STUDENTS' PERCEPTION ON THE USE OF FLIPPED CLASSROOM

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Sampit, 16 July 2020

The writer,

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MOTTO

"I know the path I want to take so I'll at it my way"

(Junkyu Kim)

DEDICATION

Gratefully, I dedicated this thesis to myself, my family, and especially for:

1. My beloved mom Nining Yuningsih and my dad Eman Sundari, who always gives me everything I need, supports me moral and material, and always adores me.

2. Special thanks for Treasure, especially Junkyu who accompany me during my thesis and always makes me happy in any situation.

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This research still has many limitations and weakness. However, the author hopes that this thesis could be beneficial to readers. Thus, all input, criticism and suggestions that help the writer to improve will be accepted greatly.

Sampit, 16 July 2020

Dwi Yulia Yulianti

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ABSTRACT

Technology has brought many advantages to help people to do their work, likewise in education. Technology used in education helps with the teaching learning process. The example of the technology used in education is the flipped-class method. The flipped-class method utilizes technology to help the material delivery and teaching- learning process. Furthermore, the purposes of this research are to share the student's perception of the implementation of the flipped classroom using e-learning. It describes students' perceptions, experiences, and feeling from the participant who experiences a flipped classroom activity in one of the theoretical courses at the In a private Univ in Yogyakarta. There were two female participants for this research. The participants were chosen because they participated in the implementation of the flipped classroom method using e-learning as the media. Besides that, they got an excellent result in this class and conducted all the assignments perfectly. This research is a qualitative study and to collect the data, the researcher used an interview question. The instrument interview question will develop based on the flipped classroom as a supporting method for active learning activity by Zainuddin & Halili (2016). The data will be analyzed by using thematic analysis. Implementing flipped classroom helps both students and teacher to cover the whole material even though they're at the classroom class is limit. The students feel they like in real class during outside the classroom activity using Canvas as learning media.

Keyword: flipped-classroom, e-learning, technology, teaching-learning

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, previous research that also investigated the flipped classroom, formulation of the problem, objectives of the problem, and the significance of the research.

1.1 Background of Study

Current discussion on the flipped classroom in most cases highlighted the movability and flexibility of the teaching-learning process, the reason is because students can access the video anytime and anywhere (Nouri, 2016). Moreover, rather than conventional class, students feel that the flipped-class is more effective. The flipped classroom gives more chances to the students to participate, active and engage with the classroom activies (Zainuddin, 2017). The flipped-class implementation gives the students more time to learn, not only in-class time (Basal, 2015). In addition, flipped-class is branch of blended learning, as we already know that using blended learning makes class more active and engage both inside and outside. Increasing students' participation, and they have more time to have a discussion, practice what they learn in the classroom. Students' have well preparation before entering the class because they have learned the material at home, so they are more confident to participate in the classroom activity (Zainuddin, 2017). In short, besides

allowing the students to learn on their own, the flipped classroom also gives more chances to participate, learn, prepare the student in advance before class.

In spite of the growing number of studies on the flipped classroom for education, but just several studies in Indonesia investigating the implementation of the flipped classroom. Even though showing many positive results, research about the media and activities in-class that were used during the execution of the flipped classroom method is yet limited (Zainuddin & Halili, 2016). Latest investigation on the flipped classroom in the Indonesia context is sustainably conducted (Zainuddin, 2016; Zainuddin,2017; Zainuddin, 2018; Zainuddin,2019). His studies discovered that a flipped classroom changes the learning flow to be more students-centered learning (Zainuddin, 2016), build positive attitude toward flipped classroom, increase students' engagement (Zainuddin, 2017) and enhance classroom activity by using technology support (Zainuddin, 2018). Moreover, Gamified flipped class and non- gamified class show different results in terms of competence in learning and acquiring new skills more high in gamified flipped class (Zainuddin, 2018). In terms of media, the implementation of LMS (Learning Management System) in the flipped- class has some advantages such as providing interactive learning and students get better at self-directed learning skill and familiarize with the use of technology (Zainuddin, 2018). In sum, using flipped-classroom in EFL has a beneficial result (Zainuddin, 2019) because a study proves that the class outcome in terms of score, competent and self-directed learning skills is different between the flipped-classroom

and non-flipped-classroom (Zainuddin, 2019). An investigation of the empirical studies on flipped-classroom indicate that students have more improvements in terms of learning accomplishment, outcome score, competency and gain new skill rather than traditional class (Zainuddin, 2019). Similar research also shows that flipped classroom implementation gives positive impact such as students' learning outcomes, learning motivation and/or participation, self-efficacy and interaction (Zainuddin, Haruna, Li, Zhang, & Chu, 2019). In addition, in flipped classroom implementation students' class time focuses on discussion, engage with classroom activities and feedback, outside the class the students have a responsibility for their own learning, they form their own knowledge via instructional video and additional material (Yavuz, Faculty, Ozdemir, & Faculty, 2019). Using Instagram on a flipped class implementation helps the students to achieve higher-order thinking skills, students show excellent progress both outside and in the classroom (Supiandi, Sari, & Subarkah, 2019). The students feel that way class time used for classroom activities focused on feedback rather than listening to material explanation (Maharani, Hamamah, & Nurhayani, 2020). The conclusion is flipped class implementation really give positive vibes toward students learning behaviors.

