

## **EMPLOYING FLIPPED CLASSROOM: A CASE STUDY IN INDONESIAN EFL UNIVERSITY CONTEXT**

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### **ABSTRACT**

The research in a flipped classroom is gaining popularity across countries. However, there is very limited research that describes how to implement flipped classroom method in learning. This study aims to describe how to implement the flipped classroom in TELL classes. The research design of this study is a case study. Then, the technique of collecting the data through email interviews. After that, the data was analysed by thematic analysis. As the result of this analysis, it was found that the implementation of the flipped classroom is divided into three stages such as pre-class activities in the flipped classroom, class activities in the flipped classroom, and post-class activities in a flipped classroom. Moreover, while implementing flipped classrooms some challenges arise and how to overcome them.

**Keywords:** Flipped Classroom; EFL; Bloom's Taxonomy; Mastery Learning; Constructivism.

### **INTRODUCTION**

The physics course taught by Professor Erik Mazur at Harvard University in 1991 can be traced back to the beginning of the concept of the flipped classroom. He let his students select the topic and pace of their learning, which then supported an interactive learning classroom environment (Nguyen, 2017). The term "flipped classroom" was renamed by Baker (2000) after the idea of "inverted classroom" stated by Lage, Platt, and Treglia (2000) as they opposed that learning would be more interesting for students when it occurred not only inside but also outside the classroom building (Nguyen, 2017). In 2007, Jonathan Bergmann and Aaron Sam from Colorado

high-school helped the students who were missing the class by using live video recordings and screencasting software to record lectures, demonstrations, and slide presentations with annotations posted to watch and read. Then, they wrote a book, "Flip your classroom: Reach every student in every class every day," which educates many other instructors and teachers to flip their classrooms successfully (Phillips & Trainor, 2014).

## **METHOD**

This study uses a descriptive case study as a research design. A case study is an empirical investigation into a current phenomenon in depth and within its real-world context (Yin 2003 as cited in Hollweck, 2015). In this current study, the descriptive case study helps to describe how to implement flipped classrooms in the classroom. The participant is a representative of English lecturers who conducted collaborative teaching with an English lecturer in the TELL course. The data of this study was collected through an email interview.

Furthermore, Braun & Clarke (2006) analyzed the data using thematic analysis. First, the researcher read and re-read the data to familiarize the data. Then, the researcher highlighted the relevant data to the topic and made it into the initial code. After that, the researcher sorted the different codes into the potential themes and then grouped them based on the same colour, such as red with red, yellow with yellow, purple with purple, etc. Then the researcher used visual representation to differentiate each code, for example, mind-map or tables. Moreover, the researcher examined the themes against the gathered data extracts and whether they fit the data. Furthermore, the researcher identified each theme's detailed definition and determined the name of each theme based on the data obtained about implementing the flipped classroom. The last, the researcher reported the result of the analysis with writing that is attractive, concise, coherent, logical, non-repetitive, and interesting from the story told by the data/ in and across the theme.

## **RESULTS AND DISCUSSION**

The result of the study reveals the three main themes such as (1) Pre-Class Activities of Flipped Classroom, (2) While Class Activities of Flipped Classroom, and (3) Post Class Activities of Flipped Classroom.

### **1) Pre-Class Activities of Flipped Classroom**

Based on the result of the analysis, it was found the participant prepared his teaching before conducting the teaching-learning process such as making the syllabus. After that, when coming to the teaching-learning process, in the pre-activity there are several activities such as independent learning, providing for students' needs before class, active reading and students completing the module.

#### **a. Designing the syllabus**

Moreover, NH stated that before implementing the flipped classroom, he made a syllabus a month before the new semester started.

#### **Excerpt 1**

*"I made the syllabus months before the semester starts and the syllabus should match the RPL (Rencana Pembelajaran). Then the weekly objectives are based on the syllabus. The only*

*difference is that I divided the plan into two: before the class (on Canvas) and in the class. The Canvas activities will be followed up in the class. I set up the activities on Canvas to be finished within 30-60 mins, and the rest will be done in the class.”*  
(Interview 2, NH, 3rd November 2021)

Before implementing flipped classrooms, the teachers have to design the syllabus on the Canvas and arrange several activities. Then, when making the syllabus, it must be divided into two main activities such as outside the classroom (in Canvas) and inside the classroom. As stated by Afrilyasanti (2017) in a flipped classroom, students not only participate in class activities but also manage their own learning outside of class.

#### **b. The activities in pre-activity**

There are some activities in pre-activity such as active reading and students completing the module.

