

The Use of Flipped Classroom Approach in Understanding Structure courses

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ABSTRACT

The flipped classroom is an innovative learning approach for teaching English grammar in Understanding Structure courses. The lecturer may provide the students with a PowerPoint or video to watch at home. The grammar principles are then applied in class through discussion, practice, and peer evaluation. With this approach, students are encouraged to learn at their own speed and arrive at class ready for more in-depth discussion. This research approach is a literature review, which entails examining a range of sources, including pertinent research findings and reference books, in order to develop underlying hypotheses. The flipped classroom has been shown to improve students' motivation, foster active engagement, and improve their understanding of grammar principles. Its efficacy, however, depends on having top-notch materials and students taking ownership of completing assignments before class.

Keywords: Flipped Classroom, Grammar, peer feedback

INTRODUCTION

One of the most important components of learning English is grammar. The goal of studying English is to improve one's language and communication abilities. Grammar knowledge helps students to build proper sentences or phrases, which is crucial for efficient communication; without this comprehension, students may find this section difficult. Grammar is the set of rules for building words and sentences. For students to correctly arrange English words, it is crucial that they master this. One's ability to acquire and master other languages might be hampered by a lack of understanding of grammar, hence its significance cannot be emphasized enough. According to Framework (2010) by studying grammar rules, learners are able to make a sentence from words and how to arrange sentences become paragraph. In teaching grammar, it is important of the lecturer to confirm if the learners can apply their understanding of grammar to construct sentences. Thus, the approach to teaching grammar should emphasize not only the structure but also usage and the meaning.

The grammar course is one of crucial subjects that is consistently taught from the first semester through the fifth semester in the English education department in Indraprasta university. In Understanding Structure courses, This course focuses on the structure of English grammar, including Gerund, Coordinate Conjunction, Adverb Clause, converting Adverb Clause into Adverbial Phrase, Connective, and Conditional Sentence Betty Azar (1985). In this course, students are expected not only to grasp the theories or sentence structures of the English language but also to be able to practice and create their own sentences based on the grammatical rules they have learned.

Indraprasta University has blended learning method in the learning process, both online and offline. In the Understanding Structure courses in the 4th semester which has 3 credits with 100 minutes. due to limited time and material in the course learning process, then to study theory and practice ineffective to achieve the standard of student competence in the face-to-face class. In order for students to use grammatical patterns, students must study theories well

first, then work on exercises to understand the application of the theory, then they must practice constructing sentences based on the patterns learned. Therefore, it takes adequate time to study each topic on the Understanding Structure courses.

Based on the explanation above, the writer uses the flipped classroom approach offers an innovative solution by taking grammar lessons out of the classroom and using face-to-face time for interactive practice. The application of flipped classroom in Understanding courses can improve students' understanding and skills in grammar. The flipped classroom is a learning approach where students can engage with online or offline materials before attending class, building their knowledge and skills through guidance from their lecturer. According to Bergman and Sams (2012) said that basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class. The learning approach differs from the conventional method, where the teacher teaches the material in the classroom and then gives homework to the students at home. In the flipped classroom, communication between teachers and students is combined with self-study that usually uses technology, i.e. students receive video learning on the topic being studied. Learning Approach In Understanding Structure courses, flipped classroom method is expected to be the answer to existing problems. With this model, teachers can create videos that contain explanations about theories and rules of grammar and set examples. One of the advantages of this video is that students can watch back explanations from lecturers if needed. The videos used are not limited to the tape of the lecturer only, but can also include material from other appropriate sources. The use of this video is very helpful in overcoming time constraints in grammar learning.

The purpose of the study is to apply the flipped classroom method to improve student grammar skills in Understanding Structure courses. Flipped classroom has proven to be an effective approach to learning based on the results of several previous studies. Therefore, this method is considered appropriate to apply in Understand Structure courses on the English language education study program at Indraprasta University. Students will engage in material practice, complete tasks, and conduct group discussions. Teaching lecturers also have the flexibility of time to provide feedback on student work, so that they are expected to increase their motivation and ability.

