

# Students' Perception of the Flipped Model Blended Learning in EFL Classroom

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## Abstract

*The educational sector in the post-pandemic era, due to the COVID-19 crisis, forces teachers to adapt to new methodologies and instructions in teaching students in EFL classrooms. One of the learning methods used is the flipped model of blended learning. This study aims to determine how the students perceive the learning experience after using the flipped blended learning model in EFL classrooms at the Vocational High School level. That focuses on investigating the students' perception of flipped model blended learning in terms of motivation, Effectiveness, and Engagement. This study used Qualitative research with a case study design. Ten items of a close-ended questionnaire were used as the instrument. The data was then calculated using the Likert Scale. The findings show that students at Losarang Vocational High School had a positive view of motivation, Effectiveness, and Engagement. Specifically, the result of students' perceptions of motivation was 3,11, Effectiveness was 3,31, and Engagement was 3,27. The students agreed that the flipped model of blended learning improves their learning process. When the students spent more time learning using flipped blended learning, they became more engaged since they had the flexibility to arrange their studies as they see best, wherever and whenever. Students received the flipped model of blended learning in EFL classrooms positively.*

**Keywords:** Students perception; flipped model blended learning; EFL classroom.

## INTRODUCTION

To combat the spread of COVID-19, the Indonesian government has closed schools and other educational institutions around the country. School closures have an impact on the learning structure in schools. It has the potential to influence classroom learning and teaching methods. The immediate lockdown of the country of the COVID-19 situation caused lots of problems, especially in managing the class teaching and learning activities; the teacher has to provide new methodology and guidelines for the students. This phenomenon disrupts students' learning activities and makes the teachers concerned about how to deal with the situation. Besides that, It resulted in the schools' teaching schedules being insecure and significantly influencing the teaching plan.

According to Crawford et al. (2020), the fast transition is bound to several hurdles and problems. In Indonesian schools, teachers and students have problems teaching and learning during this situation. One of them is limited internet access, and the use of internet quota requires significant costs. These problems affected the learning of students of all socioeconomic levels. It is necessary to redesign the learning method to suit the current situation and government regulations. As a result, teachers discovered an

alternative teaching approach to assist students in learning activities to improve their skills. Many teachers applied blended learning; this teaching and learning methodology differs from traditional or online learning. Bonk & Graham (2012) state that blended learning combines traditional face-to-face teaching with computer-assisted learning. Garrison & Vaughan (2008) also defined blended learning as a combination of face-to-face and online learning. Blended learning has many models; one of the blended learning models is the flipped classroom. According to Overmyer & Wilie (2015), the basic concept of a flipped classroom substitutes the media and entices students to concentrate on significant learning activities with their teachers inside the classroom.

There are several models in Blended learning, such as rotation models, station rotation, flipped classroom, rot rotation, individual rotation, flex model, and self-blend model. This study focused on the flipped classroom. According to Bioshop and Verleger (2013), the flipped classroom is a pedagogical model in which learning content is presented to students through individual online instructions before in-class meetings, and in-class time is used for interactive group learning tasks and active learning.

Prior researches on flipped classroom models of blended learning in EFL classrooms were first from Hashemifardnia et al. (2018), the second was from Fahmi, Friatin, & Irianti (2020), and by Samiei, & Ebadi, (2021). However, applying blended learning with the flipped classroom model in reading comprehension has been widely carried out and reaped positive results. However, there is little empirical evidence reporting students' perceptions of the flipped model of blended learning in Vocational High Schools in the EFL classroom. To fill this gap, this study aims to find out students' perceptions of the flipped model blended learning in the EFL classroom in a vocational high school. Eventually, this study only focuses to investigate the students' perception of flipped model blended learning in terms of motivation, Effectiveness, and Engagement.

