

ENGAGING STUDENTS IN A FLIPPED CLASSROOM INSTRUCTION: JUNIOR HIGH SCHOOL GRAMMAR PROGRAM

Elih Sutisna Yanto

elih.sutisna@fkip.unsika.ac.id

English Education Department, Faculty of Teaching and Education, Universitas Singaperbangsa Karawang, Karawang West Java, Indonesia

Ghyarlina Triyani

ghyarlina@gmail.com

English Education Department, Faculty of Teaching and Education, Universitas Singaperbangsa Karawang, Karawang West Java, Indonesia

Hikmah Pravitasari

hikmah@latansamashiro.ac.id

English Education Study Program, STKIP La Tansa Mashiro, Rangkasbitung Lebak Banten, Indonesia

ABSTRACT

The importance of grammar pedagogy in learning and teaching of foreign language has been the focus of discussion for many years which has resulted in a variety of views on grammar and grammar teaching and different teaching approach as well depend on arious perspectives and contexts of language learning. The present study reports students' perception on flipped classroom mode in learning English grammar. Drawing on classroom action research was done through reflective journal, photo elicitation and interviews data. Qualitative findings show that: All of the students enjoyed watching the video materials and had an interest in using them for learning grammar; (2) the use of the flipped classroom mode in learning grammar made students' independent and active in learning grammar; (3) flipped classroom engaged them in learning grammar in different discourse contexts; (4) flipped classroom mode motivated students in learning grammar. The findings of this study may be useful to other researchers who are interested in EFL teaching innovation or teachers who seek effective grammar teaching method.

Keywords: *classroom action research, flipped classroom, grammar pedagogy*

Sari

Pentingnya pengajaran tata bahasa dalam pembelajaran dan pengajaran bahasa asing telah menjadi fokus diskusi selama bertahun-tahun yang telah menghasilkan berbagai pandangan tentang pengajaran tata bahasa, tata bahasa dan pendekatan pengajaran yang berbeda juga tergantung pada berbagai perspektif dan konteks pembelajaran bahasa. Penelitian ini melaporkan persepsi siswa tentang model kelas terbalik (*flipped*

classroom) dalam belajar tata bahasa Inggris. Tergambar pada penelitian tindakan kelas melalui jurnal reflektif, foto elisitasi dan data wawancara. Temuan kualitatif menunjukkan bahwa: semua siswa menikmati menonton materi video dan memiliki minat menggunakannya untuk belajar tata bahasa; (2) penggunaan model kelas terbalik dalam belajar tata bahasa membuat siswa mandiri dan aktif dalam belajar tata bahasa; (3) *flipped classroom* melibatkan siswa dalam belajar tata bahasa dalam konteks wacana yang berbeda; (4) membalik modus kelas memotivasi siswa dalam belajar tata bahasa. Temuan penelitian ini mungkin bermanfaat bagi peneliti lain yang tertarik dengan inovasi pengajaran EFL atau guru yang mencari metode pengajaran tata bahasa yang efektif.

Kata kunci: penelitian tindakan kelas, kelas terbalik, pengajaran tata bahasa

Received 2020-05-01
doi 10.33603/rill.v3i2.3468

last revision 2020-05-22

published 2020-06-01

APA Citation: Yanto, E.S., Triyani, G., & Pravitasari, H. (2020). Engaging students in a flipped classroom instruction: Junior high school grammar program. *Research and Innovation in Language Learning*, 3(2), 123-144. <http://dx.doi.org/10.33603/rill.v3i2.3468>

INTRODUCTION

Traditionally, grammar was seen as a set of rules for correct language use. Students were expected to internalize “grammatical rules that account for grammatically correct language. Fontaine (2013) argues that “understanding how language works means understanding how grammar works“. Without a good knowledge of grammar, learners’ language development will be severely constrained. In other words, Grammar represents the main base of English language achievement. Functional grammar views language as a resource for meaning making (something we do) (Gerot, L., & Wignell, P., 1994).

The position of grammar in language pedagogy has been a long standing debate among language teachers, particularly concerning the question of whether grammar should be taught. For example, Krashen (1987) argues that grammar is acquired naturally if learners are exposed to sufficient comprehensible input; hence, it does not need to be taught directly. Consequently, grammar teaching has, in some cases, been neglected in English teaching for achieving communicative competence, especially in communicative language teaching (CLT). On the other hand, Larsen-Freeman (cited in Mohamed 2004,p.228) argues that “although grammar is naturally acquired, it does not simply mean that it should not be taught because learners need to have a sufficient

knowledge of grammar”. From these two views, the authors agree with Larsen-Freeman’s opinion, which implies that teaching grammar is still considered crucial since it can be used for language preparation or what is commonly called communicative activity” as defined by Littlewood (as cited in Richard, 2005) for communicating accurately.

