Flipping Out the Classroom: A Case Study in Indonesian EFL Class

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Abstract--- The flipped classroom has received a large amount of attention in the educational research literature with its most frequently reported advantage is of the improvement of students' learning performance. This inverted classroom approach precedes face-to-face classroom lecture by reversing homework elements of a course to self-regulated learning. Students are presented with course material in advance; reading a book chapter or website page, viewing a video, or working with any digital tools. The in-class time then is used for purposes other than the delivery of information. However, whether the students see the flipped format positively; whether the format meets the course aim, and also, what the challenges students encounter in out-of-class activities are, were the rising issues. To answer the questions, the author of this paper used a flipped classroom model to teach English Phonology, a course in the English education undergraduate program with 44 students. One of the key objectives in this course is to enable students to understand the act of producing the English sounds. A case study methodology was applied to investigate the effectiveness of the flipped classroom approach. This study used an anonymous online survey to determine if the model was positive from the students' point of view and to identify the challenges they faced in out-of-class activities. Students' grades and the author's observations are used for examining if the model meets the course aim. The main findings showed that the flipped classroom should alter the traditional model of teaching English Phonology course. Regardless, there were still few students who favored the traditional lecture model instead of the flipped classroom, the majority of students were satisfied with the flipped classroom model, and the positive view was brought forward. To sum, the flipped classroom promoted a higher-level understanding and skill performance on English pronunciation.

Keywords--- Flipped Classroom; English Pronunciation; EFL

I. INTRODUCTION

A large amount of literature has been published on information and communications technology (ICT). Recent research on ICT in education highlighted the needs of teaching and learning using technology for teacher educators. These studies reveal how the use of technology in the learning process enhances students' motivation and improves their academic performance. They also indicate how the responsibility of learning tasks has shifted towards the learners, and this has dramatically changed theroles of teachers(Evseeva & Solozhenko, 2015; Ghasemi & Hashemi, 2011; Uerz, Volman, & Kral, 2018).That evidencecan also be considered as a positive reinforcement to research findings in the Indonesianresearch context which involving primary teachers and pre-service teachers. It was found that the majority of teachers feel comfortable using ICT as a tool for teaching and learning. Most of them are in agreement that using ICT is fascinating and interesting. It has also conclusively been shownthat students felt positive about technology in the classroom and that theICT's use has a direct positive relationship with students'

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engagement(Safitry et al., 2015; Taylor, 2011). Taken together, these studies provide valuable insights into the potential benefits of integrating ICT into teaching and learning.

In a context of teaching English as a Foreign Language (EFL) in Indonesia, recent evidencesuggests that embedding ICT into classes will make students have a positive learning experience with technologies, developing motivation in English learning, and also foster positive feeling and confidence on their language performance. An important point raised by the research was that students had positive perspectives on how the Internet technologies benefit them to enrich their language learning experiences especially pronunciation (Arzal, 2016). The research implied that to communicate well learners need to be aware of the importance of accuracy,not only grammar and vocabulary but also pronunciation. This research finding is in agreement with a review on researches on English pronunciation which have revealed that learners tend to consider pronunciation instruction as very beneficial (Barrera Pardo, 2004).

A pedagogical implication of the above discussions for the foreign language teacher is that EFL researchers and practitioners should pay attention to the importance of pronunciation for successful oral communication (Cohen, 2001). This is in line with Tudor (2001) who claims that "command of the phonology of a language can play an significant affective role in language use." Similarly, pronunciation improvement helps learners to communicate in English more effectively, and it is strongly recommended to prepare L2 teachers to also teach English pronunciation in their classroom contexts (Burri, 2015; Levis, 2003).The implication is that teachers should carefully design their instructions to facilitate students for successful oral communication.

