

The Use Of Flipped Classroom To Improve Grammatical Mastery Using Whatsapp Group Discussion

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Abstract

Flipped classroom is the replacement of direct instruction with video lessons and the encouragement of students to focus on important learning activities with their teachers inside the classroom. Although there is an information gap concerning the flipped classroom, it can be clarified as a personalised education where students take responsibility of their own learning. In addition, the flipped classroom allows the teacher to be a facilitator and also increases the interaction and personal contact time between teacher and student. The flipped classroom is also explained as the establishment of problem-based learning inside the class by replacing direct instruction with video lessons in order to provide instructional content that can be accessed by students whenever and wherever it is required. This study was to investigate the significant effect the Use of Flipped Classroom to Improve Grammatical Mastery Using Whatsapp Group Discussion at Seventh Grade. The researcher chooses the students of seventh grade at MTs. Nurul Islam Gresik to conduct this study. The researcher used Non randomize sampling. This means that the selection of first graders of Islamic Junior High School Pongangan Gresik is to know the level and considering well. This technique is based on an explanation of the exam score by the teacher. The researcher decided to use 7B as the experimental group and 7C as the control group. Both of the class consisted of 32 students. So, the numbers of the participant of this study 64 students.

Keywords : flipped classroom; whatsapp group; grammatical

1. Introduction

In recent years study of flipped classroom get many attention from foreign L2 researcher (e.g Butzler & arizona 2014, Marlowe 2012, Chi Cheung (2017), Al-Harbi, A. H. (2015). According to Bergmann et al. (2015), the definition of a flipped classroom is the replacement of direct instruction with video lessons and the encouragement of students to focus on important learning activities with their teachers inside the classroom. Although there is an information gap concerning the flipped classroom, it can be clarified as a personalised education where students take responsibility of their own learning. In addition, the flipped classroom allows the teacher to be a facilitator and also increases the interaction and personal contact time between teacher and student. The flipped classroom is also explained as the establishment of problem-based learning inside the class by



replacing direct instruction with video lessons in order to provide instructional content that can be accessed by students whenever and wherever it is required (Bergmann and Sams, (2012); Hamdan et. al., (2013).

Grammar is rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints (Larsen-Freeman, 2001). In another definition grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey (Thornbury, 1999, p.13). Grammar instruction through context positively affects learners' competence to use grammatical structures accurately in language skills. It is always useful for learners to see how language works in sentences or paragraphs; therefore, teaching grammar will give learners opportunities to see how grammatical structures function in sentences. Teaching grammar will help learners to acquire nature of the language which will facilitate their understanding of the language. To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand. Improper use of grammar will not convey meaningful messages. Tabbert stresses the importance of grammar simply as: It is frequently pointed out that students confuse *lie* and *lay*, do not choose who and whom correctly, say *infer* instead of *imply*, mismatch subjects and verbs, mix up pronoun reference, use double negatives, etc., and that these mistakes are evidence of their need to study grammar (Tabbert, 1984, p.39). To establish an effective communication, learners need grammar skills; therefore, without grammar, speech gets meaningless. Grammar is an essential aspect to communicate effectively. Moreover, grammar simply is creating well-organized reading and writing performances. John Warriner supporting this idea writes: "The chief usefulness of grammar is that it provides a convenient and, indeed, as English is taught today, an almost indispensable set of terms to use in talking about Language (Tabbert, 1984, p. 40)." Internet-based technologies and applications have become more and more prominent in many parts of our lives. While some of these technologies do not vary from paper resources, most of them provide unique opportunities for today's learners by incorporating more interactive features (Avci et. al, 2014). A flipped classroom is a learning approach that moves traditional lectures outside of the classroom setting and brings take-home activities such as discussions, case studies and simulation experiences into the classroom. As a result, active learning is achieved during the classroom time through the facilitation of the teacher (See and Conry, 2014). Students can watch video lessons online at their own homes and use class-time to carry out activities (Roach, 2014). In applications where interactive content and visuals are more forefront, students take more significant role in the learning-teaching process, as opposed to traditional learning environments (Ozdamli and Tavukcu, 2016; Ozdamli and Asiksoy, 2016). Hamdan et. al. (2013) stated that instruction can be delivered by recording narrated screencasts of work electronically, by creating videos of teachers giving lessons or by gathering video lessons from trusted internet sites. This paper will discuss the issue of whether flipped learning can improve the grammar of student of EFL.

