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Article

Designing the Flipped Classroom Strategy in Teaching Grammar

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A B S T R A C T

This study provides a simple design of a flipped learning instructional model to teach Basic English grammar at a Private University in Riau. Bloom's taxonomy of educational objectives was utilized as an underpinning to develop a top-down flipped learning model. To support student learning outside of the classroom, Google Classroom, an LMS, was used as a platform to disseminate pre-class video lectures. Moreover, this study employed a design-based research (DBR) approach for instructional technology, which provided several phases, namely; planning, designing, formative evaluation, revising, re-designing, and summative evaluation. Researchers suggest watching, summarizing, and taking notes as the three main tasks that can be done outside the classroom; while discussions and presentations are the main activities that occur in class. The findings of this study have consequences for authorities who should take into account flipped classrooms as the current method of instruction for providing grammar and other disciplines in any higher education institution in Indonesia.

Keywords: Keywords: Designing, Flipped Classroom, Grammar, Video

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INTRODUCTION

Grammar has received a lot of attention from scholars, researchers, and practitioners, especially ESL/EFL educators, as a component of learning English as a second/foreign language (ESL/EFL). This is owing to the fact having to master the target language's grammar is essential for effective language learning (Mart, 2013). Grammar helps ESL/EFL students learn not only the structure of the other language but also how to utilize it correctly (Richards & Reppen, 2014). Due to the vitality of grammar in ESL/EFL contexts, grammar instruction has grown in popularity. It has been stated that grammar instruction is essential for learners to develop high accuracy as well as fluency in the language of their choice (Ellis, 2003). Regardless of the arguments and differences over the best ways to teach grammar (such as utilizing a communicative approach or a concentration on a form) and what to emphasize when doing so (such as forms or use), effective grammar instruction should help students reach their objectives. You may easily and quickly rework and reword your material by using a paraphraser to take your sentences and make modifications.

Even though grammar is recognized as a key enabler in ESL/EFL learners' language acquisition, it remains one of the most difficult aspects of ESL/EFL teaching and learning (Kruk, 2014). Several factors have been identified as contributing to this problem, including insufficient grammatical input and exposure in the classroom, lack of or limited class participation, especially in the EFL setting, and an emphasis on textbooks for teaching and learning grammar. Researchers have used a variety of technological techniques to help improve and simplify grammar training (Bataineh & Mayyas, 2017). In various situations, technology applications for language acquisition have received a lot of interest. However, in

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the EFL environment, particularly in Indonesia, teaching grammar is still mostly based on the conventional classroom. In this situation, students usually pay attention and take notes when the instructor is giving a lecture, relying primarily on textbooks for grammatical instruction. Researchers have used numerous types of technology to improve and promote grammar instruction (Saeedi & Biri, 2016; Alharbi, 2019; Hashim et al., 2019).

One model for learning that can be used in learning by utilizing technology is the Flipped Classroom model (Bezzazi, 2019; Al-Naabi, 2020; Nguyen et al., 2019). The Flipped Classroom model is one learning strategy that may be applied to learning while using technology. As a teaching tool, video is used in the flipped classroom learning model. The information that will be covered in class is explained in this video. With the use of the internet, instructors and students can access this film. To help students comprehend the subject offered, instructional videos can also be watched repeatedly at anytime and anywhere. In addition, lecturers can use class time to reinforce concepts using exercises and other instructions. In other words, the purpose of video in the flipped classroom learning paradigm is to reduce the amount of time lecturers spend presenting material to the class.

The term "flipped classroom," sometimes known as "reverse class," refers to a learning activity or method of instruction (pedagogy) in which students watch instructional videos at home or ahead of time and learn the content in class, with group discussions and question-and-answer sessions taking up the majority of the time. With this teaching methodology, instructors can use video recorder software and other technological tools to create videos that serve as instructional materials (Zainuddin & Perera, 2018). Many types of software are available for editing videos. Teachers can create educational videos by using a variety of free video tools available on the Windows Store, such as Movie Moments, Power Director, or Movie Maker.

