

CHAPTER IV

FINDINGS AND DISCUSSION

After presenting the data, this chapter discussed the results of this study. The results were designed to answer research questions about implementing Peer-Instruction Type of Flipped Classroom Model in Teaching Grammar at Intensive English Program that conduct at 6th group of English Developmet Unit UIN Antasari Banjarmasin.

A. Finding

This finding is the result of thematic analysis from the research process that has been carried out by the researcher. The results of the analysis data were collected based on research results by means of interview the Tutor and observation aimed at 6th group Language Development Unit UIN Antasari Banjarmasin. In this research, researchers analyzed, compiled and created a series of related instruments to find out more about the implementation of the peer-Instruction Flipped Classroom model in teaching grammar in Intensive English Programs at the university level and what difficulties lecturers face in applying this learning model.

1. The implementation of Peer-Instruction Flipped Learning Model

a. Grammar Teaching Resource

Based on the observation, the researcher found that the tutor sent a link address of learning video that discussed the grammar material to be

taught before the grammar class was held. The tutor sends a learning video sourced from the YouTube platform one day before the Grammar meeting is held.

Researcher found that on March 20th 2023, the tutor sent a learning video from the YouTube platform. The tutor sent a link address regarding simple future grammar material at 14.30 P.M via message in the WhatsApp group. And then, the researcher found on April 4th 2023 at 16.8 P.M, the tutor sent the link address of a learning video sourced from Youtube about present progressive grammar material via the WhatsApp group. Then, the researcher found that on April 11th, 2023 at 17.25 P.M, the tutor sent the address of the learning video link originating from Youtube about the Modal grammar material.

Moreover, researcher also found that the Tutor makes the internet as a source of looking for materials other than textbooks. The Tutor look for the suitable video material for students. Videos are more interesting than other forms of resources. The criteria used by Tutors in selecting video resources include visual and audio must be clear, videos are no longer than 10 minutes, and the video explains the concept. Tutor said that: “Well, first, based on my experience in teaching with Flipped Classroom Model, I don’t create the content myself. Ya, because it is available on internet sources, I choose video from Youtube, I also select the video.”

1) Visuals and Audio must be Clear

Researcher found that videos are used as teaching resources must have clear and attractive visuals and clear explanation. The Tutor uses videos from Youtube by looking for videos that have good explanations to make it easier for students to understand. Besides that, the Tutor also looks for videos that have interesting visuals so that students are interested watching the video. Tutor said that: “I select the video that using easy explanation, clear audio, then present with attractive visual”, “Alright, as I told, I use video media sourced from Youtube, the reason is because it is more clear than reading text...and audio...and is more interesting in visual also easy to understand.”

2) Videos are no Longer than 10 Minutes.

Researcher found that the duration of the video that Tutor has given is always not more than 10 minutes. The Tutor chooses video that have a long duration, so that students watch the video until runs out and the students will get insight from the video. Tutor said that: “Basically the video that I sent is no more than 10 minutes which is not too long and not too short.”

3) The Video Explains the Concept

The research found that the Tutor gave a video explaining the concept of Grammar. The video that the Tutor has provided to students

contain important information for learning Grammar concepts. The measurement of student understanding related to the content of the material is that relate to concept will carry out at the beginning of learning in class. Tutor said that: “Therefore, after understand the concept well, students can complete the assessment that I have prepared.”

In addition, researcher found that tutor used textbooks as teaching materials. The tutor discusses the questions in the package together with the students in the discussion session.

The researcher found that tutor asked students to open grammar questions related to the material in the textbooks. Based on research on March 21st, 2023, researcher found that tutor used the questions provided in the textbook as questions to be used as material for discussion. The tutor said that, “please open book pages, we will discuss it together okay.” In addition, on April 5th, 2023, the researcher found that the tutor asked students to open questions in the textbook that related to the grammar present progressive material on the page, in the textbook. The tutor said that, “please, open your book page, we are going to discuss several questions about present continuous or present progressive.”

