

Student Perceptions of a Flipped Basic English Practicum Classroom

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Abstract

Flipped classroom, or, in other words, flipped learning setting, has several advantages as well as challenges. In this study setting, flipped classroom was applied to several topics covering grammar lesson prior to the practicum session. This study aimed at investigating the student perceptions of a flipped Basic English Practicum Classroom. Mixed-method research was applied to 44 students, chosen by employing the Simple Random Sampling. A survey was done to gain description on how beneficial the Flipped Classroom model employed in the practicum class, while the interview was also done to give more explanation to the questionnaire data. The data gained were then analyzed in descriptive statistics and coded. The findings showed that flipped classroom employed in this study was not beneficial based on students' perceptions. Both findings derived from the survey and interview showed that the students preferred a teacher-led lesson for the theory class in preparation for the practicum class, although they also agreed that this model also supports their independent learning. The findings showed that flipped classrooms were found not beneficial, as perceived by the students. As a result, further research should be conducted to find out the reasons why flipped classrooms employed in this setting was not beneficial.

Keywords: flipped classrooms, student perception, teacher-led lesson

Introduction

Basic English Course is one course offered in Blood Bank Technology study programs. It comes with a universal name of only "*Bahasa Inggris I*" (or English) course in the nationally built core curriculum for the Blood Banking Study Programs in Vocational Higher Education. This course has one session theory and another for practicum in each week. In a normal classroom setting (completely done fully offline), this course is conducted in one complete session from theory class moving on to practicum session approximately for four hours. However, in some topics, more practice needs to be given, then it will need more time for the students in the classroom. The classroom setting should be changed into more appropriate one, especially in a full offline session.

Covid-19 pandemic has been a difficult moment for teachers to shift from traditional teaching methods to sophisticated ones. In that moment, several methods were applied to meet learners' needs, from asynchronous to synchronous one, moving from fully online classes to semi-online ones, and then going back to the beginning. In that shifting moment, flipped classrooms have been one interesting option to choose, especially in the transition time between pandemic and post-pandemic era. Flipped classrooms were interesting options to choose simply because it facilitates more practicums in English lessons to take place, since the theoretical sessions were done prior to the class, mostly in lectures done in digital or video format (FLN in (Roehling, 2018)). The lessons were mostly done in video format, which was delivered through Youtube, which link was put in the learning material part in the Edlink, as one form of Learning Management System (LMS). In this study, the lessons

were done in practicum session, that is, to give students the opportunity to have more practice in using English as a foreign language. Flipped classroom was used to preserve the classroom time, to transform the class into an active, student-centered learning, which promotes greater participation (Roehling, 2018).

Theory and Method

Flipped classroom, or, in other words, flipped learning setting, has several advantages. These advantages were giving more opportunities and practice on speaking and reading skills a lot by having exposures prior to class (Nguyen, 2017); better preparation for the classroom (Ishak & Kurniawan, 2020); instilling autonomous learning by better prior-to-class preparation (Ansori & Nafi', 2018; Kvashnina & Martynko, 2016); maximizing face time, engaging more attention to what's being taught, and achieving learning goals (Kvashnina & Martynko, 2016; Namhee Kang, 2015). Moreover, flipped learning also allows students to involve more actively in the learning process (Herreid & Schiller, 2013). Then, flipped learning also gives learners opportunity to own their learning, to let them pace it themselves (Soliman, 2016).

While a lot of studies have proven that flipped classroom has a positive impact on student's learning, including supporting students' independent learning and learner autonomy (Al-Abdullatif, 2020) (Herreid & Schiller, 2013) and providing flexibility and triggering students' motivation for self-learning (Ha et al., 2019) (Herreid & Schiller, 2013), there are other studies showing the different results. Some weaknesses of the flipped classroom are such as lowering student motivation (Nielsen, 2023), creating students' frustrations (G. Mason et al., 2013), and inability to interact with the teacher in person (Sharp, 2016). There are also several challenges in applying flipped classrooms such as lack of pre-class preparation by the students as the important part of success in the application (Afzali & Izadpanah, 2021), students' unfamiliarity with the flipped classroom format (Nielsen, 2023), students' preparation related to time for adjusting their study habits from traditional to a flipped classroom (G. S. Mason et al., 2013), and the duration of application. Of the weaknesses and challenges in applying flipped classrooms, some students prefer traditional classrooms to flipped classrooms (Boevé et al., 2017) for some topics (Novak et al., 2017).

