

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher explained findings about models, strategies, and teacher challenges in teaching English using traditional flipped classes. Data were taken from three English teachers who taught English during online learning at UPB UIN Antasari Banjarmasin. In this findings, researchers discussed models, strategies, and challenges based on theory and the results of interview and observations with teachers and students.

A. Findings

For getting the result of students response, the researcher made several categories for easier to take conclusion, that were the advantages and disadvantages of traditional flipped classroom, the time of video given in traditional flipped classroom and students preferences toward use of traditional flipped classroom for students and teachers response toward the implementation of traditional flipped classroom, the researcher also tried to find the implementation the flipped classroom This finding divided into 3 classes that the researcher called A class, B class and C class. Find out the steps and ways of teaching the teacher in delivering material before class starts and what activities are carried out while in class, what advantages and disadvantages are in the methods and models in this traditional flipped classroom.

1. The implementation of traditional flipped classroom by lecturer in teaching English UPB

a. Peer session in flipped classroom

In this chapter the researcher tried to find out how's activity the teacher do during pre-session in the classroom, in this case the researcher given some questions and the teachers told the answer, the researcher made a categorize according the questions, how did you prepare for the pre-classroom?, What are the problems did happen to you during the peer-classrooms in flipped classrooms? Did you have another plan when the peer session didn't happen according to your plan?

The researchers asked three teachers in UPB UIN Antasari Banjarmasin according to the questions, how did you prepare for the pre- classroom?

The teacher A told that “ *the first thing to do was decided what the Method and the material what we should learn for the in –session in the classroom then matching with the topic and media that the students must learnt before meeting in the classroom, preparing the list what we have to discuss or the questions according the topic, preparing to give instructions to students about what we have learn for the meeting session the goal is the students have recourses to make discussion and answer the question during in- classrooms in flipped classroom* ”.

The researchers asked three teachers in UPB UIN Antasari Banjarmasin according to the questions, how did you prepare for the pre- classroom?

The teacher B told *“the first step is to prepare the material to be trained, after that look for learning materials that are adapted to the topics to be trained on students, and after that students are encouraged to study the material that has been prepared and distributed, and after that prepare material for discussion when in class, as well as questions that will be asked to students, and the last session is discussion and also questions and answers before learning is over”*.

The researchers asked three teachers in UPB UIN Antasari Banjarmasin according to the questions, how did you prepare for the pre- classroom?

The teacher C *“what we have to learn for in-session in class is then separated by topics and media that students have to learn before meeting in class, preparing material. a list of what we have to discuss or questions according to the topic, be prepared to give instructions to students about what we have learned for the meeting session the goal is that students have the resources to discuss and answer questions during class in flipped classrooms, and then the teacher will giving feedback about the lessons that have been discussed and also*

discussed in class, and before the lesson is over the teacher gives instructions on topics, such as the title of the material to be discussed the next day”.

Table 1.1

Peer session in the flipped classroom

Activity	Teacher A	Teacher B	Teacher C
Decided the method and material	✓	✓	✓
Matching with the topic and media	✓	✓	✓
Preparing for discussion and questions	✓	✓	✓
Given instructions	✓	-	✓
Discussion, questions and answers	-	✓	-
Provide an overview of the topics to be discussed the following day	-	-	✓

From the table above it was known that teacher A before starting lessons decided the method and material, then matching with the topic and media that the students must learnt before meeting in the classroom, preparing to discuss and giving instructions to students about what we have learn for the meeting session.

While teacher B was to decide the method and material, after that matching the topic and media and prepared material for

discussion also questions that asked to students in discussion, and answered before learning was over.

On the other hand, teacher C decided the method and material then matched topics and media before meeting in class. After that prepared for discussion or questions according to the topic and given instructions to students for the meeting session and then given feedback about the lessons that have been discussed.

b. Preparing the material

The researcher tried to ask more deeply about the material and media, did the teacher make the video or decided the topic by themselves?