LITERATURE REVIEW

1. Flipped Classroom

A flipped classroom refers to a learning approach that is enhanced through the use of technology. Some experts have argued some definition of Flipped classroom. Baker (2000) the flipped classroom refers to learning strategy that sticks to technology to deliver the materials to students outside the classroom and provide and discussion inside the classroom to make students more engaged in learning materials at a deeper level. In the flipped classroom, the students are actively engaged in their learning, and the teacher is as facilitator in the teaching-learning process. This approach opens up time for the teaching and learning process that emphasizes the role of students in cooperative environment. In other words, Strayer (2012) states that flipped classroom is a teaching approach that employs technology to shift course materials outside the classroom and apply the concept with practice inside the classroom. Strayer also reveals that the technology used in the flipped classroom has two criteria. The first is that it has to explain course materials and provide examples of the concepts entirely. The second is that it is intended to deliver a broad knowledge of the materials and should have few technological issues.

Another definition of the flipped classroom is from Hamdan et al. (2013) the flipped classroom is pedagogical approach in which teachers deliver the learning materials by using technology such as screencast or video recording as well as make it available for students to access it outside the classroom as many times as they need to transform in class time into a dynamic, collaborative learning space in which teachers actively engage students in the learning process. The same point is also argued by Bishop and Verleger (2013), that define flipped classroom is an educational technique that has two substantial components: the use of technology outside the classroom and the involvement of interactive learning activities inside the classroom.

It can be concluded that the flipped classroom method is a strategy where learners study the subject matter using different technology-based resources outside the classroom, then practice the concepts by participating in interactive learning activities during class time. This approach aims to help students connect with the content more profoundly.

2. Types of flipped classroom

According to Utami (2017), the flipped classroom learning model has several types, namely as follows:

a. Traditional flipped

Traditional Flipped is the simplest flipped classroom learning model. The learning step is for students to watch learning videos at home, then when in class they do activities and do the assignments given in groups. Then at the end of the lesson, quizzes are conducted individually or in pairs.

b. Mastery Flipped

Mastery flipped is a development of Traditional Flipped. The learning stages are almost the same as Traditional Flipped, except that at the beginning of the lesson they are given repetition of the material at the previous meeting.

c. Peer Instruction

Flipped Peer Instruction Flipped is a learning model where students learn basic material before starting the class through videos. When in class students answer conceptual questions individually and students are given the opportunity to argue with each other on the questions given to convince their friends to answer. At the end of the lesson, an individual comprehension test is given.

d. Problem based learning

Flipped Problem Based Learning Flipped is a learning model in which students are given videos that provide instructions for solving problems that will arise in class. In this model students work with the help of the teacher. When in class, students do experimentation and evaluation.

3. Characteristics of Flipped Classroom

According to Abeysekera and Dawson (2015), the characteristics of the Flipped Classroom learning model that distinguish it from ordinary learning models are:

- a. Change in the use of class time.
- b. Change in the use of time outside the classroom.
- c. Do activities that are traditionally considered homework in class.
- d. Do activities that are traditionally considered in the classroom, outside the classroom.
- e. Activity in the classroom emphasize active learning, peer learning and problem solving.

- f. Pre and post class activities.
- g. Use of technology, and video as the media.

4. Benefits and challenges of Flipped Classroom

According to Basal (2015), a flipped classroom has many benefits. The explanation are described as follows:

- a. Learning one own pace

Unlike the regular class which the teacher lectures in classroom with limited time, the flipped classroom students have more time to learn. The students are free to watch the video whenever and wherever they are interested in. Moreover, the students may repeat many times whenever they want. Therefore, the subject is more easily to understand.

