



ISSN 2775-8311



# Proceedings

The 8<sup>th</sup> International Language and Language Teaching Conference  
*Post Covid 19: Language Learning Teaching, Linguistics and Literature  
in Local and Universal Contexts*

Friday-Saturday, 17-18 September 2021

English Language Education Study Program  
Sanata Dharma University  
Yogyakarta  
2021

# LLTC Proceedings

THE 8<sup>th</sup> INTERNATIONAL LANGUAGE  
AND LANGUAGE TEACHING CONFERENCE

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English Language Education Study Program

Sanata Dharma University, Yogyakarta

E-ISSN: 2775-8311

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Cover Illustration &

Layout:

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## **Preface**

The organizing committee of the Language and Language Teaching Conference 2021 would like to present the *Language and Language Teaching Conference Proceedings (LLTC Proceedings) 2021*. The 2021 proceedings consist of full papers on various topics, such as Current and Future Language Learning-Teaching: What, Why and How, Language Learning, Linguistics and Literature: Diverging or Converging, and Local and Universal Literature in (English) Language Learning. It is expected that the LLTC proceedings would be fruitful in enriching our knowledge and contributions to ELT, linguistics and literature development.

**LLTC 2021 Organizing Committee**

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## **STUDENTS' PERCEPTIONS OF FLIPPED CLASSROOM IN LEARNING GRAMMAR AT UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA**

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**DOI:** <https://doi.org/10.24071/lltc.2021.01>

received 15 October 2021; accepted 17 November 2021

### **Abstract**

This study is to investigate students' perceptions towards flipped classroom in grammar class. Since learning activities have turned into online because of the pandemic COVID-19, the concerns are being raised about the quality of online teaching and learning English. Both the learners and the teachers are completely struggling. Hence, a flipped classroom model is one of the great solutions to this challenge. To figure out the students' perception towards flipped classroom, the qualitative method was conducted by distributing a five-point Likert scale questionnaire to 27 freshmen of second semester who took Intermediate English Structure. To support the data, the semi-structured interview was held to 5 representative students. As the research is about flipped classroom perception, the researcher classified the items of the questionnaire into three procedures in flipped classroom. They were before, during and after virtual meetings. The results reveal that 78,1% showed positive perceptions on activities held before virtual meeting, 73% positive perceptions on activities during virtual meeting, and 76,9% positive perceptions on activities after virtual meeting. It means the flipped classroom in grammar class had a good perception

**Keywords:** EFL students, English grammar, flipped classroom

### **Introduction**

Grammar has long become a timeless subject to study and teach that teaching and learning of it has always become an interesting issue to discuss. Mastering how sentences are built is always amazingly complex as people associate grammar with errors and correctness. Therefore, grammar, in this case English grammar, is considered as one of the difficult subjects especially when English for Foreign or Second Language learners learn English. In fact, many university students are struggling with English grammar.

Because of the pandemic COVID-19, learning activities change online. With schools and universities across lots of countries, included Indonesia, turning to distance learning during the COVID-19 pandemic, the concerns are being raised about the quality of online teaching and learning English. Both the learners and the

teachers are completely struggling. To really captivate students in online environments, teachers must have strategies that manage screen time. Hence, conducting flipped classroom is expected to carry on lots of benefits. By using flipped classroom, the learning process turns into student-centred approach, and it lets teachers give more time to check comprehension, respond to questions and clarify any misunderstandings that students might have. In flipped classroom, teachers prepare videos or other forms of material so that students watch or read on their own before the class begins. Then, they can be more responsible in developing themselves for the learning process.

Although it has been recently used, this method also has some disadvantages. Flipped classroom completely relies on students' preparation for their classes ahead of time. If the student is an idle loafer, this method does not work at all. The lack of internet access and computers that students have at home can lead to a lack of access to the learning materials provided by the teacher. The depth of understanding of the subject can be determined by the student himself or the group that the student works with because it relies on student participation. Next, it is not only for students; the time and effort required by the teacher initially when creating the flipped class materials is higher than for a traditional class. Basal (2015) divides the flipped classroom into two learning environments which are homework and class-time. As a matter of fact, this hybrid classroom learning is a unique situation that needs a unique approach. Getting students to understand the lesson from home is not always the best option, especially when the subject is considered a complex subject.

