

The Use of “flipping classroom” for Teaching Story Telling to the Tenth Graders

THE USE OF ““FLIPPING CLASSROOM”” FOR TEACHING STORY TELLING TO THE TENTH GRADERS

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Abstrak

Fakta bahwa pelajar di Indonesia tidak bisa menggunakan bahasa Inggris dengan lancar dan akurat menuntut para pengajar di Indonesia untuk mencari metode pembelajaran yang tepat yang dapat menolong siswa sehingga mereka dapat berbicara bahasa Inggris dengan lancar dan akurat. Penelitian ini menggambarkan penggunaan “flipping classroom” sebagai metode yang sesuai untuk mengajar story telling. Tujuan dari penelitian ini adalah: (1) menggambarkan bagaimana guru menerapkan “flipping classroom” dalam pengajaran storytelling, dan (2) menggambarkan bagaimana kemampuan siswa selama penerapan “flipping classroom”. Metode penelitian yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Subjek dari penelitian ini adalah siswa kelas MIA 2 SMA Wachid Hasyim 2 Sepanjang. Dalam penelitian ini peneliti mengumpulkan data melalui pengamatan dan transkrip tugas siswa. Pengamatan dalam penelitian ini digunakan untuk mengetahui bagaimana implementasi “flipping classroom” dalam pengajaran story telling pada siswa. Sedangkan transkrip tugas siswa digunakan untuk mengetahui kemampuan berbicara siswa saat diajar menggunakan “flipping classroom”. Hasil pengamatan yang dilakukan peneliti kurang memuaskan dikarenakan jumlah siswa yang menonton video pembelajaran di rumah sangat sedikit bila dibandingkan dengan jumlah total siswa di dalam kelas. Penyebab dari kurang respon yang diberikan siswa adalah kebiasaan siswa yang tidak mengulang apa yang dipelajari di sekolah pada hari itu sesampainya mereka di rumah. Hal ini menyebabkan tidak tercapainya tujuan pengajaran menggunakan “flipping classroom” secara maksimal. Sedangkan untuk kemampuan siswa dalam berbicara bahasa Inggris dapat dilihat bahwa terlepas dari kurangnya respon siswa saat proses pembelajaran berlangsung, kemampuan berbicara mereka dapat dikatakan cukup bagus. Walaupun masih banyak diantara mereka yang masih perlu untuk diperbaiki. Selanjutnya peneliti menganjurkan agar “flipping classroom” untuk terus diterapkan dalam pengajaran bahasa Inggris sehingga dapat membangun kebiasaan siswa untuk mengulang apa yang mereka pelajari di sekolah di rumah.

Kata kunci: “*flipping classroom*”, *kemampuan berbicara*, *storytelling*

Abstract

The fact that Indonesian students are unable to speak English fluently and accurately even though they have already learned English for more than 5 years demands the teacher to find a suitable method in order to help the students to be able to speak English fluently and accurately. This study describes the implementation of “flipping classroom” as a suitable method in teaching storytelling. The objectives of this study are: (1) describing the implementation of “flipping classroom” in teaching storytelling, and (2) describing the student’s ability while being taught using “flipping classroom”. Descriptive qualitative was used as the design of this research. The subject of this study was the tenth graders, MIA 2, of SMA Wachid Hasyim 2 Sepanjang Sidoarjo. In this research, the researcher collected the data through observation and students’ speaking task. The observation was conducted since the researcher wanted to know the implementation of “flipping classroom” to teach speaking of narrative texts. While the students task was used to know their ability while being taught using “flipping classroom”. The result of the observation was not very satisfying. The number of those who watched the materials given was very small compared to the total number of students. The reason of this lack of response was, believed, that they have no habit of learning at home. This makes the goal of “flipping classroom” fail to reach. As for the student’s speaking ability, it could be seen that it was in a good level meaning no much hesitation while speaking, had almost accurate pronunciation, few mistakes on grammar, good organization and good expression. However, some of the students still had unsatisfactory the fluency, pronunciation, and grammatical mastery.

Key Words: “*flipping classroom*”, *Speaking Ability*, *Storytelling*

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INTRODUCTION

The goal of English teaching and learning in Indonesia mainly reflected in the area of development in both written and spoken aspects, especially for the skills that learners must own or achieve. However, in the process of development, the unfortunate fact happens when the most teaching processes in Indonesia are unable to reach the goal. As Madya states it on her article entitled “Developing Standards for EFL in Indonesia as Part of the EFL Teaching Reform”. She stated that secondary school leavers who have learned English for years, since the most of Indonesian students start to learn English at the age of 7-12, and spend almost 900 hours of school teaching process, are unable to use English properly, especially for communication purposes or spoken aspect. This also proved by the result of the pre-observation conducted by the researcher, before the implementation, which stated that most students in SMA Wachid Hasyim 2 was unable to speak English properly. It happened mainly because they do not have enough time to practice the language, had difficulties in following the pace of the learning, and do not understand the lesson.