Flipped classroom gives a positive impact on foreign language learning (Yavuz et al., 2019). Moreover, the flipped classroom also gives significance differences between students in a flipped classroom and non-flipped classroom in learning English as a foreign language, students in a flipped classroom seem to enjoy

learning English and their learning outcome better than those in a non-flipped class (Lee & Wallace, 2018). In Indonesia, the implementation of flipped classroom. Form all positive impact of flipped classroom implementation, mostly the research participant was focused on students, when actually the flipped classroom implementation was also important for the teacher or future teacher to know how a good implementation flipped class. Furthermore, the context of this research was on pre-service teacher environment, their experience not only help them to understand the material while participate in flipped classroom but also gives them various kind of teaching method before they become in-service teacher. Aim In this research, the researcher wants to describe participants' perception of the implementation of the flipped-classroom by using LMS.

1.2 Formulation of the Problem

How do the students perceive in flipped classroom activity?

1.3 Objectives of the Research

To describe students' perception in a flipped-classroom activity.

1.4 Significance of the Research

This study is expected to have a practical contribution to add the references for the teacher who wants to implement the flipped-classroom for teaching English and using e-learning as a learning media in higher education. In terms of the

empirical contribution, this study is supposed to be a recommendation for future

research that will investigate the flipped classroom method.

CHAPTER II

LITERATURE REVIEW

This chapter present the literature review of the study. It covers flipped

classroom learning method in EFL context and the use of LMS during the

implementation.

2.1 Flipped Classroom Learning Method in EFL Contexts

Flipped classroom is defined as an active learning activity that is bolstered up

by the technology used. The teacher does not only give the students all material but

also gives them a chance to learn it at their own pace and discuss it in class Zainuddin

(2017). Usually, a flipped classroom involves an activity in which students watch a

video at home and conduct an activity in the class (Zainuddin & Halili, 2016). The

activity makes students learn at their own pace (Nouri, 2016) and engage with both at

the classroom or beyond the classroom (Lowell Bishop & Verleger, 2013). Almost all

of the studies done in the flipped-class have been marked out with the positive impact

of the flipped-class. Thereunto, students' participation and/or motivation, students'

learning outcome, self-direct learning skill, and interactions are four major areas that

show positive impact after implementing the flipped-class method. (Zainuddin,

Haruna, et al., 2019). Flipping the class makes more students learn-center because at the class students have more opportunity to have a discussion (Bishop & Verleger, 2013). Students feel the flipped classroom better than the conventional class because the class is more fun, all students are engaged in classroom activities moreover increase their participation (Zainuddin, 2017). Thus, the implementation of the flipped classroom mostly shows the finding better than the traditional classroom. Activity inside the class allowed the students to practice more, and outside the class, students also have the benefit is a flexible time to learn, they can adjust to their learning style.

Applying the flipped-class method is more than giving material for students for self- study at home (Amy Roehl, Shweta Linga Reddy, & Gayta Jett Shannon, 2013) however, the teacher's creativity is an important part for flipped-class to make an interesting material also a class activity. The teacher must spend extra time thinking about creating good content for students and make sure that content is good enough for students to watch (Zainuddin & Halili, 2016). Interesting media should be included along with the technology used in flipped classroom implementation. In terms of creating good content, the teacher should consider the role of technology to facilitate students' interactive learning outside the classroom (Bishop et al,. 2013). Before the teacher decides to implement the flipped classroom, first the teacher must know what kind of media that will be used while the flipped classroom takes place. In this research, the issues discussed will be about the implementation of Canvas as e-

learning to support flipped classroom implementation in thesis development writing class.

2.2 The use of LMS in Flipped Classroom Method

The development of technology and the internet has provided useful devices for learning (Ariana & Mirabela, 2014). It opens many ways for the teacher to have an interactive and student-centered class (Mohamed, 2018). Of course, the technology used in education should make the class more effective, efficient, interesting, and easier. The teacher must know the development of communication technologies, culture, pedagogy, and development of knowledge, especially those changes linked to education because it is important to evolve and be the main part of the learning process (Allam & Elyas, 2016). Briefly, technology is the bridge that connects the teacher-students, removing the barrier of space and time so that students can learn when they want (Mohamed, 2018). Therefore, with all features and development of technology, the teacher has many options to support the teaching- learning process with the most up-to-date e-learning.