Apart from the advantages and disadvantages of the flipped classroom, there are many studies on the flipped classroom. The flipped classroom is used in secondary schools and used in universities or other institutions. Singay (2020) has studied about flipped classroom in English as a second language classroom of learning grammar has result that students were able to improve their grammar competence after learning it in flipped classroom and students' attitude and perception towards the flipped classroom approach were positive at the end of the semester. Furthermore, the results from the interview found important themes, such as a conducive learning atmosphere, increased use of technology, improved relationships in team work. Akhmad Fauzan and Maria Novary Ngabut (2018) also analysed the EFL Students' Perception on Flipped Classroom in Writing Class which was implemented successfully. Most of the students responded positively to the questionnaire. The research that Yuri Paola Chivata and Rocio Cristina Oviedo (2018) conducted, also showed positive results in EFL Students' Perceptions of Activeness During the Implementation of Flipped Classroom Approach at a Colombian University.

Flipped classroom strategy might have been applied to EFL learning and it has had a good impact on the attitudes and performances of EFL students. However, this strategy has not been widely studied in English grammar classes in Indonesia. With several advantages, disadvantages mentioned previously, and considering the current issue, the researcher attempts to figure out students' perception towards flipped classroom in grammar class. This study scopes the area on figuring out the students' perception on three activities on implementing flipped classroom. They are warm-up, class time, after class time activities. Thus, the objective of this study

is to answer the research question of how the students' perceptions towards flipped classroom implementation in learning grammar in a private university in Jakarta in 2020/2021 Academic Year.

### Literature Review

Flipped classroom appeared in 2000s. Initially, J. Wesley Baker experimented with these same ideas at Cedarville University in the late 1990s. He presented a paper discussing what he termed the "classroom flip" at an education conference in the year 2000 in what may be the first published mention of the word "flip" associated with this model of teaching and learning. Flipped classroom is a part of blended learning. Johnson, Becker, Estrada and Freeman (2015) assert that flipped classroom model is a general learning activity which covers blended learning, inquiry-based learning and other educational approaches and the tools integrating flexible, efficient learners.

According to Arfstrom et al (2014), as a founder of the Flipped Classroom Network, flipped classroom is all about creating opportunities for active engagement. It is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. It uplifts students to gain the first exposure to new material outside of class. They read or watch lecture videos, and then use class time to do grading activities that assimilate their knowledge, by synthesizing, analysing, problem-solving, discussion, or debates. If teachers or lecturers conduct flipped classroom, they completely restructure the time. Though students are considered to have watched or read the recorded materials, students are still allowed ask questions about the content that has been delivered. Teachers or lecturers can answer the questions during the first few minutes of class. It allows the teachers or lecturers to clear up misconceptions before they are practiced and applied incorrectly. Then, the teachers or lecturers can use the remainder of the time to hold more extensive hands-on activities or directed problem-solving time.

Table 1. Comparison of Traditional Classroom and Flipped Classroom Class Time (Bergmann and Sams, 2012)

Traditional Classroom		Flipped Classroom	
Activities	Time	Activities	Time
Warm Up	5 min	Warm Up	5 min
Go over previous night's Homework	20 min	Q&A time on video	10 min
Lecture new content	30–45 min	Guided and independent practice and/or lab activity	75 min
Guided and independent practice and/or lab activity	20–35 min		

Flipped classroom strategy has been suggested to impact students' performance and proficiency levels positively in various areas of teaching and learning English



language. To help student prepare the class, students are expected to watch flipped material(s) by watching a mini-lecturing video and completing worksheets that are initially collected and graded. Then, at the class time (in this research, virtual meeting) is then spent on activities that encourage students to process and apply the learning objectives. Chaeruman (2020) proposes that one of implications of online learning is conducting flipped classroom that inverts teaching learning activities. Teachers or lecturers do not explain the materials in the class time any longer. Students learn the recorded materials autonomously; then in the class time, teachers or lecturers check students' understanding of the materials or develop their skills. The flipped model for EFL instruction requires a range of possible tools available. These tools include video recording, commercial videos, screencasts or even reading materials (Nicolosi, 2012). The greatest advantage to any flipped classroom is not the videos, but how the teachers or lecturers manage their class time that must gradually be evaluated and redesigned so that the students are able to do more exposure. Basal (2015) adds that in foreign language classes, in grammar class for instance, teachers are recording grammar lessons and conversation starters so as to create class time in class to use the language more practically.