Based on these three things it can be concluded that the main problem is how the students relied much on the teacher. They would only learn English at school where the teacher taught them. Actually relying on the teacher was not a problem if the number of the students in the class was small. So that each student could given enough attention from the teacher and given enough time to practice the language in the classroom. This also supported by Ready (2008). In his book, he mentioned about STAR experiment that compared the student’s achievement of small class that consist of 13-17 students, and large class which consist of 22-26 students. The result of this experiment stated that small class students had better achievement than the large class students did. However, since in Indonesia the average number of students in the classroom was 30-40, student’s dependence would be a problem. This reason made the teacher in SMA Wachid Hasyim 2 conducted a research about “flipping classroom” though she had not report it yet. Therefore, the researcher decided to describe her research in this study. “flipping classroom” itself is an ideal way to build student’s independence since this technique encouraged the students to prepare and to learn before class. The concept of the flipped classroom has

recently been implemented by educators to address these issues (Baker, 2000).

According to Schneider, Blikstein, and Pea (2013), “flipping classroom” is a method which asks the students to watch a video, read a book or read power point slide of learning subject in their home then do the project or activity in the classroom. They can do it individually or in a group. In this method, the students can decide their own pace. For example, if they do not understand the materials they can look at it all over repeatedly. And to prove that they have learned in their home, they should share their ideas about the topic and if they don’t understand the video, text or power point slide which given they can asked the teacher on the next meeting. It also gives the students more time in the classroom to activate the knowledge since the process of engaging the knowledge happened in their home. In short, this technique asked the students to think critically and give their response about what has happened around them that is also in line with K-13 that asked the students to be more active.

There are some texts that have to be learned based on competence standard. Some of them are descriptive, news item, and narrative. In this research, narrative text would use as the materials learned. Narrative texts selected to be the specific genre to teach because of its familiarity with the students’ life. There are many activities involving narrative text such as role-play. Telling story has chosen as the activity used in this research.

Therefore the researcher conducted this study to answer:

1. How does the teacher implement “flipping classroom” in teaching story telling for tenth graders?
2. How is the student’s ability in story telling while being taught using “flipping classroom”?

RESEARCH METHOD

The design of this research was descriptive qualitative. This design was used to obtain information related to the implementation of “flipping classroom” for teaching storytelling. In this research, the researcher described the implementation of “flipping classroom” and described the student’s ability in storytelling while being taught using “flipping classroom”.

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The subjects of the study were the teacher and the students of SMA Wachid Hasyim 2 Sepanjang. The teacher is chosen because this study assessed the way the teacher implemented “flipping classroom”. While the reason why the tenth grader selected because they were taught narrative text. There are many classes of the tenth grades; the researcher only uses one of the classes, which were X MIA 2.

The researcher used three instruments in this study, i.e. observation notes, student’s task, and Brown and Nakamura’s speaking measurement. According to Susanto (2000) “*Observation is the data collecting on human behavior that must commonly involved sight or visual data as well other senses such as hearing, touching, or smelling*”. The researcher is going to observe the speaking learning activities in the classroom during the implementation of “flipping classroom”. Observation notes in this study was used to observe the teachers’ activity, students’ response and participation, material and the technique that implemented during the teaching learning process. While the second instrument of this study was used to answer the second research question about the learners’ performance while being taught using “flipping classroom”. In this case the students were divided into groups and each group was asked to perform narrative story. The results were analyzed and were assessed by the researcher using Brown and Nakamura’s speaking proficiency measurement. The third instrument is Brown and Nakamura’s speaking measurements. This instrument is use to help the researcher in analyzing the second instrument, students’ task, which also means that this instrument used to help the researcher in answering the second research question. As it is stated previously on the second chapter, the researcher chose to combine Nakamura’s and Brown’s speaking measurement. The purpose is to get the best measurement to measure student’s monologue ability in telling story.

Furthermore, the data obtained during the implementation need to be analyzed in order to answer the research question. There are some steps of the data analysis technique:

1. The researcher analyzed the data obtained from the observation notes in descriptive way. She described the information concerning with classroom interaction when the teacher applied “flipping classroom” in teaching speaking narrative. The researcher is going to describe the teacher and the students’ activity during the teaching learning process based on the observation notes which result is in form of words.
2. The second data were collected from the students’ task. Here the students performed narrative story. Then the researcher assessed the students’ speaking result using scoring rubric that adapted from Brown and Nakamura’s rubric that contain some characteristic such as organization, fluency, pronunciation, grammar, and expression. Then the researcher assessed which one of those character which affected by the usage of “flipping classroom”.