Then, on April 12th 2023, the researcher also found that tutor asked students to open their textbooks to discuss questions related to grammar

in Modals. The tutor said that, “come on, we will discuss about grammar related to modals in the page package book.”

b. Flipped Classroom Learning Stage in Teaching Grammar

Research found that the Flipped Classroom Model is different from the other traditional classes. In applying the Flipped Classroom Model the Tutor divides the class into two based on place and time, Pre-Class and In-Class. Learning outside the classroom is carried out online by utilizing technology communication, while In-Class learning is carried out directly by applying several activities. The activities carried out do not include an explanation of the basic material. The following are the stages of using the Flipped Classroom Model in Grammar Learning.

1) Pre-Class

Research found that tutor carried out the Pre-Class Flipped Classroom stage in Grammar learning. The tutor carried out the Pre-Class stage before the face-to-face Grammar class is held. The tutor sent students the video link address that has been determined according to the material via the WhatsApp group. After sending the link address to the student, the tutor asks the student to watch the video.

Beside that, Pre-Class is carried out before the Grammar meeting, exactly one day before the students in class took place. The Tutor want students will not forget the material that has been given

because the time for giving the material is not too far away. Therefore, students get more recent outcomes. The following is the result of the Tutor's interview. Tutor said that: "...Pre-Learning can be accessed by students one day before Grammar meeting..."

In addition, the Pre-Activity stage is important for students. Students are assigned to watch learning videos that the Tutor provides to understand Grammar material at Grammar meetings, this is related to activities that will be carried out in class later, the Tutor no longer explains the basic material. The following is the result of the Tutor's interview.

The Tutor said that "...It's important, like I have said before, here students will get the main information related to learning. If students feel difficult, students can ask in the class..."

The stages carried out in the Pre-Class are as follows.

a) The Tutor distributes the video

At this stage the Tutor distributes learning material in the form of learning videos to students online. The Tutor sends a learning video one day before the meeting on Grammar. Researcher found that on March 20st 2023, the tutor sent a link address regarding simple future grammar material at 02.30 PM via message in the WhatsApp group.

Furthermore, researcher found that on April 4th 2023 at 04.8 PM, the tutor sent a link address sourced from YouTube regarding present progressive grammar material via the WhatsApp group. After that, the tutor asks students to watch the learning video. The tutor said, "Please watch this video."

Furthermore, researcher found that on April 12th 2023 at 05.25 PM, the tutor sent a video link address sourced from YouTube regarding Modal grammar material. After that, the tutor asks students to watch the learning video that has been sent. The tutor said, "Please watch the video".

After that, the tutor asks students to watch the learning video before learning is held in class. The Tutor said that "... I will share the video to WA Group one day before class, because if it is too long, students will probably forget about the material."

b) Ask students to watch the video.

After sharing the video in the form of a link, the Tutor asked students to watch and listen to the video. The Tutor sent a link along with instructions to watch the learning video before the Grammar learning class. The tutor asked students to watch the learning video that has been sent. The tutor said that, "Please watch this video before the class."

2) In- Class

In class the activities carried out varied. There are several activities that Tutor can do to run classes at Grammar meetings, including tests, discussions and ice breaking. The Tutor said that: “Umm, almost learning objectives have fulfilled cause Flipped Classroom model make the time duration more longer, then my activity in classroom will be variative.” These are some activities that can apply in classroom, including:

a) Test

Researcher found that tutors applied two tests to Grammar learning in their classes. The tutor gives the first test at the beginning of class and the second test after a discussion about the first test has been carried out. For each test, the tutor gives students 15 minutes to answer the questions individually.

Based on the observations made, the researcher found that on March 20th, 2023 the researcher sent students two tests on Grammar Simple Future material. The tutor sends the first test to students at 06.45 am. The tutor then sent the second test at 07.45 a.m.

Furthermore, based on the observations made, the researcher found that on April 5th, 2023, the researcher also sent two tests on present progressive Grammar material. The tutor sends the first

test at 06.45a.m. and the second test at 07.55 a.m. The tutor sends the test link via WhatsApp group.

Furthermore, based on observations made on April 12th, 2023, researchers found that tutors sent two tests on capital material. The first test was sent via WhatsApp at 07.10 a.m. and the second test was sent at 08.05. The second test is carried out after the tutor and students have finished discussing the first test.