### **Method**

The study employs qualitative data to figure out the students' perception towards flipped classroom in learning grammar. The sample consisted of 27 freshmen students in grammar class selected randomly. The researcher used questionnaire and semi-structured interview instruments to collect the data. The questionnaire consisted of 17 items on a five-point Likert scale. The five-point Likert Scales are *Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree*. As the research is about flipped classroom perception conducted by online, the researcher classified the items of the questionnaire into three procedures in flipped classroom into before (warm up), during (guided Q&A time on virtual meeting) and after virtual meeting (guided and independent practice). Since this research was conducted online, the researcher distributed the Google Form questionnaire through WhatsApp Group class. The questionnaire was adapted from ThaiChay (2014), Singay (2019), and Leola School District students survey (2012) because all the questions are related to the research studied.

Before the questionnaire was distributed to the students, the researcher conducted validity test and reliability test. The results of the reliability test conducted by the researcher was 0.927 Cronbach's Alpha. It means that it is higher than the basic value and it can be interpreted that the questionnaire is very reliable.

To support the data on a questionnaire, the semi-structured interview was held to 5 representative students interviewed through WhatsApp Voice Call. Each participant was interviewed with 8 questions for about 20-30 minutes, depending on the question and situation. For all the questions for the interview, the researcher adapted from ThaiChay (2014), Singay 2019, and Leola School District students survey (2012), Colborn (2012).

### **Data Analysis**

In this study, the researcher used the data analysis technique based on Miles and Huberman (1984) cited in the research method book Prof. Dr. Sugiyono (2018):

246-251), which involved three steps: data reduction, data display, and conclusion drawing/verification. After collecting the data, firstly, the researcher transcribed the data into transcripts. The researcher repeatedly checked the transcripts, so that the transcripts were in accordance with what the students stated. After all the data were transcribed, the next step was encoding. From the transcript, it was coded with concepts related to the research questions that emerged from the data. In the process of coding the data, the researcher read the entire transcript of the data thoroughly. Viewing the transcript allowed the researcher to see other information that might have been risen into the idea, concept, or theme being analysed by the researcher. To simplify the coding process, the researcher created a table consisting of questions and responses from each participant, and this step allowed easy reading for basic analysis. The table was created to help researchers classify their answers based on interview questions and to compare responses from each participant by categorizing it. After collecting and reducing the data, the researcher displayed the data in the form of tables with added explanations. Then, the researcher read all the transcripts repeatedly until the researcher obtained several categories.

Table 2. Categorize Interview Data Result

No	Question	Code Categories	Answer
1.	Do you always watch the flipped materials before class starts?	The Consistency	<ul style="list-style-type: none"> <li>- I always watched the flipped materials before class started.</li> <li>- I always watched and studied the material before class started.</li> <li>- I always watched the flipped materials about 2 or 3 hours before class started.</li> <li>- I almost always watched the videos, but sometimes I did not understand.</li> <li>- I always watched the flipped material before the class started</li> <li>- It was very helpful to know in advance the material that will be discussed.</li> </ul>
2.	Do you agree that the flipped materials (Video) at the beginning of class is helpful?	Students agreement	<ul style="list-style-type: none"> <li>- It really helped me in preparing and understanding the material to be studied.</li> <li>- It was very helpful for learning.</li> <li>- I agree that watching videos before class is useful, so that students already understand the material to be presented.</li> <li>- The video also helps me to give my understanding and fluency in class.</li> <li>- I always feel ready to join the class</li> </ul>
3.	How do you feel after watching the flipped materials?	Students self confidence	<ul style="list-style-type: none"> <li>- I always join classes</li> <li>- I enter the class, I already understood the material.</li> <li>- I feel helped and more confident to enter the class.</li> </ul>
4.	Do you feel more	Students self confidence	<ul style="list-style-type: none"> <li>- I feel more confident to clarify to the lecturer.</li> </ul>

