THE IMPLEMENTATION OF FLIPPED CLASSROOM MEDIA IN TEACHING VOCABULARY AT MARTAPURA SOUTH KALIMANTAN

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ABSTRACT

In general, teachers often have resistance in what media will support learning, especially in learning vocabulary. To teach vocabulary teachers can use flipped classroom media whose use is quite simple where teachers only make videos that contain the material they are teaching. The research aimed: To describe instructional preparation made by the teacher in teaching vocabulary using flipped classroom media, To identify instructional materials and assessments are used by the teacher in teaching vocabulary using flipped classroom media, To know the difficulties faced by the teacher in applying flipped classroom media in teaching vocabulary, and To explain perceptions of teaching vocabulary using flipped classroom media. Researchers used qualitative methods, interviews as a type of research, and there are two methods used to collect the required data, namely: observation, and interview. In this study, researchers used grade 8 English language teachers as data sources. With the result, researchers found that teachers can use this media to make students more quickly understand and quickly answer some of the questions given by using a of assessment vocabulary multiple choice or essay. The difficulty of the longer the question is given to students, the students are a little slow in answering. The conclusion media flipped classroom can help students and teachers improve their vocabulary because flipped classroom media can be videos, and more apps like Quipper, Zenius, and Edmodo.

Keyword: Vocabulary, Flipped Classroom media, Qualitative

INTRODUCTION

Vocabulary is a necessary part of foreign language learning because without vocabulary, we cannot do listening, speaking, reading, and writing. Researchers such as Laufer and Nation (1999) “have realized that the acquisition of vocabulary is essential for successful foreign language use and plays an essential role in the formation of complete spoken and written texts”. “Learning vocabulary items plays a vital role in all language skills (e.g. listening, speaking, reading, and writing” (Nation, 2001). Through learning vocabulary, we come to know how the language uses correctly. The facts there are many obstacles in learning vocabulary at school, it because laziness in word memorizing, and lack of interest in learning vocabulary. Even though the students who have studied foreign languages for nine years, especially at the Junior High School. So, it is hard for them to learn vocabulary.

Therefore, we must make it as exciting as possible be motivated in them and learning vocabulary. Considering the 21st-century era, so that we can use media as attractive for them into teaching vocabulary. There are a many media that we can use, for example, social media like Instagram, Whatsapp, video online like youtube, and games online like PUBG, and Mobile Legends, among them, is the flipped classroom media. On the other hand, the flipped classroom model consists of video lectures or teachers that students watch before attending classes where they participate in activities or the teachers answer their questions. It is now the opposite of the traditional teaching approach in which students listen to their teachers during classes but engage in interactive and collaborative outside classes. “The flipped classroom is pedagogically convincing because it supports the principle of personalized, differentiated learning, student-centered instruction, and constructivism. In the flipped classroom, the whole classroom structure using flipped, and that is why it is called the flipped classroom” (Overmyer, 2014). “The main goal of flipping the classroom is to increase face-to-face time between teachers and students” (Gross, 2014). “Devote class time for discussing topics,
answering questions, and practising exercises” (Mehring, 2015). “The flipped classroom model’s fundamental principle is to have more attention toward students and their learning without wasting class time need to cover new content” (Lage et al., 2000). “The benefits of the flipped classroom focus on higher-order thinking skills and challenging content. Therefore, the flipped classroom model enhances students’ engagement, motivation, and improves academic performance” (Tucker, 2012).

Those students’ problems of vocabulary must be solved because it can be difficult for them to continue the next level or grade. Also, the students may have low motivation in learning English because they feel English is difficult.

Furthermore, the students will have boredom in the English language class. According to Hutchinson & Waters(1991); Susanna (2007) ‘pointed out that the mismatch between the students’ conceptual or cognitive capacities and the learners’ English proficiency level often cause problems for students because the students’ learning style and teachers’ teaching approach do not match and also the English course does not relate to the students’ needs and interests”. Susanna (2007) also claimed “that weak students usually have poor strategies and give up easily when they find a struggle”.