Teachers traditionally view grammar teaching as the presentation and practice of isolated grammatical structures. As a result, with this style students of English as a Foreign Language (EFL) can be easily bored with learning grammar (Jean, G & Simard, D,(2011). It not only makes grammar learning passive and uninteresting but also weakens students the ability to develop a clear understanding of context-appropriate use of grammar (Liu, J-Y., Chang, Y-J., Yang, F-Y., & Sun, Y-C.,2011). In 21st century learning, students tend to study by searching for knowledge from various sources, particularly the internet by accessing unlimited learning resources such as YouTube, TEDs, BBC News and other online resources. In today’s digital era, students have grown up with technology and they spend much of their free time in tune with using technolog. By using this technology, it is possible for them to interact with friends, instructors, and learning content everywhere, not only in the class but also outside the class through distance learning (Fisher, D..2009). In the context of education, the traditional teacher-centred approach, which emphasises content instruction and repetition, is not appropriate for today’s learners who are ‘digital natives’ (Prensky, M.. 2005) and they have grown up with computers, video games and the Internet.

To facilitate students in learning grammar, the learning environments need to be changed from being teacher- directed to more learner-centred. For this reason, the innovative pedagogy of a “flipped classroom mode“, which refers to an activity in which students watch video lesson at home or online lessons and come to class for hands-on activities and having group activities in face-to-face classess, was attempted in this action research. In the flipped classroom instruction, the traditional lecture in the classroom is transferred to the video face to face and the students can review the content outside the classroom (Bergmann, J., & Sams, A.,2012). The main objectives of adopting the flipped classroom are to transforms students from passive to active

learners; to experience the flipped classroom pedagogy by designing grammar pedagogy for students through learning system management (e.g., edmodo).

However, the implementation of this instructional method in the context of Indonesian English language pedagogy, particularly in secondary school context, remains under-explored. To fill this gap, this article reports finding drawing on action research design on the adoption of flipped classroom mode in one junior high school grammar class. One research question guide this study: What are students' perceptions of the flipped classroom mode in learning grammar?

Conceptual Framework of a Flipped Classroom

A flipped classroom is a pedagogical practice which consists of video lectures (the videos can be those that are available from the Internet, or pre-recorded by teachers themselves) that students watch at their own time and pace prior to attending classes in which they participate in group activities or the teachers answer their questions (Stone, B. B., 2012). This new pedagogical method reverses the traditional lecture and homework elements of a course. The major features of the flipped classroom is that it changes the teaching process by using PPT, lesson videos, teaching system and other forms of teaching material to teach the elementary knowledge before classroom instruction instead of merely in the classroom teaching. The theoretical strength of this new pedagogy seems to be the combination of constructivist and behaviorist learning theories working in tandem (Bishop, J.L., & Verleger, M.,2013). The flipped classroom provides the students with all kinds of activities to master the knowledge in class, which may help arouse students' learning interests, and at the same time, achieve learning outcomes. The quality of English teaching will directly affect the overall.

The highlight of Flipped classroom is to equip students with the ability of "self-regulated learning". Self-regulated learning theory takes students as the main body of learning, students themselves, not controlled by the others, undisturbed. Learning independence, self-behavior and self-discipline are the three basic characteristics of autonomous learning. Meanwhile, the independence is the basis of self-regulated learning, self-behavior is the essence of self-access learning, and self-discipline is the

guarantee of self-regulated learning. This shows the one thought: study subject is the master of regulated learning. This shows the one thought: study subject is the master of his own learning; learning is ultimately dominated by learning subject yourself. The famous American education psychologist Barry j. Zimmerman's self-regulated learning model is shown in Fig. 1.(Zimmerman B. J. ,1989). A “flipped classroom” mode also known as an “inverted classroom” is one approach that can be used to actively engage students in their learning (Baker, J. W.,2000 ; Lage, M.J., Platt, G.J. & Treglia, M., 2000). In the flipped classroom, students are required to engage in or complete some form of preliminary learning online in preparation for a structurally aligned learning activity on campus with their instructors and peers (Reidsema, C., Kavanagh, L., Hadgraft, R., & Smith, N., 2017, Voss, E., & Kostka, I.,2019, see figure 2).