- |  |                                 |  |   |
|--|---------------------------------|--|---|
| <p>confident to ask for clarification after watching the videos?</p>   | <p>Students self confidence</p> | <ul style="list-style-type: none"> <li>- I can clarify to the lecturer about points that have not been conveyed in the video.</li> <li>- I am more confident to clarify things that I did not understand.</li> <li>- I already understood the material if the lecturer asked me.</li> <li>- I am more confident to clarify things that I have not understood</li> <li>- I can almost always answer them, even though I have to always review the material again.</li> </ul>  |   |
| <p>5. Do you always feel you can answer the lecturer's question easily?</p>  |                                 | <ul style="list-style-type: none"> <li>- I feel more confident to ask something or answer the lecturer's question.</li> <li>- I feel more confident and easier to answer the lecturer's questions.</li> <li>- I feel helped and more confident to answer the lecturer's question.</li> <li>- I can't fully answer the lecturer's questions because sometimes I still feel confused by the explanations given in the video with the exercises during class. The difficulty level is different, but almost 80% I can answer it.</li> </ul> |   |
| <p>6. Do you always do your assignments through flipped classroom (after Virtual meeting activities)?</p>                  |                                 | <p>Students responsibility</p>   | <ul style="list-style-type: none"> <li>- I always do all the assignments given after class.</li> <li>- I always do the assignments given after the class is over because the material is still remembered.</li> </ul>   |
| <p>7. Do you feel more confident in doing the assignment through flipped classroom (after virtual meeting activities)?</p> |                                 | <p>Students self confidence</p>  | <ul style="list-style-type: none"> <li>- I feel confident to do them because I can know how far the material I understand and what is still a problem for me</li> <li>- I feel more confident to complete all assignments even though the level of the task was getting more difficult.</li> <li>- Sometimes I still find it difficult because I forgot the material that has been presented in the video and explained by the lecturer.</li> <li>- I was helped by the explanations from the video and the lecturer, although I was still looking for other references.</li> </ul> |
| <p>8. How do you feel after learning grammar</p>   |                                 | <p>Students point of view</p>  | <ul style="list-style-type: none"> <li>- After I watched the video before virtual meeting and listening to the lecturer's explanation in class, I had to do my assignments.</li> </ul>  |

	through flipped classroom?		<ul style="list-style-type: none"> <li>- My feelings after learning I was very happy because the lecturer's way of teaching was fun. The exercises given with different levels of difficulty made me more understand and tested my competitive spirit.</li> <li>- Honestly, grammar is a very difficult subject for me but towards flipped classroom reduces my fear of learning grammar.</li> <li>- I prefer to choose before virtual meeting because the material is interesting from the audio to the visual</li> </ul>
9.	What do you like most about the format of the flipped classroom?	Students opinion	<ul style="list-style-type: none"> <li>- I really like learning flipped materials before class because it makes me easy to learn in class.</li> <li>- I really like the material that is given before class.</li> <li>- I think I like everything about this method because this method is very effective to use.</li> <li>- I like about flipped classroom is watching video material before class.</li> <li>- I don't like after virtual meeting because the question after virtual meeting is quite confusing.</li> </ul>
10.	What do you dislike most about the format of the flipped classroom?	Students opinion	<ul style="list-style-type: none"> <li>- Sometimes I feel bored when I have to do a lot of assignments, as well as the assignments given after class.</li> <li>- I don't like about the flipped classroom is if the video material looks monotonous.</li> <li>- I find it easier to understand the material and more motivated to learn more about grammar.</li> </ul>
11.	Do you feel the improvement in yourself towards grammar competence and want to explore more about grammar?	Students improvement	<ul style="list-style-type: none"> <li>- I always found it difficult and have no interest in grammar, but in this semester, I have an interested to learn. I felt I could understand some of the material and it makes me want to more explore.</li> <li>- With this method, I also understand more about grammar, even though I have studied it in elementary to high school and I want to explore more about grammar.</li> <li>- There must be changes, but I think it is better for learning grammar to be explained directly. However, I still want to explore more about it.</li> </ul>

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In verifying the data, the researcher investigated further and confirmed that the data from the interviews resulted in several categories besides student perceptions.

There is the consistency, self-confidence, responsibility, point of view, opinions, and improvement from students.

Table 3. Interviews' Coding Conclusion

Code Categories	Question
The Consistency	Do you always watch the flipped materials before class starts?
Agreement	Do you think that the flipped videos at the beginning of class is helpful? How do you feel after watching the flipped materials?
Self-Confidence	Do you feel more confident to ask for clarification after watching the videos? Do you always answer the lecturer's question easily? Do you feel more confident in doing the guided and independent practice through flipped classroom?
Responsibility	Do you always do your assignments through flipped classroom (after Virtual meeting activities)?
Opinion	What do you like most about the format of the flipped classroom? What do you dislike most about the format of the flipped classroom?
Improvement	Do you feel the improvement in yourself towards grammar competence and want to explore more about grammar?