The teacher A told “ *sometimes we do take references from a book and from other internet sources, at times like making videos and so on, but for certain topics we make our own such as introducing food in Banjarmasin.* ”

The teacher B told “ *We can also look for sources from journals and the internet, we can also get from other video references in making materials, sometimes we can also make our own just to adjust the books and the situation around us, so that students can better understand the discussion.* ”

The teacher C told “ *We quite often collect sources from various kinds of links, videos, journals or books, which are related to*

the material because it is very, very helpful in understanding the material to be discussed, and there are several topics that are self-made such as showing the direction to be headed, so we use objects that are well-known to students so that they learn more easily, and are made using applications and processed into videos where students will find it easier to understand the material provided so that topics can be conveyed more clearly.”

So the conclusion from the teacher's statement from class A explained that, from various sources to be able to make a material, which students can understand and easily when students learn it.

The class B teacher stated that, making material using sources from journals and also the internet and sometimes, being able to make their own material according to the guidebook, which students can understand carefully

The class C teacher explained that, in collecting the making of material usually uses various sources and references in accordance with the material and topics to be taught, while the topics are self-made using surrounding tools, or objects around students that allow students to be easier to understand about the language of the material

c. In classroom session

Teacher A given answers to what the teacher taught in class, teacher A given some instructions to make groups to discuss what students have learned about the material, the teacher told students to

make some points according to students' understanding of the material and every one of them told the class about the point and the class responded to the point by agreeing or disagreeing and adding reasons for more detail. The teacher left the class during discussion and given score to students who were active in class and given some reasonable arguments, when students had to ask questions about material that is unknown the teacher given some answers or solutions to the material.

Teacher B explained how situation in class, starting by giving instructions to students, to discuss what they had learned the previous day after that the teacher would, given a question which would be asked about points that must be understood and answered by students, so that teacher can understand how far students understanding in material that has been given. Teacher B given more points to students who answered according to the material they was studying and was also active when answering and during class discussions, and after that the teacher explained more precisely about the student's answers.

Teacher C explained how when the class takes place, namely with directions or instructions given by the teacher, such as being asked to discuss with the group, teacher can also directly entered with a question that has been prepared so that each student can answered according to their knowledge from the material previously given, and after that the teacher ask the other students whether they agree or not.

and if student don't agree, the student can provided arguments or opinions that he think was appropriate and also suitable.

Teacher C also given more appreciation to students who was more active and express their opinions a lot, by answering questions or by adding rebuttals that were less than the answers to them, so that later the teacher provided appropriate solutions or answer after the discussion was over.

Example: material regarding pronouns here the teacher ask again for sentences or vocabulary and how to pronounce according to the material that has been distributed, by asking students to say it one by one periodically and also repeatedly.

d. Students project in flipped classroom

This parts explained thats in the flipped classroom there a lot of activities that should students do. It was like project class of making videos and some experiments to improve their problem-solving skill and developed their communication skill as like speaking, reading and writing.

The result of interview the teacher class A. Have you ever given students some projects during teaching English in UPB? *“Of course, we have”* can you mention more detail about it? *“ In the middle of learning sometimes asked the students to make some video about How to make a cake or some foods or another experiment project and wrote down to some paper”*

In B class “ *In the middle of learning students are asked to make several projects such as making a video to explain an object or how to make food or drink. It is made individually and also in groups* ”

In C class “*Students are asked to make several projects such as video tutorials to buy at a market or conversations, other projects such as making a paper from an experiment are put in writing*”

2. Students’ response toward the implementation action of traditional flipped classroom

a. The advantages of traditional flipped classroom

In this part some of students given an opinion about the advantage of traditional classroom that the researcher found students’ response about the advantages of the traditional classroom are the time was flexible, the students don’t need to get into the class, more understand because the material can repeat whenever the students need.

The researcher tried to find out about the students’ responds of the advantages of traditional flipped classroom during learning English class, In this part the researcher give question "how do you use flipped classroom when learning?"

