THE EFFECTIVENESS OF FLIPPED CLASSROOM IN TEACHING GRAMMAR OF EFL STUDENTS

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Abstract

The aim of this present study was to investigate the effect of using the flipped classroom strategy to students' grammar mastery. To apply the strategy the researcher selected some videos from YouTube which was being studied by the students. These videos were chosen based on the students' text book. Then, she uploaded those videos on group Whats-App of experimental group before class. The videos were watched by the experimental group at home before class in order to give them basic knowledge of the material used by the students in the class. The class meeting is used to check the students understanding of the materials by quiz. The students also were asked to complete tasks in groups. Meanwhile, the students from the control group were taught by grammar translation method. It was obvious from the post-test analysis that applying the flipped classroom strategy was able to enhance the students' grammar performances, as the t score is higher than t table, which means that flipped classroom gave better effect the students' grammar mastery between control and experimental group.

Keywords: *Flipped classroom, teaching grammar, EFL Students*

INTRODUCTION

Grammar is one of the tree important elements in learning English. In learning English, the students are intended to have language skills and discourse competency. In learning English, the students are intended to have language skills and discourse competency. Grammatical competence is needed in fulfilling discourse competence because the students are able to produce grammatically accurate sentences or utterances by being incompetent in this part.

Grammar is rules for forming words and making sentences. It should be learned by students in order to be able to arrange English word into correct

sentences. Grammar occupies a central position, because when we do not understand grammar, we will get difficulties in learning and mastering some language skills. According to (Framework, 2010) by studying grammar rules, learners are able to make a sentence from words and how to arrange sentences become paragraph. In the teaching of grammar, the teacher should make sure whether the students have been able to use their grammatical knowledge to make sentences or not. Therefore, teaching grammar should focus not only on structure but also the usage and the meaning.

Indonesian students commonly have problems in studying the grammar because the English grammar is quite different from Indonesian one. The students are led to learn grammar as the requirement in learning target language to avoid interference from their first language. Therefore, making an error in grammar is common for the students because they know Indonesian patterns before knowing English patterns. To help the students understand grammar easily and fast needs proper teaching approach. There are three approaches, deductive, inductive and Consciousness Raising, used by the lecturer in teaching grammar, however, it still can't help the students who missed the class and did not understand their lecturer explanation. Therefore, flipped classroom is needed to solve this problem, since educators are able to change from teacher-centered to student-centered learning (Hamdan, McKnight, McKnight, & Arfstrom, 2013), (Gilboy, Heinerichs, & Pazzaglia, 2015). As result, the students will be autonomous learners who can solve their own problems.

Some experimental researches were conducted by some scholars. The result of the studies revealed that flipped learning give a big contribution to increase students' grammatical performance (Jeffrey Mehring, 2017) . Therefore, flipped classroom is the best chosen method for teaching grammar to develop students 'grammar mastery. Since the teacher has already prepared materials for the students as well as it is supported by videos, readings and songs, it provided the students to learn the material from many resources. Moreover, the students have more time to study at home, if they don't understand about the material, they can play back the videos and re-read the text book. Doing some exercises before class is also helping them to find their difficulty of the material being

studied. While, in the class, they can share with peer and teacher about the problem they faced in mastering grammar. As a result, flipped classroom is more preferable than traditional grammar classroom to learn grammar(Börjars & Vincent, 2017).

Based on the previous findings, this present study was to investigate the effectiveness of flipped classroom in teaching students' grammar for the first semester students with this following research question; do the students taught by flipped classroom have better grammar mastery than those taught by traditional method?. It also fills the gap of previous findings that the research in using flipped classroom to teach grammar is still scant especially in Indonesian context. This kind of flip learning should been investigated in order to give educators an innovative and effective teaching method to make their grammar classroom more fun and enjoyable.