### **Findings and Discussion**

The questionnaire is divided into three steps based on the concept of implementing flipped classroom, before virtual meeting, during virtual meeting, and after virtual meeting.

#### ***Before Virtual Meeting***

In this section, the questionnaire consisted of 5 questions. From the data presented in the table 4, the percentage for the first question is 82.96%. It means that a lot of students watched the video material before the virtual meeting. Then, the second question shows 81,5% of all students agreed that the video was very helpful. Next, the table also shows 81.5% of students prepared in advance to learn grammar. The fourth question is to find out how many students who like watching material video and the result shows 76,3% of students liked watching the video given before virtual meeting. The last question is about student's feeling of the sufficient knowledge of target grammar before virtual meeting. The table shows that only 68,1 % of students who were sure that after watching the recorded material, students gained sufficient knowledge before the virtual meeting started. From all of the questions, the percentage reached 78,1% of 100%. It means that warm-up or before virtual meeting activities positively aided students to prepare their learning.

Table 4. The results of Students' Perception Before Virtual meeting

No	Questions	Options					Score	Percent %
		SA (5)	A (4)	N (3)	D (2)	SD (1)		
1.	I've watched approximately _____ of the videos that have been assigned this semester. <b>Rating option:</b> 1: 0% - 19%; 2: 20% - 39%; 3: 40% - 59%; 4: 60% - 79%; 5: 80% - 100%.	12	11	2	1	0	<b>112</b>	<b>82,96</b>
2.	I find that the flipped material (Video) at the beginning of class is helpful.	11	12	2	0	1	<b>110</b>	<b>81,5</b>
3.	The flipped instruction allows me to prepare my class in advance.	12	10	3	0	1	<b>110</b>	<b>81,5</b>
4.	I like watching the lesson on the video.	8	12	4	1	1	<b>103</b>	<b>76,3</b>
5.	I feel that I have sufficient knowledge of target grammar at the beginning before I have a virtual meeting	1	15	7	3	0	<b>92</b>	<b>68,1</b>
Total Score						527		
Average						105,4		78,1

### ***During Virtual Meeting***

In this stage, there are 7 questions that can be seen in the table 5 below. The percentage of the first question reached 76.3% out of 100% which means during the virtual meeting, most students have got more exposure by being given more practices. Then, the second question reached 77,0% which indicates that majority of the students felt more confident due to flipped classroom videos. Next, on the third question, the percentage 71,9% shows that the students did not feel reluctant to clarify their misunderstandings and misconceptions after watching the videos. On the fourth question, percentage reached 71,1% of 100% which means the flipped videos helped the students understand the materials so that they could answer the lecturer's questions. On the fifth question, the majority of students (70,4%) shows their preference on flipped classroom compared to traditional classroom activities. Then, the percentage of 71.1% shows 'during virtual meeting activities on flipped classroom' reinforced students' confidence on their learning. The last question in this stage is about student's motivated to explore target grammar by the flipped classroom. The table shows 73,3 % of students were courage to do more exploration in using target grammar. Overall from 7 questions, it reached 73,0 percentages in total, which means students' perception towards Q&A time on video activities (during virtual meeting) on flipped classroom had a positive response.

Table 5. The results of Students' Perception during Virtual meeting

No	Questions	Options					Score	Percent %
		SA (5)	A (4)	N (3)	D (2)	SD (1)		
1.	Through the flipped materials, I have enough time to acquire grammar knowledge/structures.	5	16	4	1	0	<b>103</b>	<b>76,3</b>
2.	I feel confident about the material after watching the video.	9	11	3	3	0	<b>104</b>	<b>77,0</b>
3.	I feel more confident to ask for clarification after watching the videos.	4	13	7	2	0	<b>97</b>	<b>71,9</b>
4.	I can answer the lecturer's question easily.	5	9	11	1	0	<b>96</b>	<b>71,1</b>
5.	I prefer the flipped classroom format to the traditional lecture format.	6	7	11	2	0	<b>95</b>	<b>70,4</b>
6.	I feel more confident about my learning due to the flipped material	6	9	8	3	0	<b>96</b>	<b>71,1</b>
7.	I am more motivated to explore target grammar by the flipped classroom.	8	7	9	2	0	<b>99</b>	<b>73,3</b>
Total Score							690	
Average							172,5	73,0