Student A1 told that the advantage of traditional flipped classroom were “ *The students can learn more about the material*

before meeting” He explained that “ *the advantage of flipped classroom was the students reviewed the material before the material discuss in the class* ” Students A4 and A10 told the same answer like how to A1 said about the advantage of traditional flipped classroom “ can be more flexible in learning what the teacher gives ”, the different statement given by student A2 that “ *flipped classroom learning can be more flexible in study time* ” A few students like students A3, A5 and A9 given the same statement like student A2, the students said that “ *when you using flipped classroom it makes flexible time and the students can learn anytime and anywhere for learn the material that given by the teacher* ”.

Student B1 said that “ *the advantage of flipped classroom was when you did not understand the material in the class the students can review the material at home because some of the material as video*” Students B5 and B4 said “ we can study before the meeting so we can better understand the material ” one of students like B8 and B9 also said “ We can manage more time, sis ” or the time more easier to manage for learning the material before class meeting, different from another students, B2 said “ *the material is more fun because a lot of the video and she likes the material made as video is more easier to understand the material using video* ”.

Student C1 told that the advantage of traditional flipped classroom are “ *the students can learn more about the material before*

meeting” he explained that the advantage of flipped classroom is the students can review the material before the material discuss in the class, C7 and C3 it same like how to C10 said about the advantage of traditional flipped classroom “ very easy because you can find your own material as additional material, and can be more flexible in study time ”, the different statement given by student C5 that “ We can arrange our own study time, then we can open and study the material again ”, A few students like students C6,and C9 given the same statement like student C8, the students said that “ *when you using flipped classroom it makes flexible time and the students can learn anytime and anywhere for learn the material that given by the teacher*”.

Table 1. 2

Advantages of flipped classroom

Advantages	Students A	Students B	Students C
Time was flexible	✓	✓	✓
Understandable because the material learn before meeting	✓	✓	✓
More attractive because the material made into video	✓	-	-
Can repeat the lesson anytime and anywhere the needed	✓	✓	✓

From the table above it is known that students A said the advantages of the flipped classroom were time was flexible in learning, understandable because reviewed material before meeting, more

attractive because the material made into video, and repeated the lesson anytime and anywhere when needed.

While students B said the advantages of the flipped classroom were time was flexible in learning, understandable because the material learned before meeting, also repeated the lesson anytime and anywhere when needed as same as students C.

b. The disadvantages of traditional flipped classroom

In this part some of students given an opinion about the disadvantage of traditional classroom that the researchers found students' response about the disadvantages of the traditional classroom were the one of the most prominent issues was the requirement for students to have access to computers and the internet to view lectures, and also obstacles in tools that were slow to access, or couldn't use because the full space on these tools really hindered them when the traditional flipped classroom learning model.

The researcher tried to find out about the students' responds of the disadvantages of traditional flipped classroom during learning English class, In this part the research given question "What are the current obstacles when using the traditional flipped classroom model with video?"

Student A2 told that the disadvantage of traditional flipped classroom was "My cellphone has a pressure cap when I open the link it can also come out " in this moment the tool was disrupted, it was

hampered in learning times, A5 and A8 it same like how to A2 said about the disadvantage of traditional flipped classroom “ diligently play it old so slow to open it ”, the different statement given by student A7 that “ *usually the videos that are shared sometimes I don't watch because my cellphone memory shows almost full memory so usually I just ask my classmates and look for references on the internet* ”, A few students like students A4 and A9 given the same statement like student A7, the students said that “ *when you using flipped classroom it makes the device memory used will add to the load and use up quite a bit of storage space on the device* ”.

Student B3 said that the disadvantage of flipped classroom was students had problem with the tool that will be used, it will greatly hinder the learning. students B6 B9 said “ *it can be difficult if you have to open it using a laptop, because it's usually opened via a cellphone, usually the video is sent directly so you have to use a laptop so that the cellphone memory remains sufficient* ”, some of students like B5 and B2 also said “ *it's really slow when it's raining the network in the village*”. The students said that when using flipped classroom it made the device memory used will add to the load and used up quite a bit of storage space on the device.