To save time on video recording, lecturers can also use another alternative by adopting videos from various free websites such as Khan Academy and YouTube which have video lessons. Khan Academy, for example, has content of teaching materials, articles, and learning videos covering various topics or subjects such as mathematics, biology, languages, computer science, and history. According to Bergmann and Sams (2014), when the flipped classroom approach is used, students may gain knowledge by watching educational videos before class and participating in groups activities in class. According to a research by Davies et al. (2013), employing instructional videos can enhance learning and teaching activities, make them more engaging, and save up teachers' time from giving lengthy lectures in class.

Using videos from different free websites like Khan Academy and YouTube, which provide video classes, is another option lecturers have for minimizing the time used for video recording. For instance, Khan Academy includes educational resources, essays, and instructional videos on a variety of themes and areas, including arithmetic, biology, languages, computer science, and history. The Flipped Classroom technique, as described by Bergmann and Sams (2014), allows students to learn by interacting with educational videos before class and participating in group activities during class. The use of instructional videos, according to a study by Davies et al. (2013), can increase the effectiveness and interest in teaching and learning activities while also freeing up teachers' time from giving lengthy lectures in class. Additionally, since they are thought to have mastered part of the content that will be discussed in class, students will become trained and acclimated to learn the material independently outside of the classroom, which might increase their confidence in their ability. According to a separate study, the flipped classroom approach helped students improve their learning outcomes, and one of the reasons for this is that before class, students might get ready for the lessons. (Galway et al., 2014). Therefore, the researcher's objective for this study is to develop a flipped learning model for the teaching of grammar at an educational institution in Riau, Indonesia.

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METHOD

This simple research aims to create a flipped classroom learning model for Basic English Grammar courses. This research adopts the steps of the Design-Based Research approach (Wang & Hannafin, 2005) which are divided into several stages, namely planning, design, formative evaluation, revision, redesign, and summative evaluation. In the learning process, the application of the flipped classroom learning model is integrated into Bloom's Taxonomy model. Furthermore, the revised Bloom's Taxonomy is divided into six levels of learning, namely, the lowest cognitive level includes remembering and understanding, and the highest cognitive level includes applying, analyzing, evaluating, and creating (Anderson, Krathwohl, & Bloom, 2001).

Based on the lowest cognitive level (remembering and understanding), new learning materials are introduced to students. In this case, these learning materials in the form of video lectures or reading materials are uploaded to the YouTube channel, google classroom, WhatsApp group, or other learning platforms. Furthermore, all students' knowledge and understanding of the learning material provided will lead them to the highest cognitive level. At this highest level (implementing, analyzing, evaluating, and creating), the learning process is carried out in group discussion activities, presentations, and evaluations. Moreover, the flipped classroom model that is integrated with the revised Bloom can be seen in Figure 1.

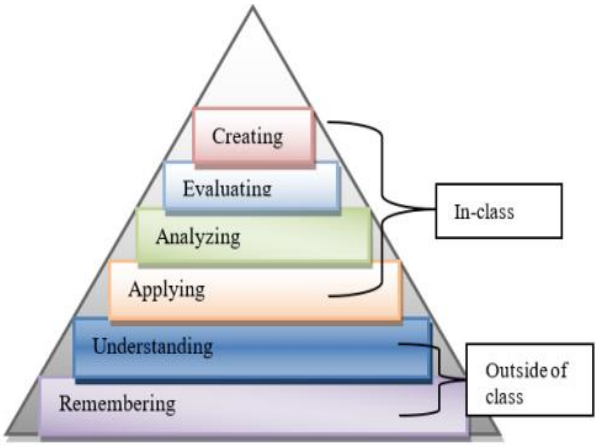

Figure 1. Bloom's Revised Taxonomy in the flipped classroom Adopted from Zainuddin et al., (2019)

To get a more detailed understanding of the use of flipped classrooms that are integrated with the revised Bloom's Taxonomy, the researcher reviewed journals related to this issue. Furthermore, at the design stage, two experts were involved in the formative evaluation, revision, redesign, and summative evaluation sections. These experts, namely media and learning material experts, are considered to know their respective fields. Both of them were interviewed to assess all teaching materials in the form of learning videos and other materials that would be used in the learning process later. Henceforth, as the results of these interviews including opinions, comments, and suggestions are categorized as qualitative data, therefore they are immediately compiled and interpreted to draw research conclusions (Agusliana et al., 2014). Apart from that, in terms of video learning, some educational experts suggest that instructors can record learning videos using various recording software, however, others also recommend adopting learning videos from the internet freely (Zainuddin et al., 2019). Therefore, for this study, researchers only adopted videos from YouTube channels related to English grammar. All these videos are used as a reference for students to learn outside the classroom.