##### **Excerpt 2**

*“I publish a module and inside the module students do several activities such as warm-up, watching videos or reading PPTs/ journals/ book chapters, games, quizzes, and reading discussion questions for the class.”* (Interview 1, NH, 26th September 2021)

The students had to complete the module that includes several activities such as warm-up, watching videos or reading PPTs/ journals/ book chapters, games, quizzes, and reading discussion questions for the class. Then, active reading appears here, it means that the students did the reading activity like reading books, PPTs, and journals, and read the discussion question for the activity inside the class. These activities are following what was said by Bergmann & Sams (2014) that in pre-class or before class students have to practice remembering and understanding at home by watching videos, visiting course-related websites, listening to the audio, or reading the lesson. Additionally, Rajaram (2019) states that designed the pre-activity included various activities inside such as a lecture with voiceover, animated text, animations, and interactive quizzes. Not only that, the active reading is coherent with the theory of Bloom’s Taxonomy for the cognitive domain (Bloom, 1956). Here, the students practised the lowest level of cognitive process that is “Remembering” by doing active reading such as reading books, PPTs, journals, and reading the discussion question for the activity inside the class. Then, the students gained new information from the book source outside of the class hour at home and they tried to understand the basic concepts and principles of the content they learned.

After the reading activity, to ensure the students’ engagement and understanding in pre-activity or pre-class, the students did the quizzes by themselves to reinforce what they have learnt. It is coherent with the theory of Bloom’s Taxonomy for the cognitive domain (Bloom, 1956). Here, the students practised the second level of cognitive process which is “Understanding” by doing the quizzes in Canvas. However, the students need to complete the module because if they do not complete the module before the class, they will not

understand or not contribute to the discussion session and this is one of the requirements for joining the mid-test and final test.

Moreover, NH provides the students with interactive PPTs and a group discussion prep template. However, the group discussion prep template is a page that consists of a set of keywords from reading books, questions, and pages to ask if there is something that is not clear or not understood.

### **Excerpt 3**

*"We cannot always expect our students to know everything, so we have to provide them with what they need. For example, when reading journals, I provide them with the questions they need to find and even the page number. That way students can read for a purpose (remember that reading journal articles is different from reading novels. We don't have to read everything). My PPTs are always interactive as well by providing them with initial questions (brainstorming) and some reflection questions whenever there are points, I want my students to think more. Basically, we have to provide them with examples (templates, questions, etc.)."*

### **Excerpt 4**

*"Group Discussion Prep template where students are provided with keywords from the reading, questions, and a chance to ask/clarify things they do not understand from the reading."*  
(Interview 1, NH, 26th September 2021)

Based on excerpt 3 above, the teacher cannot expect that the students will know everything. Therefore, NH provides the students' needs to support their comprehension for example when the students are in a reading activity that is reading journal, NH provides the students with the questions they need to find and even the page number, it will make the students reading for a purpose because the reading journal is different with the reading novel. In addition, NH provides the students with interactive PPTs with initial questions (brainstorming), critical thinking questions, and some reflection questions. This is to ensure that the students practice active reading and think more. Moreover, NH provides the students with a group discussion prep template involving keywords from the reading, questions, and a chance to ask something or clarify something if they do not understand the material and it will be answered and discussed in the class. This is as a preparation for the students for discussion sessions in the class.

Furthermore, these activities make the students' independent learning arise.

### **Excerpt 5**

*"Independent learning comes during the completing modules because they have to do it by themselves."* (Interview, NH, 26th September 2021)

Based on the activities above (warm-up, watching videos or reading PPTs/ journals/ book chapters, games, quizzes, and reading discussion questions for the class) it makes the students' independent learning arises because the students

have to do the module by themselves. It is in line with Bergman and Sams (2012) who states, that mastery learning can support the flipped classroom because mastery learning promotes flipped learning by providing differentiated, asynchronous, and student-centred teaching, as well as a basis for remediation and efficient input. Then, in mastery learning or independent learning, the students have the opportunity to study on their own time with some latitude in terms of time control. NH also publishes the module a week before the class, it will give the students enough time to complete the module. Moreover, NH always is approachable to the students. It means that if the students need help, the teacher should guide the students to be independent by guiding them first and giving them examples first. So, to support the students in pre-activities, the teacher should guide the students and be communicative with them.

## 2) While Class Activities of Flipped Classroom

Based on the result of data analysis, there are several activities in the class such as a dynamic classroom, giving the point of the material, group discussion, games inside the classroom and active learning. Furthermore, NH stated that the dynamic classroom in a flipped classroom is key.

### Excerpt 6

*"Dynamic activity in the classroom is the key."* (Interview 1, NH, 26th November 2021)

### Excerpt 7

*"A dynamic classroom, as opposed to a passive classroom, has various activities in the class and the students are the centre, not the teacher. That means the activities are set up so that students can collaborate, reflect and understand the objectives of the lessons."* (Interview 2, NH, 3rd November 2021)

A dynamic classroom becomes a key for the activities inside the classroom. Because a dynamic classroom itself means a classroom with various activities inside. Not only that, the dynamic classroom makes the students a centre of learning and the teacher only a guide or facilitator for the students. It is aimed to make the students collaborate, reflect, and understand the objectives of the lessons. It is related to what Segumpan & Tan (2018) said that flipped classrooms have dynamic and interactive learning where the students are the centre of the learning and the teacher's role is to guide the learners. Furthermore, various activities appear inside the classroom or in the dynamic classroom.