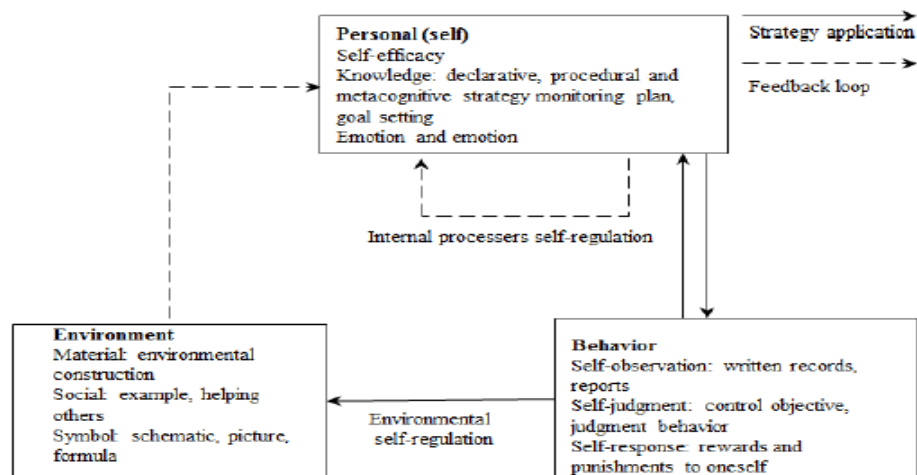


Figure 1. Self-regulated Learning model of Barry J. Zimmerman

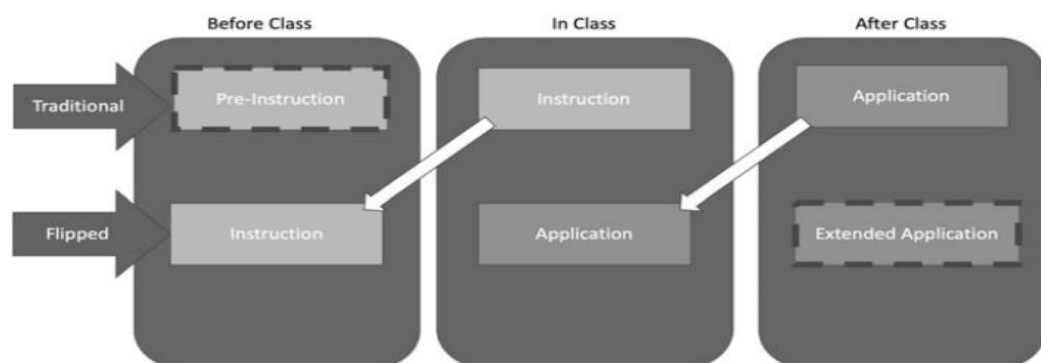


Figure 2. Shifting learning in a flipped learning approach (Adopted from Voss, E., & Kostka, I.,2019,p.3)

Previous research on the adoption of Flipped classroom

Some previous studies have found that students gained a lot of advantages from flipped classroom. For example, Marsh (2012) revealed that flipped learning boosted the students' confidence level. Bergmann and Sams[7] observed that students were more engaged in classes. Kang (2015) reported that the implementation of flipped could maximize class time and give students ample chances to communicate in class. Kang reported that flipped classroom displayed significant changes to students' grammar knowledge. Zhang (2015) maintained that students had more chances to practise speaking in English. Khanova, Roth, Rodgers and McLaughlin (2015) wrote that flipped learning could engage students in active learning. Like wise, in an analysis of the improvement in relation to English grammar, Al-Harbi and Al-shumaimeri (2016) found that the strategy plays a role in improving students' grammar knowledge. Sohrabi and Iraj (2016) asserted that the students had more communication with the instructors. In the same vein, Soliman (2016) reported that the flipped classroom strategy fostered student-teacher interaction.

Moreover, other frequent studies beyond English Language Teaching investigated the flipped classrooms by comparing the flipped classes to those traditional classes conducted in the previous semester and agreed that the flipped classrooms were more encouraging. For example, a study conducted by Moffett and Mill (2014) revealed that flipped classroom model received highly constructive feedback from most of the veterinary students in the study. A similar result was found in a comparative study conducted by Chen and Chen on statistics students' perceptions about cooperative learning in flipped classroom and the traditional classroom (2014). The study showed that flipped statistics classroom was preferred to the traditional classroom. Another recent study explored the students' attitudes towards the flipped classroom. The findings showed that the flipped classroom was chosen over the traditional one by the majority of the students (Gilboy, M., Heinerichs, S., & Pazzaglia, G. (2015). Moreover, two studies found out that flipped classrooms excel traditional classrooms in terms of support from teacher, student participation and active learning (McLaughlin, J. E.et.al, 2014, Strayer, J. F. , 2012). Tune et al. (2013) conducted a survey to examine students' perspectives regarding the flipped classroom model at the end of the course, and the findings revealed that the model allowed the teachers to have remarkably more

class time to focus on important ideas and/or involve students in problem-solving activities while the teacher was also assured that students had learned essential lessons from didactic lectures. Hung (2015) studied potential effects of flipping the classroom on learning attitudes and concluded that many benefits can be derived from flip lessons. In flipped classrooms, not only students outperformed but they also developed more positive attitudes toward their learning process. Students were found more dedicated to learning than in traditional classrooms

Drawing on these previous research, there are some reasons for the adoption of flipped classroom in this study. Firstly, even though flipped classrooms have been implemented and studied in the context of grammar learning pedagogy, this instructional model remains under-explored in the junior high school context especially in Indonesian context. The second reason is to examine whether a flipped classroom enables student to engage actively in learning grammar through learning management system such as google classroom, edmodo, padlet, nearpod, etc. Among of them, edmodo is easier to be used by the teenager students. Hence, in this study the researchers use edmodo platform as the online classroom application. Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo. It is a safe environment. There is no bullying or inappropriate content, because the teacher can see everything that is posted on Edmodo. Also parents can join the class to bring a level of transparency that is difficult to achieve without technology. All in all Edmodo is a great companion to just about any class. Additionally, the previous studies provide evidence that flipped learning approach has a positive impact on students' confidence level and grammar knowledge, however. In addition, it is also evident that it can strengthen the teacher-student rapport.

