

**THE STUDENTS' VIEW ON USING FLIPPED LEARNING IN
STUDENT LEARNING PROCESS**

THESIS

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The Students' View on Using Flipped Learning in Student Learning Process

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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I have endeavoured to as much as possible in completing this thesis, but I am aware there are many deficiencies, drawbacks in terms of both content and grammar, then I welcome any suggestions and constructive criticism from readers for this thesis perfectly. I hope the contents of this paper would be useful in enriching the repertoire of knowledge and education.

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ABSTRACT

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Thesis's Title : Students' View on Using Flipped Learning in Student Learning Process
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Flipped learning has many advantages and also challenges in student learning process. This study was aimed at finding flipped learning advantages and challenges in student learning process based on English students' view. The purposes of this study were to find out the benefits of flipped learning and to find out the challenges faced by student in the learning process. From this study, the researcher formulates research questions: What are the benefits of flipped learning based on students' view? and What are the challenges of flipped learning based on students' view? For conducting the data, the researcher used quantitative research. To obtain the data, the researcher used questionnaire to eight semester students in the English Department of UIN Ar-Raniry who has experienced on using flipped learning. The results showed that the majority of respondent had positive responses that flipped learning provides many advantages for student in learning process. However, there were some challenges that faced by English students when using flipped learning.

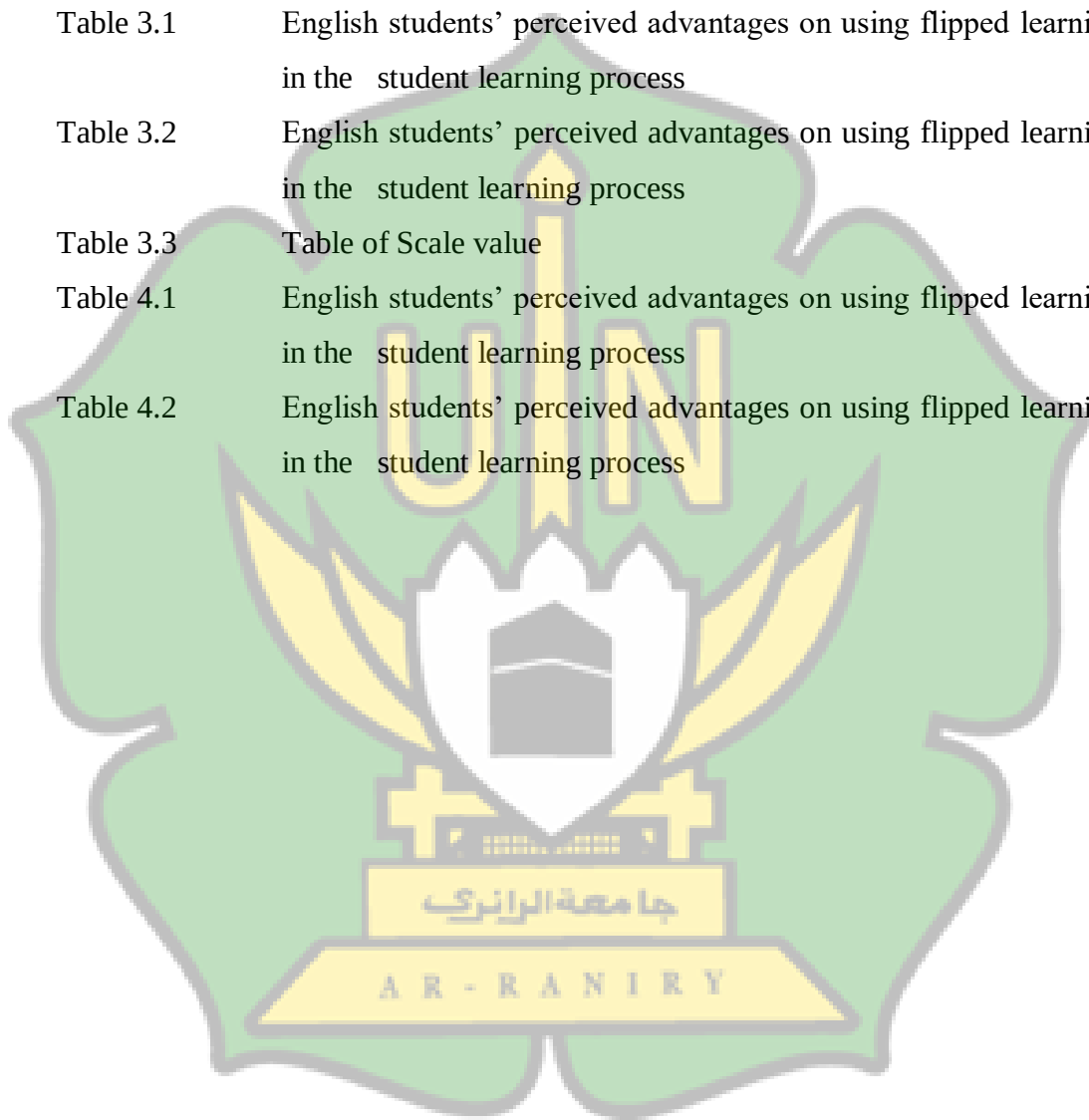
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CHAPTER I

