

## DEVELOPING AN EXTENDED FLIPPED CLASSROOM FOR TEACHING ENGLISH AT PRIMARY SCHOOL: THE PLAN, FLIP, ASSESS, REFLECT (PFAR) MODEL

Adin Fauzi<sup>1</sup>, Miza Rahmatika Aini<sup>2</sup>

<sup>1</sup>Department of Primary School Teacher Education, Universitas Islam Balitar, Blitar, Indonesia

<sup>2</sup>Department of English Education, Universitas Islam Balitar, Blitar, Indonesia

<sup>1</sup>adinfauzi2693@gmail.com, <sup>2</sup>jumintenlarasati@email.com

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### ABSTRACT

*It is widely known that teacher-centered learning still dominates the current teaching and learning practice. This practice leads to an ineffective learning process since the students are not optimally engaged in it. Additionally, the teachers' challenge is growing due to the implementation of online learning during the Covid-19 pandemic. To address these challenges, this study developed a flipped classroom named the Plan, Flip, Assess, and Reflect (PFAR) model for teaching English at primary school. This model is able to transform the traditional learning into an interactive learning process by mixing online and face-to-face learning. The PFAR model consists of four steps: 1) planning the lesson; 2) flipping the lesson; 3) assessing learning; and 4) reflecting upon learning. The steps in developing this model include 1) need analysis; 2) design and development; 3) validation and revision; 4) preliminary field test; 5) product revision; 6) main field test; and 7) final revision and dissemination. These processes lead to a production of the PFAR model. The result of validation revealed that the quality of the PFAR model was between good and excellent. They agreed that the PFAR model is beneficial for English teachers at primary school. The result of experiment also indicated that the PFAR model had a significant effect on the students' English speaking skill. It significantly improved the students' speaking skill. English teachers of primary school can directly adopt or adapt the PFAR model to create an effective and interactive learning process after the Covid-19 pandemic.*

**Keywords:** *flipped classroom, PFAR model, Interactive learning, Teaching English, Primary school, Covid-19*

### INTRODUCTION

The world of education has experienced a drastic change for the last few months due to the Covid-19 pandemic. The traditional practice of face-to-face learning has to be switched to online learning and virtual education (Daniel, 2020). Online learning is no longer just an option, yet it is a necessity (Dhawan, 2020). Teachers, schools, and state officials are responsible for making online learning successful. Some aspects have to be planned well including preparation, students' needs, reassurance to students and parents, approaches to remote learning, curricula, assessment, and teaching and learning after Covid-19 (Daniel, 2020). In Indonesia, the Ministry of Education and Culture have established the emergency curriculum to deal with Covid-19 pandemic that has affected the process of education. What is meant by emergency curriculum is the simplification of basic

competences in each subject, so that the focus is on the essential and prerequisite competences for the continuity of learning in the next levels (the Ministry of Education and Culture, 2020). This policy is a clear evidence that the current education has been facing the new normality, which requires all related parties to take extraordinary steps to effectively implement teaching and learning process during the pandemic situation.

To continue the process of education during the pandemic situation, online learning seems to be most effective solution. However, there are some challenges that teachers, students, and parents have been encountering. The Ministry of Education and Culture (2020) reported that teachers have been struggling to manage online learning, and they tend to focus on the completion of curriculum. Moreover, the learning duration is decreased so that it is impossible for teachers to accomplish the required teaching hours. Furthermore, teachers found it hard to communicate with parents at home as their partner in online learning. On the side of parents, not all of them are able to accompany students in learning due to their other responsibilities such as job, housework, etc. Besides, it is not easy for parents to understand the subjects and motivate their children to keep learning at home. In addition to teachers and parents, students were also reported facing enormous challenges. First, it is problematic for students to concentrate on learning. They also complained about the tasks given by their teachers. Second, they have been feeling stressed and bored due to the isolation that is potential to cause anxiety and depression. The challenges in online learning are made clearer by some empirical studies. Fauzi & Sastra Khusuma (2020) revealed that teachers faced some obstacles, namely availability of facilities, network and Internet usage, planning, implementation, and evaluation of learning, and collaboration with parents. Another study which was carried out by Atmojo & Nugroho (2020) showed that there were students who have no smartphones or limited Internet access. Many students were also found having low digital literacy. In addition, some of the students are unable to understand instructions given by the teachers. Dhawan (2020) also added that sometimes online learning is boring and unengaging for students. Although online learning has some obstacles, teachers should always find the way to make it more effective. Even after the pandemic is over and students are back to face-to-face classroom, the treatment given during the Covid-19 will predictably

last. The implementation of online learning will accelerate to complement face-to-face learning, and schools will prepare themselves more systematically (Daniel, 2020).

