Flipped Classroom Model of Blended Learning: Best Practices to Improve the Quality of English Language Teaching

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Abstract: Since the COVID-19 pandemic, the current education system has become very dependent on technology and the internet. The learning process, which is usually done face-to-face in the classroom, is now fully face-to-face learning in the virtual classroom. Teachers are only motivators and facilitate students by utilizing technology and the internet to access learning materials and resources from anywhere, anytime, with anyone, and anything by using online or e-learning. Online or e-learning is one of the alternatives in education that utilizes technology and the internet in the learning process, including the flipped classroom which includes in one type station rotation of blended learning model by inverting between student activities at school and home. Students can decide when and where they want to access online material that will be material in face-to-face class meetings. The use of flipped classrooms in teaching English was made students more active and increase students' understanding which also has implications for improving students learning outcomes and the quality of English Language Teaching.

Keywords: *Station rotation, Blended learning, Flipped classroom, English language teaching*

Introduction

Since the COVID-19 pandemic, technology, and the internet are the fundamental human needs, including in education and the daily learning process. Technology can enhance relationships between teachers and students. Technology helps make teaching and learning more meaningful and fun. They can search for materials and teaching materials from anywhere, anytime, and from anyone. In the future, the learning process between students and teachers in the classroom will be predicted by using an online platform (Goyal, 2012).

In addition to mastering science and technology, mastery of English is also very important to learn. English is one of the most popular languages on this earth and a priority around the world. All the information and learning resources, both within the country and abroad, almost all the information to use English (Chen et al, 2017). The factor that influences the language learning process is that students have to be as much involved in classroom activities as possible to gain a better understanding of the language. However, due to limited time in class, teachers are forced to ignore these factors. Currently, the active learning approach is considered more effective when compared to teacher-centered approaches, especially in the teaching and learning process of English as a foreign language (Turan & Akdag, 2019).

Danker (2015) stated that in the current digital era, teacher-centered learning models are no longer suitable for use in the daily learning process. Because in the future, the learning process will be more modern and student-centered learning. Teachers will only act as

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motivators and facilitate students by utilizing internet technology to access learning materials and resources by online or e-learning (Ertmer & Ottenbreit, 2010).

E-learning is an alternative in education that utilizes internet technology in learning. Various learning models using internet technology have also begun to be developed, one of which is the flipped classroom model, which is included in one of the rotational models of blended learning.

Literature Review

Staker & Horn (2012) classifies the blended learning model that has been implemented in primary and secondary education in America into four categories. Rotation Model, Flex Model, Self-Blend Model, and Enriched Virtual Model.

The flipped classroom is one of the station rotation models of blended learning. The flipped classroom model is a learning model in which students rotate between face-to-face meetings in the classroom and online learning that allows students to learn outside the classroom, teacher ask students to actively study material through digital as starting materials and preparation activities in the classroom. The flipped classroom model flips between student activities at school and at home. Students can decide for themselves when and where they want to access online learning (videos) which will be material in face-to-face meetings.

The online videos give students the freedom to repeat the material anytime in parts they do not understand. In the classroom, students can discuss and collaborate. Teachers easily get the opportunity to review the lessons. Whereas students can easily re-study the material by videos at any time, students can access or view the material provided by the teacher repeatedly by the internet, or learning videos specially provided can also be accessed by students who cannot attend school at that time. So in the classroom, the teachers can spend more time interacting with students and improve the student's ability in English.

Enfield (2013) stated that flipped classrooms are very effective in learning to help students understand the material and learn independently. Flipped classroom model helps students learn automatically, improves student learning interactions in the classroom, and builds students' confidence in learning English (Lu & Sun, 2016)

Instead of asking students to listen to the teacher's explanation of the materials, it would be better if the materials were recorded in the form of a video and asked students to watch the video before participating face to face meeting. In the classroom, the learning is truly more student-centered approaches, teacher and students will have more time to complete case studies, problem-based learning, practice and discuss together.

Ayçiçek and Yanpar Yelken (2018) found that the flipped classroom model is effective in learning English because it creates a flexible learning environment, has a positive impact on students to be actively involved in the learning process, and allows students to be able to develop higher-order thinking skills. Flipped classrooms are a learning strategy that has received a lot of attention in education because they can improve learning outcomes and effectiveness at all levels of education from elementary to university level (Kurihara, 2016) and has become a hot topic in foreign language teaching (Wang et al, 2018).

Research Methods

This research was conducted in Medan, North Sumatra, Indonesia. The method used in this research is qualitative descriptive analysis. The analysis used was interviews and direct observations. I focus on the daily learning process of English at the junior high school level. The interviews were conducted at school, in coffee shops, and telephone, while for the observations I was directly involved in the learning. Interviews were semi-structured with open-ended and subsequent follow-up and probing questions. Examples of questions were, "what makes students difficulties learning English?" "What media are used in learning English?"

"What media students like in learning English?" The interviews ranged from 60 to 120 minutes, were audio-recorded, and subsequently transcribed verbatim.

Findings & Discussion

During the learning process of English, it found that some students are not ready to learn, students are afraid of not being able to answer the teacher's questions, students are afraid of not being able to speak English, and students lack confidence in learning English. The student's reason was that they didn't know the material before. The process of activities in the class explains more about the material because the students are slow in understanding what the teacher says and become the teacher-centered approach.

The flipped classroom, which is one of the station rotation models of blended learning, is the best practice to Improve the Quality of English Language Teaching. by flipped classrooms, the teacher asked students to study the material at home before attending class. In class, the learning process is more collaborative and student-centered learning, thus making students more active in learning English. The creation of an active learning environment and interaction will certainly affect improving students' English learning outcomes.

The flipped classroom can make the students more confidence and independent in learning English because students can easily access material via electronic media in video wherever and whenever. Flipped classroom makes it easy for students who are slow to understand English material and gives students the freedom to repeat the material anytime in parts they don't understand. In class, teacher and students will spend more time discussing and collaborating to improve students' understanding of English.

Conclusion and Summary

The flipped classroom model of the station rotation models of blended learning is one of the best alternatives to improve the quality of English Language Teaching, to facilitate students learning English by utilizing technology and the internet, to access learning materials and resources from anywhere, anytime, with anyone, and anything by using online or e-learning media. Students can decide when and where they want to access online material before attending face-to-face class meetings.

The use of flipped classrooms in teaching English were more motivated students active in class, and increase students' understanding of English materials. The best quality of teaching English is the learning that involves students' more active as called student-centered learning and flipped classroom is one of the best alternative solutions to improve the quality of English Language Teaching.

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