### Excerpt 8

*"pop-up quiz or warm-up then start giving the points of the materials, ask students to discuss and come up with a conclusion, games and reflection."* (Interview 1, NH, 26th November 2021)

These activities appear when the students come to the class, NH start the class by brainstorming using a pop-up quiz or warm-up. After that, NH gives the point of the material before the students do the discussion session. Then, NH asks the students to discuss with their peers or group in the class. Furthermore, the group

discussion activity is in line with the theory of Bloom's Taxonomy for the cognitive domain (Bloom, 1956). Here, the students practised the third level of cognitive skills which is "Applying" by doing a group discussion with their friends. This is to measure that the students practised what they have learnt before. After that, to make the students not feel bored, there is always a game after the discussion session and ice-breaking every 30 minutes. Borit & Stangvaltaite-Mouhat (2020) said that games can improve concentration, and student participation in the class and also students feel comfortable in the class. Besides, these activities above are proof that the class is dynamic because the class can be called dynamic when there are various activities carried out by the students. Moreover, these activities are arranged by NH itself. Based on his experience and also inspired by other people, the activities should be relevant to the student's lives and the current condition of the world. Besides, the group discussion session is good to stimulate students' critical thinking and collaborative learning.

### **Excerpt 9**

*"Group discussions are always good to stimulate their thinking and collaborative learning."* (Interview 1, NH, 26th November 2021)

The group discussion activity arises to stimulate the students' critical thinking and collaborative learning. Here, the role of the teachers is as guidance and facilitator. In group discussion sessions, NH always visits each group to listen to their discussion and if the students feel stuck or need his help, NH always gives them examples or guides them until they reach mastery. It is in line with Haili, Razak & Zainuddin (2014) that group discussions in a flipped classroom can improve collaborative learning by allowing students to learn and improve their own knowledge through group interaction. Besides, the group discussion activity is consistent with the theory of Bloom's Taxonomy for the cognitive domain (Bloom, 1956). Here, the students practised the fourth level of cognitive skills which is "Analyzing" by discussing the problem based on the topic given by the teacher. After that, the results of the discussion are presented in front of the class. This is to stimulate the students' critical thinking and collaborative learning.

However, those activities above not only stimulate critical thinking and collaborative learning, indirectly active learning mostly arises inside the classroom when the classroom is dynamic and when the students are involved in the learning process.

### **Excerpt 10**

*"Active learning can be understood when students are involved in the learning process. That means, the center is not the teacher but the students."* (Interview 1, NH, 26th November 2021)

### **Excerpt 11**

*"...the classroom set-up should be dynamic..."* (Interview 1, NH, 26th November 2021)

Indirectly, the dynamic classroom set-up makes the students more active, because the dynamic classroom itself has various activities and the learning centre

is on the students and the role of the teacher is as a facilitator. Not only that, active learning mostly arises inside the classroom, although active learning can appear in pre-activity, while activity, and post-activity. Because the classroom set-up inside the classroom demands then students be active for example in group discussion sessions. Here, the students should share their opinion with their peers or group members, so it will make them active to participate in group discussions. Based on this sociocultural branch of constructivist learning theory, active learning approaches rely on group activity to support students' creativity of extended and correct conceptual models (Piaget & Vygotsky, 1978). Furthermore, the group activities can stimulate students' creativity, active learning, collaborative learning and critical thinking.

### **3) Post Class Activities of Flipped Classroom**

In post activity, there are two main activities such as making reflections and final tests. Not only that, based on the result of the analysis data some problems appear while implementing flipped classrooms and then how NH overcomes the problems.

#### **a. The activities in post activity**

Furthermore, in post-activity, the students focus on reflection.

#### **Excerpt 12**

*"Students are always ensured to reflect on the issue being discussed and relate it to real-life problems. This is very important so that when they leave the classroom, their mindset and attitude change to be better, wiser, and more considerate. The course is also normally project-based – that is for the final test, students will do real-life projects that reflect their understanding such as making lesson plans using technology, infographic posters, research posters, or even drama performance."* (Interview 1, NH, 26th November 2021)