To deal with the challenges and to prepare for the teaching and learning after Covid-19, flipped classroom is a remarkable option for teachers. This type of strategy is potential for the post-pandemic teaching since teachers can combine face-to-face learning with online learning, and students can learn at anytime and anywhere (Dhawan, 2020). The fundamental principle of flipped classroom is to deliver materials before face-to-face class by using online videos, in order to provide more time in the class for more active learning (Lo & Hew, 2017). In flipped classroom, students are engaged in the form of preliminary learning online to prepare for learning activity in the class with their teachers and friends (Reidsema, Hadgraft, & Kavanagh, 2017). According to Bergmann & Sams (2012), there is a number of reasons why flipped classroom is worth implementing. First, flipped classroom, which integrates technology in its implementation, closely relates to the today's students habit of accessing Internet, YouTube, and other digital tools. Therefore, when they learn by using those tools, their motivation for learning will escalate. Second, flipped classroom reforms classroom management. In the traditional classroom, students normally listen to the teachers' explanation, and do some tasks. Very often, the students did not pay attention in the class. In flipped classroom, students are more active and the class is more manageable since the class time is used for doing hands-on activities or working in small groups. Third, flipped classroom enhances teacher-student and student-student interactions. Students can see their teachers as mentors, friends, and experts. Moreover, teachers can approach each student by talking to them, answering their questions, working with small groups, and assisting them in doing the tasks. During small group activities, students can collaborate and help each other in understanding the materials (Mehring, 2017). This way, the students' are able to build connection to each other.

The necessity of developing flipped classroom for teaching English at primary school was strongly identified from the result of field study. The findings revealed that the teacher adopted lecture method in teaching English; that is, by presenting and explaining course materials to the students. The students primarily

used course book as the learning resource. This traditional practice seems ineffective since the students were passive in the classroom. They were demanded to accomplish the exercises provided in the course book. Moreover, there were nearly no hands-on activities in the classroom. Simply say, learning process was product-oriented, rather than process-oriented. Based on this finding, developing flipped classroom would be a helpful solution to create a more effective learning process, notably in English learning.

The current literature also reveals that flipped classroom was effective to be applied in language class. In pronunciation class, flipped classroom worked well. Ramirez (2017) found out that the students' pronunciation improved at the end of the course, particularly in consonant sounds and linking. In addition, students went through different activities which boosted their motivation, and developed their consciousness and autonomy of learning. In writing class, flipped classroom was also helpful. Buitrago & Diaz (2017) figured out that the students' writing skill improved greatly as a result of flipping the class. In this study, flipped classroom facilitated students in writing process. It transformed the students' writing awareness, ability, and attitude. The students were keen to work independently in online session, and learn productively in the face-to-face session. In speaking class, Teng (2017) reported that the students remarkably improved their speaking performance on a storytelling task. This speaking improvement was achieved due to a lot of classroom practices. Diverse speaking activities were found beneficial in flipped classroom to enhance the students' speaking skill.

In addition, the current literature shows a number of development studies regarding the flipped classroom in diverse subjects. Luo, O'Steen, & Brown (2020) developed a framework namely the Flipped Learning Model (FLW). This framework combines flipped learning and peer feedback. This study emphasized the development of collaborative and reflective learning in writing classes. It involves the jigsaw technique and process writing approach. The FLW was valued specific, actionable, and feasible for real-life teaching by the respondents. Guo (2019) also developed a model named the O-PIRTAS (Objective, Preparation, Instructional video, Review, Test, Activity, and Summary). This model was developed for psychology course in undergraduate program. The results confirmed the effectiveness of flipped classroom. The O-PIRTAS was able to promote the

students' skills and examination performances. Moreover, it enhanced the students' perception on the teaching quality, and improved interaction among students. Previously, Lee, Lim, & Kim (2017) developed a flipped learning model for higher education. The model was designed to guide instructors in creating a mixture of online and face-to-face learning. Through a series of development research, the developed model was effective for mathematics learning in higher education and enhanced the students' satisfaction. Although the abovementioned studies have produced some modifications of flipped classroom, none of the studies developed flipped classroom for teaching young learners, particularly primary school students. In addition, Huang & Hong (as cited in Lo & Hew, 2017) revealed that there were insufficient studies that investigate the application of flipped classroom in English subject. To address these gaps, the present study developed a flipped classroom model namely the Plan, Flip, Assess, and Reflect (PFAR) for teaching English to primary school students. This model systematically guides English teachers of primary school in implementing flipped classroom.