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Apart from that, as this flipped classroom learning research adopts design-based research (DBR), and integrates it into Bloom's taxonomy, eight steps must be carried out to reach the highest cognitive level of the students. The eight steps are further classified into two parts covering outside and classroom activities. The outside-the-classroom activities include; recording and preparing content, transferring content, watching (remembering domain), summarizing, and recording (understanding domain). While in class, students engage in a variety of activities, such as watching, summarizing, and taking notes (applying domain), having group discussions, asking and answering questions (analyzing domain), getting feedback from instructors and peers, and taking quizzes (evaluating domain), as well as learning new things, exercising critical thinking, and solving problems (creating domain). The following table outlines Bloom's taxonomy-based course-flipping process.

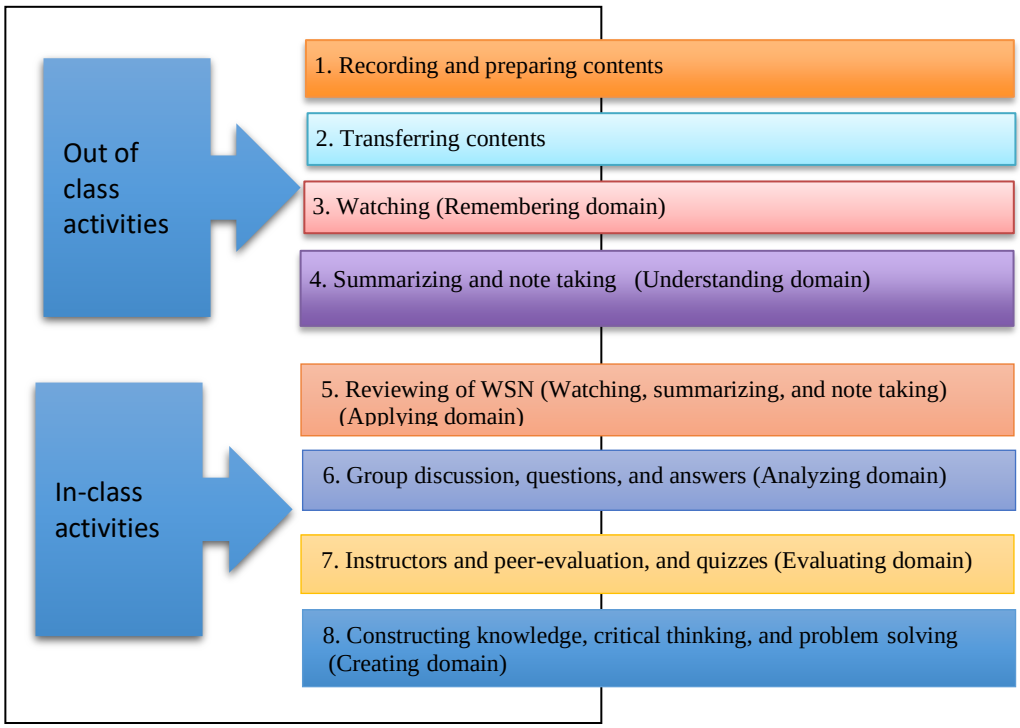

Figure 1. Steps of flipping the course based on Bloom's taxonomy

Furthermore, the researcher will explain in detail the stages of the flipped classroom implementation starting from recording and preparing content for students learning outside-of-class activities to the highest cognitive level, namely creating domains, which include the classroom learning activities.