Researcher found that the test is applied by the Tutor to find out the extent to which students understand the grammar material being taught. The test was carried out twice, the first test was carried out at the beginning of learning to find out the extent of students' understanding of the concept and the second test is done at the end of the lesson. Tutor said that: "I make the first test at the beginning to find out students' understanding."

b) Discussions

The researcher found that tutors held discussion sessions for grammar classes in their classes. A discussion session was held when the first test was completed. In the discussion, the tutor brings students to discuss the questions from the first test that they have answered. After discussing the first question, the tutor invites students to answer the questions in the textbook together. Then, after the students finished answering the questions from the

second test, the researcher brought the students back to discuss the answers to the questions that had been sent.

Based on research conducted on March 21st, 2023, researchers found that tutors lead discussion sessions for grammar material about simple futures. In the first discussion, the tutor leads students to discuss student answers in the first test after all students have finished submitting their answers in the link provided. After the first discussion about the answers in the first test was over, the tutor brought the students back together to answer the questions in the textbook. Next, the discussion continued after the students finished answering the questions in the second test. This final discussion discusses students' answers to the second test together.

Based on research conducted on April 5th 2023, researchers found that tutors held three discussion sessions related to present progressive material. The first discussion is carried out when all students have finished submitting their answers in the link provided. After the first discussion about the answers in the first test was over, the tutor brought the students back together to answer the questions in the textbook. Furthermore, the discussion resumed after the students finished answering the questions in the

second test. This final discussion discusses students' answers to the second test together.

Furthermore, based on research conducted on April 12th, 2023, researchers found that tutors conducted three discussion sessions related to present progressive material. The first discussion was held when all students had finished submitting their answers in the link provided. After the first discussion about the answers in the first test was over, the tutor brought the students back together to answer the questions in the textbook. Next, the discussion continued after the students finished answering the questions in the second test. This final discussion discusses students' answers to the second test together.

Moreover, the discussion was carried out by the Tutor after the first test was carried out. The Tutor will bring students back to discuss the answers in the first test. After the discussion of the questions in the first test is over, the Tutor bring students to discuss some of the questions together. Tutor said that: "I also carry out discussions in my class, such as discussing some..some questions together with students. It will facilitate them to speak in my class."

c) Ice Breaking

Based on research conducted on April 5th 2023, researchers found that tutors applied ice breaking to students between the completion of the second discussion session and when they wanted to share the second test link with students. The ice breaking applied by the tutor is a group game which is also related to present progressive material.

Researcher found Tutors making ice breaking during lessons at Grammar meetings. The researcher found that when the discussion was over, the duration of the lesson still allowed other class activities to be carried out. Tutor said that: “Then, I usually apply funny game... funny game.. ya.. that relate to sentence like guessing word doing in group with using Grammar that we have learnt.”

The ice breaking applied by the Tutor is related to the on going learning material. The researcher found that the Tutor connected the types of games that were applied to students with the Grammar Material at the meeting, which can be seen when the Tutor applied the word-connection game.

In the second meeting, the researcher found that the Tutors applied word-connecting games. Students are divided into two groups, each of them gets five complete sentences related to Grammar material at the Present Continuous meeting. Students are

lined up into two large groups, each group conveys a sentence that has been read by one person which will be continued by the next person followed by the next person until the time runs out and ends with the last person writing down the results of the answers from the previous student. After the third sentence is finished, the Tutor then places students standing cross. This makes students increasingly trying to convey sentences to their group mates.

Researcher found that in the classroom this condition made students become active with each other and trained students' focus. There are still many students who are confused because they listen to the sound source from the opposing group.

c. Media and Platforms that Used in Teaching Grammar

Researcher found that media and platforms used by the Tutor in this study were varied. Several media and platforms are used for different learning activities. The media and platforms used at Grammar meetings include Youtube, WA Group, Google Form, PPT and LCD.