LMS is a learning system platform that facilitates students and teachers to have e-learning through the computer to education (Watson & Watson, 2007). A LMS is a design to assist, make the teaching-learning process easier and effectively using a web-based or cloud-based software program (Chaubey & Bhattacharya, 2015). Internet technologies and the computer is such a perfect combination that LMS has become an effective way for the teaching-learning process, enhances

communication with the tools that connected between teachers and students in a virtual way (Biswas, 2016). Using the LMS program, the teaching-learning process no longer relies on class time, students have flexibility and mobility to access the learning material. In this research, flipped learning was conducted by using Canvas as e-learning media. Canvas is one type of LMS because it has many features that facilitate students to get the material and learn it outside the class. Canvas is a web- based program, so the students can have the flexibility to access it. The canvas was introduced around the 2011s, Canvas follows the characteristics of LMS. Even Canvas develops some learning tools that can show learning outcomes, peer review, e-portfolio, screen sharing, and video chat (Biswas, 2016).

The previous study about the use of e-learning or LMS in the implementation of a flipped-class shows a similar result. A study shows that using Blog as e-learning helps students to maximize their learning activities outside the class while implementing a flipped classroom method such as reading, writing, discussing, asking a question, and many more (Zainuddin, 2017). Moreover, Zainuddin (2017) explain that using *Blog* can enhance students' peer interaction both inside and outside the classroom. The increase in student interaction can be a good indication, especially in a language class. Furthermore, e-learning is user-friendly and has tools that can support teaching the learning process, for example, *TES BlendSpace* allow students to access learning all day long with a variety of digital material and that encourage students' self-directed learning skill and students' online participation (Zainuddin &

Perera, 2018), *Socrative* allows students to access professional videos, produced by a teacher and lecture, followed by a question and answer or examination in real-time (Nouri, 2016). The advantages of *Socrative*, supported by *Moodle* (Wang, 2017), it allowed the students to know the result of their work and also the feedback from the teacher with all explanations needed. Like so, most of the result already shows the positive result of e-learning used in flipped-class, especially in communication and interaction among the whole class. Concisely, a flipped classroom with e-learning increases students' interaction and participation. As the impact of the flipped classroom is felt, students can personalize their learning including time, style and places, a continuous connection between teacher and students, familiar tools and up to date learning media (Basal, 2015).

2.3 Theoretical Framework

After having conceptual and empirical review this research will utilize the construct from Zainuddin's (2016) the flipped-class is supporting Higher Order Thinking of Blooms' Taxonomy.
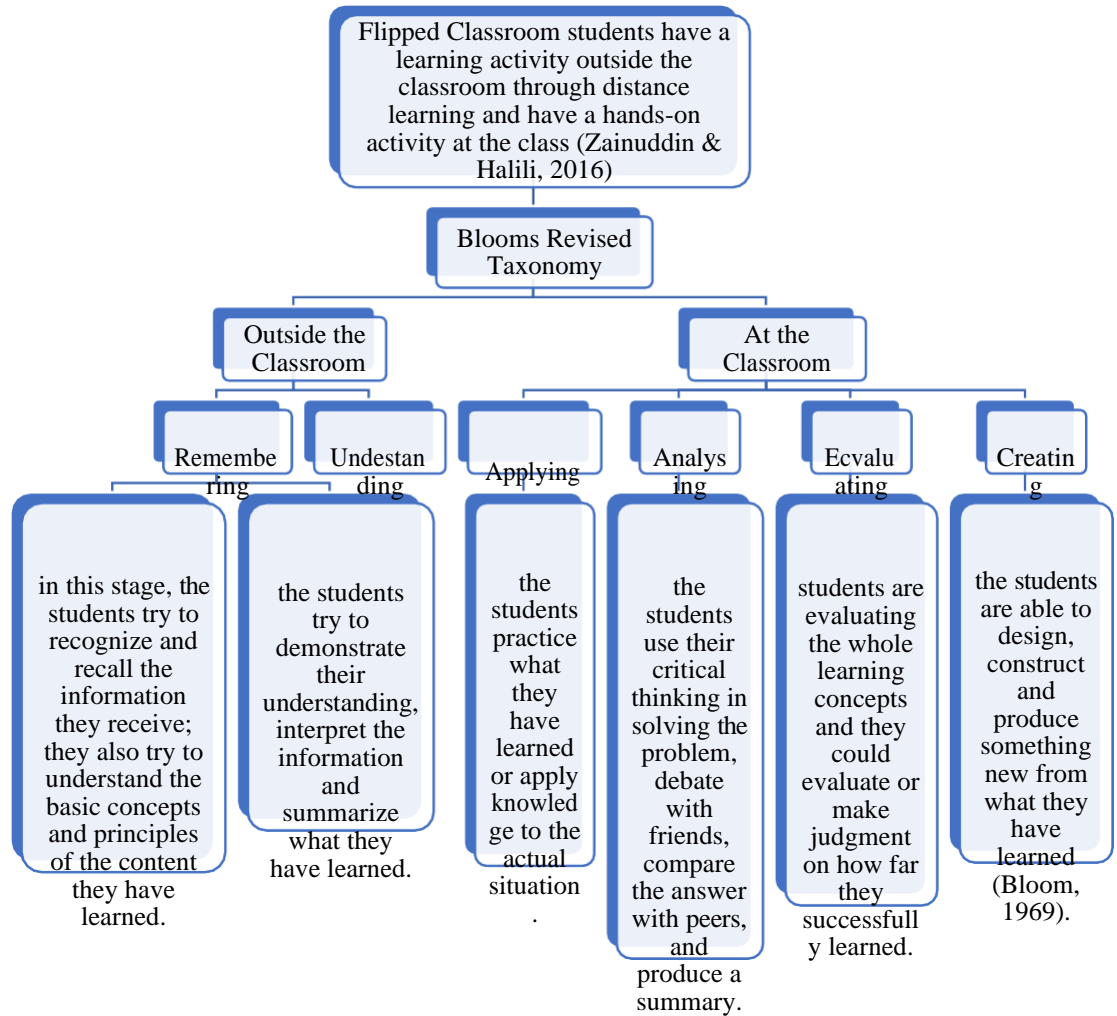
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                    ┌─────────────────────────────┐
                    │ Flipped Classroom students have a │
                    │ learning activity outside the │
                    │ classroom through distance │
                    │ learning and have a hands-on │
                    │ activity at the class (Zainuddin & │
                    │ Halili, 2016) │
                    └─────────────────────────────┘
                              │
                    ┌──────────────────┐
                    │ Blooms Revised │
                    │ Taxonomy │
                    └──────────────────┘
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Outside the Classroom		At the Classroom			
Remembering	**Undestanding**	**Applying**	**Analysing**	**Ecvaluating**	**Creating**
in this stage, the students try to recognize and recall the information they receive; they also try to understand the basic concepts and principles of the content they have learned.	the students try to demonstrate their understanding, interpret the information and summarize what they have learned.	the students practice what they have learned or apply knowledge to the actual situation .	the students use their critical thinking in solving the problem, debate with friends, compare the answer with peers, and produce a summary.	students are evaluating the whole learning concepts and they could evaluate or make judgment on how far they successfully learned.	the students are able to design, construct and produce something new from what they have learned (Bloom, 1969).

