturer tried to correct students' work of yesterday. In flipped class, as stated by Guy and Marquis (2016:10) that this method could make class time that usually used for lecturing time; it was used as the guiding

time for the students in improving their skills in order to pay attention to him. The reason they did this is in the realizing the mistakes and improvement section. because as proved by Bergman, Overmeyer, and Wilie (2013) as cited in Cohen and Brugar (2013:12), flipped classroom can trigger the students to be more responsible with their own learning. So, they will find ways to help them in improving themselves. From the result of this research, the most of students gave positive feedbacks about flipped classroom in writing class, they said that it was interesting. If I made it in a sentence, the sentence is; 'Overall the class is great, the material and assignments given are so interesting and challenging myself to trigger me in finding my weakness, although in the class is a bit tedious, but after all those can obtain novel knowledge in widen my idea and make me to study harder.'

So that, the method ran quite well as the process followed the revised version of Bloom's taxonomy as stated in Zainuddin and Halili (2016:316). They stated that in flipped class inverted the usual process in Bloom's taxonomy. Remembering and understanding stages are usually done in class, in flipped it is done in home. Analyzing, evaluating, and creating stages are regularly done in home, in flipped it is done in the class. The process of remember and understanding were running here in order to make them filled their brain with the basic knowledge of material before coming to the class, and the process of analyzing, evaluating, and creating were also running here to make them became more prepared when the class time began, because they already had the fuel to run their engine in the class.

5. CONCLUSION
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