Recording and preparing contents

The researcher provides learning components in the form of learning videos, text teaching materials, presentation slide resumes, and articles. The uploaded videos are videos that have previously been downloaded on the YouTube channel and are selected based on the topics students will study. These topics include Part of Speech, Simple Present Tense, Present Continuous Tense, Present Perfect and Perfect Continuous Tense, Past Tense, and Past Continuous Tense, Future Tense, Active and Passive Sentences, Wh Questions, and Question Tags.

Transferring contents

The next stage is the distribution of learning tools that have been prepared for students through the LMS Google Classroom and WhatsApp groups. Uploading of learning materials is done a week before lectures in class are held. The goal is that students get enough time to

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study and understand and prepare material that can be discussed during face-to-face lectures. Figure 2 below is an example of learning material transferred using Google Classroom.

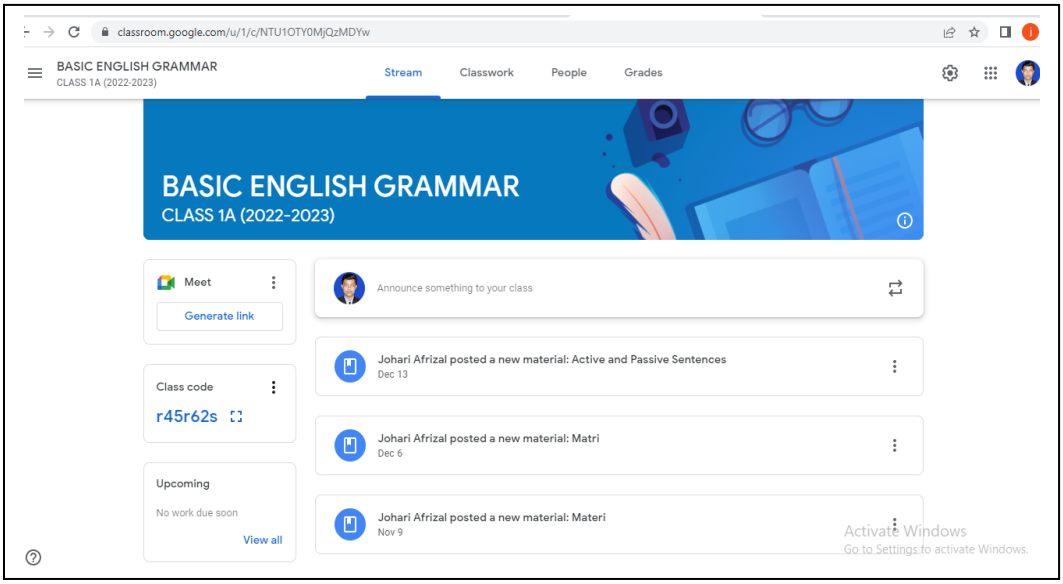

Figure 2. Snapshot of contents of Basic English grammar

Remembering

Students are required to be able to learn about the teaching materials that have been distributed in the form of instructional videos or other types of material before class starts. Before uploading videos or teaching materials, the researcher first explains the procedures for watching or studying material from videos or other teaching materials, such as how to stop, replay and make notes. Video learning is a learning component that is very suitable for students during online learning. Apart from helping participants who have a visual learning style, this model can also increase enthusiasm for learning because videos are more interesting and can be played back (Goedhart et al., 2019). One of the advantages of using learning videos is that students can repeat the material until they understand it. In addition, video learning as a learning system is also believed to be able to overcome the limitations of space and time, because it can be done anytime and anywhere.

Understanding

To measure students' understanding of the learning materials given, they are asked to make a summary of the material that has been learned and must prepare some notes or questions that will be discussed during face-to-face learning in class. In addition, the researcher also sent a quiz that must be answered by students. This quiz is delivered through a socrative application. Apart from being an evaluation tool, this quiz is also considered a monitoring tool to find out whether students have learned the subject matter at home. By studying video lectures, it is hoped that students will easily understand the material that will be discussed or studied further in class so that the learning process in class will be more efficient.