Based on the abovementioned facts, data, and literature, the present study aimed to develop an extended flipped classroom, namely the PFAR model. It provides a comprehensive process of flipped classroom including preparation, implementation, and evaluation of learning. In addition, this study also investigated the effect of the developed PFAR model on the students' speaking skill. The development of the PFAR model reported in this study contributes to the innovation of learning practice at primary school level, as well as the growing literature of flipped classroom.

## **METHODS**

This research adopted the steps of research and development which were previously applied by Gooch (2012). However, due to the difference in data collection procedures, the researchers modified the steps as follows: (1) needs analysis; (2) product design and development; (3) validation and revision of the preliminary product; (4) preliminary field test; (5) product revision; (6) main field test; and (7) the final product revision and dissemination.

In step 1, the researchers conducted needs analysis by doing three activities namely policy study, field study, and literature study. In performing policy study,

the researchers analyzed the current educational policy which related to the pandemic situation. To conduct field study, the researchers interviewed the English teacher of an Islamic primary school. Interview was conducted to reconstruct past events that the researchers were unable to observe (Taylor, Bogdan, & DeVault, 2016). The teacher was asked about her regular teaching method, and her needs in transforming the learning process. From this, the researchers recommended flipped classroom as a solution to change the teacher's conventional method, as well as to create a more effective and student-centered learning. In addition to policy and field studies, the researchers conducted literature study. The researchers reviewed related literature to collect information about what has already existed, and what has been missing in the realm of flipped classroom study. From this process, the researchers identified the research gap; that is, studies on flipped classroom at primary school level, particularly for English subject, were still scarce.

During step 2, the researchers designed and developed the product. The researchers used the existing flipped classroom studies and teaching guides to develop a modified model which is applicable for teaching English at primary school. The developed model of flipped classroom was named the Plan, Flip, Assess, and Reflect (PFAR) model. The model was designed in the form of booklet. In step 3, the product was validated by some experts and practitioners. In selecting the validators, the researchers set the criteria as follows: (1) he/she must have  $\geq 3$  years of experience as educators (lecturer/teacher); (2) he/she possesses English education degree; (3) for lecturers, he/she must specialize in teaching English for young learners, or educational technology. Based on the criteria, the researchers selected 5 validators; two of them are English lecturers, and the rest are English teachers of primary school. The validators used a validation sheet in evaluating the product. The validation sheet consisted of five-point Likert Scale and open-ended questions. The Likert Scale include 5 options including 1 (poor), 2 (fair), 3 (average), 4 (good), and 5 (excellent). The open-ended questions were added to obtain the validators' comments and suggestions for the improvement of the product. Prior to the preliminary field test, the researchers revised the product.

In step 4, the researchers conducted the preliminary field test. This test was carried out with 6 students as the participants. The preliminary test was conducted to figure out the running of learning process, and the students' response to the

model. The researchers applied the model to teach speaking. The learning process was performed by combining online and face-to-face meetings. The students initially learned the concept online through the video shared by the researchers. Then, they came to the face-to-face class, and did a lot of practices. The face-to-face class lasted two days. Subsequently, the researchers interviewed the students to obtain their thought about the PFAR model.

During step 5, the researchers slightly revised the product based on the observation result and the students' response. Afterwards, the researchers conducted the main field test in step 6. For this step, the researchers adopted a pre-experimental one-group pretest posttest design. This design involves a pretest, treatment, and posttest for a single group (Creswell & Creswell, 2018). The students of grade V in the selected school participated in this experiment. In this situation, the control group was absent since the number of students was small; that is, only 17 students. For this reason, the researchers decided to study the single group only.

In the first meeting, the students did a pretest. The pretest was to identify the students' speaking skill in daily activities topic. The researchers then provided the treatment during 4 meetings in the form of online learning, and hands-on and small group activities in the classroom. In the sixth meeting, the students performed posttest. The posttest concentrated on evaluating the students' speaking skill in daily activities topic after following the treatment. To obtain the students' score in speaking both in pretest and posttest, the researchers designed a scoring rubric. The rubric was in the form of analytical rubric. It consists of four aspects namely vocabulary, pronunciation, structure, and fluency. Table 1 shows the scoring rubric along with the points for each aspect.

