A Review of Flipped Classroom Model for Promoting Students' Basic English Skills

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Abstract: Twenty-first-century learning has recently become increasingly known and widely applied during the learning process. Considering the learning situation and conditions during this era, where the learning process is carried out online and face-to-face or this is known as blended learning. The use of technology is important during this learning model. Teachers are required to apply learning methods that are appropriate to the current situation. In this review, the flipped classroom model is one of the appropriate learning models to be applied in blended learning in order to promote students' English basic skills. The present study adopted George's model (2008) that was adjusted into a qualitative design by Ariantini et al. (2021). The results show that the flipped classroom model can promote students' English basic skills.
Keywords: Flipped Classroom Model, English basic skills, 21st-century learning, technology.

INTRODUCTION

In this modern era, English has been claimed as an important language all over the world. It is an international language that is widely used in many sectors of human life (Iftanti, 2021). Therefore, people tried their best to be proficient in English. According to Mohammed (2018), there are four basic skills of English that people must master in order to be called proficient English speakers. Those basic skills are speaking, reading writing, and listening. Mohammed (2018) stated that speaking skill is about how the speech is created correctly and accurately. Next, he explained that reading is a significant skill for improving vocabulary and language mastery. Then, through writing, the results of the learning can be seen (Johnson, 2009 in Mohammed, 2018). Lastly listening is also an important skill that provides examples and information of effective communication (Nunun, 1998 in Mohammed, 2018). Thus, mastering those four basic skills of English should be done by people to show their proficiency in English.

However, in the real-life, many difficulties in learning English were found by numerous researchers. Khasawneh (2021) found out that there are several difficulties faced by students related to their listening, speaking, reading, and writing. In his study, he discovered that students' weakness in listening is that they were still unable to link the sentences. He also found out students' difficulty in doing conversation in English was caused by fear of making mistakes. Meanwhile, students were also found to be weak in reading. Students could not differentiate letters because there were not enough practices given to the students (Khasawneh, 2021). Lastly, students also faced difficulty in expressing themselves through writing which was also caused by a lack of opportunities and practices (Khasawneh, 2021). Misbah et al. (2017) in their research discovered that students were difficult to master English which was caused by a lack of vocabulary, the effect of the first language, and socio-economic status. In the other research, Mohammed (2018) found out that students mostly had difficulty in pronunciation which was the impact of their first language, culture, environment, and teaching and learning methods. Regarding this issue, innovation was needed to solve those problems. One of the innovative ways is through the implementation of Flipped Classroom Model.

Flipped Classroom Model is one of the innovative teaching and learning method which is discussed by many researchers regarding its positive impacts on language learning (Lee & Wallace, 2018; Vuong et al., 2018). Technically, the implementation of flipped classrooms involves pre-class activities, during-class activities, and after-class activities (Kawinkoonlasate, 2019). Through those activities, it is believed that students learning performances and outcomes can be improved. This statement was proven by some studies conducted by the researchers. Lee and Wallace (2017) in their

study proved that flipped classrooms had positive impacts on students learning. They found out that students had a better score on the exams, writing, and presentation assignments. They also found out that students enjoyed and engaged more in the learning process more than in a normal classroom. Then, Shahnama et al. (2021) also discovered the positive impact of the implementation of the flipped classroom for ESL or EFL learners. They explained that through flipped classroom, students had better achievements because flipped classroom also involved collaboration, critical thinking, personalization, and student-centered in its implementation. Another research conducted by Jafarigohar et al. (2019) discovered that students were satisfied and had good achievement in English language learning. They further discovered that flipped classroom was effective and useful to be used by EFL learners. Regarding these findings, this article attempts to provide detailed information regarding the impacts of Flipped Classroom Model on learners' learning, especially the impact on basic skills of English.

METHODS

The present study is a literature review that emphasizes the advantages of the flipped classroom in promoting students' English basic skills (i.e., listening, reading, speaking, and writing). George's model (2008) adapted by Ariantini et al. (2021) is used as a procedure for conducting the present study. The first step was determining the topic of the study that is the advantages of the flipped classroom model to promote students' English basic skills. The second step was determining the research question, such as how the flipped classroom model promotes students' basic skills. The next one was selecting the source of data used in the present study, such as using previous studies regarding the implementation of the flipped classroom models in the EFL context to improve students' English skills. All articles used in the present study are considered relevant and published from 2016-2021. Google Scholars is used as the primary database for retrieving the articles. The keywords used for retrieving the articles on Google Scholars were "Flipped classroom model for students' basic skills", "The implementation of the flipped classroom model", and "The effectiveness of the flipped classroom model for students' language skills".

After retrieving the articles, twenty articles were selected as the source of data in the present study. These twenty articles later were summarized into a table to record the main important things of the articles, including the title, author, year of publishing, background, benefits, and learning activities. These articles also were reviewed and evaluated before moving to the synthesis process. The last step was writing the review by involving the supporting theory and previous studies based on syntheses of the findings.