### ***After Virtual Meeting***

In the last stage the questionnaire consisted 4 questions. From the data presented in the table 6, the first question shows students felt more responsible for learning activities due to flipped classroom. The percentage for the first question is 75,6%. Then, the second question shows that the percentage of 80% depicts the activities of after virtual meeting on flipped classroom had helped students improve grammar. On the third question, the percentage reached 77,8%. It means the guided and independent practice after virtual meeting (class time) helped students explore the target grammar. The last question shows 74,1% indicating that students' confidence in doing the guided and independent practice after class time increased. Overall, from all of the questions, the percentage reached 76,9% of 100%, which means students' perception towards guided and independent practice after class time on flipped classroom was positive.

Table 6. The Results of Students' Perception after Virtual meeting

No	Questions	Options					Score	Percent %
		SA (5)	A (4)	N (3)	D (2)	SD (1)		
1.	I feel I am more responsible for learning activities due to flipped classroom.	7	11	7	1	0	<b>102</b>	<b>75,6</b>
2.	I feel the flipped instruction has helped me to improve my grammar.	8	15	2	1	0	<b>108</b>	<b>80</b>
3.	My grammar competencies are better as I have more time to explore the learning after the virtual meeting.	7	14	4	1	0	<b>105</b>	<b>77,8</b>
4.	I feel more confident to do assignments through flipped classroom (after virtual meeting activities)	5	15	4	1	1	<b>100</b>	<b>74,1</b>
Total Score							<b>415</b>	
Average							<b>166</b>	<b>76,9</b>

### ***Interpretation of interview results***

The researcher obtained the results of interviews from 5 informants to find out the students' perceptions towards flipped classroom in grammar classroom. The interview consisted of 8 questions

1. Do you always watch the flipped materials before class starts?
2. Do you think that the flipped videos at the beginning of class is helpful?
3. When you have misconceptions and misunderstanding after watching the flipped materials, do you clarify your misconceptions and misunderstanding on class time?
4. Do you always answer the lecturer's question easily?
5. Do you feel more confident in doing the guided and independent practice through flipped classroom?
6. What do you like most about the format of the flipped classroom?
7. What do you dislike most about the format of the flipped classroom?
8. Do you feel the improvement in yourself towards grammar competence and want to explore more about grammar?

The answers were reported as follows:

#### **Student 1**

*"I always watched the flipped materials before class because it was very helpful to know in advance the material that will be discussed. I often miss the material when using traditional methods because I can't prepare myself in advance. After watching the video, I always feel ready to join the class. I feel more confident to clarify to the lecturer and lecturer's answer provide my understanding of the material. When the lecturer asks questions, I can almost always answer them, even though I have to always review the material again. Honestly, grammar is a very difficult subject for me but towards flipped classroom reduces my fear of learning grammar. Then I always do all the assignments given after class and feel confident to do them because I can know how far the material I understand and what is still a problem for me. In learning towards flipped classroom, I really like learning flipped materials before class because it makes me easy to learn in class and like most students, sometimes I feel bored when I have to do a lot of assignments, as well as the assignments given after class. However, I know it's very important and I have to do all assignments well within my ability. Yes, I always found it difficult and have no interest in grammar, but in this semester, I am interested to learn it more. I felt I could understand some of the materials and it makes me want to explore more.*

#### **Student 2**

*"I always watched and studied the material before class started because it really helped me in preparing and understanding the material to be studied. So, I always join classes, be more confident in answering the lecturer's questions and can clarify to the lecturer about points that have not been conveyed in the video. Then I also always do assignments after class although sometimes I still find it difficult because I forgot the material that has been presented in the video and explained by the lecturer. Of course, I really like the material that is given before class and I think I like everything about this method because this method is very*



*effective to use. With this method, I also understand more about grammar, even though I have studied it in elementary to high school and I want to explore more about grammar.”*