**Table 1.** Scoring Rubric for Speaking Skill

<b>Aspects</b>	<b>3 points (outstanding)</b>	<b>2 points (successful)</b>	<b>1 point (needs improvement)</b>
<b>Vocabulary</b>	Varied	Adequate	Less
<b>Pronunciation</b>	Very clear with a few errors	Clear with few errors	Several or many errors
<b>Structure</b>	Highly organized with a few errors	Organized with few errors	Several or many errors
<b>Fluency</b>	Very fluent with a few hesitations and repetitions	Fluent with few hesitations and repetitions	Several or many hesitations and repetitions

To convert the points into scores, the researcher used the formula as follows:

$$\frac{\text{Obtained points}}{\text{Total points}} \times 100 = \text{Speaking score}$$

The results of pretest and posttest were analyzed by adopting the paired-samples *t* test in SPSS Statistics. The effectiveness of the PFAR model was identified from the rejection of null hypothesis; that is, there is no statistically significant effect of implementing the PFAR model on the students' speaking skill.

In the final step, the researchers revised the product based on the result of the main field test. The PFAR model was then finalized. In the end, the product was completely ready to be disseminated to English teachers at primary school to guide them in implementing flipped classroom.

## RESULTS

In this section, the researchers provide a detailed description of each step of the development of the PFAR model.

### Need Analysis

The researchers conducted need analysis by carrying out policy study, field study, and literature study. The policy study focused on the recent regulation regarding the teaching and learning process during the pandemic situation. The Ministry of Education and Culture's (2020) regulation stated that the foremost priority in making educational policies is the health of students, teachers, families, and community. With regard to this, online learning was considered effective for the continuity of teaching and learning process. However, online learning has also brought about the negative impact, notably on students. They were risky to experience learning loss during online learning. Studies have found that face-to-face learning produces better academic achievement compared to online learning (The Ministry of Education and Culture, 2020). To deal with this tricky situation, the government finally made a decision to allow schools to conduct face-to-face learning, particularly in the area which is considered safe (green zone and yellow zone). However, the duration of face-to-face learning was reduced due to the implementation of shift system. Based on this condition, it is potential to combine online and face-to-face learning theoretically known as flipped classroom. Flipped

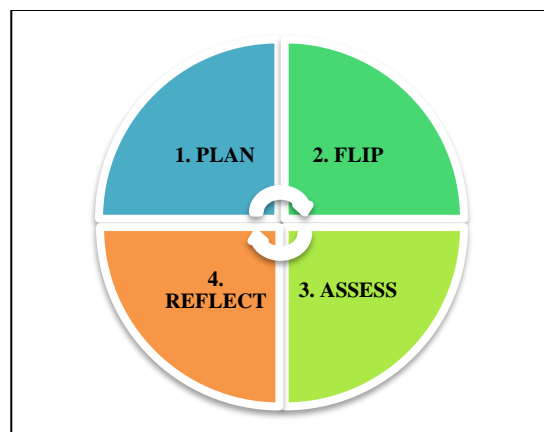


classroom can be used to conduct interactive learning as suggested by the government.

Previously, the researchers had already conducted field study. An English teacher was interviewed regarding the learning process of English subject at primary school. The result indicated that the learning process was traditional. The teacher revealed that the learning process began with the explanation of concepts. Then, the students answered questions in the course book. The learning process was not interactive and remained teacher-centered. Based on this finding, flipped classroom was crucial to be developed to create an interactive and student-centered learning process. The corroboration from the data provided adequate evidence that flipped classroom needs to be developed in the context of teaching English at primary school.