However, in a recent study in EFL teaching-learning context in Indonesia,Moedjito (2016) stated that there is no assurance that the graduates of senior high schools can show their ability of spoken English although the learners have spent at least for six years (three years at junior high schools and three years at senior high schools) to learn English. Sometimes, he reported, it is still difficult for them to introduce themselves in English. This happens due to the curricula that have set up reading comprehension as the main scope of English teaching-learning.

Similar to the above evidence, it isalso a common view in the curricula of the school of educations to see how Communicative Approachplays an essential role as the prevailing paradigm of today's target language (L2) teaching. This approach puts more attention on the message-oriented transactions in an L2 between learners than their accurate pronunciation of L2 in language classrooms(Richards, 2006).Given that has been mentioned so far, we may suppose that the Communicative Approach has somewhat underrated the importance of pronunciation. The expected learning outcomes are emphasized in this language instruction. As a consequence, teachers are more concerned about how to promote successful classroom interaction in L2 through communicative tasks than how to enable them to pronounce L2 accurately. Learners and teachers who are involved in the message-oriented transactions are likely to pay little attention to the accuracy of their pronunciation. As a result, they often make pronunciation mistakes due to their first language (L1) interference.

The identical condition also exists in the English Language Program where this research was conducted. It is the author's experience of working with students' speaking performance that has driven this research. In some core subjects in the department such as Teaching English as a Foreign Language (TEFL),teachers rarely discuss and

teach methods that use drills to exercise students' vocabulary or pronunciation.To most teachers teaching such exercise was seen as taking much time so that they prefer to focus on teaching concepts rather than training students to pronounce the English sounds.This indicates a need to address the instructional gap. Teachers need to re-design their instructions to give ample time to students to learn the concepts of how to produce sound, and alsoconsider some additional independent time for students to exercise their pronunciation. Theidea is supported by Barrera Pardo (2004) who suggested that although exposure factors are ranked higher than aspects related to formal training, as expected,learners see training as a positive influence on pronunciation learning.

Unfortunately, devoting class time to practice pronunciation exclusivelywas hardly be conducted in class due to the limited class time. As an alternative, teachers have to" flip" the class by giving the lesson material in advance so that students could learn and train themselves in advance independently outofclass. The in-class time then can be used to confirm their understanding and sharpen their skill performance.

A large-scale systematic review of the literature on the flipped classroom conducted by Akçayır and Akçayır (2018)revealed that the improvement of student learning performance was the most frequently reported benefits of the flipped classroom. However, despite its advantageous on learning performance, teachers need to be aware that it is not only the learning outcome that teachers need to consider but also the very crucial process.As a matter of fact, there was also an indication that radical changes which were introduced by both the use of the flipped model itself and new digital tools and also a lesson which sequenced based on thinking, production and research might constitute a significant challenge for students that are accustomed to traditional methods(Bakla, 2018). This valuable finding implies a call for a careful and thoughtful design or choice of instructions.

In view of all that has been mentioned so far, theevidence supportsthe author's idea to understand the flipped classroom from the students' perspectives and what difficulty might arise along with that flipped format before implementing this model on a larger scale.

1.1. Research Questions

To understand thevarious perception of flippedclassroom implementation from the students' points of view, the main questions addressed in this paper are:

RQ$_1$: How are the students' perceptions of a flipped classroom?

RQ$_2$: Does the flip format help students meet the course aim?

RQ$_3$: What difficulties did students encounter when learning through the flipped classroom?

II. LITERATURE REVIEW

2.1 Flipped Classroom

A large-scale systematic review of research on the flipped classroom revealed that the most frequently reported benefit of the flipped classroom is the improvement ofstudent learning performance(Akçayır & Akçayır, 2018). In one study, evidence shows that the implementation of the flipped classroom in the learning process strengthens students' motivation and improves their academic performance(Evseeva & Solozhenko, 2015). In another study,Chen Hsieh, Huang, and Wu (2017)revealed positive effects of the mobile-based flipped instruction over the

conventional lecture-based approach, and yielded the determinant role of attitude about the use of LINE in learners' subsequent behavioral intention to accept the integration of such technology in language learning, albeit differences in the construct relationship among students of difference proficiency levels.