WhatsApp is a smartphone application for instant messaging that has recently increased in popularity. The developer of this app declared a purpose to replaced SMS platform with WhatsApp which have many features inside such as text messages, attached pictures and documents, audio files, video files, and links to web addresses. This application is benefited for teaching writing and students can easily get students to practice through WhatsApp (Bouhnik & Deshen, 2014). In that case, the teacher should use a teaching model that fits the needs of students, so that the student can be motivated and able to write with correct grammar. Many models of learning that can be applied to help student in facing difficulties in terms of grammatical mastery, one of which is flipped classroom. This approach could be integrated with social network such as WhatsApp.

2. Literature Review

Teaching Grammar Through Whatsapp Group Discussion

Non-flip teaching or traditional class is a method of teaching where the teacher direct students learn through memorization. According to Masek and Yamin (2010), students are taught based on teacher centered learning, entirely through lecturing method, tutorial sessions, and 'chalk and talk' approach in a non-flip classroom. Students during class time are mostly silent while taking notes on teacher lectures and answering homework. In order to solve this problem the teacher use group discussion. Group discussion is an efficient way to generate dynamic engagement even in large classes. It can help to create "excitement" in classrooms (Bonwell & Eisen, 1991). While students may experience anxiety in speaking in a large class, group discussions allow them to share thoughts first among a small number of peers, which appears less daunting than voicing a personal opinion (Allen & Tanner, 2005). (Hamden et al., 2013). Mason, Shuman, and Cook (2013) stated that, apart from the quiz and mid-term test, most of the lecturer's time in the non-flipped classroom was spent to discuss the material and, do the task and then discuss it together if it possible because limited time in each meeting. Based on the regulation of the Minister of Education and Culture of the Republic of Indonesia number 69 of 2013, time allocation of Mandatory English Language is two hours a week. The time allocations are not enough to create a group

discussion effectively to student to be struggle for the material. Due to the efficiency of time and in order to make easy for the interaction between both teacher and student, flipped classroom should be applied. With the popularity of flipped classroom instruction growing every year, a wide variety of opinions and observations have been expressed about its effectiveness (Hall & DuFrene, 2016). One benefit is an increased efficiency of time usage mostly in group discussion. Since flipped classroom typically involves watching video versions, of course the student will watch video lecturing material in their home and can discuss it together with their group, but the time still not efficient because they are still need to meet each other to discuss the material (content of video) together. So in this research, researcher using WhatsApp application to encouraged and improve the collaboration between teacher and students (Mistar, 2016). The flexibility of WhatsApp is potential to bridge the diverse of learning needs through circular grammar in writing (Fatah, 2015). In whatsapp student and the teacher are connected without attending the class, so teacher can facilitate the students when they got stuck in grammatical problem and discuss with their group whatsapp along with the teacher inside each group whatsapp class, It is similar with the previous study, Sarah S. Al-Harbi & Yousif A. Alshumaimeri (2016), *Curriculum and Instruction Department, King Saudi University, Riyadh, Saudi Arabia* conduct the research entitled “*The Flipped Classroom Impact in Grammar Class on EFL Saudi Secondary School Students’ Performances and Attitudes*” The aim of this study was to apply the flipped classroom strategy in teaching English grammar to examine its impact on secondary school students’ performances, perceptions, and attitudes toward learning English independently. The researcher implemented the flipped classroom strategy by selecting videos based on the students’ textbook and uploading those videos on the Edmodo site before each lesson to provide opportunities for active learning interactions. The students of the experimental group (n = 20) were required to watch the videos to learn by themselves and to come to class prepared to ask for clarification, if needed. They also practiced what they had learned under the teacher’s supervision by completing collaborative and competitive tasks in groups or pairs. Meanwhile, the control group students (n = 23) received in-class only traditional teaching. They learned the grammatical lessons without the help of any videos. The statistical analysis of the post-test results showed that adopting the flipped classroom strategy appeared to play a role in enhancing the students’ grammar performances, as the mean score of the experimental group was higher than that of the control group, but this difference was not statistically significant. The students’ responses to a questionnaire and semi-structured interviews indicated that their attitudes’ towards using the flipped classroom strategy in the EFL class were positive.