- b. Advance students preparation

Watching video or reading some articles beforehand give foreknowledge about what they are going to study in the class. Students have already known to what unit topic they will discuss in the classroom. They are more prepared to attend and continue the next lesson. Furthermore, advance preparation improves students' comprehension of the content of the lesson and increases their participation in the classroom activities.

- c. Increasing participation

Flipped classroom helps students to be more active in the classroom activities. It is due to the advance preparation. Students' participation in the classroom is more than before as they watch the video regularly. The participation in the classroom increases since the lecture is given outside classroom hour, and the time in the classroom activity meeting with teacher is dedicated to discussions and increasing comprehension.

- d. Overcoming the limitation of class time

Considering the fact that class time is not enough for learning, flipped classroom is useful and necessary for the students. Learning a subject with many students and limited time is considered ineffective for the students. Moreover, learning language requires experience in the language. Class time is not enough to learn in depth. Students need more time to get more explanation for their next lesson.

Despite many benefits of flipped classroom several challenges must also be acknowledge. Correa (2015) mentions some challenges for the teachers in implementing flipped classroom, and he proposes a solution:

- a. Boring/ not engaging lessons : there might be more distraction than there would be in classroom if students were learning the materials at home without teacher supervision. Teachers can avoid boredom by using multimedia and other entertaining information, keeping the video-based material brief, and giving their students something to do. At the same time, they watch such as taking notes or completing an online quiz.
- b. Making teachers no longer needed. Some teachers may feel that their efforts to flip the classroom will backfire and demonstrate that they are no longer needed. The solution is that the teacher can adopt the perspective that teaching is about more than just imparting knowledge. Videos can replace lectures between the teacher and students, but they cannot replace the depth of many additional exchanges between all parties.

- c. Students need to watch the videos/learn the material before the class. It is undeniable that some students may need to learn the material that the teachers give before attending the class. The teacher should remind the students about the importance of preparing the materials before the class to complete the in class learning.
- d. Need for more (technology) resources and time to produce the materials: school with limited funding may require additional resources to provide the necessary based-materials may take too much time. The solution is that the teacher can use various tools on a low budget but still give good results. Additionally, the teacher can take video or technology-based materials from trusted internet sites to save time. The flipped classroom is not about technology but about changing pedagogy meaningfully.

5. Teaching grammar in Understanding Structure courses by using flipped classroom

Flipped Classroom design is based on theory of Bloom's (1956) received taxonomy of cognitive domain. This taxonomy provides six major categories of cognitive processes, starting from the bottom to the highest level:

- a. Remembering: In this step, students recall the material (every chapter) from the video and PPT that given by the lecturer at home or outside the classroom.
- b. Understanding: Students are able to understand and interpret the material from the video and PPT and write some difficulties that they get when they learn from the video.
- c. Applying: Students identified and explore the whole of materials in Understanding Structure courses.
- d. Analyzing: by using their critical thinking, students are able to analyze error inside the sentences, discuss and share their difficulties in learning materials.
- e. Evaluating: Students make judgements and assessments about the value of ideas and the whole learning process, interpret and justify.
- f. Creating: Students are able to make their own sentences appropriately.

RESEARCH METHOD

This research method is a literature review, which is a conceptual examination aimed at classifying and detailing concepts that are related to a specific study or topic, and explaining the connections between those concepts. Sarwono (2006) suggests that a literature review study involves reviewing various sources, such as reference books and relevant research results, to establish underlying theories or concepts for the research topic being investigated.

Research activities were carried out by gathering published literature from books, journal articles, conference proceedings, theses, and dissertations. The study followed stages involving collection, processing, and conclusion of data by employing documentation methods and techniques. This included selecting, analyzing, and presenting data in accordance with the referenced literature relate to this study.