FINDINGS AND DISCUSSION

After reviewing twenty articles, the findings showed that flipped classroom model can improve students' English basic skills, namely reading, listening, speaking, and writing skills.

Thus, the following diagram shows the benefits of flipped classroom models in promoting students' basic skills as summarized from the twenty articles.

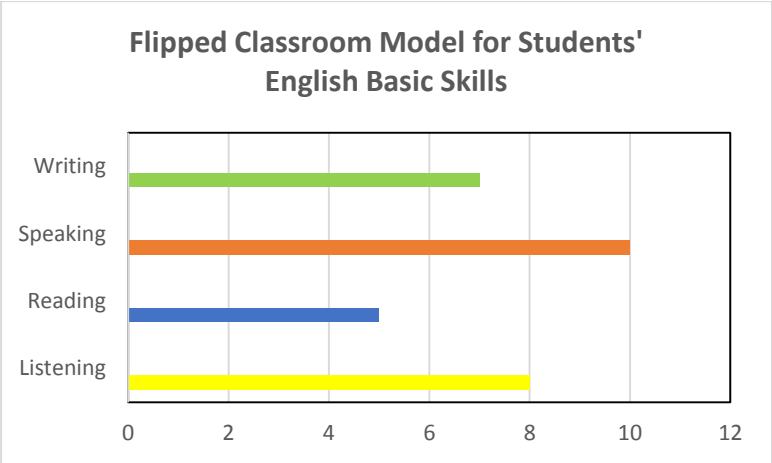


Figure: 1 Benefits of Flipped Classroom Model

The benefits of flipped classroom model in enhancing students' English basic skills are presented in Figure 1. The figure presents that eight of twenty articles state that flipped classroom model enhances students' listening skills. Five articles discuss that students' reading skills could be improved through flipped classroom model. Then, ten articles argue that flipped classroom model improves students' speaking skills. Lastly, seven articles describe the benefit of flipped classroom model for students' writing skills.

1. Flipped Classroom Model and Students' Listening Skills

The ability to listen is a crucial life skill. It's also crucial for getting intelligible input, which is required for language development. Lin (2002) in Namaziandost et al. (2019) claims that students with strong listening comprehension skills are more able to participate actively in class. As a result, language teachers should put in extra effort to help their students improve their listening comprehension. According to Vaughan (2014) in Namaziandost et al. (2019), students have simple and rapid access to knowledge and like to study in active and collaborative environments. As a result, as Raths (2014) in Namaziandost et al. (2019) points out, technological advancements, the proliferation of online information, and improvements in cognitive science all pose challenges to established teaching and learning paradigms. The flipped classroom is an innovative model for supporting education that has rebuilt traditional lessons using internet technologies and online educational materials (Hashemifardnia, Namaziandost, & Rahimi Esfahani, 2018).

In the flipped classroom, learners' performance showed that they had great knowledge, understanding, and listening comprehension. The flipped classroom model was created to assist students in expressing their thoughts and organizing them engagingly and accurately. The effective learning tool of the flipped classroom might explain its effectiveness in enhancing listening comprehension. Students engaged in active learning activities focused on cooperation, interaction, and discussion in English throughout class time in the current study, which may have increased students' listening comprehension. This explanation supports Jones's (2006) as cited in Ahmad (2016) claim that collaborative activities have long been found to improve learners' understandable input, which leads to increased comprehension of auditory texts. It also supports the findings of several research, which show that active learning enhances listening comprehension (e.g., Namaziandost, Saberi Dehkordi, & Shafiee, 2019).

Namaziandost et al. (2019) conducted research by using flipped classroom model. In this study, the students were divided into two groups; experimental group and control group. Furthermore, both groups were given a listening pre-test. In this case, the experimental group was put in the flipped classroom which is consisted of the internet, computer, and projector. The students were also allowed to bring their phones in order to promote technology-based learning. Meanwhile, the control group was exposed to an audio file once or twice in the class. As a result, the experimental group showed that they got a higher score than the control group in the listening post-test.

2. Flipped Classroom Model and Students' Reading Skills

Reading involves a variety of difficulties for students in language classes (Kuru-Gonen, 2009) as cited in Gok et al. (2021). Kern (1988) in Gok et al. (2021) identified many aspects that influence students' ability to read, such as linguistic, cognitive, and emotional factors. As it is a reading activity. Teachers are expected to find a suitable teaching model for the students. Gok et al. (2021) used a flipped classroom model to enhance reading skills in their research in order to reach the students' needs in the 21st century and the goal of consciously engaging learners in their learning process and promoting a student-centered method (Yemma, 2015 in Gok et al., 2021).

In their study, there were several steps to conduct the flipped classroom model to develop students' reading skills. First, in pre-class students watched videos and slides provided on the website. The students also completed pre and while reading activities. Furthermore, students discuss and their ideas in the online forum discussion. In-class activity, students completed the post-reading activities with their groups. In this activity, student-centered learning was applied since the students work with their group and the teacher's role as a facilitator during their discussion. For the assessment, students were assessed based on the students' track system on the website and final exam. The flipped classroom study can offer new routes for EFL learning in the twenty-first century by providing a student-centered environment with a technology-enhanced approach.