Procedure of flipped classroom

The initial and final stages (pre and post class) were made by the students by distance, at home, using a digital platform and appropriate educational material. Students can view the digital content as many times as they want, they can focus on any points they wish, at their own space and their own pace (Strayer, 2007). Thus, the interaction of the students with the teaching material is scaled in a way that does not occur when lectures are given in class (Hertz, 2012). After the "flipped classroom" activities, students can return to the platform and check the level of their knowledge. Depending on their performance and after identifying their possible weaknesses, they can refer again to digital material, watch the video again from a different viewpoint or expand their knowledge further if they wish (Estes et al., 2014). The intermediate stage (in class) takes place in the classroom, using active and participatory teaching techniques. In the "flipped classroom" students are asked to combine the information they acquired outside the classroom and interact with them and their peers in a way to show that they have become active users of information, based on their personal experiences, opportunities, critical thinking and interaction through group activities (Bergmann et al., 2011).

3.Methods

This study used quantitative design. Quantitative design is used for analyzing the statistic data that is students’ pre-test and post-test score. With this score, researchers can analyze whether flipped classroom using WhatsApp can improve students' grammatical mastery or not, quasi experimental research design is chosen for this study concerning with the purpose of the study. The quasi-experiment, also known as ‘field-experiment’ or ‘in-situ experiment’, is a type of ex-perimental design in which the researcher has limited leverage and control over the selection of study participants. Specifically, in quasi-experiments, the researcher does not have the ability to randomly assign the participants and or ensure that the sample selected is as homogeneous as desirable. Additionally, in numerous investigations, including those conducted in information systems research, randomization may not be feasible, leaving the researcher with pre-assigned group assignments. Accordingly, the ability to fully control all the study variables and to the implication of the treatment on the study group(s) maybe limited. Never-the-less, quasi-experiments still provide fruitful information for the advancement of research (Leedy & Ormrod, 2010). The purpose of experimental research is to examine the theory, so the aim of the study is to examine the effect of using flipped classroom to improve grammatical mastery. Experimental research typically involves treatment of two different groups, the experimental group and the control group. In the experimental group, students were given treatment, while in the control group, students were not given treatment. In the experimental group, students were given the treatment in the form of flipped classroom using WhatsApp. In the control group, students are not given treatment and study where the teacher is still the main focus in terms

of knowledge. In this study, there are three variables such as; flipped classroom, Grammar and whatsapp. The dependent variable is grammar and independent variable is flipped classroom and whatsapp. There are two groups which are experimental group and control group. Both of them are given same pre-test and post-test, but in the experimental group are giving some treatments of the implementation of flipped classroom through WhatsApp application and in the control group are giving as non-flip teaching without any treatment. This study will provides test to collect the data. The data is gotten from the participants which is tenth grade of senior high school students. The pre-test are given after explanation to the course content. The researcher uses quasi-experimental design because it is appropriate with the purpose of this study which is testing flip classroom to mastery grammatical through whatsapp application. So that, the researcher tries to find out the result between pre and post-test of students in control and experimental group and to know the effect of using flip classroom in grammatical mastery through whatsapp application.

Results from both groups were assessed and compared. The design can be seen in the table chart below:

Group	Pre-test	Treatments	Post-test
Experiment	7B	7B	7B
Control	7C	-	7C

Table 3.1 Non-randomized pre-test and post-test, quasi experimental design

7B,7C : The pre test which is administered before the treatment

7B : The treatment

7B,7C : The post test which is administered after the treatment

In this case, the researcher will conduct with two groups from two classes. They are experimental group and control group. The research will give the same pre-test and post-test for the two group. The experimental group will be given treatment by using flip classroom through whatsapp application to increase students grammatical mastery. Before applying the research, the researcher will give the same pre-test for both classes in order to know or to measure the students grammar skill before the treatment is given. Then, the researcher will give treatment to the experimental group for four times. after giving treatment to the experimental group, post-test will be given to the both classes and the result will be compared using t-test formula.