In this study setting, the flipped classroom was applied to several topics covering grammar lesson, i.e. by employing the Edlink (the LMS used by the institution), and then continued by the practicum session directly. Pre-recorded materials were given prior to the practicum class, and they were asked to watch the video, and then they move to the in-class activity to have more practice and discussions with their peers and the teacher. It was not known how well students did in the flipped classroom in this context that it needs to be evaluated to gain perception of the students in relation to this model, whether they will be positive or negative. Hence, this study aimed at investigating the student perceptions of a flipped Basic English Practicum Classroom.

This study employed the mixed-method design coined by (Creswell, 2012), in which the quantitative data and qualitative data were acquired simultaneously using the Explanatory Design. Data of this research were collected through survey and interview. The population of this research were 77 students of the Blood Bank Technology study program of Politeknik Kesehatan Bhakti Setya Indonesia who enrolled for the Basic English Course class in Class 1 and Class 2. Samples of this study were calculated using the Yamane formula (Israel, 1992), which resulted 44 samples taken from two classes by employing the Simple Random Sampling. The procedure for selecting the participants for the sample was simply choosing odd numbers from the respondents who responded the questionnaire. The order of

the participants was already random due to their response speed. Then, at the same time, 6 respondents representing the high, medium, and low level were interviewed.

This study used a questionnaire for the survey instrument. The questionnaire was adopted from (Johnson, 2013) in which 17 question items were asked, and it used the 5 scaled Likert scale of the following agreements, namely: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The survey was done to gain description on how beneficial the Flipped Classroom model employed in the practicum class. The result of the questionnaire were analyzed by using the mean and standard deviation (Johnson & Morgan, 2016) and then interpreted by using the following level: strongly disagree (1,00-1,80), neutral/moderate (2,61-3,40), agree (3,41-4,20), and strongly agree (4,21-5,00) (Sari & Wahyudin, 2019). An interview was also done along with the questionnaire data collection to complete the questionnaire data. The questions were as follow: *How do you see the significance of flipped classroom?; Can you tell me the advantages of flipped classrooms for yourself?; Do you have any suggestions for flipped classroom applications? What is your conclusion about flipped classrooms?*

Findings and Discussion

Quantitative Data

The quantitative analysis of this study was organized based on the research questionnaire which were categorized as follows: student perceptions, videos and social media, time, pacing, and mastery. All these category were based on the category coined by (Johnson, 2013).

Table 1. Student perceptions

Item no.	Survey Questions	Mean	SD
1	The Flipped Classroom is more engaging than traditional classroom instruction.	2,909	0,910
2	I would not recommend the Flipped Classroom to a friend.	2,864	0,930
3	The Flipped Classroom gives me greater opportunities to communicate with other students.	2,932	0,925
8	I regularly watch the video assignment.	3,205	0,668
16	I am more motivated to learn English in the Flipped Classroom.	2,864	0,702
17	The Flipped Classroom has not improved my learning of English.	2,795	0,930

Table 1 showed the student perceptions toward the flipped classroom applied in Basic English course. Based on the data, all respondents had neutral perceptions toward the flipped classroom applied in the Basic English Course. This category has the highest mean value of 3,205 and the lowest one is 2,795. Since all the answers showed that the respondents were neutral toward the items, then, we ranked the items based on the mean. The highest mean value meant that the respondents/students agreed upon the flipped classroom, while the lowest one meant that they nearly disagree upon the statements. In other words, they agreed with the flipped classroom model applied. The students agreed that the flipped classroom encouraged them to watch the video assignment assigned by the lecturer. They also agreed that this method also gave them opportunities to communicate with other students. The students also agreed that the flipped classroom is more engaging than the traditional classroom. The students also thought that they agreed nor disagree that the flipped classroom

motivated them to learn more, and that they did not really want to recommend this model to their friends. The students disagreed that the flipped classroom did not improve their learning.