RESEARCH METHODOLOGY

Research Context and participant

The site of this research was an Indonesian public junior high schools in a town in West Java, Indonesia. This school has a population of more than 900 students with various sociocultural backgrounds. Most of the students were bilinguals (e.g., Bahasa Indonesia, Sundanese and Javanese). The participants of the study are the 8th grade of students. A total of 23 students in one class. Their ages ranged between 14 and 15 years old. This study was approved by school principal as ethical considerations. The authors also asked the student participants to obtain consent from their parents or guardians that they would participate in the research project. This study spanned 8 meetings (two months) from April to May 2019. The researchers chose the site because of two considerations: (1) learning processes at this school were supported by well-equipped learning facilities including installed classroom projectors, broadband Wi-Fi internet networks, and a library and (2) the authors has access to this school.

Research design

One research question guide this study: What are students' perceptions of the flipped classroom mode in learning grammar? To address the research question, the present study employes action research, as Kemmis, McTaggart, and Nixon (2014) emphasized, which focuses on "changing people's practices, their understandings of their practices, and the conditions under which their practices are carried out" (p. 51). Informed by this justification, flipped classroom and edmodo used in this study was a way to change and improve student participants' learning of grammar. In this study, the second author taught one section of grammar topics. The topics taught in the classroom by the co-author were *simple past tense in recount texts*. While the first author collected the data from the participants. The instruments used for collecting the data, learning logs and interview questions, were designed by the first author. All of the authors collaboratively analysed the data and wrote the research report.



Figure 3. Cycle of Action Research (Adapted from Kemmis, McTaggart, & Nixon, 2014)

Instructional Procedures

All the students went through three-step learning activities, such as: pre-class activity in-class activity, and post-class activity

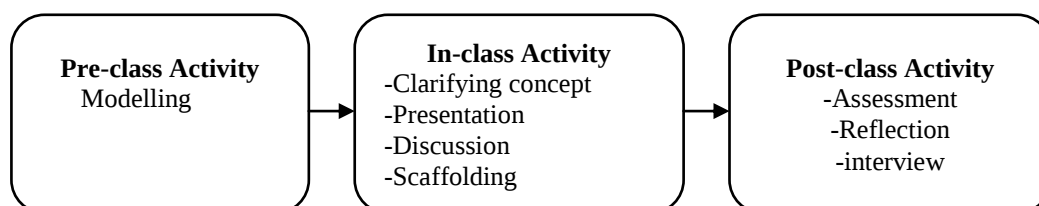


Figure 4. Course Design of Flipping a Class (adapted from Estes et al.,2014)

1. Pre-Class: Before the participants worked on the Flipped Classroom, one of the authors, who acted as a teacher, explained the purpose of the flipped classroom framework in the class. The students were introduced to the learning materials. Then, the teacher uploaded her grammar videos for several lessons at Edmodo website and added comments at specific times in the video that either pointed out specific verb form or asked questions in context. Then the teacher explained how to use Edmodo and watch the grammar video and had student to do the tasks before the class (see figure 6). The video materials discussed about the use of simple past in recount text. Next The teacher reviewed the answers before class and was able to engage the students with higher-level discussions after a short review time. After several lessons.

2. In-Class: In class activity, first, the teacher discussed the videos materials with the students to figure out whether all students already watched the videos materials or not. Then, she told students to work in small groups of five to six, and they had to answer the questions about simple past tense in recount text. The students had to change the verb from simple present into past tense and the students recognized the past tense form in the recount text. After that, the teacher brought the groups together for a class discussion. Each leader of the group reported to the class, providing the answer to the questions about simple past form in recount text selected by the small group members. Then, during the discussion, the teacher clarified any misunderstanding points.

3. The post-class: in the post-class activity, students are required to evaluate their learning on assignments. Then, the teacher gave students' individual worksheet in the last meeting. The students completed the recount text by filling in the missing words i.e. verb and students required to change the base verb into verb two. After that, the researchers told the students to do an interview and write a reflective journal.

Data collection and Analysis

To examine students' perception on the implementation of the flipped classroom in learning grammar, the authors collected the data from the students' interviews, reflective journals, and photo elicitation. The authors used a structured interview; this is a kind of interview which the research has prepared the questions before going to the class. The interviewed guidelines are adapted by Yang, C. C. R. (2017). The questions for the six interviewees (see Appendix 1 for a List of Interview Questions) are gathered from students' perceptions of the flipped classroom in learning grammar. All the interviews conducted in bahasa Indonesia, and the interview scripts translated into English. All of these meetings digitally recorded.

The participants wrote a reflective journal at the end of the research. The reflective journals were used to collect information on students' perception of learning grammar with the flipped classroom platform. Lay & McGuire (2010) divide the process of reflection into three steps: Step 1, Describe, it contains about the detail information such who, what, where and when the experience. Step 2, Examine, associate the course

learning object in past or current. Step 3, Articulate Learning, what did I learn? How did I learn it? The six students write a reflective journal on the last meeting of the research. The students who write reflective journal are the same participants with the interviewees. The students conveyed their feeling and opinion regarding the implementation of the flipped classroom in learning grammar. After that, the collected data were analyzed. Then, Photo elicitation, the use of photographs, also were used to generate verbal discussion (Thomas, 2009). Photo elicitation is now a widely known and a frequently used technique which involves using one or more visual images in an interview and then asking participants to comment on the visual images used (Bigante, 2010).