1) YouTube

Researcher found that tutors used the YouTube platform to search for learning videos related to grammar material at class meetings. The researcher found that on March 20th 2023 the tutor sent the address of a learning video link from Youtube with simple future grammar material from the channel of Ellii (formerly ESL

Library) with the title Simple Future with Will and Simple Future with Going to. The researcher also found that on April 13rd 2023, the tutor also send the address of the video link for learning Present Progressive grammar material sourced from YouTube from the channel of Ellii (formerly ESL Library) with the title Present Progressive –Grammar and Verb Tenses. Furthermore, based on research conducted on April 20th 2023, researchers found that tutors also sent the address of a learning video link about Modal grammar material the channel of Ellii (formerly ESL Library) with the title Modals of Ability.

Youtube is the application that used by instructors as a platform to find learning resources. Instructors access video as the main learning material that will be given to students. Videos related to learning materials will be provided in the form of Video Links.

2) WhatsApp Group

The WA application with the WA Group feature is used by instructors as a communication platform for students to share video links that have been prepared. In the research that has been done, the researcher found that the instructor would communicate by asking students to watch and understand the videos that had been sent through the WA Group.

Researchers found that tutors used the WhatsApp group application as a medium for sharing information on learning resources. Based on research conducted on March 20th, April 4th and 11th 2023, researchers found that tutors sent students messages containing links to learning videos. Researcher found in March 21st, 2023, researchers found that tutors sent test links in the WhatsApp group twice about Simple Future Tense. Then, the researchers also found that on April 4th 2023, the tutor sent a link to a learning video about Present Progressive material on the WhatsApp Group. Furthermore, on April 4th 2023, researchers found that the tutor sent a test link about present progressive grammar material to students via the WhatsApp group twice. The researcher again found that the tutor sent a learning video link about Modal Grammar in the WhatsApp group on April 11th 2023. And the researcher found that the tutor again used the WhatsApp group to send a test link about Modal grammar material on April 12th 2023.

3) Google Forms

Google Form is needed by instructors to be used as an assessment platform. Instructors use Google Form because it is more practical and efficient to use. Google Form is used for the first and second tests. Researchers found that tutors used Google Forms to send tests at Grammar meetings on March 21st 2023 for Simple

Future Tense, April 5th 2023 for Present Progressive and April 12th 2023 for Modal.

4) PPT

PPT (Power Point) is used when the discussion takes place. Researcher found that instructors would use PPT as a medium for distributing questions to be discussed with students. Researchers found that tutors used PPT which was then connected to LCD at Grammar meetings on March 21st 2023 for Simple Future Tense, April 5th 2023 for Present Progressive and April 12th 2023 for Modal.

5) LCD and Laptop

LCD is used when the discussion is also in progress. The instructor will connect a laptop with an LCD to share the screen so that the focus of the students becomes one at the front of the class at Grammar meetings on March 21st 2023 for Simple Future Tense, April 5th 2023 for Present Progressive and April 12th 2023 for Modal.

d. Students Measurement in Teaching Grammar

Researcher found that tutors used multiple choice tests to measure students' abilities. Based on research conducted on March 21st 2023, researchers found that tutors distributed tests related to simple future grammar material with multiple choice questions twice. Furthermore, during

observations on April 5st 2023, researchers found that the tutor also sent test questions about present progressive grammar material in the form of multiple choice twice. Furthermore, during observations on April 12st 2023, researchers found that the tutor sent test questions about Modal material in the form of multiple choice twice.

The researcher found that instructors measured students' abilities from written tests. The test was carried out twice, the first test was carried out at the beginning of learning and the second test at the end of learning. The type of test that is tested on students is a multiple choice of 10 questions with 10 points for each question. The first test questions measure students' understanding of the given Grammar concept and are followed by a second test which also measures students' level of understanding and ability to solve problems but is more difficult than the first test.

e. Intra-Class Communication in Teaching Grammar

Researcher found the type of Intra-Class Communication that occurs in the grammar learning process between students and instructors, including Tutors-Students, Students-Students, Tutor-All Classroom Students, and All Students of Classroom. Researcher realize that the instructor does not focus only on himself as the center, but also involves students in the course of class activities.

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1) Tutor-Students

Researcher found that communication in teaching grammar in the classroom occurs in two directions. The Tutor asks students to answer their questions directly during the discussion. The Tutor directly calls the name of the designated student to answer the question. Tutor said that “Come on, the next question is Dhea, please”.