3. Flipped Classroom Model and Students' Speaking Skills

For English foreign language learners, speaking ability is an essential skill. This ability must be fostered not just in schools, but also in society. As a consequence, English teachers should assist their students in developing this ability both in and out of the classroom. Traditional classrooms have been accused of harming students' communication skills as a result of insufficient engagement and instructor domination (McLean, 2012 as cited in (Yeşilçınar, 2019), as well as restricting students' capacity to effectively begin individual learning and oral performance. According to Roehl, Reddy, and Shannon (2013) as cited in Turan & Akdag-Cimen (2020), the conventional technique does not meet the demands of learners. In this way, incorporating technology into speaking classrooms helps language learners to be more engaged, autonomous, and productive in a technological culture (Bushweller, 2011; Davis, 2011).

The flipped classroom is a model for incorporating more active learning tasks into a classroom setting. The flipped classroom offers a potential opportunity to develop a communicative learning environment in an EFL course. Learning might be done as homework through a video or other relevant resource when employing the flipped classroom technique, which builds on the lowest tier of Bloom's Taxonomy (Krathwohl, 2001) as cited in (Mehring, 2018), remembering and comprehending. Students can develop their knowledge of the topics given during this cognitive learning period. (Li & Zhou, 2021) conducted blended learning due to Covid-19. In this study, the researchers used several online platforms, such as Blackboard, QQ, and Zoom to promote mutual learning. In the pre-class activity, the teacher posted a meeting agenda in both Blackboard and QQ. Furthermore, students divided into some groups and do the discussion in Breakout room Zoom. The teacher gave a time for them to discuss the topic given. Once they are done with the discussion session, students present their group work during virtual class. After the class activity, the teacher gives assignments to the students. Several platforms were used by the teacher to remind the students about their assignments, such as syllabus, Blackboard, QQ, and teacher's reminder during the class activity. By doing this way, students are expected to submit their assignments completely.

4. Flipped Classroom Model and Students' Writing Skills

Writing is an important skill for language learning as well as a tool for communication. EFL learners struggle to write in a regular writing classroom. Most students feel confused about grammar, lack vocabulary and they are unfamiliar with the organizational framework of some writing genres (Mubarok et al., 2019). The learning will run effectively when they have a strong foundation of factual knowledge and comprehend facts and ideas within a conceptual framework.' (p. 12 in Donovan et al., 1999 as cited in Su Ping et al., 2020). The flipped classroom employed Bloom's revised taxonomy (Anderson & Krathwohl, 2001 as cited in Su Ping et al., 2020), in which learners obtain factual

knowledge and comprehension outside of the classroom and then focus on application, analysis, synthesis, and evaluation during class. Then, the teacher is responsible guide the students during the teaching and learning process (Tucker, 2012 in Su Ping et al., 2020).

Mubarok et al. (2019) was conducting a flipped classroom model in their research. In this study, the active learning activities in the flipped classroom are mainly designed to engage students' higher-order thinking skills (Williams, 2013 as cited in Mubarok et al., 2019). As a result, the teacher in flipped classrooms must devote more time to coaching their students through practical exercises, as the activities that involve the application of lower-order thinking skills are completed before the students independently cover the learning materials during classroom time. In this research, they were conducting pre-test and post-test in order to know the development of learners' writing skills after applying flipped classroom model. Only a few learners, according to the observations, continued to respond to the topic mentioned by the teacher in the online learning platform. It was advised that online learning tasks that include greater student involvement be used to generate an active online learning discussion. Students will be more likely to contribute ideas and assist others in resolving uncertainty as a result of the online conversation. To summarize, learners' autonomy and creativity can be increased through activities used in the flipped classroom (Gannod, Burge, & Helmick, 2008; Laman, Brannon, & Mena, 2012 as cited in Mubarok et al., 2019).

CONCLUSION

In light of the previous findings, it is strongly found that teachers switch from traditional to flipped classroom models to teach English basic skills in this twenty-first-century learning. Teachers should pay attention to the following guidelines if they want to use flipped classrooms more successfully. Regarding the twenty-first-century learning situation, teachers have to carefully choose suitable activities and learning resources for both online and face-to-face learning. It's a good idea to incorporate online learning projects that demand students to collaborate so that an active online discussion may be started for sharing knowledge and assisting others. Teachers must develop techniques to accommodate the needs in both online and classroom sessions. Schools should also provide significant assistance in terms of providing proper facilities for administering flipped classrooms, such as innovative technology tools and fast internet access in school areas. Finally, it is advised that future studies create learning activities for online learning sessions that accommodate the demands of field-dependent learning styles. Therefore, students' English basic skills can be developed by using flipped classroom model.

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