The research aimed at finding appropriate in-class activities that promote research, active learning and higher-order thinking skills in a flipped classroom revealed that the learners reported mostly positive attitudes. The studentsalso talked more positively about how the lesson was delivered(Bakla, 2018). The flipped format'sadvantageous was also reported by Engel, Heinz, and Sonntag (2017)as able to create diverse learning opportunities for heterogenic learning needs.Kinesthetic learners reported positive points of view about the flipped classroom model, and visual learners reported a negative feeling (Green & Schlairet, 2017). Jensen and colleagues also found that active learning was the key element of flipped classroom pedagogy (2015).Through flipped classroom, self-regulated learning principles were achieved, and in the end, self-directed learning can help students to become autonomous learners (Ng, 2018).

To implement a flipped classroom, one of the first decisions that educator has to decide is how to divide the course material into two elements: what will be addressed before class and what will be addressed during class. To do this, teachers can use educational models such as Bloom's Taxonomy (revised) to help organize the approach. For example, pre-class activities are used to support lower levels of learner cognitive work (e.g. knowledge and comprehension), and in-class activities are used to facilitate higher levels (e.g. application and analysis) as suggested by Anderson LW (2001).In short, when a decision to flip is made, educatorsshould first consider the recognized essential elementsof course design. These include conducting needs assessments,determining content and learning outcomes, andselecting appropriate educational andassessment methods(Lockyer, Ward, & Toews, 2005).It is also worth noted not to require to change everything at once, especiallywhen learning resources are limited.Engel et al. (2017) recommended trying a short"light" version of a flipped classroom by inverting just one topic of alecture, or one unit of a course.

However, despite the potential benefits that ICT-based flipped model has to offer, educators have to take into account the research finding which provides evidence that students who encounter different types of barrier associated with technologies and learning tasks can experience disengagement during different phases of learning(Liu, Wang, & Tai, 2016). As similar findings indicated, radical changes which introduced by both the use of the flipped model itself and new digital tools and a lesson sequence based on thinking, production and research might constitute a significant challenge for students that are accustomed to traditional methods(Bakla, 2018). Hao (2016) also reported results that when students were not prepared for flipped learning, there was only a limited number of students agreed that their learning needs were met.

To sum up, regardless the certain drawbacks associated with the use of flipped classroom, the earlier studies presented thus far provide positive evidence that flipped classroom has numerous potential benefits to offer which are not limited only to learning performance, but also self-regulation, pedagogical contributions, interactions, and time efficiency.

2.2 English Pronunciation

The global spread of English as the world lingua franca has an impact on the objectives of teaching pronunciation where 'comfortable intelligibility' should be the goal rather than native-like pronunciation (Zoghbor, 2018). The findings of a large amount of research indicate that pronunciation instruction should be a part of an EFL classroom(Claire, 2003; Jenkins, 2000) Pronunciation should receive more attention by teachers and should be a major part in the listening and speaking curriculum as it has a stronger influence than grammar on speakers' intelligibility (Zoghbor, 2018). In addition to that, it was also recommended to prepare L2 teachers to teach English pronunciation in their classroom contexts(Burri, 2015).

However, there is also ample evidence that both teachers and students find that pronunciation is challenging to learn. Communicative Approach that many educators use today puts more focus on the message-oriented transactions in a target language (L2) between learners rather than their accurate pronunciation of L2 in language classrooms(Richards, 2006). On the contrary, students see pronunciation as an essential part of oral language even though they find it challenging to learn. Learners, from their part, tend to consider pronunciation instruction as very beneficial. Students regard as influential in the acquisition of pronunciation are aspects related to exposure but also formal training, the first-factor being the residence in English-speaking country, the second speaking to natives, the third specific training through phonetics, the fourth listening to radio and TV, and the fifth ear training. Although exposure factors are ranked higher than aspects related to formal training, as expected, these learners see training as a positive influence on pronunciation learning.(Barrera Pardo, 2004; Moedjito, 2016). As Indonesia is not an English-speaking country, thefactors that might affect the success of teaching pronunciation could be among others, teacher-students awareness and teaching strategy.