Applying

Students are asked to recall the material in the learning videos that have been sent before. The researcher divided students into small groups and asked them to discuss the material they had learned, either from videos or other supporting teaching materials. Researchers or teachers as facilitators walk around the class to motivate and monitor student activity in the class discussion. Students are then asked to present the results of their discussion in front of the class. Thus they are trained to communicate what they have learned with their peers.

Analyzing

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The essence of the flipped classroom learning process is not only watching learning videos but more focusing on how to direct students to be active in carrying out each learning activity. Thus, students can help each other if they experience difficulties during learning activities. Even so, the role of the teacher is still needed to further clarify the learning material. In class activities, students will discuss teaching materials they have studied at home before, and researchers or lecturers act as facilitators. Researchers or lecturers can also help students by providing comments or answering unanswered questions. This activity is part of efforts to build students' critical thinking culture. Learner-centered learning encourages interactions between students and teachers leading to project-based learning, collaboration, utilization of technology, and discussion.

Evaluating

The researcher as the facilitator provides directions regarding the evaluation of ongoing learning. Students can ask questions to the researcher (lecturer), can also critically ask each other to friends, or can provide feedback related to the learning process that has been followed. The purpose of this stage is for students to explore and get an in-depth explanation of what they have learned. This evaluation stage is feedback for lecturers in conveying their knowledge to help students gain a good understanding. For this reason, the use of quizzes is one of a follow-up activity that can be carried out both offline and online as part of the student's formative evaluation process. By giving simple quizzes, students will be motivated to study the subject matter before entering class. -depth explanation of what they have learned. This evaluation stage is feedback for lecturers in providing their knowledge to help students gain a good understanding.

Creating

In this last step, students are asked to be able to reflect on their understanding of the material that has been discussed. Students are expected to be able to build an understanding of the material independently and generate critical thinking related to the material during the learning process. For example, after completing Basic Grammar courses using the flipped method, students are encouraged to be able to publish articles on the topics they study such as issues regarding learning basic grammar in local and national media. This activity creates a significant contribution to fostering student learning experiences. This can also be a summative assessment (final project), where at the sixth highest cognitive level of Bloom's taxonomy namely "creating" students will make products that are reflections of topics that have been studied during one semester of lectures (Zainuddin, Hermawan, et al., 2019).

In addition, since this is the last step of the flipped classroom video design process, a summative evaluation is also carried out in this phase. The results of the first round of interviews with the two experts show that there are slight improvements that need to be made to some of the learning videos. Media experts suggest replacing several videos where the learning content is not explained clearly and interestingly. In addition, several learning videos are longer than 15 minutes, so it is recommended to use short learning videos, between 10 and 12 minutes. Meanwhile, material experts, only suggest learning videos that are equipped with assignments, which encourage students to study independently at home. He also noted that learning material that has been learned at home, would greatly support students' understanding in the classroom.

Following the suggestions and recommendations from the experts, the researcher then downloaded and selected several learning videos to be used. Finally, after conducting the final interviews, the two experts considered that all learning videos related to Basic English Grammar covering 12 topics were considered appropriate to be used in the learning process. Nonetheless, the two experts have pointed out that the core of flipped classrooms learning activities is not only to provide theoretical content to students through educational videos that they have seen before but they must also be actively involved in class activities carried out in groups, where students work together to achieve goals of learning. This creates greater interaction between the students themselves and the teacher during the learning process.

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All activities in implementing the flipped classroom learning model start from low-order thinking skills (watching, summarizing and note taking, and reviewing), and high-order thinking skills (group discussions, instructors and peer evaluations, constructing knowledge, critical thinking, and problem-solving) are illustrated by figure 3 below.