### **Student 3**

*“In the past, I always watched the flipped materials about 2 or 3 hours before class started, and it was very helpful in learning, so when I entered the class, I already understood the material. If the lecturer asked me, I am not afraid, and I am more confident to clarify things that I have not understood. However, I can't fully answer the lecturer's questions because sometimes I still feel confused by the explanations given in the video with the exercises during class. The difficulty level is different, but almost 80% I can answer it. I always do the assignments given after the class is over because the material is still remembered. If I forget, I can re-watch the video. My feelings after learning I was very happy because the lecturer's way of teaching was fun. The exercises given with different levels of difficulty made me more understand and tested my competitive spirit. There's nothing I don't like about learning grammar in this flipped classroom, even though I wasn't interested in grammar because it was boring.”*

### **Student 4**

*“I almost always watched the videos, but sometimes I did not understand them right away. I agree that watching videos before class is beneficial so that students already understand the material presented. With the video before class, I feel helped and more confident to enter the class and ask something or answer the lecturer's question. But sometimes, I also feel the videos are quite boring, either from the editing or how they are delivered. I mean videos from other sources that are not made by the lecturer. Even so, I still had to do my assignments and was helped by the explanations from the video and the lecturer, although I was still looking for other references. What I like about flipped classroom is watching video material before class. That I don't like about the flipped classroom is if the video material looks monotonous. There must be changes, but I think it is better for learning grammar to be explained directly. However, I still want to explore more about it.”*

### **Student 5**

*“Yes of course. I always watched the flipped material before the class started because I can understand the material earlier. This video also helps me to give my understanding and fluency in class. In addition, I feel more confident and easier to answer the teacher's questions and clarify the material that I did not understand. It also helps me to get good grades. After I watched the video before virtual meeting and listening to the lecturer's explanation in class, I had to do my assignments and I felt more confident to complete all assignments even though the level of the task was getting more difficult. I prefer to choose before virtual meeting because the material is interesting from the audio to the visual and I don't like after virtual meeting because the question after virtual meeting is quite confusing. However, I find it easier to understand the material and more motivated to learn more about grammar.”*

### **Discussion**

Based on the results of the questionnaire and semi-structured interviews of the research presented by the researcher above, students' perceptions of the flipped classroom approach in the grammar class were positive and acknowledged the flipped classroom approach as a strategy to develop grammar competence. The results from the students' questionnaire strongly supported that students had a positive perception of flipped classroom. The similar findings were reported in Singay (2020), which students showed a positive perception towards the flipped classroom approach and students preferred flipped classrooms to traditional classrooms.

In this research, 78,1% students agreed that warm up activities help students prepare their learning better. Similarly, the results of students who like watching the video lesson regularly have a positive perception obtained by Graham Brent Johnson (2013) that students who regularly watch assignment videos find that 84% agree or strongly agree that they regularly watch assignment videos. Also, supported by Thaichay, T (2014), students found it was helpful to have videos before class time because it could repeat viewing the videos as often as wished to have a full understanding and also students felt more comfortable and enjoyed when conducting flipped classroom implementation. In the other words, there was effectiveness of using flipped learning in grammar classroom and also supported the study done by (Missildine, Fountain, Summers, & Gosselin, 2013) which was found that the flipped classroom improved students' grammar competencies, as the result of the mean score that was 77,8%.

### **Conclusion**

This study focuses on the finding of students' perceptions of flipped classroom implementation in learning grammar. As the research is about flipped classroom implementation, the researcher classified the items of the questionnaire into three procedures in flipped classroom. They were before (warm-up), during (class time) and after (guided and independent practice) virtual meetings. The results reveal that 78,1% showed positive perceptions on activities held before virtual meeting, 73% positive perceptions on activities during virtual meeting, and 76,9% positive perceptions on activities after virtual meeting. It means the flipped classroom in grammar class had a good perception. The researchers agree that the flipped classroom had many benefits for students during one semester. Students were given the opportunity to watch videos related to the material before the class, so students could prepare in advance before studying. Students had improved themselves in terms of commitment to self-study without the presence or guidance of lecturers. Furthermore, students could explore more broadly related to the material that have been studied at home and students can continue learning in class. As a result, students could have a richer learning experience, such as individual work, conducting question and answer activities, and taking quizzes held by lecturers. Finally, students could do assignments with more confidence because they got feedbacks from each task given by the lecturer. Also, the questionnaire suggested that students were able to develop their grammar competence after learning in Flipped Classroom.

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