To categorize all the data, Braun and Clarke's (2006) thematic analysis was used. We reviewed the data, took notes, and began to group the data into categories. The goal of this analysis was to critically identify patterns and develop themes. All the data were coded and labeled using key words or phrases highlighted. Six steps in thematic analysis fluctuated between these phase: familiarizing, generating, searching, reviewing, defining and naming, and producing.

First, familiarizing: It is a phase to familiarize the authors with the collected data. The authors need to transcribe the data (i.e., interview form need to transcribed into written form by typing and saving it in the computer file) and checking back the data by playing back the data to keep the originality. Then, we read and re-read the entire data. The reason is to familiarize with all aspect of the data with the depth and breadth of the content to search for meanings and start marking ideas for coding that will be re-check in the next phase. Second, generating initial coding: We highlighted the texts we wished to analyze. This coding help us find out emergent themes or patterns of the data in relation to the research question. All the relevant data in the form of excerpts, vignettes, snapshots, illustrations, and narratives were coded for further data analysis. Third, searching for themes: We listed and sorted out the highlighted data to identify broader patterns of the data. Searching for the key themes of finding enabled us to closely analyze the coded data.

Fourth, reviewing themes: The authors re-read and double checked the coded themes against the dataset in order to determine if they elicited important features of the data, relevant to the research questions. This theme review allowed for careful and detailed thematic data analysis. Fifth, defining and naming themes: We developed a fine-grained analysis of each finding theme. We also worked out the scope and focus (essence) of each finding theme. Sixth, Writing up: We weaved together and analyze the data using critical discourse analysis (CDA) because data categorization and coding were incomplete and because “the thematic analysis is a relatively straightforward form of qualitative analysis” (Braun & Clarke, 2006, p.94).

RESULT AND DISCUSSION

The efficacy of video materials in learning grammar

The students’ perceptions of video materials were positive. All of the students enjoyed watching the video materials (see table 1) and had an interest in using them for learning grammar. The following three students’ vignettes provide empirical evidence of students’ interests in video materials to learn the use of verb 2 in recount text. The following three students’ vignettes from their reflective journals provide empirical evidence concerning the effectiveness of video materials in learning grammar.

Table 1. Freely available resources

No	Resources	Links
1	Recount text - Bimbel Nurul Fikri	https://youtu.be/bVE-qB6uxA0
2	Recount text - Theresia Hayuning	https://youtu.be/VYbPo0OxJNg
3	The example of recount text	https://www.youtube.com/watch?v=X0Bcrgtu3hk
4	On The Weekend (weekend recount song)	https://www.youtube.com/watch?v=azvXSVaPEw0

Student Vignette 1

For me, learning used the flipped classroom model was fun and easier. The use of video materials made learning activities more efficient, interesting and not wasting time in class. There are pluses to watch the video of grammar materials, the main one being it is possible to do group activities. But, I think the current video materials are great. The grammar materials are really useful. The online quizzess are useful for me to assess my grammar understanding. (MF, Reflective Journal, 16 Mei 2019)

Student Vignette 2

I really like learning used flipped classroom. It was fun because I really enjoyed learning at home if you don't understand the materials; I can re-watch the video until I understand it. I could learn the materials that I had never seen in the textbook. This website provided me some quizzes about simple past tense and recount text such as generic structures, and grammar and vocabulary focus. (RA, Reflective Journal, 16 Mei 2019)

Student Vignette 3

I was enjoying learning used flipped classroom. The use of video materials made the activity interesting. The video materials made learning easier because I could watch the video materials anytime. (MD, Reflective Journal, 16 Mei 2019)

The three students' vignettes show that the students are enjoyable in learning grammar through video. For them, Video materials could be more interesting and and easy. The students were exposed to more contextual learning materials as they were presented in an authentic or real-life context. They explained that video could be an effective tool for learning specialized grammar because it contains a combination of visual and aural information. Harmer (2001) mentioned two reasons why video can add a special dimension to the language learning experience. First, by seeing language in use learners' comprehension will be greatly enhanced since meanings and moods are often conveyed through visual clues. Second, videos offer students opportunities to look at situations far beyond their classroom, thus raising their cultural awareness.

The students showed a positive attitude towards the usefulness of video materials in learning grammar. They perceived that video materials were useful for learning grammar because video materials can be seen anytime and anywhere. The students also found that an online class was easy to access and useful for reviewing grammar while doing online activities. In Figure 6, four students are portrayed sitting in a cycle, with three of them holding a smartphone watching the video materials in Edmodo website.



Figure 6. Students are watching video materials in Edmodo application

The following are some vignettes of students toward the usefulness of video material.