Motivation is some internal drive that pushes someone to do things to achieve something (Harmer, 2007). According to Hsieh, Wu, & Marek (2017), motivation was related to students' self-motivation in pursuing the flipped model blended learning. In terms of Effectiveness, Fraser (1994) defined Effectiveness as a metric that assesses how well-stated objectives are met. The term Effectiveness in flipped model blended learning is also about the Effectiveness of the flipped model for the students. The last term is Engagement; Engagement is related to the students' participating and interacting with the teacher and other students in the flipped model blended learning in class activity (Reeve, 2013).

## **METHOD**

This study used qualitative research with a case study design as the research method. Qualitative research is a systematic subjective approach to describing and giving meaning to life experiences. Then, A case study, according to Yin (1994), is an empirical investigation of a current phenomenon and its real-life environment, especially when the borders between phenomenon and context are unclear and depend on numerous sources of information. In this case, this study focused to investigate the students' perception of flipped model blended learning in terms of motivation, Effectiveness, and Engagement.

## **Respondents**

The data of this study were gathered from 36 vocational high school students in SMKN 1 Losarang who participated and have experience in a flipped model blended learning in an EFL classroom so that these respondents could share their perception of flipped model blended learning in an EFL classroom.

### Instruments

A close-ended questionnaire was used as the instrument of this study. A 10-item questionnaire adapted from Hsieh, Wu, and Marek (2017) was divided into four items for the Motivation term, three for Effectiveness, and three for Engagement.

### Procedures

The data from the questionnaire was calculated using Likert Scale. According to Ary et al. (2010), It is made up of a series of items in which the respondents are asked to indicate whether they strongly disagree = 1 point, disagree = 2 points, neutral = 3 points, agree = 4 points, or strongly agree = 5 points. The questionnaire was given directly to the responders at the school. The questionnaire was written in both English and Indonesian to minimize respondents' misunderstandings.

After measuring the score, the writer calculated the data. It is to find out the total number of students passing the criterion lowest, low, neutral, high, and highest levels with the score category below.

Table 1. Category of Score

Category	Score
Highest	4,20 – 5,00
High	3,40 – 4,19
Neutral	2,60 – 3,39
Low	1,80 – 2,59
Lowest	1,00 – 1,79

### Data analysis

After the questionnaire result, scores were categorized using the score category in table 1. Then, the writer calculated the total score divided by the number of data. It calculates each category's mean (Adopted from Hsieh, Wu, & Marek, 2017). If the mean result in each focus is more than 3, then the category belongs to the Upper intermediate (positive) category. However, if the result is less than three, the category belongs to the Lower intermediate (negative).

## RESULTS AND DISCUSSION

### Motivation

Students' motivation in the flipped blended learning model is associated with the motivation category. The Effectiveness and success of the flipped model blended learning can be influenced by students' motivation, which affects their willingness to participate in flipped blended learning activities (Hsieh et al., 2017). There are four items of statements in the first term of motivation

Table 2. The result of students' perception of flipped model blended learning in the motivation

Statements	Mean	Category
A flipped classroom is a better way of learning.	3,11	Neutral

I enjoy the flipped classroom teaching approach.	3,17	Neutral
I think the flipped classroom is an effective and efficient way to learn;	3,11	Neutral
I participate and engage myself more in learning in the flipped classroom	3,06	Neutral
Total Mean	3,11	

Based on the result of the questionnaire above, the total mean score is 3,11, which means that the perception belongs to positive. This category is based on a formula developed by Hsieh, Wu, and Marek (2017), which indicates that there are two primary categories for the score: upper intermediate (positive) and lower intermediate (negative). A positive perception category may be expressed if the average of the major focus's scores is more than 3,00, and a negative perception category can be mentioned if the total of the main focus's scores is lower than 3,00. So, in this case, the writer concluded that most students viewed the flipped model blended learning in terms of motivation as positive. Then this finding is in line with Awidi & Paynter (2019), who stated the impact of a flipped classroom approach on students' learning experience. It was found in this research that the students are allowed to share information relating to their prior understanding of the relevant content, they are likely to feel more motivated. Therefore, it is supported by the claim made by Giesbers et al. (2013) that motivated students are more likely to participate actively in learning activities when using the flipped model of blended learning. So, the students' perceptions in terms of motivation in flipped model blended learning are good/positive.