Awareness of how the above factors and other pronunciation issues impact speaking can be enhanced through awareness building and explicit instruction. Instruction is more likely to be productive when students can see how pronunciation improvement helps them communicate in English more effectively(Levis, 2003). This is complementary to the notion that phonological awareness in L2 is affected by L2 oral language proficiency(Saiegh-Haddad, 2019). In addition to those, the finding of a study in Indonesian context implies that intelligibility as the goal of pronunciation teaching can be attained with the consideration of priorities and techniques in pronunciation teaching(Moedjito, 2016). This means that when designing instruction, teachers have to take into account not only awareness development but also a careful design of instruction.

Collectively, these studies outline a critical role for teacher educators to facilitate students to communicate in English more effectively by considering priorities and techniques in pronunciation teaching.

III. METHODOLOGY/MATERIALS

3.1 Study Participants and Settings

For this study, a piloting case study was used to explore the subsurface of the flipped classroom before implementing the flipped classroom model to a large-scale investigation. This research took place in a natural setting and involved two classes of pre-service teachers. A total number of 44 participants (hereafter, students) of a private school of education in Jakarta, Indonesia took part in this research. The author used an information-oriented

samplefor determining the participants, i.e. the students who are attending "*English Phonology*" a core-subject course for semestersix. One of the key objectives in this course is to enable students to understand the act and manner of producing English sounds. The primary working language of the course isEnglish.

The research was conducted in 3 meetings. In the first two meetings, students were taught in the traditional format. The author (hereafter, teacher) delivered the lesson in lectures and presentations using various media ranging from presentation slides tovideos. Classroom discussion and quizzes on related topics were given at the end of the meeting. Afterwards, the following meeting of the class was "flipped" as recommended by Engel et al. (2017); a short"light" version of a flipped classroom by inverting just one topic of alecture, or one unit of a course.Students were first exposed to material of segmental phonemes which were the 4th unit to be covered in the course. The prior-to-class activities were conducted by ways of having students viewing a video on segmental phonemes, and then taking online quizzes. The in-class time then devoted to small group discussions and questions and answer session following students' presentation of the assigned course unit.

3.2 Procedures in Collecting Data

This study was conducted using a mixed-method approach. There were two types of data collected for this study. The first type was quantitative data which was collected using online surveys and quiz. The second type was qualitative data which was collected through a teacher's observation and semi-structured interviews with nine students.

Students were asked to complete online surveys to obtain information about students' perception of flipped format and the challenge they encountered. Both surveys were made using Google form and are available at https://forms.gle/zrygjLi8Jc7S9JudAand https://forms.gle/WNZj5o5grrjMVCZv5. All of the participants were expected to answer all the questions of the questionnaire by clicking the box of the selected option(s). All questionnaires were designed to be anonymous and shared through a Virtual Learning Environment (VLE) at 20182-Phonology-A and 20182-Phonology-B which are located at https://classroom.google.com/c/MzIyNTg1NDI0Nzlaand https://classroom.google.com/c/MTcyMzc3NDk5MDdato control its distribution.

The students' perceptions of the flipped format were also gathered through semi-structured interviews. Through this, students were allowed to reflect on their own experience and to report on what they believed had promoted their understanding of the course. They also discussed the difficulty they had encountered when they had to study the material independently. The online quiz aimed at measuring students' understanding of the material. Students' oral responses in the question and answer session, and also their pronunciation while they were giving presentations of the topics assigned were observed and recorded for the basis for measuring how accurate they pronounced the English sounds. The focus of attention was on the most prominent challenge to students as they do not exist in Indonesian phonemic systems, such as consonants sounds of [θ, ð, ʒ] and aspirated plosive stops of[p^h, t^h, k^h].