Student Vignette 4

I felt that video materials were useful. I could watch the video materials whenever or wherever because the teacher provided them online on Edmodo application. Since I had online homework every week, I could watch the video materials over and over, at least 4 to 5 times per episode. I felt that I became familiar with the differences between simple past and past continues tense. (KR, Interview, 15 Mei 2019)

Student Vignette 5

The video materials were so useful. so I could learn not only in the class, I could study at home, for example, if you have free time, grab your cell phone and open the video materials in Edmodo application instead of playing the game. (NA, Interview, 15 Mei 2019)

Student Vignette 6

The video materials were effective and useful. I could watch video materials anytime. The teacher provided the video materials online on Edmodo application. It was amazing learning, I could repeat the video materials again and again until understand. (OH, Interview, 15 Mei 2019)

Student Vignette 7

Learning through the flipped classroom was interesting. The video materials were so useful to me. I could be more relax while I studied, I could watch the video materials anytime and everywhere. (PW, Interview, 15 Mei 2019)(MA, Interview, 15 Mei 2019)

The four students' vignettes indicate that learning grammar through video could be more usefulness. The students agreed that the use of video materials is useful. The video materials provided them online on Edmodo website. The students could watch video materials anytime and anywhere. The video materials are easy to access and helpful for reviewing grammar while doing online activities. Flipping a classroom allowing students to learn new materials at their own pace. It means that they can pause the video to take notes and process the material. They also can rewind and review the video if there is something they do not understand as mentioned by Bergmann & Sams (2012).

Grammar learning through flipped classroom framework

The two students' vignettes indicate that learning grammar through flipped classroom framework could be more understanding to learners. In students' reflective journals, they wrote that video material contained the detailed and clear. The flipped classroom also made the students engaged in learning grammar and student better understand the material.

Student Vignette 8

Flipped classroom along with video not only offered a new, fresh way of learning grammar but also placed me at the center of engaging learning. When taught in a conventional way, grammar teaching seems to involve a classical expository teaching method in which the teacher positions her/himself at the center of instructional activities. The flipped classroom, on the other hand, allowed me to 'explore' learning materials more flexible at my own pace. I viewed and navigated or 'searched' the materials using the online application. The videos materials provide clear and detailed information. It made me understand better about the use of verb2 in recount text. This seemed to imply that I took the authority and be responsible for my own learning.(AE, Reflective Journal, 16 Mei 2019)

Student Vignette 9

Learning grammar using flipped classroom encouraged me to be an active learner. I was aware of what I was working on and actively explored the materials online. I felt more understanding about the materials and the flipped classroom was easier rather than the usual class. This was made possible for me since the guidelines were well set up at the outset and, most critically, the readily used online learning resources. More significantly, the interaction between the teacher and me as well, my classmates and I were also observed by the teacher in order to make sure that the learning process ran well. (SJ, Reflective Journal, 16 Mei 2019)

This empirical evidence shows that flipped classroom framework can affect on students' learning outcomes. A video is a suitable tool for language learners because of its wide access to real language use. The video materials provide the students with the opportunity to assess their comprehension in various situations they might encounter that could not be readily available in the classroom. Furthermore, it can be used to give students a chance to demonstrate their comprehension. The potential of video materials in the EFL classroom can possibly maximize students' natural ability to acquire, process, and utilize their knowledge. The use of video materials gives students more authentic materials. Moreover, it can help students learn grammar materials many times.

Allen, I.E., & Seaman, J. (2006) reported that the flipped classroom blends the use of technology-based asynchronous teaching methods and traditional teaching methods to give students more control of their own learning and promote greater interaction and cognitive engagement. It means that lecture videos preview is an important part since it assists students to understand the contents and grasp the right concept of doing assignments.

Independent strategy for learning grammar

This empirical evidence supports the use of the flipped classroom in learning grammar. This framework made students' independent in learning and active learners. The

following two students' vignettes provide empirical evidence on what flipped classroom framework an active and independent strategy in learning grammar.

Student Vignette 10

Yes of course, at school the teacher usually explains the materials just from the book that's all. But in the flipped classroom, we could explore more about the material. I could learn by myself at home. I could be independent in the learning activities because the flipped classroom made me understand better about the materials. (ED, Reflective Journal, 16 Mei 2019)

Students Vignette 11

Flipped classroom made me understand well about the materials. Flipped classroom extends our knowledge rather than just using a book. The video materials in Edmodo website gave me the opportunity to learn by myself hmm I could explore my knowledge and learn independently. (PJ, Reflective Journal, 16 Mei 2019)

The two students' vignettes indicate that the flipped classroom made students' independent in learning grammar and also made student active in learning. The video materials gave students the opportunity to learn by themselves. In addition, learning grammar using flipped classroom stimulated students to be active in learning grammar. As seen in figure 7, there is a portray of presentation activity that conducted by the group leader to present the answer to the questions about simple past tense in the recount text. In addition, this activity encouraged students to do an oral presentation and sharing information.



Figure 7. Students are presenting their topic in front of the classroom

This figure indicates that the students are engaged in presentation session of. One group presented their idea and the other members responded to the presenter to discuss the problem. The students were excited to do a presentation and they also were excited in

group discussion. As it is in line with Bergmann's & Sams (2012) opinion that flipping allows students to enjoy the benefits of self-paced learning or differentiation.