Student C10 and C1 told similar that the disadvantage of traditional flipped classroom ” *If I have to download the video, it's slow, because I'm in my hometown, sis, so I have to find a network*

that allows it to be downloaded quickly, if you go through the link, it's a bit slow, you can just watch the video directly”, Different statement C9 “ If you use the link, you can go straight, if you download videos, diligently, the storage space is full” the other students said C5,C3,C7 “ maybe sometimes it's slow, if it's not slow, the storage space isn't enough, so you have to delete some other data if you can download it” the different statement given by student C2 ” usually I have downloaded it but I don't remember opening it because usually I have a lot of activities so if I remember I just opened the video about the material that will be discussed in class” that the students said that when you using flipped classroom it makes The device memory used will add to the load and use up quite a bit of storage space on the device and also hampered by unstable network while downloading.

Table 1.3

Disadvantages of traditional flipped classroom

Disadvantages	Students	Students	Students
	A	B	C
Full storage memory to save video	✓	✓	✓
Slow because the network is unstable when playing	✓	✓	✓
Slow when playing the video	✓	-	✓
Because there were so many activities,didn't have time to watch the video	-	-	✓

From the table above it is known that students A said the disadvantages of the flipped classroom were full storage memory to save video, slow because the network was unstable when playing, and slow when playing the video. While students B said the disadvantages of the flipped classroom were full storage memory to save video and slow because the network was unstable when playing. On the other hand, students C said the disadvantages of the flipped classroom were full storage memory to save video, slow because the network was unstable when playing, slow when playing the video and because there were so many activities, didn't have time to watch the video.

c. The time of video in traditional flipped classroom

In this part, some students provided information about when videos or links regarding material provided in traditional class models, according to researchers, student responded about how the teacher directed directions regarding videos or links can be conveyed well received by students and what applications were used in these requests so that the students can carry out the directions that have been given by the students by the teacher in their respective classes. In this part the research given question "when does the provision of video material take place, before learning / during learning?"

Student A1 answered “ *usually before the lesson takes place* ” in class the video will be distributed first before learning takes place, student A2 was the same as student A1 “ *more often before the lesson*

takes place”, student A3 also said that in UPB class often used video before learning takes place in the class “ *usually distributed before the lesson begins*”, the statement was also explained by students A4, A5 and A6. Different statements were given from students A7, A8, A9 and A10, they given different responses, “ *namely sometimes the teacher given a video during the lesson*”.

So from the results of the Class A interviews, it can be concluded that the teacher distributes video material before learning begins.

Student B4 answered “ *it could be before it could also be during the lesson that day anyway*” B6 students also explained “ *usually before the lesson begins*” B3, B8 and B5 also explained more or less the same as explained B10 answered “ *distributed videos sometimes before learning* ”. Different statements were gave from students B1, B2, B7 and B9, they gave different responses, “ *namely only one time learning to use video*”.

So from the results of the B class interview, it can be concluded that the teacher shared video material before learning began.

Student C7 answered “ *before the next day's lesson, as usual*” and student C5 answered “ *usually before tomorrow it can be sent at night the video or the link to the material*” and so did students C2 and C8 which were more or less similar to the student answered above. Different statements were given from students C3 C6 and C1 they

gave different responses, “ *namely not too often, only a few times learning to use videos*”.

So from the results of the C class interviews, it can be concluded that the teacher shared and also provided video material before learning began.

- d. Students’ preferences toward the use of lecturer response toward the implements

In this part explained the students' responses in traditional model classroom learning which was applied in the learning model, in this part found how interested the students were when learning to use a traditional flipped classroom, the explanation of this part can also found how much and how many students liked the traditional flipped classroom learning model that was applied when studying. this part the research give question “ In learning prefer to use videos or online explanation? ”

Students A1 give statement “ *prefer videos because they are explained in detail and structured*” other students like A9 and A6 have the same statement like A1, and the different student said A5 “ *explanation online because it is clearer*” students A3, A7 dan A4 “ *I like using videos because they can be repeated and studied again for later* ” A10 said “ *prefer videos because they are detailed*”.

Student B7, B2 dan B6 have same statement “ *it's easier to understand via video because you can listen to it without having to*

read it, and you can play the video back“ student B8 and B10 “ I like using videos because it makes it easier to learn the material provided and also reduces boredom” different statement student B1 “ like online which is explained by the lecturer because you can ask questions directly "other students like B9 and B4 have the same statement " preferring to use videos can be listened to watched and can be stored for a long period of time then can be played back again ".

