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## The Implementation of Flipped Classroom using Telegram Bot Messaging Application in the Reading Class

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### ABSTRACT

This study explores students' perceptions of the Flipped Classroom approach in the context of reading classes within the English Department at Halu Oleo University. The research aims to assess students' attitudes towards Flipped Classroom, identify its perceived advantages and disadvantages, and analyze its impact on teaching and learning. Drawing on the Technology Acceptance Model (TAM) and existing literature on Flipped Classroom, the study employs a descriptive qualitative design, utilizing both close-ended and open-ended questionnaires. Findings indicate that while students generally exhibit positive attitudes towards Flipped Classroom, there are concerns regarding ease of use, particularly due to issues with internet connectivity. However, students recognize the usefulness of the approach, citing benefits such as increased preparation time, flexibility, motivation, and improved comprehension. The study underscores the importance of considering students' perspectives when implementing educational innovations like Flipped Classroom, especially in settings with varying technological infrastructure.

### *Keywords:*

*Flipped classroom, student perception, reading class, Technology Acceptance Model, educational innovation*

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## 1. Introduction

Technology has become an integral part of educational settings (Basal, 2015). Over the past years, a number of studies have shown benefits from the use of technology in education. Nowadays, educators should incorporate technology into their teaching to create better learning opportunities for their students. With the use of this technology, lecturers can provide rich learning experiences to the students and create more engaging and motivating classroom atmosphere. Furthermore, the improvement of technology makes most textbooks, science and information are published in English. Therefore, the EFL students must be able to master English language and to understand all kinds of text written in English. In order to understand the text, reading skill is the main thing that should be mastered by the students.

However, the implementation of reading classroom in ELT still has a lot of weakness. There are still some students who face many problems especially in reading classroom. One of the problems is the fact that teaching and learning process just

focused on doing homework in a website. The lecturer just uploaded the reading task in a website and asked them to do assignment related to the task at home. A potential solution for this problem is applying new teaching approach called "Flipped Classroom". Flipped classroom is an approach which asks the students to watch a video, read a book or read power point slide of learning subject in their house then do the project or activity in the classroom. They can do it individually or in a group (Schneider, Blikstein, and Pea, 2013). Hamdan et al. (2012) stated that in the Flipped Classroom, lecturers shift direct learning out of the large group learning space and move it into the individual learning space, with the help of one of several technologies.

Regarding to the use of flipped classroom, there are some study conducted by some experts to prove this research. The first study conducted by Jehma (2016) in order to investigate the implementation of the Flipped Classroom approach on EFL learners in writing skills. The results show that the students had some improvement in English writing skills according to the different scores of the first writing performance with the score of 113 or 56 % and the final writing performance with a higher score of 134 or 67 % which were measured by using the rubric distributed to the students at the beginning of the course. The second study conducted by Ahmad (2016). The results obtained from the experience of the flipped classroom implementation in the language classroom shows that the flipped classroom had a significant effect on the listening comprehension of Egyptian EFL students.

Therefore, Flipped Classroom had been implemented in many English classes that focus at some skills in the field of English Education. Even in Halu Oleo University this approach had been used. It had been implemented to the 2015 year student. Flipped classroom had been conducted by one of the lecturers of English Department Mr. Wahyudin Madil, S.Pd., M.Pd. He used this approach in reading class. However, there are still some problems in implementing this class in Halu Oleo University such as the limited supporting tools and it becomes the main problems in implementing the Flipped Classroom.

In conclusion, based on the reviews above, the researcher is interested to conduct a study about Flipped Classroom which focuses on the students' perception in reading class at English Department of Halu Oleo University. Besides, there was no one that find out about students' perception about Flipped Classroom in the reading and it is very important to know students' perception to the use of flipped classroom especially in reading class before use this approach further, in which this approach already been used in our university before. Further, the study also analyzed the kind of perceived advantages and disadvantage of Flipped Classroom for students' reading.