Based on the personal experience in the first and second grades at SMP Negeri 2 Martapura Timur, the media uses in teaching. The teaching vocabulary is monotonous; the students memorize it to the verbs’ changes, the word related to nouns, adjectives, and adverbs. There are many media of language teaching the selected for teaching vocabulary; some of the teachers are using flipped classrooms.

Based on the Jalal Nouri’s (2016) research with the title “The flipped classroom: for active, effective and increased learning – especially for low achievers” shows the results is the flipped classroom model proved to be appreciated by many students. Among the 240 respondents, 180 students expressed a positive attitude to the flipped classrooms after the course (75 %). The students most appreciated the use of video (M = 4.15, SD = 1.10), flexibility and mobility given by the flipped classroom model (M = 3.95, SD = 1.10), that learning can be done at own pace (M = 3.75, SD = 0.91), that learning processes are better supported (M = 3.54, SD = 1.13), and that non-traditional campus activities are meaningful (M = 3.40, SD = 1.13). In terms of other characteristics of the learning process, to some extent, the students appeared to agree that it is easier and more effective to learn with the flipped classroom approach (M = 3.17, SD = 1.03) and that they feel more motivated as learners (M = 2.95, SD = 1.13). Furthermore, many students perceived that they had to take more responsibility for their learning (M = 3.91, SD = 0.96) in a flipped classroom course. Noteworthy, some students also felt themselves alone during their learning (M = 3.01, SD = 1.29). The results of an analysis of the correlations between the measured variables, with a particular focus on flipped classroom attitudes and its effect on learning and motivation are presented.

METHOD OF RESEARCH

The research design used interview research design. Because Interviews are particularly useful for getting the story behind a participant’s experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses. (McNamara,1999). The interview research design being chosen because the researcher tried to know in-depth information of flipped classroom media in teaching vocabulary.

FINDING AND DISCUSSION

A. Findings

1. The instructional preparation in teaching vocabulary using flipped classroom media.

   Informant said:

   I prepare the material as the curriculum applied to teach in accordance with the existing Theme in the student work book or video. Then I immediately check the presence list of my student. Now, during the pandemic time there are no ice breaking, that problem because for one lesson is only 15 minutes, so one subject is 30 minutes which is before the 45 minute pandemic. And we begin the lesson with the Whatsapp application.

   There are impacts from the explanation above, such as the teacher and students do not know what the material will he teach, and they will learn. So the student will wait when the teaching time is already entered.

2. The instructional materials and assessment in teaching vocabulary using flipped classroom media
Informant said:

I used the student work book Like “When English Rings Bell book, Picture, song lyrics, videos, adapted to the theme”. The reason it is Easy and related to the curriculum, and appropriate to the curriculum standards, it provided by the Minister of Education and Culture. So my students are rapid to answer, if in the form of words, but if in the form of sentences rather slow because it is rather long to answer.

In the vocabulary assessment is not difficult, I give a question of multiple choice or essay, can also be a picture, for example I give a question to students in the form of animal pictures or the others, and I told them to guess the animal in English, when the writing is correct then the value is 100. In addition, the vocabulary assessment has the advantage of being very easy because it is only seen from the writing, whether it is true or not, and does not take much time.

3. The advantages are faced by the teacher in applying flipped classroom media in teaching vocabulary

Informant said:

The all media have difficulties in applying, because not all the media is right in the learning, I have to choose the right media for application.

Talk about of media flipped classroom, flipped classroom has difficulties such as the difficulty of assessing the many students ' work, should one by one to assess and take a long time, because when I tell them to make the video and the duration is too long, it will be difficult to assess. So, to deal with these difficulties, I reduce giving the question to the students, so as not to be difficult to assess their work.

Teacher claim the flipped classroom is able to save time, easy to give instruction, give a lot of materials to the students, as a facilitator to the students who has a difficult material, more creative and could monitor the students results, is able to apply next meeting in real class, besides students could better optimize the utilization of existing media. For example, so far students only use the media such as Instagram, Whatsapp, and others as a medium for uploading anything. With the flipped class, students understand how to learn interesting through the internet and social media, so they were more attractive and motivated to learn English with a fun process.