The result was in line with (Johnson, 2013) that the students had positive perceptions toward viewing video lesson prior to classroom activities. This result is supported by (Jaster, 2017), that students view the videos frequently in their learning time. This result is also in line with the findings of (Nguyen, 2017) that video lesson were interesting and promoted better understanding in the topics being taught. Video lessons, in the Basic English Course itself were given the most in the form of Youtube-shared teaching videos which were recorded by the instructor prior to the classroom.

Table 2. Videos and Social Media

Item no.	Survey Questions	Mean	SD
4	I like watching the lessons on video.	3,136	0,878
7	Social media (YouTube, Twitter, Facebook) is not an important part in my learning.	2,545	0,761
11	I would rather watch a traditional teacher-led lesson than a lesson video.	3,614	0,868

Table 2 showed that most students agreed upon a traditional teacher-led lesson than a lesson video. The mean value for this statement was the highest. This finding was contradictory to what was found in other studies. In other studies, the students were more satisfied with the CBT method rather than the traditional lecture (Kolahdouzan et al., 2020). In this way, preparing for the lesson became more enjoyable to the teacher's side. As a result, the students also enjoyed the lesson and satisfactory level toward the flipped classroom must be high. What was found in this study showed that the learners enjoyed a traditional classroom in which the lecturer taught in front of the classroom and led the discussion when it is time. However, this finding was in line with what (Boevé et al., 2017) suggests; i.e., students preferred a teacher-led classroom. This could also say that these students also preferred traditional classroom to a flipped one.

Table 3. Time

Item no.	Survey Questions	Mean	SD
6	I am spending less time working on traditional English homework.	2,909	0,603
15	The Flipped Classroom gives me less class time to practice English.	3,114	0,813

Based on Table 3, it was unclear to say whether the students agreed upon the statements or not. But through the highest mean value exists, we could see that the students thought that the flipped classroom give them less class time to practice English. This is contradictory to what (Nguyen, 2017) suggests; i.e. in flipping classroom, students could have more time in practicing the skills needed.

Table 4. Pacing

Item no.	Survey Questions	Mean	SD
5	I would rather have the entire class moving at the same pace in the course.	3,477	0,762
9	I dislike that I can take my quizzes at my own pace.	2,909	0,709
13	I dislike self-pace myself through the course.	3,045	0,680
14	I find it easy to pace myself successfully through the course.	3,682	0,771

According to Table 4, the students agreed upon two statements, namely “I find it easy to pace myself successfully through the course” and “I would rather have the entire class moving at the same pace in the course”. However, those two things contradicted each other. Pacing the lesson to learner’s own time frame is one form of engagement that learners did to empower themselves to learn the materials in their own time frame (Soliman, 2016).

Table 5. Mastery

Item no.	Survey Questions	Mean	SD
10	I like taking my tests and quizzes online using Edlink.	3,591	0,816
12	I feel that mastery learning has improved my English understanding.	3,250	0,651

Table 5 showed that regarding mastery, the students agreed that they liked taking their tests and quizzes online using Edlink, an LMS used in the institution. This is in line with (Johnson, 2013) who also found that the students enjoyed taking tests in the LMS used in the institution. In this study, most students agreed that their mastery is measured through tests and quizzes which are done in the LMS.

Qualitative Data

We categorized the answers to each question into two main categories of materials and learning.

Question 1. How do you see the significance of flipped classroom?

Although the answers given by the students were varied, they were in a similar opinion about flipped classroom significance. The results from this question showed that the students were in agreement that flipped classrooms provided more complete and adequate materials than traditional classrooms did.

In the flipped classroom, the materials taught are better. (Dz.1)

The significance of flipped classrooms is that we can learn materials sent online (from the teacher).... (Wa.1)

In my opinion, the significance of flipped classrooms is that the students get materials to learn for exam purposes. (Gab.1)

The significance (of the flipped classroom) is firstly we will be more ready to learn the materials in the classroom. (Al.1)

Flipped classroom provided complete materials to be learned by the students. It is in line with (Al-Abdullatif, 2020) that the students are responsible to use the video and other materials to build their understanding of the materials. Related to the learning, the students perceived that flipped classrooms required the students to be independent learners. It then led them to be more ready for autonomy.