INTRODUCTION

This chapter explains why we conduct the survey and discusses several points such as background of the research, research questions, purpose of the research, significance of the research, and the terminology.

A. Background of the Research

Flipped learning is also known as flipped classroom. This strategy is used in all subjects and at all levels of education (Verch and Nissen, 2020). Eppard and Rochdi (2017) claim that the term flipped learning reached 5,440 appearances in Google Scholar. According to Strayer (2012) in the article by Verch and Nissen (2020), he considers flipped learning to be a specific type of blended learning. Consideration comes from the combination of remote moments and in-person learning moments. Flipped learning, a recently emerged teaching methodology, applies an inverted learning process which provides more time for students to use English both inside and outside the classroom (Bergmann & Sams, 2012).

Flipped learning is an educational strategy that leverages information technology (IT) for learning. In the era of globalization, students pursuing higher education are surrounded by technology. This is why “the use of traditional learning approaches that focus on the teacher as the center of knowledge is meaningless in today's digital age” (Zainuddin and Halili, 2016). Technology has changed the pattern

of teaching and learning processes (Wolff and Chan (2016)). This has a direct impact on the current state of education and teaching and learning activities.

Additionally, Keengwee (2014), cited in Verch and Nissen (2020), stated that flipped learning is becoming a popular design learning strategy because it is accessible. It's also about tech tools from the last decade, such as video cameras, video creation tools, screen recording technology, video streaming platforms, and digital learning environments. Before entering class, students engage in active, independent learning using video as a medium. The classroom is used only for active interaction in solving difficult problems (Bergmann and Rotellar, 2016). Therefore, students must prepare for the next class session before the professor allows them to actively participate in the class.

Additionally, learning design is a variety of ways of designing students' learning experiences by intentionally choosing teaching methods that are appropriate for students. According to Koper (2006) cited in Mor, Maina and Craft (2015), learning design is a teaching-learning process that takes place in learning units, such as courses, lessons or any events Learning is designed any other way. The main principle of learning design is to represent the learning activities and support activities carried out by learners and teachers within the context of the learning unit. Flipped learning eliminates lectures in favor of delivering lecture content through other media such as videos, audio files, and textbooks, which students must learn and understand before class begins. Inside the classroom, students will ask any questions they may have about

the materials they studied outside of class. The questions that students ask serve as indicators of their knowledge construction as well as a way to initiate student participation and interaction. Following that, they will participate in group activities facilitated by the instructor (Milman, 2012).

There are previous studies have supported this thesis titled “Flipping the college classroom for enhanced student learning” A. Barkley (2015). This study was conducted to investigate the effectiveness of flipped classroom for an introductory course in principles of Agriculture Economics in the first year at Kansas State University Manhattan, KS. Researchers report that the flipped classroom replaced traditional lectures, promoting high student learning, consistent attendance, and personalized instruction. It addressed learning styles with videos, books, and preparedness. Collaborative assignments showed peer motivation was superior. Challenges like student dissatisfaction and increased personal responsibility were addressed through continuous information flow and flexibility.