In accordance with the definition of the flipped classroom that flipped class was a media of learning where students get learning materials through online media, so they could study the material repeatedly. Through the information provided by the teacher was according to the minister of national Education, study at home, please! Because the conditional now we was attacked by virus COVID-19.

It is very appropriate to the teacher used video and audio for using those medias by Whatsapp and Google Classroom.

Example :

The teacher gave video about the song of “Price tag by Jessie J”

And the question ; what is the message of that song?

The teacher recorded the material then is given to the student about notices “Please, say in English!”

- Dilarang makan dan minum di tempat ini!
- Hanya untuk parkir bis sekolah!

Based on the experience of the teacher was that the most students are not able to get the questions directly because are not able to get a lot of the materials, beside only some students who are able to get the materials because the teachers give the materials only and then the teachers are not able to explain directly.

B. Discussion of the Results.

1. The instructional preparation in teaching vocabulary using flipped classroom media.

Besides that, in the pandemic era, the preparation of material for teaching was not the same as usual, as what was said by the informant : “First of all we prepare the material as what we want to teach in accordance with the existing Theme in the package book or video, then we immediately check the presence of each student, and ask if there are students who were absent,
during the pandemic now there is no greeting let alone ice breaking, because one hour lesson is only 15 minutes, so one subject is 30 minutes which is before the 45 minute pandemic. And we begin the lesson with the Whatsapp application”. We can see that the first 15 minutes should be filled with greeting, ice breaking, checking student attendance, and repeating the lesson a little in the previous meeting, to find out if students understand the previous lesson, but what the informants said is different, in the pandemic era school hours are reduced, no greeting and others but check students attendance immediately, ask whether they are ready or not accepting lessons, and immediately give material. On the other hand, now the teacher is required to prepare material for a short meeting and must be more creative so, that students understand what is conveyed by the teacher.

No preparation is also very hampered because students are confused about what is discussed by the teacher because of the lack of preparation made by the teacher, so the teacher must prepare properly and thoroughly so that there is no miscommunication between students and teachers.

2. The instructional materials and assessment in teaching vocabulary using flipped classroom media.

As we know, a lot of material is used depending on what is told in the book to learn which vocabulary, especially with the title that I load by studying adjective vocabulary, it is very helpful to use media such as videos, listening to songs, watching movies, and other.

In the case of vocabulary, informant assessment uses “With the writing arrangement, so I give like a multiple choice question in the form of a video or picture with 10 questions, and if it is true all the writing values are 100, and can also prepare in the form of a picture they rewrite the words or sentences in the picture correctly”. This assessment is very helpful for informants in giving an assessment because a vocabulary does not have many kinds of assessments.

3. The advantages are faced by the teacher in applying flipped classroom media in teaching vocabulary.

In teaching there must be media that is difficult to apply, not all media are successful in teaching, certainly, there are many media that are used by teachers to target students so that they understand what is conveyed by the teacher.

Based on the teacher’s experience of the flipped classroom as a media, it is sometimes difficult to apply because students get bored by watching videos that are too long or it can be difficult to download due to network limitations or do not have access such as smartphones and laptop according to Frydenberg, 2013 “Moreover, not all students have access to the same technology such as smart phones or laptops, especially at home when students will learn and watch the videos before attending the class next day, and maybe there could be a digital divide against the flipped classroom methodology”.

On the other hand, the informant also mentioned the difficulty of correcting student questions, because many students collected their assignments in the form of videos and others, moreover added by a large number of students, so the teacher took the initiative to reduce the questions, so that not too many were corrected. Flipped classroom media doesn’t have too many difficulties and can even save time stated by Milman (2012), the flipped classroom will save the students’ and teacher’ time; valuable time can be used in the classroom for discussing rather than listening to the lectures. Therefore, the solution is to avoid difficulties by not giving too many questions so that it is easier to give assessment. The perception of prospective English teachers after using flipped classroom media is a lot of things that is a lot of time is used as well as possible, because only preparing videos and sending to students and students learn by themselves if they do not understand the material in the video so students ask the teacher directly, media like this have an efficient time when in class because the material has been sent before. As stated by (Lage et al., 2000) The fundamental principle of the flipped classroom
model is to have more attention toward students and their learning without wasting class time needed to cover new content.