The significance of flipped classrooms is teaching me to be more independent in learning and understand the materials more independently. (Za.1)

We can study (the materials) independently (before going to the class) and we will get more explanations in the classroom. (Dz.1)

I think one beneficial thing about the flipped classroom is providing the students with many opportunities to be responsible for their own learning. (Ch.1)

We will be more ready to learn the materials in the classroom. We are more ready to know what to learn before starting the class. (Al.1)

That flipped classroom enhanced independent learning and learner autonomy is in line with (Al-Abdullatif, 2020). The student is an active learner and is responsible for his or her own learning process through the flipped classroom model.

Question 2. Can you tell me the advantages of flipped classrooms for yourself?

The students answered that flipped classrooms had both advantages and disadvantages. For advantages, related to the materials, one student perceived that flipped classroom was advantageous because it provided adequate materials to learn. Therefore, she would be ready for examination.

In my opinion, the flipped classroom has no disadvantages. It provides advantages because I can get materials to learn to help me in the exam. (Gab2)

Meanwhile, two students perceived that flipped classroom was advantageous for learning because the students will have sufficient preparation before class. The students were more ready and active to join the offline class because they had learned the materials previously. They could ask the teacher in the offline meeting about what they have not understood related to the materials shared in the online meeting.

A flipped classroom is the potential for preparing the students well before joining the offline and traditional classes. (Al.3)

It (flipped classroom) is beneficial for the students at the time of offline class. When the teacher asks something, the students are able to answer and they are more active in the classroom. They can also ask all they have not understood about the materials given. (Gab.3)

For disadvantages of the flipped classroom, related to the materials, the students perceived that the materials were explained through online (video) thus the students could not ask for the materials directly from the teachers. They preferred to see the teacher in person than through online video.

The insignificant thing about the flipped classroom is that when we don't understand the materials, we are not able to ask directly about what we don't understand and this method forces us to understand the materials independently (Za.2)

I think flipped classroom is not advantageous because the materials taught are not clear. They are not explained directly. (Dz.2)

They also perceived that the materials in the flipped classroom were not easy to understand. It was because the materials were shared online.

A flipped classroom is not advantageous since the materials are delivered online so they are difficult to understand. (Wa.2)

In the flipped classroom, there are some materials that the students find difficult to understand. (Al.3)

Related to the learning, the students felt that flipped classrooms forced them to be independent. The students had no choice except to prepare for their learning by themselves. In a flipped classroom, the teacher will not know whether the students are learning the materials or not.

*...this method (flipped classroom) forces us to understand the materials independently. (Za.2)
In the flipped classroom, there was also a lack of class control in which the teacher could control whether the students learned the materials in an online classroom or not. (Dz.3)*

Two of the students thought that the flipped classroom was not flexible since the students needed to adjust the classroom from online to offline which took time.

There are some disadvantages of the flipped classroom. First, in my college, we have strict schedules and we have limited time in preparing the classroom. The flipped classroom is not flexible and optimal for learning. (A1.2)

There are some elements to adjust previously (before applying flipped classroom). (A1.5)

... It takes a long time to reach the campus to have offline class after online class (Ch.5)

The advantages of the flipped classroom are in line with (A1-Abdullatif, 2020). On the other hand, the statement that flipped classroom is not flexible is incompatible with the studies of (Ha et al., 2019) which state that flipped learning provides flexibility and triggers students' motivation for self-learning. Moreover, in the flipped classroom, the students need time to adjust their study habits. This is in line with and the online explanation by the teacher makes it difficult to ask when they don't understand the materials are compatible with (Sharp, 2016).

Question 3. Do you have any suggestions for flipped classroom applications?

Related to materials, it is expected that in the flipped classroom, the teacher provided more appropriate materials. One student preferred to get materials in the form of video than text.