CONCLUSION AND IMPLICATION

The present study finding suggest that flipped classroom framework which blends the use of technology, content and pedagogy can be an encouraging and innovative pedagogy for future English teaching and learning since this platform is invaluable learning experience for students. Empirical evidence proved by the positive feedback from students implies that students are engaged with this new platform for their learning. With this framework, students can control their learning by using video materials. Through this video materials they can preview and understand the content anytime. However, the authors should support the students with appropriate for the first few weeks when the flipped content is implemented for the first time such as a class demonstration completing the full workflow and ensuring everyone has proper access to the content and there is appropriate internet and device access at home. In this case, the students should be recognized to submit their answers to questions, as part of total course credit, even if it is a small percentage. This platform in a certain extent is able to change from traditional classroom in which the teacher present content or skills to students in class, who listen and try to take notes to flipped classroom , when class is over the teacher can assign homework so that students can practice what was taught in class eventhough the students did not fully comprehend the lecture or introduction to the content will likely struggle with doing the work at home and have to wait until the next class for help and clarification.

Drawing on these findings, the present study offers three practical implications for the teaching of specialized grammar. First, the English teacher might consider integrating technologies, such as online platform (e.g., Edmodo, YouTube, Khan Academy, etc) and video into the teaching of grammar as these resources could facilitate students to enhance their English language. The English teacher can enrich the variety way to teach English for daily life to the student and flipped classroom can be a way the process of teaching and learning more enjoyable. Second, this study finds that flipped classrom framework can stimulate the students in learning grammar. Finally Flipped classroom

framework implemented by professional teachers can enhance the students' autonomous learning.

REFERENCES

- Al-Harbi, S. S., & Alshumaimeri, Y. A. (2016). The Flipped Classroom Impact in Grammar Class on EFL Saudi Secondary School Students' Performances and Attitudes. *English Language Teaching*, 9(10), 60-80.
- Allen, I.E., & Seaman, J. (2006). *Making the Grade: Online Education in the United States*, Needham, MA: Sloan Consortium.
- Baker, J. W. (2000). *The 'classroom flip: Using web course management tools to become the guide by the side*. 11th International Conference on College Teaching and Learning, Jacksonville, Florida, United States, April 12-15.
- Bergmann, J., & Sams, A.. (2012). *Flip your classroom: Reach every student in every class every day*. Washington, DC: *International Society for Technology in Education*.
- Bigante, E. (2010). The use of photo-elicitation in field research. Retrieved from <http://echogeo.revues.org/11622>
- Bishop, J.L., & Verleger, M. (2013). The flipped classroom: A survey of the research. Paper presented at the 120th ASEE Annual Conference & Exposition, June 23–25, Atlanta, GA.
- Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2). pp. 77-101. ISSN1478-0887
- Corder, S. (1988). Pedagogic grammar. In W. Rutherford & M. Sharwood-Smith (Eds.), *Grammar and second language teaching* (pp. 123-145). New York: Harper & Row Publishers, Inc.
- Chen, Y., Wang, Y., & Chen, N. S. (2014). Is FLIP enough? Or should we use the FLIPPED model instead? *Computers & Education*, 79, 16–27. <https://doi.org/10.1016/j.compe.2014.07.001>
- Estes, M. D., Ingram, R., & Liu, J. C. (2014). A review of flipped classroom research, practice, and technologies. *International HETL Review*, Volume 4, Article 7, Retrieved from <https://www.hetl.org/feature-articles/a-review-of-flipped-classroom-research-practice-and-technologies>.
- Fisher, D. (2009). The Use of Instructional Time in the Typical High School Classroom. *The Educational Forum*, 73(2), 168-176. doi:10.1080/00131720902739650
- Fontaine, L. (2013). *Analysing English grammar: A systemic-functional introduction*. Cambridge: Cambridge University Press
- Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Cammeray, NSW: Antipodean Educational Enterprises.
- Gilboy, M., Heinerichs, S., & Pazzaglia, G. (2015). Enhancing Student Engagement Using the Flipped Classroom *Journal of Nutrition Education and Behavior*, 47(1), 109-114.
- Harmer, J. (2001). *The practice of English Language Teaching*. Cambridge, UK: Longman
- Hung, H. T. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, 28(1), 81–96. <https://doi.org/10.1080/09588221.2014.967701>