2) Students-Students

Researcher found that two-way communication between students and students also often occurs in class. Researchers found that students would discuss each other, add to and agree with answers from other classmates. Students communicate with other students in the classroom.

3) Tutor- All Classroom Students

Researcher found that communication between Tutors and all students in the class occurred. The Tutor often asks and throws questions to all students which will be answered by several students. The Tutor said that: “What about number three? Is there anyone know?”

Researcher found that Tutors also bring communication to students in the classroom. The Tutor will provoke students to discuss with each

other. The Tutor will ask questions and then students will answer each other's questions and correct each other. Tutor said "Why the answer is B?" , Student 1 said "*karena menggunakan present progressive ditambah -ing, sir*". Student 2 said that "Yes, Sir."

2. The Tutor's Challenges of Implementing Flipped Classroom

There are several challenges faced when using the reversed class model, including digital deficiency and student literacy skills.

a. Digital Deficiency

The researcher noticed that to participate actively in class activities, students must have an internet connection and a smartphone device that supports access to the test during class. Students who do not have their own internet access in class must find a connection and turn to their classmate. Flipped classroom models rely on students accessing and engaging with digital content outside the traditional classroom. Technical issues, such as internet connectivity problems or access to devices, can hinder students' ability to access the materials, complete assignments, or engage in online discussions. This can create disparities in student access and participation.

b. Students Literacy Skills

Researcher found that tutors had concerns about their students who did not have strong and good motivation to watch learning videos outside of class. This is closely related to the problem of students' literacy skills. The tutor

said, “I don't know very well whether students watch videos and study learning videos at home.

Digital literacy is the ability to receive information from multiple forms based on the computer. This relates to the Flipped Classroom learning model, which requires students to study on their own outside of the classroom first. With awareness and literacy skills by students, this will make it easier for Tutors to apply this Flipped Classroom learning model.

B. Discussion

This chapter describes the interpretation of the research results that have been obtained by researcher. The researcher will explain about the interpretation of the research results by comparing various kinds of previous research and theories related to this research. This chapter will also discuss the limitations of the research that existed during the research process by comparing the research process that should have been achieved.

This study produced seven themes, which consisted of several sub-themes with certain meaningful categories. These themes are generated from the process of thematic analysis and are identified based on research objectives. The following is a detailed discussion of each of the themes in this study.

1. Implementation of Peer-Instruction Type of Flipped Classroom on Teaching Grammar
 - a. Learning Video Media

In applying the Flipped Classroom Model to Grammar learning, the Tutor uses learning video media as the main source of learning. Tutor got learning videos from internet source. Learning video media is a very effective medium for helping the learning process by delivering information directly in the form of moving images and sound, this agrees with (Daryanto, 2010) who argues that video is a teaching material that is rich in information by utilizing technology so that it can present moving images quickly accompanied by sound.

The results of the interviews show that the Tutor provides several criteria for videos that will be given to students as Grammar learning materials including visuals and audio must be clear, the video is no more than 10 minutes, and the video explains grammar concepts, this is related to (Riyana, 2007) which states that there are several characteristics and criteria of learning videos that can increase the effectiveness of students who listen to the video, including Clarity of Message, User Friendly, Content Representation, Visualization with media and the use of high resolution. The principles of media selection, including determining the right type of media, taking into account the subject correctly and presenting the media properly (Djamarah & Aswan, 2002).

In addition, the Tutor also prefer to take videos that are already available on the internet rather than making their own videos because to make their own time makes it ineffective, because what is contained in

the research which suggests that using existing videos from existing sources is not a problem and does not affect the information that students will receive.

b. Flipped Classroom Learning Stage in Teaching Grammar

The stages in Peer-Instruction that have been proposed by researchers consist of two phases, Pre-Class and In-Class. This is in line and related to research put forward by (Ruiz, 2021) which explains that the Peer-Instruction Flipped Classroom stage is divided into two main phases, Pre-Class and In-Class. Pre-Class is a series of activities carried out before students are in class. This is also in accordance with Based on (Bergmann & Sams, 2012) that compiled by (Veres & Muntean, 2021) in this stage students read/watch/gather information from materials given to them by the tutor at home before class activities. During a viewing session, students can “pause” and “rewind” the video presented by their teacher. Students who misunderstand this note-taking model ask questions in class to help tutor correct their misunderstandings. And the other phase is In-Class. This phase is carried out in the classroom when all students gather together in the classroom.