Kashada, Li, and Su (2017) analyzed ten studies related to the flipped classroom and examined the effects of the flipped classroom on students’ performance in K-12 education. They found a positive impact of the flipped classroom on students’ learning achievement. Lo and Hew (2017) conducted a literature review of the flipped classroom in K-12 education by analysis of 15 articles. They found that the flipped classroom model had a positive or neutral impact on learning achievement in K-12 education. However, some previous studies also reported the limitations of the flipped classroom. For example, Mellefont and Fei (2016) found that students’ lack of

preparation may hinder the effectiveness of the flipped classroom. Students were easily distracted when they watched the video (Toto & Nguyen, 2009). Besides, the effectiveness of the flipped classroom heavily relied on students' self-motivation (Wang, 2017). It is also difficult for teachers to monitor student comprehension and provide real-time feedback for each student (Milman, 2012).

Furthermore, some researchers conducted meta-analysis studies to examine the effectiveness of the flipped classroom. For example, Rahman et al. (2014) reviewed 15 studies on the flipped classroom. The results showed that the flipped classroom had a positive impact on students' achievement. The researchers conducted only qualitative analysis without calculating the effect size. Hew and Lo (2018) conducted a meta-analysis on 28 studies in the domain of health professionals and found a significant effect size in favor of the flipped classroom as compared to the traditional classroom. Rahman et al. (2014) reviewed 15 studies on the flipped classroom. The results showed that the flipped classroom had a positive impact on students' achievement.

The similarities between this study and previous studies are that all of the studies were conducted to examine the effectiveness of the flipped classroom in the student learning process. However, this study focuses on students' views on the application of flipped learning approach in the learning process. Whether this approach can promote or even isolate the student learning process. Furthermore, I conducted this research at Islamic State University of AR-Raniry, Banda Aceh.

B. Research Questions

Based on the background of the study, the research questions were formulated as follows:

1. What are the benefits of flipped learning based on students' view?
2. What are the challenges of flipped learning based on students' view?

C. The Aims of the Study

Based on the research questions above, this study aims to find out the following:

1. To find out the benefits of flipped learning based on students' view.
2. To find out the challenges of flipped learning based on students' view.

D. Significance of the Study

The study's conclusions were anticipated to be advantageous to many groups of people, including students, researchers, and English instructors. For lecturers who wish to incorporate flipped learning into the higher education teaching and learning process, it will be extremely beneficial. This research will assist lecturers in managing the teaching and learning process more effectively, identifying the most effective learning strategies for their students, and anticipating the challenges they will face. Hopefully, it will assist EFL students in comprehending the advantages and challenges of flipped learning. Employing the flipped learning methodology will facilitate their increased

participation in class and enable them to overcome obstacles encountered during the learning process. The data and findings of this study can serve as references for additional research on learning designs, flipped learning, and teaching methodologies.

E. Terminology

There are some terms used in this study that relate to the title of this research. This discussion is essential to making sure the research is clear and understandable. The following terms are described as follows:

a. Teaching Strategy

Teaching strategy is techniques or methods that a lecturer employs to assist students in their learning process (Gill, 2020). A lecturer selects the best strategy for instruction for the material being taught, the students' abilities, and the stage of their learning process (Sarode, 2018). So, a lecturer is free to teach their students in their own way.

b. Flipped Learning Strategy

Flipped learning is also called flipped classroom or inverted classroom. It is a process of transferring knowledge to independent study (Otakhon 2020). It combines two learning models: online and face-to-face learning (Osguthorpe and Graham, 2003). In flipped learning, the students prepare themselves to participate in class activities before face-to-face meeting. While during classroom, students practice applying key concepts with feedback. After class, students check their understanding and extend

their learning. Flipped learning in this research is an approach or strategy used by students in the learning process.

c. Learning Process

The learning process is an interactive process consisting of six components: memory, attention, language, organization, processing, writing, and higher-order thinking. These components must interact for learning to occur. For instance, understanding algebra requires understanding the classroom language, paying attention to the teacher, processing formulas, and solving equations at a higher level. Effective learning requires learning elements that collaborate with components, including classroom climate, behavior, social skills, emotions, and teachers (Subhan, 2019).