Students were asked to take online surveys to support the observations and interview.Any data considered useful for the research was recorded as field notes. To sum up, data collection methods concerning research questions are as follow:

Table 1: Summary of Data Collection Methods

Research Questions	Methods
1. How are the students' perceptions of a flipped classroom?	1. Online survey 2. Semi-structured interview
2. Does the flipped format help students meet the course aim?	1. Online quiz 2. Teacher's in-class observation
3. What difficulties did students encounter when learning through flipped classroom?	1. Online survey 2. Semi-structured interview

3.3. Data Analysis

To analyze the research data, a combination of quantitative and qualitative approaches was used. The quantitative data comprised of numbers were analyzed by organizing students' responses based on the number of percentages into positive and negative. The responses were classified based on the criteria as follow: of 10 survey items, each "yes" answer will be classified as positive, and a "no" answer will be classified into the negative response. The respondent may choose more than one options. The responses were thencategorized intoself-regulation (SR), pedagogical contributions (PC),interactions (I), time efficiency (TE) and learning performance (LP).

The qualitative data which comprised of students' responses and observation results were analyzed through data description, data display and verification.

IV. RESULTS AND FINDINGS

The present study was designed to determine students' perception of the flipped classroom, whether the flipped format meets the course aim, and to identify the difficulty that students faced when learning in a flipped classroom format. The results of this study show that:

4.1 Students see the flipped classroom positively

The response rate was 97% with 43 out of 44 studentscompleted and submitted the online questionnaire. Students responses were categorizedinto some aspects of self-regulation (SR), pedagogical contributions (PC), interactions (I), time efficiency (TE) and learning performance (LP).
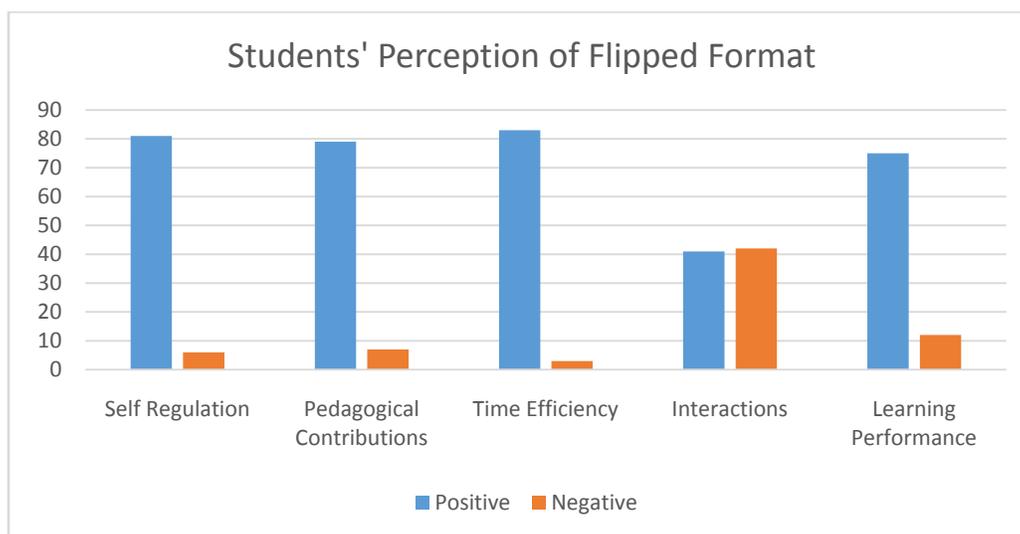