### **Design, Development, and Validation of the Product**

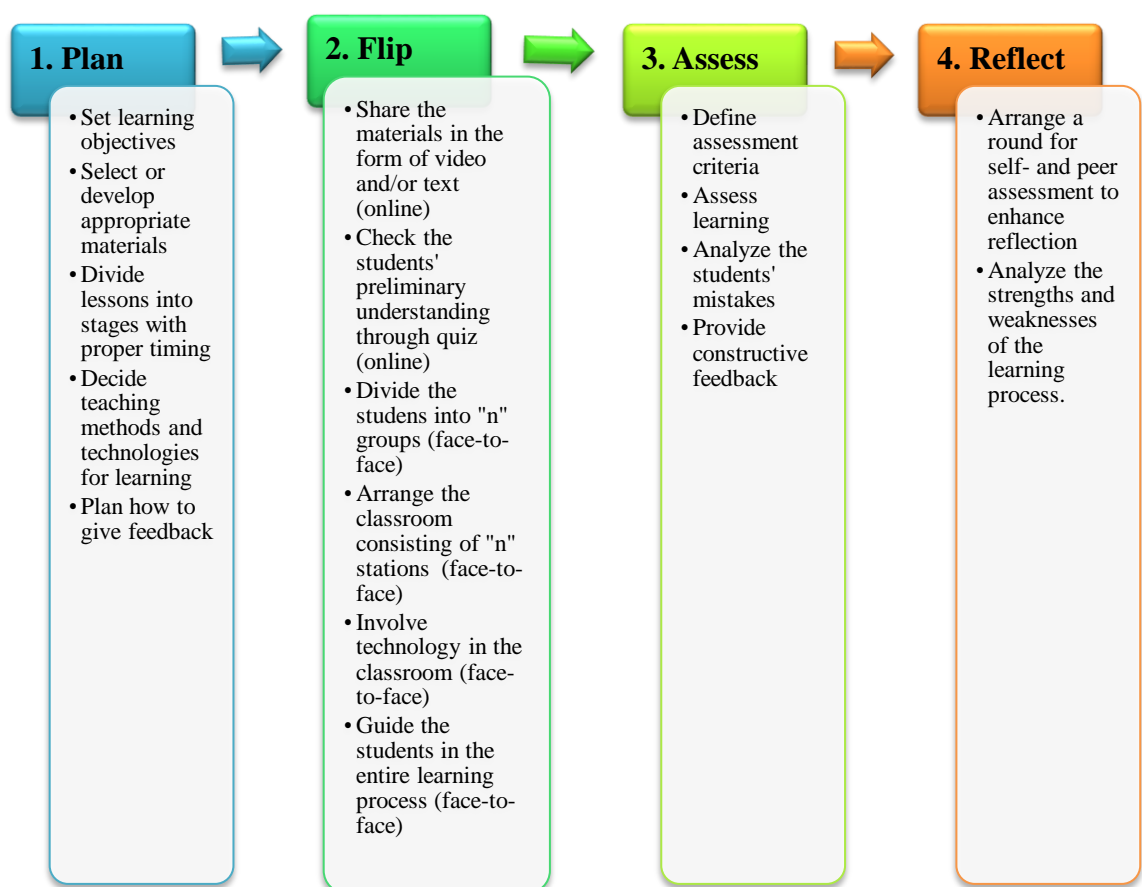
A new version of flipped classroom model was designed due to the need of the English teacher in transforming the learning process, and the scarcity of flipped classroom model for teaching English at primary school. The current models focused more on secondary schools and higher education for teaching subjects other than English. The fundamental idea of the model was to create interactive learning process. To realize this idea, the researchers improved the existing flipped classroom model by establishing the four-step learning process, namely plan, flip, assess, and reflect (PFAR). Figure 1 shows the steps in the PFAR model.



**Figure 1.** The PFAR Model

As depicted in Figure 1, the PFAR model starts with planning the lesson. The learning process then continues with flipping the class and assessing the students' work/performance. The last (but not least) stage is reflecting the entire learning process. The result of reflection can be used to determine whether the flipped classroom is successful.

After the grand design was created, the researchers further developed the design by adding typical activities in each step. The development of the PFAR model was based on the information gathered from the current literature. Figure 2 depicts the activities in each step of the PFAR model.



**Figure 2.** Teacher Activities in the Steps of the PFAR Model

As what is shown in Figure 2, there is a number of typical teaching steps in each stage of the PFAR model. Those steps, however, are flexible. They can be adjusted based on the courses and condition of school and students. The point is that the four stages should be implemented to effectively conduct flipped classroom at primary school.

To elaborate the steps and activities of the PFAR model, the researchers created a booklet. Booklet was chosen since it only comprises of a small number of pages to make the readers easy to understand and follow the steps. In each step, the booklet provides four sections: 1) investigate, 2) understand, 3) implement, and 4) improve.

In the investigate section, there are some examples of ineffective teaching practices that can be augmented by using flipped classroom. This section helps teachers analyze their teaching practices, and think of the possible ways to improve it. In the understand section, the booklet provides explanation to each section to deepen your understanding about each step of the PFAR model. This section focuses on elaborating the principles of planning, flipping, assessing, and reflecting learning in the flipped classroom to make teachers more familiar with the model. The third section, implement, elaborates the step-by-step instructions from preparation till reflection stage. This section clearly demonstrates how the PFAR model works together with the example of course content, teaching method, and technologies used. The last section, improve, provides meaningful resources and suggestions for teachers to enhance their flipped classroom practice.