Figure. 1 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

This study was present to analyze this kind of research design, the participants, the setting, data preparation, how I collect the data and data analysis.

3.1 Research Design

This research is a qualitative study with a thematic analysis format. According to Three et al., n.d. adapted from Cresswell 2007 said that, the research process in a qualitative study involves turning out questions and procedures during data collecting in participants' setting, general themes building from data analysis, and the meaning of the data from the researchers' interpretations This research will investigate the student's perspective on the implementation of the flipped-class method at higher education using e-learning. The main data is an interview with two students after experiencing a flipped classroom method in a thesis development writing class.

3.2 Data Preparation

There were several aspects of data preparation that the researcher needs to do during the study. Those aspects were subject to study, data type, data source, and informed consent from the institution.

3.2.1 Setting & Participant

This study was conducted on one of the majors in higher education with internet-based technology learning, and their motto is learning beyond classroom walls. The participants in this research are two females' students from the thesis development class. The participant was participated in the implementation of the flipped classrooms using e-learning, both interest in the e-learning model. Besides, the participant is chosen because they passed the course with an excellent grade and have a good record during the courses both inside and outside the classroom. They also have a good experience in learning using technology and interest in technology use in education.

3.2.2 Type of Data

The type of data in this study is an interview about students' perception of flipped-class activity using e-learning.

3.2.3 Source of Data

The source data of this study was an interview with two participants that shared information about their perception of using e-learning in a flipped classroom activity.

3.2.4 Inform Consent

The study received permission from the lecturer of the course and two female participants to gain data based on the Thesis Development Course. Then, before

doing the interview, the participants signed an agreement to be the participants of the study.

3.3 Data Collecting Technique

The data were collected through interviews of students' experiences on the implementation of flipped-class activity using e-learning in the thesis development writing class. The instrument of this study is questions that linked to the flipped-class using e-learning. The instrument of the interview displays below:

Main Construct	Blooms Revised taxonomy	Flipped Classroom context	Activity	Question
Flipped Classroom students have a learning activity outside the classroom through distance learning and have a hands-on activity at the class (Zainuddin & Halili, 2016)	Remembering	Outside the classroom	Students prepare tools to record the video and explain the material	Would you mind explaining how is your preparation for outside classroom activity? What kind of learning media that use outside the class? What other media that teacher used?
	Understanding		Students prepare media for give the students material to have a collaborate and interact in online discussion	While learning using e-learning, do you have a discussion with your classmates? or how do you interact with your classmates when learning the material at home using e-learning? What kind of assignment that

				the teacher gives?
	Applying	At the classroom	Students use the productive time for active learning	In your opinion how effective the flipped classroom method using e-learning besides the conventional method in this subject? Which activities that's help/makes you feel that way?
	Analyzing			
	Evaluating		Students engage with classroom activity to solve the problem and discussion	How many activities that the teacher gives when learning in the classroom? Can you explain/mention the detail?
	Creating			