RESULT AND DISCUSSION

Grammar learning activities in classes both offline and online do not always go as expected. Sometimes students can understand the material, sometimes students have difficulties. Students need a long time to solve problems, while limited to that

learning time short at school. Flipped classroom allows lecturer to take advantage of longer time help students in problem solving, as Lesson material can be studied and understood by students outside classes/at home or anywhere and anytime before the start of a class meeting to learn through video. In the application of flipped classroom, students have learned first about the material, so that when the learning is offline, they are ready to make the correct sentences in grammatical pattern based on the material delivered by lecturer. This situation encourages students to be more excited in the learning process. This teaching method also allows students to understand the material more deeply, as they have enough time to study theory and practice through video. The flipped classroom classroom is suitable for grammar teaching, where students must not only understand grammar rules, but also be required to apply these rules. Thus, grammar learning takes a long time. According to Kaur (2020) "Consequently, the teaching of grammar knowledge requires a considerably great deal of time. Even though adequate grammar learning activities are already arranged in the classroom, yet an additional grammar practice class is crucial to be carried out as well. Kaur's statement above is in line with the flipped classroom that applies inside learning coupled with outside class for Grammar classes.

There are several procedures that must be performed in the use of flipped classroom in Understanding Structure courses performed by lecturer. The first, pre-class; The lecturer conveys about semester learning plans in Understanding Structure courses and introduces learning strategies and learning rules with flipped classroom. Then the lecturer must prepare material based on the learning objectives and the learning content integrated with technology and encourage students to learn it outside the classroom before attending class. Materials can be used in the use of flipped classroom, are video and ppt. The second, out-class learning; the students are asked to watch video about the material and do note some difficulties materials. After the students learn the materials, they have an online discussion. Not only the lecturer gives some questions but also the students ask that they have not understood about the materials. And the students do some quizzes for recalling the material. The third, in class activities; It occurs in the classroom during the teaching process. Due to the fact that the material has been viewed by students before they attend class, the lecturer must motivate them to participate in engaging activities. The lecturer asks some questions from each student based on their notes. Students conduct discussions in groups and deliver the results of their discussions and work together in groups to solve problems given by lecturer. The students are asked to make their own sentences correctly in grammatical pattern, also they make some error sentences and random to the students for correcting the sentences. Then, the lecturer gives directions to students to think critically and organize learning activities to be more interactive and expand student knowledge. The fourth, peer feedback and reflection; Peer feedback and reflection are supplementary components in a flipped classroom, yet they play a vital role. After the student finish to understand the materials in Understanding structure, peer feedback will be conducted to correct the students' sentences. In this activity, the lecturer encourages students to give constructive feedback. After participating in the peer feedback session, students are required to engage in reflection. This reflection includes discussions with peers and the lecturer to identify key areas for improvement.

CONCLUSION

The flipped classroom method is an approach that can be a way to improve students' understanding of grammar. When using this method, students can be better

prepared to receive lessons, as they have acquired basic knowledge of the videos that have been watched before. The flipped classroom method has several procedures in its implementation, namely pre class, the lecturer prepares the material well based on to the semester learning plan and then lecturer provide videos to students for their material and lastly students are asked to do notes what they have not understood yet. Out class, students are asked to study the material through video then online discussion and the lecturer gives quiz to students who aim to know the student's understanding of the material submitted. Then in class activity, the lecturer will review student's learning material at home. At this stage, it is used to improve understanding through group discussions, question-answer sessions, and problem-solving activities facilitated by the lecturer. And the last stage, peer feedback. Providing feedback from peers about presentation tasks or understanding of the material. By actively involving students in the assessment and improvement of their learning outcomes, rather than solely relying on the teacher. When implemented effectively, peer feedback can serve as a highly valuable tool for enhancing the quality of education.

This approach offers a wide range of advantages in teaching grammar, including increased student participation, stimulating independence in learning, and providing opportunities for lecturers to better recognize each student's needs. Therefore, the role of lecturer is not only as a facilitator, but also as an active learning director in the classroom. This approach also facilitates optimal use of technology in the educational process.

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