Figure 1: Students' Perception of Flipped Classroom

From the visualisation of students' responses, we could say that students see self-regulation (SR), pedagogical contributions (PC),time efficiency (TE) and learning performance (LP) positively. Thedisagreeable one was theinteractions (I). By using the flipped classroom in the out-of-class activities, students are expected to study the lesson material independently. Two items on the questionnairemeasured students perception on learning the complex material own their own. These questions resulted in the highest negative response on item survey number 7. As much as 83,7% of students were not in favour of this flipped format when it comes to having to independently study the most complex parts of the material, as shown in Figure 2.
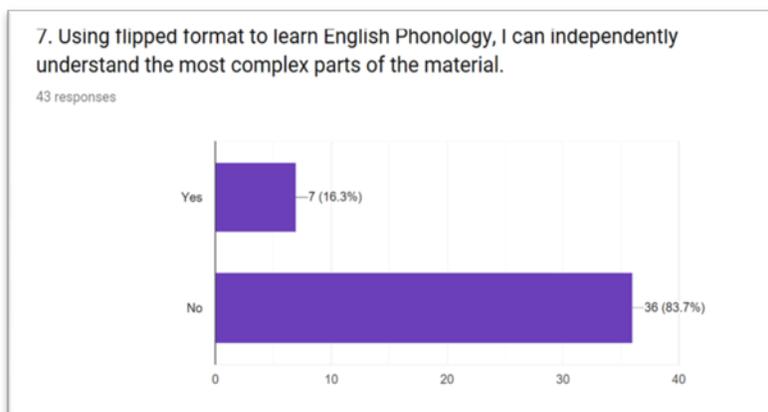

Figure 2: Survey item with the highest percentage of negative response

The negative perception of flipped format was explained by the findings of RQ_2in which the absence of guidance in learning reached the highest percentage among the challenges that students faced. (See Figure 4 for details). The result of the semi-structured interview confirmed this information.

4.2 Flipped classroom help students meet the course aim

Based on the quizzes results given before and after flipped learning, there was an increase in terms of percentages of students' correct responses. The score ranges from an average value of 78 and 76 in the two meetings before the flipped format, to 85 on average after the flipped format.
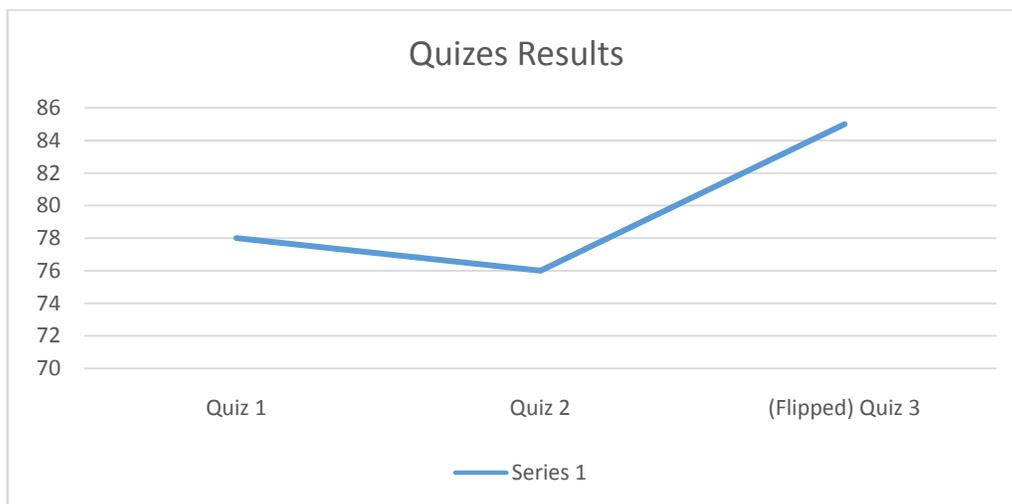

Figure 3: Improvement of students' learning outcomes

From the teacher's observation during the class presentation and question and answer session, the majority of students' pronunciationon the most challenging area in segmental phoneme was corrected. The most prominent problem was the pronunciation of segmental phonemes of consonants sounds of [θ, ð, ʒ] and aspirated plosive stops of [pʰ, tʰ, kʰ].