Table 3.1 Interview Question

3.4. Data Analysis Technique

The method that can work both to portray reality and to unpick and unravel the surface of "reality" is thematic analysis (Braun, Clarke, Braun, & Clarke, 2017). Therefore, the flexibility of thematic analysis let a wide range of method of analytic options that be the potential range of things in other word your data is broad (Braun et al., 2017). Accordingly, thematic analysis as a basis method for qualitative research method. There are six phases of the thematic analysis below (Braun, Virginia; Clarke, 2011):

1. Write a transcript of the interview result and read all possible results, related to the topic.

2. Create initial codes to make the constructs are easy to be found and recognized.

3. Analyze themes in the interview transcript by using initial codes.

4. Review themes to choose the most appropriate one by comparing the themes.

5. Define and name the themes.

6. Produce the report.

3.5 Trustworthiness

The researcher has reviewed the credibility of this method by the expert judgement with one of lectures, as (Braun et al., 2017) recommend that the data should be confirmed or communicate to verify the credibility.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of findings and discussions based on interview with two female students who participated in the research. Thus, the discussion highlights the explanation of interview results.

4.1 Findings

This section explains the main findings of the research about students' perception of using e-learning in a flipped-class activity. The participants are two females' students that participate in flipped classroom implementation. From all students that participate in the flipped classroom implementation, they were both chosen because they are intelligent and active students, have critical thinking, know how to teach, with or without technology because they were a pre-service teacher, this is important. For that reason, their perspective toward the flipped classroom implementation is interesting. Then, lastly, they both have interest in learning using technology. The first participant participates twice, then the second one once. They are chosen to be the participants in this research because they got an excellent result of this class even though the second participants only participated once, but she still gives excellent learning-outcome and positive attitude toward the flipped class implementation. Participants around 20-year-old in the six months of the semester.

The interview is conducted by video call using LINE application on the 22nd and 23rd of April, 2020. The interview session cannot be held in face-to-face because of the corona virus pandemic, so these interviews are online using LINE application. The application is used to the efficiency of time and to obey government regulations during this pandemic. Both of the participants during the interviews were in their hometown. The online interviews with the first participant start around 5 pm, about 30 minutes. The second interview starts around 2 pm, about 1 hour. The interview session starts asking about her daily life during quarantine, then their experiences during flipped class implementation. How she participates, what kind of activity, media and how it feels during the flipped classroom activity.

Based on the interview, students have a more dominant perception of activity outside the classroom (OC) because flipped-class in new for the participants than activity at the classroom (AC) since outside classroom activity provided more learning experiences from them than at the classroom activity. During OC, students need to prepare materials and media to support their outside classroom activities. They also need to collaborate with other students to discuss and solve problems together in supporting their understanding of the topic. On the other hand, AC was rarely mentioned because they were already familiar with face-to-face activity in the classroom. Having flipped-class learning as a new method of learning made them feel more excited rather than mentioning offline classroom activity.

The implementation of the flipped-class gives students the chance to manage their learning processes based on their own pace. They were allowed to prepare their learning needs such as laptops, internet connection, and comfortable places based on their own condition. Furthermore, the implementation of a flipped classroom allowed them to have more time and flexibility to do the task before studying in the classroom (AC).

4.2.1 Outside the Classroom

4.2.1.1 Outside Classroom Tools Preparation

In this process, both students and teachers focus on preparation for online activity, such as laptops and internet connection. This is also the time to start building online interaction between teacher and students. In this case, the process of interaction began when the teacher announced an online activity plan in a face-to-face class and Google Classroom Platform. The announcement involved digital literacy sharing to make sure students understand the technical issues and hardware that they need to prepare for. Both participants have a positive perception about this stage because they had more time to prepare themselves for online activity based on teachers' announcements.