- Jean, G and Simard, D. (2011). Grammar Teaching and Learning in L2: Necessary, but Boring?. *The American council and on the teaching of foreign languages*.
- Kang, N. (2015). The Comparison between Regular and Flipped Classrooms for EFL Korean Adult Learners. *Multimedia- Assisted Language Learning*, 18(3), 41-72.
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical Participatory action research*. Singapore: Springer.
- Khanova, J., Roth, M. T., Rodgers, J., & McLaughlin, J. E. (2015) Student experiences across multiple flipped courses in a single curriculum. *Medical Education*, 49(10), 1038-1048.
- Krashen, S. (1987). Application of psycholinguistics research to the classroom. In M. H. Long & J. C. Richards (Eds.). *Methodology in TESOL* (pp. 33-34). Boston, MA: Heinle & Heinle.
- Lage, M. J., Platt, G. J. & Treglia, M. (2000). "Inverting the classroom: A gateway to creating an inclusive learning environment," *Journal of Economic Education*, vol. 31(1), p. 30-43.
- Lay, K., & McGuire, L. (2010). Building a lens for critical reflection and reflexivity in social work education. *Social Work Education*, 29(5), 539-550.
- Liu, J.-Y., Chang, Y.-J., Yang, F.-Y., & Sun, Y.-C. (2011). Is what I need what I want? Reconceptualising college students' needs in English courses for general and specific/academic purposes. *English for Academic Purposes*, 10, 271-280.
- Marsh, D. (2012). *Blended learning - Creating Learning Opportunities for Language Learners*. London: Cambridge University Press.
- McLaughlin, J. E., Roth, M., Glatt, D. M., Gharkholonarehe, N., Davidson, C. A., Griffin, L. M., Esserman, D. A., & Mumper, R. J. (2014). The flipped classroom: a course redesign to foster learning and engagement in a health professions school. *Academic Medicine*, 89, 1-8.
<https://doi.org/10.1097/ACM.0000000000000086>
- Moffett, J., & Mill, A. C. (2014). Evaluation of the flipped classroom approach in a veterinary professional skills course. *Advances in Medical Education and Practice*, 5, 415-425. <https://doi.org/10.2147/AMEP.S70160>
- Mohamed, N. (2004). Consciousness-raising tasks: A learner perspective. *ELT Journal*, 58, 228-233.
- Prensky, M. (2005). Listen to the natives. *Educational Leadership*, 63(4), 8-13.
- Reidsema, C., Kavanagh, L., Hadgraft, R., & Smith, N. (2017). *The Flipped Classroom. Practice and Practices in Higher Education*. Ed. Springer.
- Richards, J. C. (2005). *Communicative language teaching today*. (REL C Portofolia Series 13). Singapore: SEAMEO Regional Language Center.
- Richards, J. C., & Reppen, R. (2014). Toward a pedagogy of grammar instruction. *REL C Journal*, 45, 16 (2014).
- Sohrabi, B., & Iraj, H. (2016). Implementing flipped classroom using digital media: A comparison of two demographically different groups' perceptions. *Computers in Human Behavior*, 60, 514-524.
- Soliman, N. A. (2016). Teaching English for Academic Purposes via the Flipped Learning Approach. *International Conference on Teaching and Learning*

- English as an Additional Language, GlobELT 2016*, (pp. 122-129). Antalya, Turkey.
- Stone, B. B.. (2012). Flip your classroom to increase active learning and student engagement. *Proceedings of the 28th Annual Conference on Distance Teaching & Learning*. Madison, WI.
- Strayer, J. F. (2012). How learning in an inverted classroom influence cooperation, innovation, and task orientation. *Learning Environment Research*, 15(2), 171-193. <https://doi.org/10.1007/s10984-012-9108-4>
- Thomas, M. E. (2009). Auto-photography. *Columbus, OH: The Ohio State University*
- Tune, J. D., Sturek, M., & Basile, D. P. (2013). Flipped classroom model improves graduate student performance in cardiovascular, respiratory, and renal physiology. *Advanced Physiology Education*, 37, 316-320. <https://doi.org/10.1152/advan.00091.2013>
- Voss, E., & Kostka, I. (2019). Defining Flipped Learning and Academic English at the University. In *Flipping Academic English Language Learning* (pp. 1-8). Springer, Singapore.
- Yang, C. C. R. (2017). An investigation of the use of the 'flipped classroom' pedagogy in secondary English language classrooms. *Journal of Information Technology Education: Innovations in Practice*, 16, 1-20. Retrieved from <http://www.informingscience.org/Publications/3635>
- Zhang, L. (2015). Teaching model design of business English based on flipped classroom case study. *Proceedings of the International Conference on Education, Management and Computing Technology*, (pp. 176-181). Hong Kong.
- Zimmerman B. J. (1989). *Models of Self-regulated Learning and Academic Achievement*. In B. J. Zimmerman & D. H. Schunk (Eds). *Self-regulated Learning and Academic Achievement: theory, research 2, g and practice*. Springer-Verlag New York Inc.

Conflict of Interest

No potential conflict of interest is reported.

Author biography

Elih Sutisna Yanto earned his MA in English Education at Universitas Profesor DR. Hamka Jakarta in 2012. He is a full-time English teacher at Universitas Singaperbangsa Karawang in West Java, Indonesia. His professional interests include language teaching methodology, systemic functional linguistics (SFL) in language education and the use of corpus in teaching grammar. He has published on language teaching methodology issues in national journals. He has also participated in many national & international ELT and Linguistics and Literatures conferences. He can be contacted at elih.sutisna@fkip.unsika.ac.id

Ghyarlina Triyani is a graduate student at the English Education Department, Faculty of Teaching and Education, Universitas Singaperbangsa Karawang, Karawang West Java, Indonesia. Her research interests include teaching grammar and writing. She can be reached at ghyarlina@gmail.com.

Hikmah Pravitasari received her Master of Education at Universitas Muhammadiyah Surakarta in 2017. She is a full-time English teacher at STKIP La Tansa Mashiro Rangkasbitung, Lebak Banten, Indonesia. Her professional concerns are instructional design material evaluation and development, digital literacy, and discourse analysis. She has also participated in several national & international ELT and Linguistics and Literatures conferences. She is available at hikmah@latansamashiro.ac.id