Table 2

Sounds	As in words:	Students pronounced as:	Corrected as:
[θ]	thought	[t ɔ:t]	[θɔ:t]
[ð]	that	[det]	[ðæt]
[ʒ]	genre	[dʒenrə]	[ʒɑ:nrə]
[pʰ]	part	[part]	[pʰa:t]
[tʰ]	take	[teik]	[tʰeik]
[kʰ]	key	[ki]	[kʰi:]

What interesting from this data is that when those students with difficulty in distinguishing long vowels from short vowels paying attention and correcting their pronunciation of aspirated plosive stops, they would automatically improve their pronunciation of long vowels.

4.3 Guidance unavailability and limited Internet access were the most challenges

The result of data analysis derived from a post-instruction online survey is visualized in Figure 4.
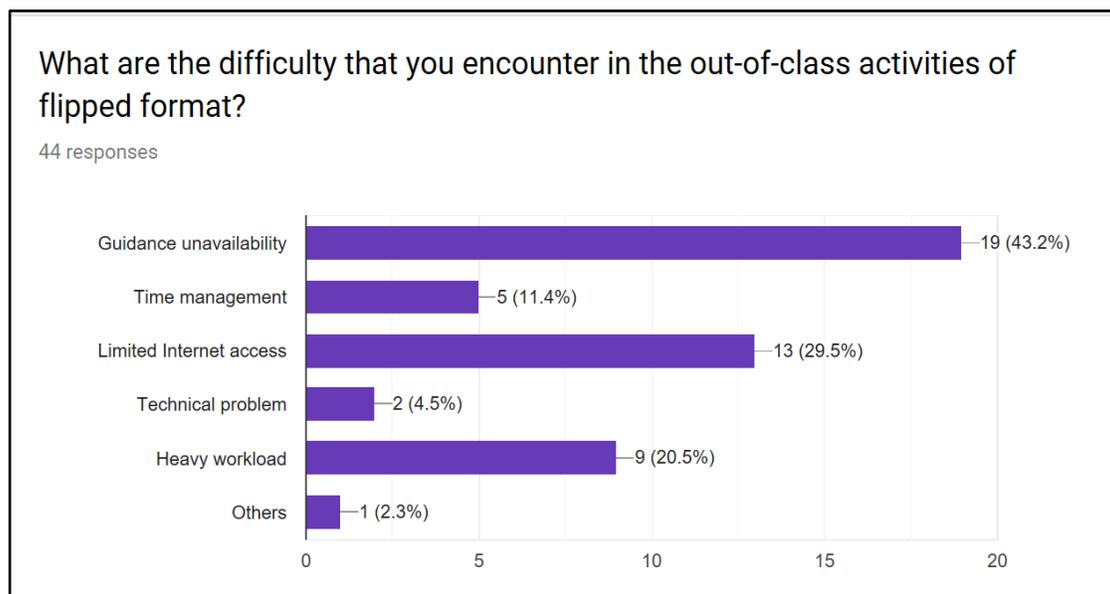

Figure 4: The Visualization of Students Difficulty

The result indicated that 43,2% of students feel that the absence of others who can help them explaining new and difficult concepts of the course unit as the most challenging. It was followed by the limited Internet access as much as 29,5%, heavy workload as much as 20,5%, and time management as much as 11,4%. The technical problem as much as 4,5%, and others (2,3%) did not seem to be a significant challenge for the students.

Further data collection was conducted through a semi-structured interview with nine students to obtain more profound information about the specific learning guidance that they needed. A majority (77%) of those who were

interviewed indicated thatit was difficult to understand the video presentation froma native speaker explaining some new concepts in the normal speed of speaking. In addition to this, quite a lot of scientific terms were also another problem they had to take into account. Fortunately, the questions that rose from students' self-learning at the out-of-class activity could be clarified during the in-class session through discussion and question and answer session which was following student' presentation on an assigned topic. By doing so, teachers could also get feedback on what and what not students have understood.