Student C5 and C10 said “ *prefer to be explained directly online with the lecturer because you can ask directly if for example you don't really understand through video sometimes you don't understand something and you can't ask directly about what you don't understand* “ other students have different statements like C2, C8 and C6 them said " *I like using videos because it's easier and also more flexible in learning time and the videos can be repeated again and again "* student C3 said " *using videos is easier "* student C1 and C9 said " *I prefer using videos because I think they are clearer "* student C4 and C7 " *online and using video, because it's easier to understand "*.

The results above it can be concluded that the Students in A class more dominant in liking video-based learning, because it can be stored and can be repeated learning that is shared via video, and Students in B class From the results it can be concluded that the class is more dominant in liking video-based learning, because it can be stored and

can be repeated learning shared via video, and reduces boredom, and the video can be stored for quite a long time. Some student that said who not preffer to it because they can't ask the teacher directly about material they can't understand.

From the result it can be concluded that the class students in class C is more dominant in liking video-based learning, because it can be stored and can be repeated learning shared via video, and reduces boredom, and the video can be stored for quite a long time .

B. Discussion

In this discussion section, the researcher shows the answers to the first research question about the application of a traditional flipped classroom by a lecturer in teaching English at UPB. The second study question focuses on the challenges English teachers experience while trying to control the class. The data results from this chapter's earlier sections have been displayed in the following ways:

1. The implementation of traditional flipped classroom by lecturer in teaching English UPB

a. Peer session in flipped classroom

Teacher A said that decided the method and material, matching with the topic and media (making video, audio), preparing list for questions, make some minimizing of instructions. This action of this teacher is suitable with the theory that said according to Johnson (2013), by reducing the amount of direct instruction in their

classrooms and increasing student participation, teachers can use an approach known as the "flipped classroom." Unlike teacher B, who selected the content, teacher B prepares for discussion and questions by matching the material with the topic. Using a variety of tools, including online videos, presentations, and learning management systems, students study the theoretical portion of the lesson before the course and take notes and prepare questions about the areas they do not understand (Kim et al., 2014).

The teacher C gave the researcher statement that the teacher decided the method and material, matching with the topic and media (making video) preparing list for questions give instructions. Provided an overview of the topics to be discussed the following day. This statements suitable with the theory that said by Bergmann & Sams (2012) they explained traditional flipped classroom model as "what is done at school done at home, homework done at home completed in class". In traditional flipped classroom approach students came to class by watching the lecture video of previous night.

b. Preparing the material

According to the result of the interview about how to prepare the material, the teacher's statement from class A explained that from various sources to be able to make a material, which students can understood and easily when students learn it. Different about the teacher in A class, the teacher from B class has a statement that for

making material the teacher using sources from journals and also the internet and sometimes, being able to make their own material according to the guidebook, which students can understand carefully, and the teacher of C class has a statement that in collecting the making of material usually used various sources and references in accordance with the material and topics to be taught, while the topics were self-made using surrounding tools, or objects around students that allow students to be more easy to understand about the language of the material.

And all of the statement of the teachers its same statement according to Verleger (2013) suggests that the flipped classroom is a student-centered learning method that consisted of two parts with interactive learning activities during lessons and each teaching base directly on the computer outside of lessons. Many of the developments in the flipped classroom itself were caused by educators in various countries to use it with various methods, this has led to a change in the concept of flipped classrooms to the flipped classrooms approach. It was emphasized that this new approach could be used with different learning methods.

c. Classroom session

The flipped classrooms approach has four factors. It was explained that in order for teachers to be able to take this approach, they must consider these four elements (FLN 2014). The properties of

this approach whose English correspondence is "Flip" were described like this by reference to the first letter:

F: flexible: This shows the provision of time and flexibility in the place of study.

L: learning culture: In a traditional teacher-centered approach, the source of knowledge is the teacher. In the inverted classroom approach there is a transition from a teacher-centered approach to a student-centered approach.