### Effectiveness

Effectiveness was defined by Fraser (1994) as a metric that assesses how well-stated objectives are met. The effectiveness category on the questionnaires is also about the Effectiveness of the flipped model for the students. There are three questions in the effectiveness category.

Table 3. The result of students' perception of flipped model blended learning in the Effectiveness

Statements	Mean	Category
The time and effort I spent in the flipped classroom was worthwhile.	3,64	High
I learn more and better in the flipped classroom	3,03	Neutral
I prefer the flipped classroom to a lecture-based classroom	3,28	Neutral
Total mean	3,31	

The Effectiveness of this questionnaire is related to the idea of how effective the flipped model is for students. It was found that the Effectiveness of this study has a positive perception, as can be seen in the results of the questionnaire with the total mean score for the effectiveness term is 3,31, which means that the perceptions of students are upper intermediate (positive) (Hsieh, Wu et al. & Marek, 2017). As seen in table 3, the students feel that this flipped model is useful and helps their learning. This finding is in line with Wang (2017) & Lin (2018) that these learning activities lead to closer interactions between teachers and students. For instance, before the class, students are required to download and review material that will be followed by a joint discussion inside and outside the classroom (Gilboy, Heinerichs, & Pazzaglia, 2015). Even though flipped classroom was successful in helping students enhance their learning objectives, the time-consuming

problem is viewed as a problem by students. It is supported by Dehghanzadeh & Jafaraghaie (2018); the flipped model blended learning has certain disadvantages, including time consumption. Thus, even though the reverse class is beneficial for establishing students learning goals, students' impressions of flipped classrooms indicate that they need help with time-consuming. Therefore, the students' perceptions of the effectiveness term are good/positive.

### Engagement

Engagement is the readiness to devote a lot of time and effort to study, spend a significant amount of time in class, and interact with the teachers and other students (Astin, 1999). There are three items of statements in the engagement term. The result is shown in the table below.

Table 4. The result of students' perception of flipped model blended learning in the Engagement

Statements	Mean	Category
I think the flipped classroom learning guides me toward a better	3,03	Neutral
I experience pleasure in the flipped classroom	3,28	Neutral
I spend more time and effort on my flipped classroom learning activities	3,50	High
Total mean	3,27	

The finding about students' Engagement in this study has a positive perception because it refers to the questionnaire results with a total mean score of 3,27, which belong to upper intermediate (positive) (Hsieh, Wu, & Marek, 2017). The students admitted that they had enjoyed being given immediate feedback from the teacher, in this case on the outcomes of their work, in a flipped model blended learning. More time must be spent by students reading and studying the material content. This makes sense since flipped model blended learning gives students and teachers more time face-to-face. According to Chilingaryan & Zvereva (2017), in this flipped model of learning method, students are expected to be in control of their own education, with the teacher as a mentor.

So, using the flipped model in the classroom can enhance students' understanding, motivate students to acquire the content, and increase students' Engagement in learning activities. All three have a mean score above the mean of 3,00, adopted from Hsieh, Wu, & Marek (2017), which states that the score is included in the upper intermediate (positive) category. The students said that the flipped model provided them with new insight into the language learning process so that they could evaluate the contents, and they learned the material before entering the classroom. This way of instruction is consistent with the notion of student-centered learning (Fresen, 2007). However, it is noteworthy that in the flipped classroom, the students who had yet to learn the contents could not get better results.

### CONCLUSION

The flipped model blended learning in the classroom can positively motivate the students to improve their understanding of the material, help the students enhance the learning objectives, and increase their Engagement in learning activities. Flipped model blended learning also provided them with new insight into the process of language learning so that they could evaluate the contents. Besides that, in this learning

method, students are expected to be in control of their education, with the teacher as a mentor. Additionally, some academic studies have shown that students benefit from flipped model blended learning. Thus, students are content with the method of the flipped model classroom.

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