> "....no, no. So, a few days before the class we already told will use Canvas." (Interview/OC/TP/S1/006)

> "…. eee, at that time what I prepare is a laptop, and I'm looking for a good place, a place that is comfortable, calm, quite the important thing is comfortable for learning, like that. To learn Canva, for example, eh Canvas, aren't?" (Interview/OC/TP/S1/012)

"I've previously used the Canvas app, ever using Canvas. So, I learned again how to access the Canvas, in the watch again. Although it has been but rarely used..." (Interview/OC/TP/S1/014)

"It is more or less around a week before the class, because miss flower already has plan that soon we will have online class, because of there is no room or something that make face-to-face class can't be held so the teacher decided to switch face-to-face class into online class. So, already told a week before, at, at the classroom" (Interview/OC/TP/S2/006)

"Thesis development. Make proposals and so on, so at that time besides brainstorming will make such a thesis, like that. Since the class will be done online, I'm thinking of it. So, I have to prepare a laptop, I have to prepare a place like that…". (Interview/OC/TP/S2/012)

"Yes, like a laptop and a place to study, sometimes I need a quiet place to learn". (Interview/OC/TP/S2/014)

Both explained how well the teacher prepared before doing the online class, they say that the teacher already told about the online class a few days before. Based on that announcement, both students prepared for their online class, such as they took a look at the application that was used in the online class, and they reviewed again how to use the application. Prepared for the internet and laptops, also a comfortable place for learning during online class.

4.2.1.2 Outside Classroom Material Explanation

Material explanation in flipped classroom activity is different from the usual face to face classroom because students use various kinds of media to understand the material. In this research, teachers used video, textbooks, and online discussion. Teachers mostly used listening activity while explaining material to students during

online learning. Students listened to teachers' explanation in certain time allocation based on learning agreement between teachers and students.

For this activity, both participants thought that teachers prepared well before the online class started. The announcement for the online class, the media that is used, material, activity flow, and the task. As well, the students said that the teacher's explanation using PPT and voice-over was effective. What makes material explanations in a flipped classroom and a conventional classroom different is using the internet and technology as a connector, also the students access it at their home. Besides that, everything is the same. In terms of material explanation, delivery, or student's collaboration and interaction using this method, they still find it best. Everything is prepared well, so the students feel they learn in a real class.

> "Oh, not like that. I immediately worked on, doing what was in the instruction by Miss Flower. So that time, Eeee Miss Flower explains how to make a thesis, how to make a thesis statement Yes, thesis statement. Then after that after Miss Flower gives some examples then I'm new, hmmm what, do miss Intan give instructions make paragraph yes, I immediately update. Well because previously also miss Intan explain using PPT slides, in the slide was a lot, many of the explanations. I think it's also effective if only look at the slide without explanation of Miss Flower maybe I don't really understand. Using PPT slide and voice over, I feel inside a real classroom." (Interview/OC/ME/S1/026).

> "I'm listening to the explanation of the lecturer, I listen, pay attention carefully. I listened and when the lecturer asked me, I can answer, when I was, Eeee, or when I was confused, I will ask to the lecture. So, I cannot learn while writing..." (Interview/OC/ME/S2/024)

4.2.1.3 Outside Classroom Media Preparation

The media that is used in the flipped classrooms is various, it depends on teacher creativity. Students have to follow the teacher rules to join the outside classroom activity. In outside classroom media preparation, students need to look back or review their knowledge about the media that used in the flipped classroom implementation. Usually, in media preparation, the teacher prepares an application that will be used when the teacher implements a flipped classroom, it can be an online class live streaming and have an online discussion or just a video.

In this study, teachers used various kinds of media to support online learning. Before using the media, teachers already knew that students had sufficient digital literacy to operate learning media since most of them use media very often in learning. Thus, teachers and students did not have any problems with using media during online learning. Students' perception shows that learning using online media is an effective way, in this study the media that the teacher used was Canvas. Canvas is a website that has some features to support online learning, such as live streaming, real-time comments, and they can have all the data when the class is over. Using Canvas's features during online learning makes the students feel in the real class.

> "Well, but I mean the PPT is from Canvas so not two different applications, it is one application." (Interview/OC/MP/S1/030).
>
> "….and then, for media that used is, ppt…" (Interview/OC/MP/S1/032)
>
> "During the online class miss flower using application, not application. Website, using Canvas website" (Interview/OC/MP/S2/032)

"For the video I do not remember, there is a video or not, which I still remember is using canvas and he explained using PPT. Then the task is to write Chapter 1." (Interview/OC/MP/S2/036)

4.2.1.4 Outside Classroom Collaboration

This activity was outside the classroom but does not mean the students work alone, they still have collaboration with their friends using online media and even in real life. This activity depends on the students' learning styles. Whether the student prefers to work alone, so they can join this activity at their home alone. Or else, the students prefer learning with friends to having to chat and discuss, thus they can join this activity with their friends outside the class.

"He'emm. Then the other task is the thesis statement and the next one is paragraph, paragraph, third paragraph, or second paragraph?" (Interview/OC/C/S2/058)

"During the online class I was with friends. So, I divided the material with Rara, Rara and Mama if I'm not wrong in my campus." (Interview/OC/C/S2/042)

The students are open to choose their own learning strategy, which means they can access the online class together with their friends or they can access it alone by themselves at home. One of the participants accessed the online class together with their friends, so both can have a discussion about what material was already explained in that class. In addition, the students can also have an online discussion with their friends using Canvas features.