RESULT OF THE STUDY

The Implementation of “flipping classroom” for Teaching Story-telling

The researcher did the observation for two days, on Friday March 27th and Friday April 3rd. the researcher here was an observer who sat on the back of the classroom. The researcher observed the implementation of “flipping classroom” to teach speaking narrative and observed the students’ speaking skill while being teach using “flipping classroom”.

The first observation was conducted on Friday march 27th. The subject is X IPA 2. In this observation, the researcher only observed the second half of the lesson since in the first half the class still continued the last week lesson, speaking descriptive text.

The teacher opened the session by greeted the students and led them to pray. Then the teacher asked the researcher to introduce herself to the student. After the researcher told the students her name and which university she came from, a student asked her, in English, what she did here. The researcher then told the students that she had good English and told her that she would do a research and hoped that the students helped her. The researcher also told the students not to be nervous because she would just sit on the corner and watched the teaching learning process. After the introduction, the lesson started by asking the students who had not performed the task yesterday to perform in front of the classroom. The first half of the time of the lesson was spent by student’s performance. On the second half of the lesson, the teacher shared the materials for the following meeting. The materials here consisted of many videos about narrative stories such as Snow White, Sangkuriang, and The Legend of Bamako. The reason why the teacher gave them the video was because she hoped that by giving the video the students could learn how to speak or tell a story using the right intonation and pronunciation and they also could learn on their own pace by means of watching the material if they did not understand the

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materials. After that, the teacher told the students what inside each video was that they were going to see and to learn at home. At the end of the lesson, the teacher asked the students what to do at home. Then one of the students raised his hand and told the teacher that they had to learn the videos given for the next meeting. Then the teacher closed the lesson and told the students not to forget to watch and to learn the video.

The second observation was conducted on Friday April 3rd. in this observation, the researcher observed the whole activity, from the beginning until the end of the class. The activity was different from the previous meeting but the opening is the same. The teacher greeted the students and led them to pray.

After she opened the class, she asked the students whether they remembered the task given in the previous meeting or not. At first, the students were confused and wondered what task that given before but then one of the students remembered and raised his hand. He said that at the previous meeting the teacher asked them to watch the video given for today's meeting. The teacher confirmed his answer by nodding then she asked the students whether they did the task or not. The answers of the students varied. Some students did it some did not. There were some students who did it but there were also some students who forgot to watch the video. Since only a few of the students watched the materials, the teacher arranged their seats so students who had already watched the video sat with those who had not watched the video. After that, the teacher began by asking the students who had already watched the video to tell the other who had not watched the video about what they were going to learn in the current meeting and to ask the teacher if they had question in their mind after watching the video.

Next, the teacher and the students continued their discussion. Then the teacher started to tell them a story and told the students to pay attention on the way she spoke because later on she would ask one of them to tell a narrative story. After she read the story, she asked the students to tell a story to their desk mate. She also told them that at the end of the class she would ask each pair what story that they discussed. She also told them not to forget to use English when they were discussing.

While the students discussed with their desk mate, the teacher walked around the class to check how their discussion was going. After awhile, something seemed to attract her interest. It was a pair of students who sat in the middle row. This pair had a hot discussion. It looked like they shared different opinion about things. After seeing this, the teacher asked the

students to pay attention to her. Then she shared what she got while she walked around the classroom to observe how their discussion was going. First, she told them that their discussion was surprisingly doing well. She said that even though some of the students could not speak English fluently, they still tried to speak English. Second, she said there were also some students who seemed to enjoy their discussion. They talked fluently. Then she continued by saying that there was a pair who attracted her attention the most. This pair, she continued, had a hot discussion that made her wondered what they were discussing. Then the teacher asked the students whether they could guess who the pair is. In addition, of course the students were confused since they were busy with their own discussion to pay attention to others. Seeing that the students could not guess who the pair was, the teacher called the pair's name. then she asked the pair what they were discussed. Then they told the teacher that they had different opinion about the genre of Cinderella story. The first student thought that the genre was romance since the story is about a prince who looked for his princess. While students' 2 thought that the genre was a tragic story since Cinderella was being abused by her step-mother. Then, the teacher told them that both of the answers were correct and explained the reason to them.

Right after the teacher explained about the genre of the story, one of the students reminded her that it would be time to break. Then the teacher said to the students that this would be the end of the meeting but she also said that she had a task for them. She told them not to forget to share the folder which contained video given on the previous meeting this time. She continued by told them to pay attention to the way the speaker in the video told a story because next meeting they were going to tell a story in front of the classroom individually. One of the students asked her whether they could choose the story freely or the teacher would decide it. The teacher answered by saying that they would chose one of the 4 stories, Sangkuriang, The Legend of Bamako, Prambanan Temple, and Malin Kundang. She also told them not to bring the text while performing. Because there was no question from the students regarding the task given, the teacher ended the meeting.