The benefits of the flipped classroom include providing time and opportunities for better participation in class and to focus on higher-order thinking skills and difficult content. Therefore, the flipped classroom model enhances students’ engagement, motivation, and improves academic performance (Tucker, 2012). Probably, the greatest advantage of the flipped classroom is increasing the face-to-face time spent with both teachers and peers. Goodwin and Miller argue that the flipped classroom spares more time for the feedback of the teacher as well as better student-teacher interaction (2013).

Moreover, flipped classroom media is very helpful in the current pandemic era, because all schools or colleges are now learning and teaching using an online system, where students receive lessons through applications such as whatsapp, zoom, edmodo, quipper, etc. The application is very helpful according by Mislinawati and Nurmasiyitah (2018) shows that the students perceived the e-learning web-based module to be useful in improving their understanding, independence, self-discipline, motivation to learn, and interactions with each other and with the teacher. And, Mamattah (2016) show that majority of the students think e-learning is an innovative idea and must be encouraged, however, few concerns such as the fear of employers’ discrimination against those who study through e-learning were discovered.

As we know, flipped classroom is a reversal of general learning approaches: With videos made by teachers and interactive lessons, instructions used and happening in class can now be accessed at home, preceding direct meetings in class. Classes are places to solve problems, advance concepts, and engage in collaborative learning. Most importantly, all aspects of instruction can be rethought to maximize the best learning resources.

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Example:

a. The teacher gave video about the song of “Price tag by Jessie J”
   • And the question; what is the message of that song?

b. The teacher recorded the material then is given to the student about notices
   • “Please, say in English!”
   1. Dilarang makan dan minum di tempat ini!
   2. Hanya untuk parkir bis sekolah!

   According to “(Hamdan et al., 2013) A flipped classroom frees up class time for teachers and presents learning choices to students rather than just informing them in a sit-and-listen format. With this model, teachers “… can deliver this instruction by recording and narrating screencasts of work they do on their computers, creating videos of themselves teaching, or curating video lessons from trusted Internet sites”.

   But, every media certainly has its own weaknesses in learning vocabulary, therefore flipped classrooms also have weaknesses, where students find it difficult to understand more deeply the material presented because it is only through recorded videos or through online meetings.

   The lack of material delivered is not like a direct meeting according to “Hess (2013) argues that flipped classroom does not replace face-to-face teaching with online instruction.” Difficult internet network that is sometimes erratically stable as according to“(Fulton, 2012) Accessibility. The use of computers and internet access at home is typically a large component of a flipped classroom.” “That puts students and schools with limited internet and computer access are at a disadvantage when attempting to implement a flipped classroom (Tomlinson, 2015)”. On the other hand not all teachers can use advanced technology as nowadays according to “(Ertmer, 2012) A teacher’s comfort level
with technology would also impact their willingness to embrace a flipped classroom”.

CLOSURE
The preparation before teaching is very important, where the teacher must prepare what material to be discussed when learning begins. Mature preparations support the activities during learning, where there is no preparation so that the learning activities are very disturbed, it is not possible, because students will be confused what to ask when there is no preparation mature by the teacher.

Talk about material and assessment is very important to supporting learning because the right material always get impact in the activities during the learning. In this school, teachers have various materials to support vocabulary learning in the form of student books, videos, songs, and applications. The assessment in the vocabulary is not too difficult as what is conveyed by informant, informant sometimes use the type question like multiple choice or essay to make it easier to assess.

About the media, not all media is appropriate for learning. Flipped classroom also has a difficulties when the teacher gives a lot of questions, the students are confused, besides when the teacher rules to make a question in the form of video, the teacher has overwhelmed because he has to assess one by one. To avoid such difficulties the teacher will reduce in giving problem. The teacher’s perception of the use of flipped classroom media really agree, it can save time and more creativity. Besides that media flipped classroom has an advantage that when the teacher makes a learning video, the video can be repeated several times by students, and not afraid of the backwardness of material explanation. The disadvantages are students do not have internet access, smartphones, or unstable networks.

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