4.2.1.5 Outside Classroom Online Interaction

On the flip classroom, highly utilizing the use of technology to keep student's interaction while doing this activity and help students learn outside the class. In this activity, students can experience each other's interaction through feature comments in Canvas, they can see each other work by using this feature. While the teacher explains the material, students can ask a question using a comment, the teacher answers the question both using a voice-over or comments. As the students said that they would answer or do the task using comment features, the teacher will give the instruction. After that, the students follow the teacher's instruction in order to do the task one by one, they can see and correct others too.

> "…. then after that, the next activity is to work on sentences and discussions, discussions in the chat." (Interview/OC/OI/S1/082)

> "If we want, we are told to write in that comment section. Well, the teacher also asked the question, how far have you done? Which chapter? What are the differences between this and that? What does this mean? Such questions. Previously, it had also been explained, so when the discussion was about the same way of walking and at that time, there was an online class. I'm online using a laptop. I'm also having a discussion with Rara offline. So, I also discuss the same Rara." (Interview/OC/OI/S2/040)

Comment sections are designed at least in this class for students to practice what they already get during the material explanation sessions. The teacher asks students to write based on the example or to ask a question about the material. Also, to have an online discussion with the teacher and their friends.

4.2.2 At the Classroom

4.2.2.1 At the Classroom Active Learning

The advantages of a flipped classroom for students means they have more time to be prepared for a face-to-face classroom activity. After students have online learning, they have more time to do the task. Therefore, students can adjust the learning process suitable for their learning style. They can put their best on the task because they already learn the material. Besides that, flipped classroom activity gives more time for students to practice, to solve the problem, to explore and the teacher there is to guide them. The teacher already gives material outside classroom activity, so in the classroom after doing the outside class activity the teacher no need to explain the whole material. Thus, the teacher just checks or makes sure all students already understand the learning subject. In other words, the teacher's time explanation in traditional class, in the flipped-class is time for students to practice what they already learn at home.

> " there is, there. The task is to write paragraphs, right? During e-learning, the task is to create a thesis statement only. When the class is face-to-face, the task is to write a full paragraph. Thus, next in the work. Am I right? "
> (Interview/AC/AL/S1/066)

> "During online class the lecture explained, how to write Chapter 1. The points that should be written like this, then start writing it like this, example sentences like this. The lecture gave a lot of examples. "
> (Interview/AC/AL/S2/070)

4.2.2.2 At the Classroom Problem Solving

In this case, the flipped classrooms are the solution to a problem. In this research, the class needed more time to learn the material, but there were only fourteen times a face-to-face class. The face-to-face meeting was not sufficient to

support their understanding. Therefore, the teacher asks the students to have an online class to enhance their learning. Besides that, they were about to face holiday sessions, so to catch up on the material they have to take additional classes.

> "…. that's right. Okay so with e-learning in my opinion, we, is additional class, right? Am I right?" (Interview/AC/PS/S2/069)

> "Nah, with addition class, online class. We already have an input, each of us already get the knowledge, so after get the knowledge we have more time and we can choose, we can, we can choose by our self all what we need to write. So, after one week, we already have result that we bring to face-to-face class is our best work and we just need wait for our revision." (Interview/AC/PS/S2/090)

4.2 Coding and Thematizing

I categorized the data based on the students' answer in the interview section that related to this study on the flipped-class method implementation. In this study there are two big themes which in the first themes Outside the Classroom have six sub-themes (1) tools preparation, (2) material explanation, (3) media preparation, (4) collaboration, (5) online interaction. Afterward, the second big themes At the Classroom have two sub-themes (1) active learning, (2) problem solving. Those themes and sub-themes have different coding as display at the table below:

Themes	Sub-themes	Coding
Outside the classroom	1. Tools' Preparation 2. Material Explanation	**OC/TP** **OC/ME**
	1. Media Preparation 2. Collaboration 3. Online Interaction	**OC/MP** **OC/C** **OC/OI**
At the classroom (AC)	Active Learning	**AC/AL**

	Problem Solving	AC/PS

Table 4.1 Coding and thematizing

Those themes and sub-themes develop from participations and an answer which explains their experience during joining the flipped-class method. The sub- themes deeply explain what and how the activity runs while they join the class, express participants' feeling and perception.