This also relates to several learning stages that can be carried out after using the Peer-Instruction Flipped Classroom after the preparation activity stage, including working on a number of questions (pre-test)

regarding the concepts which are done individually and corrected together. Then students are asked to ask questions and express material they do not understand, this is in the form of ability mapping and in-depth explanations. Then, students are directed to carry out the development through discussion and collaboration with colleagues. Then students complete the test again according to the metrics studied. (Bergmann & Sams, 2012).

c. Media and Platform that Use in Teaching Grammar

The use of modern technology in English language teaching is generally understood to mean the innovative application of methods, tools, materials, devices, systems and strategies that are directly related to English language teaching and lead to the achievement of expected goals. Use of technology has great potential to transform existing language teaching methods. The use of technology in English teaching benefits students by enhancing a holistic view of the connections between modern means and other elements to achieve desired outcomes. In implementing the Flipped Classroom Model, the Tutor integrates several kinds of tools and online media to help smooth learning. Not only does it help, but in the Flipped Classroom Model, the integration of digital technology is the most important aspect because the learning model used is done both online and offline (Pourhosein Gilakjani, 2013).

The Teacher can use the innovation of teaching media nowadays to overcome these problems. Good media for teaching can help the Tutor to

transfer the material to the students, get their attention, create an enjoyable learning process, and motivate the students. It means that the Instruction media for teaching is used as a component to achieve the learning goals (Ratminingsih, 2016).

Technology adoption is defined as “the process of determining which electronic tools and how to deploy them as the most appropriate response to a classroom situation or problem” (Roblyer & Doering, 2010). In line with research conducted by researcher in implementing the flipped classroom model, Teacher apply learning models through integration technology. Tutors use various online media for learning media including, Youtube, WhatsApp, Google Form, PPT and LCD.

With Wi-Fi connectivity and mobile data available, communication via social networks is much cheaper and allows students to communicate with instructors and other students in real time. This habit sometimes leads to the use of phone calls and Short Message Service (SMS). Social networks and social media applications such as, WhatsApp offer scenarios that extend learning beyond the classroom. Using his WhatsApp on a smartphone allows students to improve his communication skills in discussing and sharing information (Echheverria, Claderon, Nussbaum, infant & bravo, 2011). In Flipped Classroom model that conducted by the Tutor, he uses WhatsApp as an easy and suitable communication medium in addition to announcing information, this media is also appropriate because it is very commonly used.

WhatsApp can reach a large number of students in a short period of time. Students in the same class can easily discuss specific topics through this application. Communicate effectively with immediate reaction among group members participating in the chat (Trentin & Repetto, 2013). Knowledge can be found anywhere, anytime and in many different configurations. One of the formats he can use is WhatsApp. In Flipped Classroom Model learning conducted by the Tutor, he uses the WhatsApp Group as a communication medium to deliver learning video tools to students (Fogg, 2010).

Furthermore, Google Form is used as a means to measure students' ability to do learning. Google Forms is considered to be one of the best platforms for improving Tutor workflow as it has many useful and effective features that make it an ideal application for Tutors. The advantage of using Google Lasroom is the ability to manage and create assignments previously given by Tutors and collect assignments from students. Also, Tutors can spend less time on paperwork and more time with students.

Moreover, Tutor uses the YouTube facility in explaining the Grammar material presented. The Tutor looks for suitable learning videos and is already available on Youtube, adjusted to the needs of students and the material being studied. YouTube is an online platform/application for various videos. We all have access to YouTube from our personal computers (PCs), laptops, and even mobile phones. Tutors commonly use YouTube to watch materials while learning English. YouTube videos can be used for English lessons on different

aspects of the English language to improve vocabulary, accent, pronunciation and more. Tutors can choose parts or show some videos to students according to their needs. In the classroom, the Tutor uses YouTube and he selects one or more videos and finally creates a YouTube-like video and asks the students to narrate it to improve their speaking skills.