After finishing the prototype of the PFAR model in the form of booklet, the researchers selected validators to evaluate the model. This research included five validators. Table 2 demonstrates the qualifications of the validator, which met the selection criteria.

**Table 2.** The Validators' Qualifications

Validators	Qualifications
Shelia Anjarani, M.Pd.	<ol style="list-style-type: none"> <li>1. English lecturer of Universitas Muhammadiyah Purwokerto</li> <li>2. Master of English education</li> <li>3. 4 years of teaching experience</li> <li>4. Having the expertise in educational technology. She is involved in the association of <i>Indonesia Technology-Enhanced Language Learning (iTELL)</i>.</li> </ol>
Yuanovita Prihatiati Fitria, M.Pd.	<ol style="list-style-type: none"> <li>1. English lecturer of STAI Muhammadiyah Tulungagung</li> <li>2. Master of English education</li> <li>3. 10 years of teaching experience</li> <li>4. Having the expertise in <i>Teaching English for Young Learners</i>. She runs and manages an English course for young learners.</li> </ol>
Aristiningsih, S.Pd.I	<ol style="list-style-type: none"> <li>1. English teacher of UPT SD Negeri Sumberjo 02, Blitar</li> <li>2. Bachelor of English education</li> <li>3. 5 years of teaching experience</li> <li>4. Tutor of an English course</li> </ol>
Malita Dani Pratiwi, S.Pd.	<ol style="list-style-type: none"> <li>1. English teacher of UPT SD Negeri Sumberagung 02, Blitar</li> <li>2. Bachelor of English education</li> <li>3. 3 years of teaching experience</li> </ol>
Ani Fatmasari, S.Pd.I	<ol style="list-style-type: none"> <li>1. English teacher of MI Al-Qur'an Jabalkat, Tulungagung</li> <li>2. Bachelor of English education</li> <li>3. 3 years of teaching experience</li> </ol>

From the validation process, the researchers obtained both the quality of the product and constructive suggestions for the improvement of the product. The quality of the product was identified from the average score of each statement. Table 3 summarizes the quality of the product.

**Table 3.** The Quality of the Product

Format	Average Score
1. Organization of content	4.0
2. Readability of the text	4.6
3. Language use (grammar and vocabulary)	4.2
4. Overall clarity of content	4.2
5. Design and layout of the booklet	4.0
Content	
1. Relevance of the developed instructional model to the principles of teaching	4.0
2. Information about flipped classroom provided in the booklet	4.2
3. Examples of teaching preparation, implementation, and evaluation	4.0
4. Practicality of suggestions given for teachers	4.0
5. Usefulness of the content to transform traditional learning process	4.4

As depicted in Table 3, the average score of each statement revealed that the quality of the product was found somewhere between good and excellent. There were also some comments from the validators. The area at which the validators

agreed was the usefulness of the model. They settled that the booklet of PFAR model was helpful for English teachers at primary school. It contains rich information about the flipped classroom, examples of familiar technologies, and particularly a strong elaboration of the PFAR model. One of the validators also said that the PFAR model was beneficial for English teachers to conduct teaching and learning during and after Covid-19 pandemic.

The researchers also obtained some suggestions for the improvement of the PFAR model. The most urgent suggestion was to add an example of how the PFAR model works in the learning process. Equally important, one of the validators said that the booklet should provide more explanation about the roles of teachers in online learning, and clarify the types of assessment. Other suggestions related to the format of the booklet were about the change of font colors, the addition of table of content and title of each step, and the position of self-assessment. The researchers agreed all the comments and suggestions and immediately revised the product. The researchers clarified the role of the teachers as the facilitator of learning, and elaborated types of interaction in the flipped classroom; that is, teacher-student, student-student, and student-material interactions. Additionally, the researchers detailed the types of assessment. In the PFAR model, the assessment includes both assessment for learning and assessment of learning. In addition to the content, the format of the booklet was also revised. More colors, table of content, and title were added, in addition to positioning self-assessment at the end of the booklet. These revisions, however, was incomplete since the real example of the PFAR model was still absent. It would be added after the preliminary field test.