To evaluate the students, NH asked the students to make a reflection. Here, the students make a reflection to ensure the student's understanding throughout the course. In making the reflection, the students should relate it to real-life problems. Making reflection aims to test the extent to which students understand what the teacher has conveyed their mindset and attitude change to be better, wiser, and more considerate. This statement is in line with Chang (2019) who said that reflection can provide a deep understanding to the students of what has been done, improve their work, change their mindset for the better, be creative, think more critically, and feel free to express their opinion about learning. Moreover, to reflect on the material from the beginning until the end of the semester, NH asked the students to make a final project and the final project is a real-life project-based. It means that the students have to make lesson plans using technology, infographic posters, research posters, or even drama performances. This activity can raise students' collaborative, creative, and critical thinking skills because the final project is carried out in groups. Additionally, making reflection is in line with the theory of Bloom's Taxonomy for the cognitive domain (Bloom, 1956). Here, the students practised the fifth and sixth levels of cognitive processes that are "Evaluating" and "Creating" by making reflections related to problems in real-life

and also project-based reflections where students are required to make lesson plans using technology, infographic posters, research posters, or even drama performances. Based on these activities, the students can evaluate the extent of their understanding during the learning process.

**b. Problem while utilizing flipped classroom**

On the other hand, no method is perfect, there will always be some drawbacks such as when NH applied this method some students feel resisted, technology affordances, students' initial reaction, and some students are often late in completing the modules.

**Excerpt 13**

*"The first time I applied this method many students resisted because they were not used to the method. Secondly, since it is on e-learning, technology affordances (gadgets, internet data, etc.) can be a problem as well."* (Interview 1, NH, 26th November 2021)

**Excerpt 14**

*"The student's initial reactions. Since they were not used to the system (I think they used to the method of listening to the lecturer and that's it), so some students find it hard to adjust to the method or even to talk in the class"* (Interview, NH, 26th September 2021)

**Excerpt 15**

*"Again, some students are not used to the method, so for example, some students are often late in completing the modules."* (Interview, NH, 26<sup>th</sup> September 2021)

There are some difficulties that NH faced while implementing flipped classrooms such as some students struggling, technology affordances (gadgets, internet data, etc.) can be a problem as well, students' initial reaction, and some students often late in completing the modules. This is related to the statement by Ansori & Nafi (2019) that the challenges in implementing flipped classrooms are technological problems for example internet connection and some students didn't watch the videos that have been sent by the teacher.

**c. Solving the problems while utilizing a flipped classroom**

To overcome those problems, the first thing that NH did is make sure the students understand the purpose of what NH does, appreciate the student's opinions, and always remind the students to complete the module on time.

**Excerpt 16**

*"First thing first, as a teacher we need to make sure that our students understand the purpose of what we do. Once they understand, they can at least change their mind. It is always hard at the beginning, but once you do it nicely and constantly, they will accept it eventually. Always listen to them and never hesitate to adjust the system. We need to make sure that students feel*



*empowered and understood. For the internet, try our best to help them by giving them internet data (quota) and any other flexibility.” (Interview, NH, 26th September 2021)*

### **Excerpt 17**

*“Again, listening to students is very powerful and always appreciating their opinions rather than criticizing them or judging them. None wants to be criticized in public. Even if their answer is wrong, acknowledge and thank the students for speaking up, then give the correct answer. That way, students do not feel embarrassed.” (Interview, NH, 26th September 2021)*

### **Excerpt 18**

*“In that case, kindly remind them to always do it on time and give them an understanding of why we need to be on time. For example, so that they do not miss quizzes or do not be overwhelmed with the activity.” (Interview, NH, 26th September 2021)*

To overcome the difficulties, NH measures the students to understand the purpose of what NH does, listen to the students, appreciate students' opinions and give gratitude to the students, and for the last is remind the students to complete the modules on time and give them thoughtful reasons why we need to be on time. This statement relates to research carried out by Lubis & Samsudin (2021) that to make the learning process more effective, the teacher's attitude has an important role like the teacher should be patient, friendly, and nice. It means that a teacher should be approachable to the students whether in pre-class, class, or post-class to make the learning process run well.

## **CONCLUSION**

This study aims to find out how to implement flipped classrooms in an EFL university context. Based on the data that has been found, there are two core steps in implementing flipped classrooms such as designing the module on Canvas in an attractive way and arranging various activities in the class that can stimulate students' independent learning, critical thinking, collaborative skills and active learning every week to avoid boredom. On the other hand, every method still has challenges because there is no perfect method for teaching. There are several challenges while implementing flipped classrooms, such as the use of technology, and some students feel unfamiliar with this method. To overcome this problem, the teacher should engage well and communicate with the students. Moreover, this study's contribution describes the flipped classroom implementation in EFL university classes, and this method can be a reference for the teachers outside.

On the other hand, this research has several limitations, such as this study only focusing on the TELL course. Thus, future studies can be investigated in another context. Additionally, the data collection techniques in this research only use email interviews. After all, it is constrained by geographical conditions and health problems because it is still a pandemic. Thus, future research is expected to have a similar focus but more than data collection techniques.

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