REVIEW OF LITERATURE

Teaching Grammar

Grammar is language structure which is needed by the people to decide what the intended meaning of words and sentences. These systems include phonology (the sound of language), syntax (arrangements of words into larger units), morphology (structure and form of words), Pragmatics, and Semantics (Meanings of language). These all systems are needed to helps students to develop their language skills' performance. (Yang, 2004).

Grammar, as the frame of language, is essential to foreign language acquisition. It takes an important role in the linguistic. However, it still is taught traditionally, teachers teach the students through memorizing and repeating the rules. Obviously, students may feel bored of the traditional teaching model. Grammar- translation method is still widely used in Indonesian context. It required the students to study about grammar rules and vocabulary of the target language. This method is taught deductively; that is, teacher gave the grammar rules and examples, then learners memorized them, and then applied the rules to other examples (Crawford & Ostrom, 1995). In learning process, both teacher and students prefer using Bahasa to English, as the students have to be able to

memorize and apply the rules. Therefore, many students from this kind of class are passive using their English. They will find difficulty in using English to communicate, but they are good in doing grammar worksheet and translation.

The teachers these days are trying to make their course more interesting, exciting, fun and effective. In grammar class, most teachers have come a long way in teaching grammar with fun strategies for a fact that grammar class can be very boring for the students, what they do usually listen the teacher explanation and do a lot of exercises during the class. Traditional grammar classroom usually tends to be either inductive or deductive. In this kind of method, the class period is very short. The students do not have enough time for reflection and discussion. Sometime they have no time for questioning and doing interaction, and they have only little opportunity for active learning. The class tends to teacher-centered.

This fact makes educators seek an effective and innovative approach to make their grammar class more attractive.(Michael, 2006) states active learning is when students do meaningful learning activities. It makes the students think about what they are doing. Therefore, it is student-centered learning environment which student activities are guided by the teacher. By following this active learning described (Hannafin, 2012) find that student-centered learning approaches are better to guide the students to have deep learning approach. Flipped learning refers to a blended learning which supports students to attend and join activities in the class but they also have to manage their online autonomous-learning at home. It is obvious that flipped classroom is kind of students-centered active learning which can support grammar class become more active and fun.

Flipped Classroom

A flipped classroom is first introduced by (Kara, 2015) means as "the concept of a flipping the class in which material is usually studied in class done is now studied at home, and homework which is usually done at home now is done in class. It inverts sequence of the traditional class which has the content lecture in class followed by homework at home. Therefore, in flipped class the concepts are introduced in video tutorials at home and in-class time is used to work on

activities related to that content. Face-to-face time can be used for problem solving and hands-on activities in a student-centered environment, which is the basis of this teaching model(Nouri, 2016).

When a classroom is "flipped" time in class is used to discuss concepts, to clear up misunderstanding and to work on gaps in learning as well as the teacher is able to work more intensive with her students who need more supports and helps. The role of the teacher in the class is also to respond to questions, provide clarification as well as assist and support students. It obviously helps struggling students. However, students with higher ability also can take benefit of flipping the class model, since the teacher can give them more attention and the students are allowed to go deeper into their learning (Clark, 2016). Therefore, by using flipped classroom, the teachers can develop a better relationship with their students, which possibly reduce students' negative behaviors which can disturb classroom management. It also can be used to enhance student-student interaction, as they can help and discuss each other to learn without help and support from the teacher as the unique holder of knowledge (Jeff Mehring, 2016).

Some scholars have conducted many studies about flipped classroom in some universities; it is proven that flipped learning method is an effective method which is able to improve students' grammar performance. First a study conducted by (Mason, Shuman, & Cook, 2013), the result of the study suggested that the flipped learning strategy increased his students' grammatical performance in their speaking and writing skills. While, (Fraga & Harmon, 2014) found in his students' self-report data both the control and experimental groups said that the students were comfort to learn in flipped learning class. However, the experimental groups got better achievement in their study.