4.3 Discussions

Based on the data, students show a positive perspective on the practice of flipped learning because they can prepare technical media preparation before doing activities outside the classes and have well-prepared preparation before coming to a real class. They also had good interaction with their classmate during collaboration and sufficient interaction with the teachers to receive feedback on activity outside the class. The results are similar to Zainuddin & Halili (2016) in terms of practical implementation, flipped classrooms have two kinds of activity. Inside and outside the class, which are usually video used outside the class and face-to-face activity inside the classroom. Besides that, the research shows a similar result with Zainuddin (2017) on students interaction among their classmate. Firstly, they can access the outside classroom activity with their classmate in real life and have a discussion. They can also have an informal discussion on the comment feature while accessing outside classroom activity. Following that, students' teacher's interaction increased on

flipped classroom activity Zainuddin & Perera (2018), Wang (2017), and Nouri (2016). In this research, the teacher handles all the activities both inside and outside the class by creating a good interaction with the students. The teacher announces the online class, gives explanations and feedback, so the students did not confuse and can follow the activity. However, the context of the study and this research is different because this research highlights the implementation of flipped-class in English Language Education Department so the participants are English pre-service teachers. The experience of flipped learning does not only help them to understand the material but also give them various kinds of learning experience before they become in - service teachers.

CHAPTER V

CONCLUSION AND RECOMMENDATION

In this chapter present two topics, a conclusion and a recommendation. The conclusion of all the chapters of this research is then a recommendation for future research that is also interested in investigating about the flipped classroom.

5.1 Conclusion

From the data that has been discussed in chapter four, it comes out that flipped classroom implementation helps both students and teachers, especially students who have to learn all the material, but their onsite meeting is limited. Increasing student's interaction and collaboration, it shows how students access the online class with their classmate and also have a discussion online with their classmate and teacher. Learning in their own space in terms of their comfort time and place, students can choose based on their own learning style. And for this reason,

they also maximize their effort to do the task and do their best work. This research has a limitation because it is only investigated in one class implementation of the flipped-class method. It will be better to investigate participants from different classes that implement the flipped method.

5.2 Recommendations

Recommendations for teachers that will implement the flipped classroom, there are some things that need to be considered in implementing a flipped classroom such as teacher creativity, school facilities, internet connection, and technology. Flipped classroom implementation maybe not optimal if teachers do not prepare those things. For future research, investigate the implementation of at least two classes to compare various kinds of Flipped learning implementation.

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APPENDICES

Transcription students 1 and student 2

At the Classroom

<mark>Tools Preparation</mark>

OC/TP/S1/018	Yes, <mark>Wi-Fi, and also a comfortable place</mark>, the Wi-Fi I use for learning, then <mark>I take a look at the canvas in case I forgot how to operate it</mark>
OC/TP/S2/006	It is <mark>more or less around a week before the class</mark>, because miss flower <mark>already has plan that soon we will have online class</mark>, because of there is no room or something that make face-to-face class can't be held so the teacher decided to switch face-to-face class into online class. So, <mark>already told a week before, at, at the classroom.</mark>

Material Explanation

OC/ME/S1/044	Hmmmm, during the discussion there is, the discussion is in the form of comments, as I said before. For example, the discussion is such as confirming. Oh, so this is like that, oh, oh so, I am supposed to write like this, that is how the discussion runs and then have a discussion with another classmate making a thesis statement. For example, my friend Rara, she makes a thesis statement, then I also write, and my other friend Chacan, he also writes, and then Miss Flower will give the revision. The revision is like, this is good enough, Rara, your work is good, like that.
OC/ME/S2/022	Oh, during material explanation I listen to the teacher carefully, I listen and write.

Media Preparation

OC/MP/S1/028	Eeeee, eeee, I mean, I mean that was like Zoom, so the teacher run the PPT
OC/MP/S2/030	At that time, Miss Flower using application, no, not application. Website, she uses Canvas website

OC/C/S1/058	He'emm. Then the other one is thesis statements then in above is a paragraph, paragraph, the third paragraph, or second paragraph,
OC/C/S2/040	If we want, we are told to write in that comment section. Well, the teacher also asked the question, how far have you done? Which chapter? What are the differences between this and that? What does this mean? Such questions. Previously, it had also been explained, so when the discussion was about the same way of walking and at that time, there was an online class. I'm online using a laptop. I'm also having a discussion with Rara offline. So, I also discuss the same Rara.

Online Interaction

| OC/OI/S1/082 | Then, the activity is to make the next sentence discussion, discussion in chat, done |

| OC/OI//S2/038 | I was with a friend, I also discussed with the lecturer. When discussing with lecturers, when it is online, when it is online, yes, because the lecturer, besides using voice-over, there is a comment column. |

At the Classroom

Active Learning

| AC/AL/S1/066 | Yes, there is a task. The task is to make a paragraph. During the e-learning we get instruction to just write a thesis statement. Then, we have to make a full paragraph in face-to-face class. Then we have to, aren't we? |
| AC/AL/S2/070 | When it was an online class, she explained how to write chapter 1. Points that must be written like this, then start writing like this, the example is like this. She gave many examples. |

Problem Solving

| AC/AL/S1/069 | Yes. Okay so, with e-learning in my opinion, we have to, that was additional class, right? So? Additional class, am I right? |
| AC/AL/S2/082 | If I am not wrong, this is an additionally class. |