### **Preliminary Field Test and Product Revision**

The preliminary field test was conducted with 6 students. The researchers applied the PFAR model in teaching speaking. Initially, the researchers planned the lesson and prepared all the materials. Then, the students started learning at home. They learned vocabulary of daily activities by watching video, took some notes, and prepared questions. In the classroom, they learned to speak by doing hands-on activities in three different learning stations. In the first station, they watched the video again to deepen their knowledge and understanding. They could also ask questions to the teacher-researcher. Then, they continued to the second station, which focused on vocabulary and pronunciation. The students played a vocabulary

matching game and practiced pronunciation. In the third stage, the students learned sentence structure by playing a different game. The game instructed the students to arrange jumbled words. They subsequently wrote the arranged sentences and read it aloud. During the learning process, the teacher-researcher went around the stations to help the students in learning and doing the practice. Afterwards, the students practiced telling their daily activities orally.

The result of the preliminary field test revealed that the learning process was interactive. The teacher was no longer the center of learning process, yet the students who were in charge of their own learning. They enjoyed the learning process and seemed more confident when they worked in small groups. Importantly, the students made much progress with their speaking skill. They were able to tell their daily activities by using varied vocabulary, good pronunciation, and correct sentence structure. In the reflection stage, the students did a self-assessment. Afterwards, the researchers conducted a group interview to confirm the result of self-assessment. The majority of students preferred and were able to learn and practice by using video and game. The students were also in agreement that they improved their speaking skill, including the components of speaking such as vocabulary, pronunciation, and sentence structure. These results were used to complete the revision of the booklet; that is, with the addition of an example of the PFAR model. The example, along with the pictures of learning process, were displayed in the appendix part.

### **Main Field Test, Final Product Revision, and Dissemination**

In this step, the researchers conducted an experiment of the PFAR model with larger participants. The experiment focused on investigating the effect of the PFAR model on the students' English skill, notably speaking. In the beginning, the students did a pretest. They were asked to tell their daily activities in English orally. In the following 4 meetings, the teacher-researchers provided treatments by generating diverse hands-on and small group activities in the class. Prior to the face-to-face class, the students learned the concepts through videos. In the sixth meeting, the students performed a posttest. The speaking instruction in the posttest was same with the pretest. Table 4 shows the comparison of pretest and posttest results.

**Table 4.** The Result of Pretest

No.	Name	Pretest	Posttest
1.	AKM	33	67
2.	AIN	33	67
3.	ARH	58	92
4.	AUL	50	84
5.	DHE	33	67
6.	FIR	33	67
7.	KHA	50	92
8.	DAF	42	84
9.	SAH	33	67
10.	HAM	33	67
11.	ELV	50	84
12.	ZAH	42	75
13.	NOV	50	84
14.	RAF	42	75
15.	SAY	50	84
16.	SHE	50	92
17.	YOV	50	92
	Mean	<b>43</b>	<b>79</b>

As Table 4 shows, the mean of posttest (79) was higher than pretest (43). This descriptive result indicated that the implementation of the PFAR model improved the students' speaking scores. To further investigate the effect of the PFAR model on the students' speaking skill, the researchers analyzed the results of pretest and posttest by adopting the paired-samples *t* test in SPSS Statistics. This test was adopted to figure out whether the null hypothesis could be rejected. Statistically, most educational researchers will reject the null hypothesis if the probability value (*p* value) is less than the significance level of 0.05 (Johnson & Christensen, 2014). The result of paired-samples *t* test obtained the *p* value of 0.000, which is less than 0.05. Based on this result, the researchers could reject the null hypothesis. In other words, there is a statistically significant effect of implementing the PFAR model on the students' speaking skill.

Since the main field test was successful, the PFAR model did not need any further revision. The first revision based on the validators' evaluation and preliminary field test was adequate to create a meaningful and comprehensive resource to conduct flipped classroom at primary schools. The final result of this study produced a booklet under the title, "An Extended Flipped Classroom: The

PFAR Model.” This booklet was then disseminated to several English teachers of primary schools.

## **DISCUSSION**

This study developed a modified flipped classroom namely the Plan, Flip, Assess, and Reflect (PFAR) model. This model will be beneficial for teachers in the post-pandemic teaching. As reported by the Ministry of Education and Culture (2020), the current online learning has offered some challenges for both teachers and students. Teachers found it hard to manage a full online learning. Moreover, students were also risky to lose their concentration and motivation on learning due to the difficult tasks given by teachers. Despite the challenges, online learning in fact provides advantages. When teachers provide lessons online through videos, for instance, students will be able to strengthen their understanding of the materials (Mehring, 2017). They have a longer time to remember and understand the materials. For this reason, online learning should always be implemented in the future. To minimize its challenges, teachers are suggested to combine online learning with face-to-face learning in the form of flipped classroom. The flipped classroom is a potential solution since it engages students in the preliminary learning through online activities, and provides more time in the classroom for active learning (Reidsema et al., 2017; Lo & Hew, 2017). If flipped classroom is well implemented, the learning process is certainly more effective.