There are three main points in the implementation of “flipping classroom”; the video lectures given to the students, the students watched the video lectures given at home, and the activities happen in a class-time.

The first is about the video lectures given to the students by the teacher. In this research, the video

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lectures given were downloaded from the internet. The teacher gave five video lectures with maximum 15 minutes duration. When the teacher gave the video lectures, she explained the content of each video. The first video as it is stated before is about gestures and body language while doing story telling. The second video is about how to tell a story. While the rest videos are the examples of storytelling (see appendix). She also told the student to ask her on the next class meeting if there were contents of the video that they did not understand. This is different with Toto and Nguyen (2009). While in this study, the teacher asked the students to ask a question if they did not understand the video lectures given, Toto and Nguyen, instead of waiting their students to ask them a question, gave their students a quiz related to the video lectures given. Therefore, their students could do a discussion about the quiz given in the class meeting.

Continuing to the second point is the students watched the video lectures given. In this research, unfortunately, not all students watched the video lectures given. Some said that they forgot, while some others said that they did not get the video lectures. This point makes this technique cannot get the best result. This is supported by (Du et al., 2014) who stated that if the students do not oblige or watched the video lectures then this flipped model would be useless. Actually, after seeing this problem, the researcher concludes that Toto and Nguyen model that present previously was better. That kind of model, giving video followed by quiz, would help the less motivated students.

The last point is the activities happen in the class-time. After knowing the fact that not all of the students watched the video lectures, the teacher decided to arrange their seats so the one who already watched the video lectures could sit with the one who did not. Then she asked them to discuss about the video given. This is similar with what Toto and Nguyen did on their study.

The Result of the Students’ Monologue Speaking Task

This section was the description, in depth, of the students’ monologue speech while being taught using “flipping classroom”. The aspects of the students’ speech described in this section were the aspects that needed to be a good speaker. Those aspects are organization, fluency, pronunciation, grammar, and expression.

The first aspect was organization which function was to make the story became coherent. If there was an error in the organization of the story, then

the story would not make sense. It could distract the listener or audience in understanding and getting the meaning of the story. In this study, all of the students assessed were able to get this aspect right.

The second aspect, which was also the indication of a good speaker, was fluency. Fillmore, Kempler, and Wang (1979) defined fluency as the ability of a speaker to speak for long without hesitation and delivering the message of the speech in coherent and reasonable manner. Fluency was a great help to keep the conversation or communication going. In this study, not all of the students were able to speak fluently, only 15 out of 35 students. Furthermore, to be able to speak fluently was not easy. People often made mistakes while speaking fluently. These mistakes led to the explanation of the third and the fourth; pronunciation and grammar.

As it was stated before, most people while speaking fluently to maintain the conversation going often made mistakes in pronouncing words. For example in speaking narrative, people often mispronounce the words “*went*” and “*want*”. It was very risky and could lead to a misunderstanding. In this study the number of students who were able to speak fluently without mispronounced the words were 7 students.

Moreover, speaking fluently not only made people mispronounce words but also made them make grammatical errors while speaking. In this case, narrative, people often forgot to use past tense instead of present tense. The other grammatical mistake that often found was the use of “*was*” and “*were*”. These two words often reversed places. For instance instead of “*there was a princess*”, “*there were a princess*” were often used unconsciously. In this study, almost all of the students made grammatical mistakes. Some of them who did not is the one who did not spoke fluently.

Continuing to the next aspect was the expression. If pronunciation and grammar support the fluency of people’s speech, this aspect, expression, supported all of the previous aspects. It made the whole performance more interesting to watch. As for this aspect, only few students, 5 out of 35, had an interesting performance.

From the data stated before, it could be seen despite the fact that not all of the students watched the video lectures; their speaking ability was on a good level. However, some of the students still lack the fluency, pronunciation, and grammatical aspects.

CONCLUSION

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Based on the result of the data analysis obtained through observation and the result of student’s monologue speech, the researcher concludes that the implementation of “flipping classroom” in this study is doing great until a problem where not all students watched the video lectures occurred. The researcher also concluded the cause of the problem is their habit, do not reviewed what they learned at school at home. On the other hand, despite the student’s low response in learning the video lectures given, their speaking ability is rather on good level. However, they still need to practice the language in some aspects to enhance their speaking ability.

SUGGESTION

Based on the result of the data analysis and the conclusion above the researcher suggest “flipping classroom” to be continuously applied in teaching story telling despite the unsatisfying result of this study and give the students quizzes in each material given. It would be a great help to shape the new habit of the students to learn at home. It also would give more class-time for both teacher and students so that they could practice the language more. Thus, the students are able to communicate in English fluently and accurately.

While for the other researcher, this study is far from being perfect. Other observation finding in the same discussion will give contribution to the teaching of speaking.

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