Besides that, Tutor used PowerPoint to present the material that became interesting to students due to their observations. Due to the colorful template of PowerPoint, pupils were more enthused by the topic when the Tutor utilized PowerPoint. PPT is a presentation media or software application. Students will benefit from an information display that incorporates text, graphics, and video. Patel in Ahmadi (2018) stated that YouTube is an online platform/application for various videos. We all have access to YouTube from our personal computers (PCs), laptops, and even mobile phones. PowerPoint as a projection medium to enhance the traditional classroom learning experience is similar to this idea. YouTube is a video-sharing site used by Tutors to improve their listening skills and to find videos related to course material.

d. Students Measurement in Teaching Grammar

Basically, the Teacher has an obligation to measure how much students understand the material they teach. Therefore, it is important to take measurements to find out how much students understand and absorb the lesson. This measurement is done through a test. In Flipped Classroom

teaching conducted by the Tutor, he applies the multiple choice question (MCQ) type.

MCQs are explicitly designed to assess knowledge. Rather than testing isolated fact recall, well-constructed MCQs can also assess taxonomically higher cognitive processes such as knowledge interpretation, synthesis, and application (Case & Swanson, 2001). However, 'higher order' MCQs still require cognitive knowledge and are less effective, but their realism makes them more acceptable to test takers and raters (Peitzman et al. al., 1990; Case et al., 1996). However, unbiased MCQ-based tests go far beyond statistically reliable tests of cognitive knowledge.

e. Intra-Class Communication in Teaching Grammar

Communication that is directed by the Tutor in Flipped Classroom Model learning is carried out actively. Tutor was always seen to involve students to make the class active and effective. Communication between Teacher and students can often be classified as interpersonal in nature (Frymier & Houser, 2000). Interpersonal communication occurs when predictions are based on psychological level analysis rather than cultural or sociological level analysis. In other words, for interpersonal communication to take place, two people must communicate with each other as individuals, not in terms of roles (sociological level) or cultural group affiliation (cultural level). Tutors and students often communicate with each other based on their roles as students and Teacher, which is considered communication at the

sociological level. Furthermore, Teacher and students interact as individuals, their communication takes place on a psychological level and will be interpersonal in nature. This psychological level of communication most likely takes place outside the classroom, where Teacher and students can communicate with each other (Miller and Steinberg, 1975).

2. Difficulties Implementing Flipped Classroom in Teaching Grammar

There are several challenges faced when using the Reversed Class Model, including Testing will be difficult, Keeping everyone on the same subject can be complicated, Internet accessibility fluctuates, Lack of adequate learning environment, Reliability is high on student motivation. This is in line with the findings obtained from the study. The use of the Flipped Classroom Model in teaching Grammar has three two challenges including Digital Deficiency and Students Literacy Skill.

a. Digital Deficiency

Researcher found that to participate actively in class activities, students must have an internet connection and a smartphone device that supports access to the test during class. Students who do not have their own internet access in class must find a connection and turn to their classmate. Flipped classroom models rely on students accessing and engaging with digital content outside the traditional classroom. Technical issues, such as internet connectivity problems or access to devices, can

hinder students' ability to access the materials, complete assignments, or engage in online discussions. This can create disparities in student access and participation.

b. Students Literacy Skill

Participate actively in class activities, students must have an internet connection and a smartphone device that supports access to the test during Class. Students who do not have their own internet access in Class must find a connection and turn to their classmates. Flipped classroom models rely on students accessing and engaging with digital content outside the traditional classroom. Technical issues, such as internet connectivity problems or access to devices, can hinder students' ability to access the materials, complete assignments, or engage in online discussions. This can create disparities in student access and participation. (Mandasari and Wahyudin 2021). Digital literacy is the ability to receive information from multiple forms based on the computer (Eryansyah, et al. 2019). This relates to the Flipped Classroom learning model, which requires students to study on their own outside of the classroom first, through awareness and literacy skills by students, this will make it easier for Tutors to apply this Flipped Classroom learning model.