(Smith-Lock, Leitao, Lambert, & Nickels, 2013) also supported that applying the flipped learning strategy improved students' grammatical performance. Further, (Mattis, 2015) said that his students preferred flipped classroom to traditional grammar classroom for learning grammar. This study gave further future researchers and teachers to know about students' preference

in the way they learn grammar through blended learning to get better teaching and learning process

In Indonesian context, Bishop & Veleger conducted a study to observe students' perception on the implementation of the flipped classroom in senior high school (Bishop & Verleger, 2013). His study suggested that Applying the flipped classroom model contributed in improving the students' writing competency. The second study in Indonesian context conducted by (Proctor & Marks, 2013) who observed English teachers' perceived benefits and challenges of flipped classroom implementation. From their study, it was found positive responses from the English teachers to the flipped classroom methodology, since it gives some benefits such as: active learning facilitation, developing collaborative teamwork development, autonomous learning simulation, and classroom interaction.

According to the previous researches, the researcher attempts to conduct a research the effect of implementing flipped classroom in teaching grammar in Indonesian context which has not been conducted before. Since most teachers in Indonesia tend to use traditional method to teach grammar which makes the grammar learning process seem boring. Hopefully, the result of this research gives contributions for English teachers and school stakeholders to implement the flipped classroom in different skills in order to improve the English teaching and learning process.

METHOD

Participants

The Participants are two groups of the first semester students of IAIN Kediri from Al Qurán and Interpretation Science Department which usually has 2 classes. Class B acts as the experimental group which consist of 32 students and A as the control group which consist of 29 students. Experimental group is given treatment with flipped classroom in a period of 7 meetings and 2 meetings for the pre- test and the post- test. And the control group was given the different treatment, it was a conventional method named grammar translation method.

These classes are chosen, since they took general English class which grammar is included. The grammar class seems boring for them, as it fills with memorizing and doing a lot of exercises. However, the students still find difficulty when they got grammar test from the lecturer, and the students also need encouragement to understand the materials.

Research Design

An experimental design was used in the present study since it aimed to investigate the effectiveness of implementing flipped classroom in teaching grammar. Hopefully, it can give alternative teaching method for the educators to make their grammar classroom effective, fun and enjoy.

Instruments

There are two kinds of written test that were conducted namely pre-test and post-test. Pre-test was used to know the grammar mastery of the students before the treatment with flipped classroom given. Post-test was administered to measure students' grammar mastery after the treatment with Flipped Classroom. The result of those tests would be used as primary data of this study.

Data Analysis

The result of those tests were used as primary data of this study. The data analysis involved data analysis on all groups scores, data analysis on the pre-test, normality of distribution Test, The homogeneity of variance test, the calculation of the T-test, data analysis on the post-test. To investigate whether the experimental and the control class have different result or not, the researcher analyzes the pre-test and post-test scores using the matched *t-test* (Adams, Hatch, & Farhady, 2006).

RESULTS

The Computation of the post-Test Score

Table 4.1 showed the highest and the lowest, sum, and mean of the students' scores from the experimental and control group at the post test.

Criteria	Experimental Group	Control Group
Highest Score	86	77
Lowest Score	60	26
Sum	2457	1434
Mean	76,78	49.45

From the table can be seen that the mean for the experimental group is 76,78 while the mean of the control group is 49,45. It is obvious that the experimental group got better scores than the control group did.

Normality Distribution Test

Table 4.2 Normality Distribution Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		29
Normal Parameters(a,b)	Mean	.0000000
	Std. Deviation	5.89840521
Most Extreme Differences	Absolute	.117
	Positive	.094
	Negative	-.117
Kolmogorov-Smirnov Z		.630
Asymp. Sig. (2-tailed)		.822

a .Test distribution is Normal.

b. Calculated from data.

Table 4.2 showed that the probability (Kolmograv- Smirnov Z) is 0.630 which is higher than the level of significance (0.05). it means that the null hypothesis was accepted, the scores of the control and experimental class are normally distributed. It can be continued to the T-test.