This study also investigated the effect of the developed PFAR model on the students’ speaking skill. It is previously described that null hypothesis was rejected, which means that the implementation of the PFAR model had a significant effect on the students’ speaking skill. The students’ speaking scores significantly increased from pretest to posttest. This progress was made possible thanks to the treatment provided by the researchers. In online learning, the students were instructed to learn the materials by watching YouTube video. The students accessed the video by using their smartphones. YouTube video was chosen since today’s students were extremely familiar with YouTube. As Bergmann & Sams (2012) argued, today’s students grew up with Internet access, YouTube, Facebook, and other digital resources. That is why, teachers must select appropriate materials and media that truly speak the language of today’s students. Additionally, Goldstein



(2017) also said that the use of video at the beginning of the lesson is able to active the students' schema and engage them in the learning process. Fundamentally, the practice of online learning in flipped classroom enabled the students to learn independently for the purpose of forming a strong base of knowledge (Mehring, 2017).

After learning at the individual level at home, the students learned at the group level in the classroom. In this study, the treatment in the classroom was in the form of interactive learning in small groups. Each group consisted of three students. To create an interactive learning, the teacher-researchers provided hands-on activities including watching videos, playing vocabulary and sentence games, and practicing pronunciation and repeated speaking. These practices are in line with Teng (2017) who also found out that the improvement of speaking performance takes a lot of classroom practice. All the practices were performed in groups. This is based on the idea of social constructivist theory which stated that knowledge is acquired through interaction with others (Vygotsky, as cited in Mehring, 2017). In this context, group activity improves the interaction among the students so that they know their peers better. In addition, teachers also get closer with students thanks to the role of teachers as the person who inspires, encourages, listens, and provides vision for students (Bergmann & Sams, 2012).

In addition to the abovementioned practices, flipped classroom allowed the teacher-researchers to help the struggling students. In this study, some students were found encountering difficulties in learning pronunciation, vocabulary, sentence, and speaking. Under this condition, the teacher-researchers could shift the primary attention from the top students to the struggling students (Bergmann & Sams, 2012). Therefore, those who were struggling received much help. In flipped classroom, teachers should actively walk around the class to find the students who need help.

The PFAR model also sets a new benchmark for flipped classroom and learning process at primary school. The benchmark is the implementation of self-assessment. With self-assessment, students can be responsible for their own learning (Gorman, n.d.). They can reflect upon their skills and performance, and motivate them to learn more according to the criteria set by teachers (Mohamed

Jamrus & Razali, 2019). Importantly, self-assessment practice which is included in the PFAR model leads to a more student-centered learning.

## **CONCLUSION**

This study established a model named the Plan, Flip, Assess, and Reflect (PFAR) model. It is the development of flipped classroom traditional. This model is created to help teachers conduct flipped classroom at primary school level. The idea to develop this model is to create an interactive learning process. In the PFAR Model, teachers are guided to combine online learning with face-to-face learning. Throughout this model, teachers initially make a lesson plan of the flipped classroom. Then, teachers flip the lesson by providing materials online. In the classroom, teachers focus on generating hands-on activities in small groups. During and after the learning process, teachers assess the students' by applying assessment for learning and assessment of learning. In the final step, teachers guides the students in performing self-assessment as well as reflecting upon the whole process of flipped classroom.

This study also found out that the PFAR model had a significant effect on the students' English speaking skill. The finding suggested the PFAR model enhanced the students' speaking skill. The factor in the students' speaking improvement was the diverse speaking activities including watching videos (online and face-to-face), playing vocabulary and sentence games, as well as repeated speaking practices. The researchers believe the PFAR model is effective and provides clear guidelines for teachers to conduct the flipped classroom. Future works should give priority to (1) further experimental studies on the implementation of PFAR model with larger participants; (2) modification of the PFAR model for other education levels; and (3) further development of flipped classroom for teaching other subjects. More importantly, the PFAR model will be effective to conduct teaching and learning process after the Covid-19 pandemic.

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