Regardless of the prevailing view among interviewees that flipped classroom help them gain a better understanding of the course, the Internet access turned out to be generating problem when students had to stream or download the video. This out-of-class activity had them need some additional Internet data plan. In the interview session, one participant commented: *"It would not have been any problem as long as we are in campus area which provides free internet connections."* It was apparent that the out-of-class activities that designed to be conducted off-campus area had generated new problem to whom had minimal access to the Internet.

The heavy workload was felt primarily by students who had to work and study at the same time. When the teacher flipped the learning format, they felt that they have to spend some extra time to study and doing an important task outside the class. One interviewee suggested using only multiple-choice quiz format instead of paragraph description just as previously assigned to them so that they could do the out-of-class assignment using a mobile device.

4.4 Discussions

This study set out with the primary objective to get information regarding the flipped classroom from the eyes of students before implementing the flipped classroom model to a larger scale.

The first question in this research was students' perceptions of the flipped classroom. The result that students see the flipped format positively is consistent with those of other studies of the flipped classroom that students talked positively about the flipped format(Akçayır & Akçayır, 2018; Bakla, 2018; Chen Hsieh et al., 2017; Evseeva & Solozhenko, 2015; Green & Schlairet, 2017).This is also in agreement with the claim that students felt positive about technology in the classroom and that its use has a direct positive relationship with students' engagement. Students' curiosity that rose from the self-study learning was also in-line with the findings that when students' can also access other relevant materials associated with the content they are learning they will be more motivated and autonomous (Jamie L. Jensen, 2015; Ng, 2018).

The second question in this research was whether the flipped format help students meet the course aim. The findings observed in this study mirror those of the previous studies that have examined the effect of the flipped classroom towards student' learning performance(Akçayır & Akçayır, 2018; Evseeva & Solozhenko, 2015). There was an increase in terms of students' knowledge of the assigned topic based on the quizzes give. A large-scale systematic review of the literature on the flipped classroom that revealed that the most frequently reported benefit of the flipped classroom is the improvement ofstudent learning performancewas confirmed.

There was also an improvement in students' pronunciation based on the teacher's' observation. As a result,improved pronunciation also affects their communication positively. These findings confirmed prior research

on teaching pronunciation that pronunciation improvement helps students communicate in English more effectively(Burri, 2015; Levis, 2003).

The excitingfinding to emerge from the observation is that when those students with difficulty in distinguishing long vowels from short vowels paying attention and correcting their pronunciation of plosive stops, they would automatically improve their pronunciation of long vowels. This wayof teaching should be considered as the teacher's strategy toimprove students' pronunciation.

The third question in this research was students' challenges when learning in a flipped format. The absence of guidance, limited Internet data plan to stream or download video lectures, and heavy workload posed the top three of students' difficulties. This results matched those observed in earlier studies that radical changes introduced by the use of the flipped model might constitute a major challenge and disengagement during different phases of learning for students who are accustomed to traditional methods (Bakla, 2018; Liu et al., 2016).Fortunately, the two aspects of students' difficultyin this study which had been predicted by the earlier research could be solved by redesigning thein-class activities and online-assessment format. Taken together, the results of this study show that the flipped classroom, if appropriately designed, shall alter the traditional format.

V. CONCLUSION

The intended aim of this study was to reveal the effectiveness of flipped classroom in terms of students' perception of flipped format; the learning achievement brought by the flipped format, and also to identify the challenges that students encountered in the out-of-class activities session. The combination of quantitative and qualitative data analysis had confirmed that students see the flipped format positively. It was also obtained from the study that flipped classroom offered students potential benefits that help promote them to a higher level of understanding and the better skill performance on English pronunciation regardless there were still few students prefer the traditional than the flipped format. Returning to the questions which were raised at the beginning of this study and the positive perception from the students, it is now possible to state that flipped classroom, which appropriately designed, shall alter the traditional format to achieve the better learning performance and positive perspectives.

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