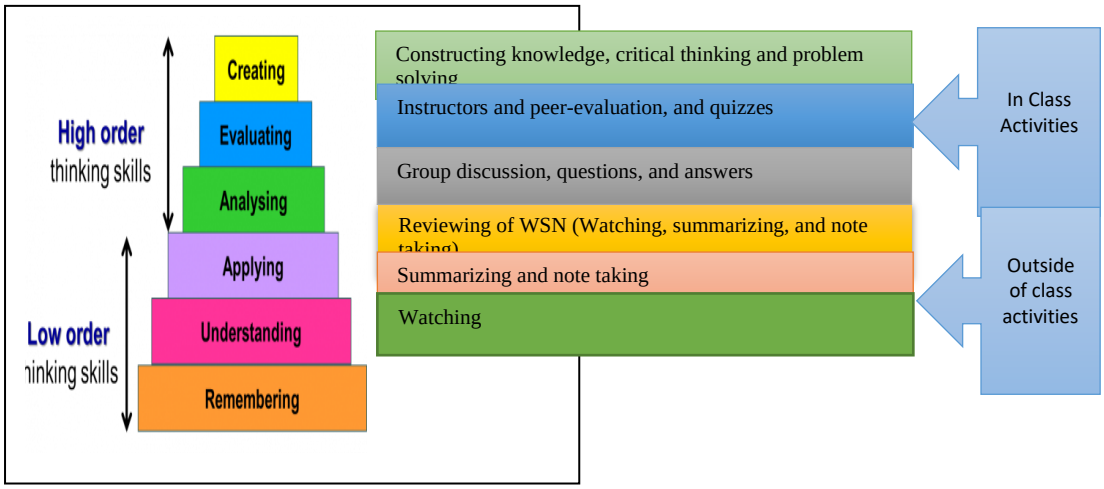

Figure 3. Ranking order of flipped classroom based on Bloom's Taxonomy

FINDINGS AND DISCUSSION

This research adopts the steps of the Design-Based Research approach which are divided into several stages including planning, design, formative evaluation, revision, redesign, and summative evaluation. This research produces Basic English Grammar learning videos which are designed through the flipped classroom learning model integrated into Bloom's Taxonomy model. Furthermore, the revised Bloom's Taxonomy is divided into six levels of learning, namely, the lowest cognitive level includes remembering and understanding, and the highest cognitive level includes applying, analyzing, evaluating, and creating.

Learning videos that have been designed or selected in this study are based on recommendations and comments from two experts; one media expert and the other one is material. Both of them are considered to know their respective fields. These experts assess all learning videos that cover 12 grammar topics before they are implemented in the learning process. The suggestions and comments given are considered the basis for selecting the next learning video.

Based on the results of interviews with media experts who, among others, recommend using English videos that are easy for students to understand. In addition, it is also suggested to use learning videos in which the learning materials are discussed clearly. The duration of the video is also not too long because it will be boring. In this line, Zainuddin (2018) claims that using a learning video that is too long will be boring for students. Zainuddin (2018) added that apart from the duration or length, the quality of the video must also be interesting and lively. Furthermore, by considering the context and the learner's needs into account, when it is designed properly, flipped classes become useful (Mathew & Alidmat, 2013; Onojah et al., 2019).

Other researchers, such as Enfield and State (2013) also highlight that if learning video content is not interesting and fun to watch, students will quickly get bored watching it outside of class. Therefore, teachers need to prepare interesting and fun learning videos. This is also supported by Liu et al., (2019), to attract students to learn and increase their understanding, video content must be interactive, engaging, interesting, and meaningful enough to meet students' learning needs.

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In line with the claims above, in the flipped classroom learning model, the teacher must also consider the level of students' ability to understand the material in the learning videos or other materials used. Students who have low ability levels will have difficulty understanding teaching material. They may have difficulty enjoying and following flipped classroom learning. So what is needed is fun, interesting, and meaningful learning, as well as comfortable for them. Therefore, flipped Classroom offers a unique learning platform integrated with technology to attract most students to learn better outside the classroom (Zakaria & Md Yunus, 2020). Moreover, in this era, we are also required to be able to implement educational technology in the teaching and learning process. It should be highlighted that the use of modern technology in education is not just restricted to videos, it should be mentioned, Mp3s, power points, projectors, computers, and the Internet, but also the most recent developments in educational technology, such as the concepts of blended learning, mobile learning, game-based learning, Massive Open Online. Course (MOOC), and others (Zainuddin, Hermawan, et al., 2019; Ishak et al., 2020).