Variance Homogeneity Test

4.3 The result of variance Homogeneity Test on the pre-test of homogeneity of variances

Levene Statistic	df1	df2	Sig.
.195	1	59	.660

From the table it can be seen that the homogeneity of the variance test was higher than the level of significance (0.195> 0.05). Therefore the null hypothesis is accepted that the variance of the experimental and control group are homogeneous.

T-test Computation

Table 4.4 The Result of T-test Computation On The Post-Test Independent Sample Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	5% Confidence Interval of the Difference	
								Lower	Upper
Equal variances	14.092	.000	11.896	59	.000	27.333	2.298	27.188	27.478

assumed								
Equal variances not assumed			11.548	40.515	.000	27.333	2.367	27.184	27.482

Table 4.4 showed that t 11. 896 and the degree of freedom (df) of the post- test is 59, so the Critical value with df 59 in significance 5% was 2.000. It means that 11.896 > 2.000, so the null hypothesis is rejected, and the H1 is accepted. It can be concluded that there was effectiveness of using flipped classroom in teaching grammar.

DISCUSSION

The researcher conducted this study to investigate if the flipped classroom gave significance different in the experimental and the control groups' grammar mastery among EFL students of Islamic university students. From the result of the T- test computation on the post-test independent samples test found that the t is higher than t table (11.896 > 2.000) which means that there was statistically significant different between control and experimental group which were taught by using flipped classroom. In the other words, there was effectiveness of using flipped classroom in teaching grammar. This finding supported the study done by (Missildine, Fountain, Summers, & Gosselin, 2013) which was found that the flipped classroom strategy improved students' grammar knowledge, as the result of the mean score of the experimental group is higher than the scores of the control group. And the students also give positive attitude to the using of flipped classroom for teaching grammar in their class. In this type of method, the students had more chances to practice their speaking and also improve their pronunciation. However, they haven't understood the lesson they could watch the videos repeatedly. it was suggested to use the flipped classroom

strategy to teach other subjects.

On the other study conducted by (Al-Harbi & Alshumaimeri, 2016) Some students were eager to learn grammar through flipped classroom. They preferred the flipped classroom, since it can make the class more fun and interactive. They also had more time to discuss their problems with the teacher and friends; moreover they have more time to do the exercises since they have read the theories prior to the class. This kind of strategy gave rich and meaningful learning activities. It support the teacher to be more creative (Arnold-Garza, 2014)found that the flipped classroom may only be useful for teaching grammar. However, he suggested that the flipped classroom was not proper to all school subjects (e.g English language), since studying English is not only mastering grammar but also the students should have more time to improve their communication skills.

Furthermore, the flipped classroom could give significantly influence for the development of English grammatical performance in speaking and writing (Jones, Myhill, & Bailey, 2013). This finding was supported by some factors; in flipped classroom the students access more videos from you tube to develop their grammatical performance, becoming less dependent on the teacher and they preferred to share their problem with their peer, having more time to watch the video at home if they had not understood the lessons they could repeat watching as many as possible, Peer interaction and student–teacher interaction were more attractive in class.   From the discussion can be concluded that the flipped classroom improved the students' academic performance (O'Flaherty & Phillips, 2015) in general.

This strategy was obviously effective to use in teaching grammar, since it developed students' grammar performance in speaking and writing. On other hand, the students gave positive attitude to the use of flipped classroom in the learning and teaching process.

CONCLUSION

The finding indicates that there was statistically significant different between control and experimental group which were taught by using flipped classroom. In the other words, there was effectiveness of using flipped classroom

in teaching grammar. The researcher suggested that the flipped classroom can be an innovative strategy to teach grammar lesson for millennial students, as they grow in digital technology era which everything can be downloaded from the internet. It is more fun and enjoyable to learn something from the video which supported them to find other videos if they did not find enough understanding about the lesson, they can search and what the video recommended by the teacher. Hopefully, this research can be used as a motivation for the teachers to select the best way in teaching and learning of English. Furthermore, it can be used by the teacher to reconstruct a strategy to develop their students' competence in learning and using English, especially in teaching English grammar. Besides, they will know their students' knowledge in grammar.

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