The suggestions for flipped learning, in my opinion, the materials delivered through online platforms should be in the form of video to make the students understand easily since when delivered in text form, the students sometimes are lazy to read them (Wa.4)

Related to learning, the students expected the teacher to provide evaluation and feedback in the flipped classroom. The teacher was expected to also give some questions related to the materials to know how far the students understand the materials shared. Another student expected to improve her autonomy and responsibility during the flipped classroom.

I suggest improving flipped learning that is to provide opportunities to ask about something we don't understand related to the materials. (Za.4)

I suggest that the teacher needs to ask some questions besides the text and video shared to know whether the students open the materials and video shared or not and to know how far they understand the materials. (Gab.4)

I suggest that the students need to be more responsible for their own learning inside or outside of the classroom. (Ch.4)

In addition, two students perceived that in the future, the teacher would not apply flipped classrooms since they preferred traditional classes to flipped classrooms. The students perceived that flipped classroom was inconvenient and unfamiliar for them.

I don't know a lot but I suggest seeing the teacher (directly). It is more comfortable. (Dz.4)

As I said previously that it is better to apply direct classroom, face by face between the teacher and the students in the classroom. (A1.4)

....in my opinion, I am still unfamiliar with flipped classrooms because it is my first time joining the flipped classroom. (A1.5)

One of the students perceived that she needed to be more active in a flipped classroom (in the future). It is in line with (Lai & Hwang & Sletten in (Al-Abdullatif, 2020)). Meanwhile, the perceptions of the unfamiliarity of the flipped classroom are in line with (Nielsen, 2023). The results show that the students preferred traditional classes to flipped classrooms following the ideas of (Boevé et al., 2017).

Question 4. What is your conclusion about flipped classrooms?

The students provided a surprising conclusion that they prefer a traditional classroom to a flipped classroom since they can see the teacher in person in a traditional classroom. As four from five students put it:

I prefer direct learning (to flipped learning) because (I) will understand easier in direct learning than in flipped learning. (Za.5)

I prefer traditional learning (to a flipped classroom). (Dz.5)

I disagree to have flipped classroom ... (Ch.5)

However, if (the teacher) still wants to apply flipped classroom, that will be okay but for some elements, direct class face to face without online is much better. (A1.5).

Based on the survey results, it can be concluded that the students agreed in the flipped classroom setting, they watched video regularly in preparation for the practicum classroom. However, when it came to watching video all the time for a lesson, they preferred to choose a teacher-led lesson. They did agree that they needed to learn at their own pace, but they also wanted to learn at the same pace for the whole classroom. This is supporting the teacher-centered classroom or teacher-led lesson they still wanted to attend, especially prior to a practicum class. From the interview results, it can be concluded that the students perceived that flipped classroom is effective for improving their independent learning. However, they prefer traditional classrooms to flipped classrooms. It shows that changing education and learning techniques may not always produce positive results (McNally et al in (Al-Abdullatif, 2020)). Likewise, the impacts of flipped learning may not be equivalent in various subjects (Strayer in (Al-Abdullatif, 2020)) (Afzali & Izadpanah, 2021).

These results are in line with (Boevé et al., 2017) and (Novak et al., 2017). The flipped classroom is not effective for the students because the students will understand more when the materials are given directly through offline classes. The students found that flipped classroom was frustrating since they could not ask the teacher directly about what they don't understand. They can also improve their communication and public speaking skills in offline classes instead of online classes. This is in line with (Mason et al., 2013). Following these results, further research can be done in order to search for factors affecting the ineffectiveness of flipped classroom in this context.

Conclusion

It can be concluded from the findings and discussion that the students disagreed with the idea of flipped classroom applied in the theory part of Basic English Course. Both results from the survey and interview showed that the students wanted a teacher-led session for the theory class in preparation for the practicum class, although they also agreed that this model also supports their independent learning. This led to a perception that flipped learning is not

beneficial for the students in this context, and that students want to have a full teacher-led session for the classroom followed by the practicum session. As a result, further research should be conducted to find out the reasons why flipped classrooms are perceived as ineffective for them.

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