I: intentional content: flipped classroom and education both have views on how education is used to provide fluency and how they can develop students' cognitive understanding.

P: Professional Educator: It is the educator's responsibility in the flipped classroom to become a facilitator. The flipped classroom teacher continues to observe students during the course, evaluate their studies and make feedback (Flipped Learning Network-FLN, 2014).

According to theory that mentioned before the researcher found the teacher A gave some instructions to make groups to discuss what students have learned about the material, the teacher told students to make some points according to students' understanding of the material and every one of them told the class about the point and the class responded to the point by agreeing or disagreeing and adding reasons for more detail. the teacher left the class during discussion and gave

score to students who were active in class and gave some reasonable arguments, when students have to ask questions about material that was unknown the teacher gave some answers or solutions to the material.

Teacher B explained how when in class, starting by giving instructions to students, to discuss what they had learned the previous day after that the teacher would, give a question which would be asked about points that must be understood and answered by students, so that teachers can understand how far students understood the material that has been given. Teacher B gave more points to students who answer according to the material they were studying and were also active when answering and during class discussions, and after that the teacher explained more precisely about the student's answers.

Teacher C also gave more appreciation to students who were more active and expressed their opinions a lot, by answering questions or by adding rebuttals that were less than the answers to the theme, so that later the teacher can provide appropriate solutions or answer after the discussion is over. Example: material regarding pronouns here the teacher will ask again for sentences or vocabulary and how to pronounce according to the material that has been distributed, by asking students to say it one by one periodically and also repeatedly.

All of the statements that the teacher said were suitable with the theory that was approached before the course the students watched

theoretical part of lesson via multiple equipments such as online videos, presentations, learning management systems and take notes, prepared questions about the parts that they did not understand (Kim, Kim, Khera, & Getman, 2014). During course they achieved supporting activities such as finding answers together to the questions they prepared before lesson, group working, problem solving, discussion and making an inference (Formica & et al, 2010).

The teacher used a project in a flipped classroom to help students develop their skills, and this part like how the expert described the project as a teaching strategy in which students acquire knowledge and abilities by working for a prolonged period of time to examine and respond to an authentic, interesting, and challenging question, issue, or challenge. According to Hamdan et al (2013) explained that the flipped class room was not a determined model but a model used by the teacher as compensation for student demands by using different equipment.

Flipped classrooms had advantage for the students and some of students in A class, B class and C class agreed that flipped classroom made time was flexible, understandable because the material learned before meeting, more attractive because the material made into video can repeated the lesson anytime and anywhere the needed. According to Milman (2012), the flipped classroom approach's primary advantage was that it promoted teamwork in the classroom. According

to Fulton (2012), students are able to access lecture videos anytime and from anywhere they want, and it allows them to learn at their own pace.

The time of using video in traditional flipped classroom from the results of the Class A, B and C interviews, it can be concluded that the teacher distributed video material before learning began. Many education experts defined the flipped classroom it was sharing videos as an activity outside the classroom (Bishop & Verleger, 2013). According to Milman (2012), flipped classroom was an approach that aimed at learning efficiency by transferring knowledge to students through video and podcast as well as by discussion, group work and applications during learning.

2. Students' response toward the implementation action of traditional flipped classroom

From the results it can be concluded that the students prefer to implementation of flipped classroom because there are a lot of advantage that suitable with their ability, it was more dominant in liking video-based learning, because it can be stored and can be repeated learning shared via video, and reduced boredom, and the video can be stored for quite a long time, Anyone who didn't like it because they can't ask the teacher directly about material they can't understood the role of the teacher. Students that use the reverse classroom technique become active knowledge promoters

rather than passive knowledge absorbers. In this approach the student's role is stated below:

1. Taking responsibility for their own learning (Bergmann & Sams, 2012),
2. Watching videos before learning and preparing for lessons (Milman, 2012)
3. Perform the necessary interactions with the teacher and friends, take and provide feedback (Tucker, 2012).
4. Participation in class discussions (Overmyer, 2012).
5. Group work to increase interaction (Formica, Easley, & Spraker, 2010).