Apart from that, in the context of this study, the researcher also obtained suggestions and comments from material experts who only emphasized selecting videos that contained questions and assignments so that they could trigger students to study independently at home. In this regard, Gao and Zhou (2019), highlight that students are encouraged to learn material from videos at home before class and completed relevant exercises or tests. The material to be studied and discussed has been prepared well in advance, so there will be strong relevance when they study in class. Meanwhile, Xu (2018) claims this process is benefit of the flipped classroom learning model which can support of acquiring knowledge in traditional classes to the process of self-learning knowledge of students before class. Since active learning is currently taking place in their classrooms, students will be able to maximize their face-to-face class time by concentrating on problem-solving, discussing concepts, and participating in group activities (Zainuddin & Perera, 2019). Some experts believe that critical discussion in class is the main activity in the flipped classroom learning model.

In line with that, recent studies reported that the flipped has brought many benefits in increasing students' higher-order thinking intelligence (HOT). Lee and Lai (2017), for example, reported that through flipped classrooms, most students could analyze task requirements and design models in creative ways. Lestari et al., (2020) found that flipped classroom increase students' macro skills such as writing, speaking, and reading. This model also reaches the level of analyzing, not only at the level of remembering and understanding. Riza and Setyarini, (2020) reported that various speaking class activities contributed a lot to stimulating students' HOT while speaking. They also claimed that flipped classrooms allow students to do a LOT level of cognitive domain outside of the class, and develop their HOTS level inside the class. Moreover, several studies have also reported that flipped classroom is more effective than traditional class (Alghasab, 2020; Unal & Unal, 2017; Hazaymeh & Altakhaineh, 2019). Alghasab (2020), found that students have a positive attitude toward the learning process through the flipped classroom. It was also found that flipped classroom provides a more effective earning environment, and enhances students' motivation and interaction. Unal and Unal (2017) reported that, when compared to the conventional approach, the flipped classroom showed higher student progress, more favorable perceptions, and higher instructor satisfaction. In addition, According to Hazaymeh and Altakhaineh's study (2019), flipped classroom teaching model was more effective than the other technique in increasing participants' pragmatic competency level. The findings of this study also showed that in the treatment group of the post-test, participant achievement in regard to request speech acts improved. This is because they have a more adaptable and easily accessed e-learning educational setting, which consequently boosts their pragmatic abilities after treatment. On the other hand, even though the flipped classroom provides many advantages in the learning process, there is also some obstacle for those who adopt and implement the flipped classroom. Taufik and Purbani (2020), for example, found that some students don't

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have a network connection; the video is too long; students have a little difficulty understanding grammar and using it in sentences. To overcome this problem, they deliver material via WhatsApp and Bluetooth applications which can be accessed by all students with or without an internet connection. A comparative study between regular classes and flipped classes conducted (Kang, 2015) showed an increase in student achievement in both grammar and vocabulary. This study also shows statistically significant results on the use of the Flipped strategy. However, the author admits that the biggest obstacle and disadvantage of this strategy is that students do not complete assignments. In addition, students who are used to learning through traditional methods may also face difficulties because they do not want to be responsible for their learning through the videos they watch. Moreover, the video may have poor quality, so students need maximum effort to understand the video. Another obstacle is that they do not have the opportunity to ask friends or teachers directly because the videos are watched alone (Sevy-biloon, 2017).

CONCLUSIONS

This research has produced a flipped classroom learning model for Intermediate English Grammar courses based on Bloom's Taxonomy. The main activities carried out outside the classroom include watching, summarizing, and taking notes. These activities are categorized as low-order thinking skills. While activities in the classroom such as group discussions, instructor and peer assessments, critical thinking, and problem-solving are categorized as high-order thinking skills. The flipped classroom is believed to be able to help from teachers or peers through chats and forums. In class activities, students can be involved in peer-to-peer assessments, and group discussions, and provide feedback on the work of their group mates according to the criteria developed. Collaborative projects train students to work together, learn from one another and help one another (Carhill-Poza, 2019; Sherralyn & Pudin, 2017; Evseeva & Solozhenko, 2015).

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