4. Findings

This study is about use of flipped classroom to improve grammatical through whatsapp application on seventh grade of mts nurul islam gresik. The researcher would like to known whether the use of flipped classroom to improve grammatical through whatsapp application on seventh grade of mts nurul islam or not. According to (Christensen, Horn & Johnson, 2008) Flipped classroom strategies are also conducive to improvements in communication. Since course content is shared online through videos on blogs or other virtual classroom spaces it is much easier for students to stay informed about what a teacher is covering in class and parents can also watch over student progress and take a more active role in their child's education. Online sharing also facilitates the distribution of teaching resources and best practices with others in the educational community so that wisdom can be shared collectively, (Mistar, 2016) also adds . Since flipped classroom typically involves watching video versions, of course the student will watch video lecturing material in their home and can discuss it together with their group, but the time still not efficient because they are still need to meet each other to discuss the material (content of video) together. So in this research, researcher using WhatsApp application to encouraged and improve the collaboration between teacher and students.

This study, the researcher used quasi experimental. The population of this study was seventh grade of mts nurul islam. The sample was 7B as the experiment group and 7C as control group, both experiment and control group consist of 32 students. Before giving the treatment the reseracher gave pre test for experimental group and control group to find out the primary between experiment and control group as they have grammtical skill. After giving the treatment to the both experiment and control group for four times, the researcher did the post test to find out the influence of the treatment to their grammatical skill after giving treatment. After pre test and post test score were given both groups, the researcher anlyzed the data by using Sample T – Test with SPSS 17.00 program.

The result of pre test showed that mean score of experimental group was 75.62. meanwhile, the average score of control group was 70,31. Moreover, levene's test of equality of variance that significance was 0,434. It was higher than significance 0,05(0,434>0,05). This has means experimental and control group were homogeneous. Then, the result of post test showed that probabily value of both group was 0,000. It was less than significance level 0,05 (0,000<0,05). It indicated that reading thinking activity could significantly nfluence student grammatical mastery.

These finding were similar to the Previous , Sarah S. Al-Harbi & Yousif A. Alshumaimeri (2016), *Curriculum and Instruction Department, King Saudi University, Riyadh, Saudi Arabia* conduct the research entitled "The Flipped Classroom Impact in Grammar Class on EFL Saudi Secondary School Students"

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For making this study differnt with the previous study above, the researcher decided to focus in improving skill of grammar itself and using different media social like whats app application because using whats app is easy to use and many people almost have it, the researcher suggest for next researcher to conduct their study using his strategy with same skill or not and maybe using another social media that more efficiency.

5. Conclusion

From the result of pre test, the researcher conclude that the primary ability learners was homogeneous. It was shown that the mean score of experimental group was 75.6250 and 70.3125 for control group. Moreover, levene’s test for equality of variance showed that significance was 0.434. if the levene’s test is higher than significance level, The result in the table showed that sig. (2 –tailed) of both group was 0,000. It showed the significance was less than α (0,05) level or (0,000<0,05). It means that the null hypothesis can be rejected and there was significant effect of flipped classroom through whatssapps application to improve mastery of grammar between experimental group and control group. The result showed that there was different in skill between experimental group and control group after treatment. Where the average score of experimental group also higher than control group. Where the average of experimental group was 85,31 and control group was 75,15. The score of post test was different when compared with pre test. In the pre test the average score for experiment group was 75.62. meanwhile, the average score of control group was 70,31. Null hypothesis can be rejected at 5% level because p – value is below than 0,05 that is 0,000. Then, it means that were was enough evidence to conclude that the use of flipped classroom to improve grammatical through whatsapp application significantly on the seventh grade of MTS NURUL ISLAM GRESIK. After conducting the research and based on the research finding and discussion, the researcher found that using flipped classroom through WhatsApp group for students grammatical mastrey skill at seventh grade students of MTS NURUL ISLAM GRESIK. Flipped classroom through WhatsApp group helps them in improving their grammatical skill skill and it proven by their data of pre-test and post-test. Beside that, this research aimed to know the improvement of English grammtical skill from the implementation of flipped classroom through WhatsApp group. From the result of this research, the researcher found that there was significant improvement using flipped classroom for students grammatical skill through WhatsApp group. Therefore, the researcher concludes that flipped classroom using WhatsApp group can implemented in teaching grammatical for seventh grade of junior islamic school.

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