## **2. Literature Review**

### **Theory Acceptance Model (TAM)**

Technology Acceptance Model (TAM) was introduced by Davis (1989) in his Doctoral Thesis. TAM itself has been used by the entire researcher around the world which to provide an explanation of the determinant technology acceptance. Davis in

Amri (2014) develops and validates three specific variable, perceived usefulness, ease of use, and assumption as a determiner in user acceptance toward computer.

Regarding to this theory, the researcher conducted the questionnaire into two types. They were close-ended questionnaire and open-ended questionnaire. In the close-ended questionnaire, the researcher divided the item questions into three main aspects based on TAM theory. They were perceived ease of use (PEOU), perceive usefulness (PU), and user acceptance (UA). The questionnaire was adapted by Karimi and Hamzavi (2017), Quarato (2016), Roach (2014) and Alsowat (2016). It was aimed to find out students' perception towards Flipped Classroom in ELT classroom. In other side, the open-ended questionnaire consisted of three item questions which were aimed to directly find out about students' perceived advantages and disadvantages of Flipped Classroom in ELT classroom.

### **Definition of Flipped Classroom**

The "flipped classroom" is one of the most recently emerged and popular technology-infused learning models. Bishop & Verleger (2013) states in flipped classroom, learning is divided into two parts – interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom.

According to Bergmann and Sams (2012), a flipped classroom can be described as a setting where 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". In other words, the sequence is inverted. Besides, they claim that 'flipping' increases classroom interaction.

Hamdan and others offer a definition: "In the Flipped Learning model, lecturers shift direct learning out of the large group learning space and move it into the individual learning space, with the help of one of several technologies" (Hamdan et al., 2013). Many researchers have put forth variations on the definition of "flipped". The main idea is to shift the attainment of content before class in the form of instructional videos, reading material, recorded lectures and other remotely accessed instructional items. Then, instructors spend in-class time applying the material through complex problem solving, deeper conceptual coverage, and peer interaction. In addition, a flipped classroom requires that students have access to technology, whether this is provided by the university (a substantial cost to the institution) or by the student (a substantial cost to the student). (Strayer, 2012; Tucker, 2012; Gajjar, 2013; Sarawagi, 2013). Sarawagi (2013) suggests that it is defined by facilitating low-level (terms, definitions, and basic content) learning outside class and high-level (application-based) learning within class.

Based on the above definitions, it can be concluded that flipped classroom is a kind of blended learning which shifting the way lecturers provide instruction by inverting traditional teaching methods to engage students in the learning process. Using technology, lectures are moved out of the classroom and delivered online as a means to free up class time for interaction and collaboration.

### **Previous Study**

There are some studies which relevant with this research. The studies below reviewed about the use of flipped classroom.

First study which entitled "Student Perceptions of The Flipped Classroom" conducted by Graham Brent Johnson. This study was to examine student perceptions of the Flipped Classroom and to assess the role social media, educational technology, mastery learning, and self-pacing played in Flipped Classroom environments. The results revealed three major findings: students are doing less homework in a Flipped Classroom than in a traditional lecture-based classroom, students enjoyed learning in a Flipped Classroom environment, and students benefited from watching their lectures in condensed lesson videos.

Second study is a study on "Flipped Learning as a Strategy for an Effective EFL Classroom" conducted by Hambalee Jehma (2016). This study was to investigate if the implementation of the Flipped Classroom approach is effective in mastering the EFL learners' English skills with high satisfaction. Result showed that the students had some improvement in English writing skills according to the different scores of the first writing performance with the score of 113 or 56 % and the final writing performance with a higher score of 134 or 67 % which were measured by using the rubric distributed to the students at the beginning of the course.

Third study is a study which entitled "The Effect of Flipped Model of Instruction on EFL Learners' Reading Comprehension: Learners' Attitudes in Focus" which conducted by Mernoosh Karimi & Raouf Hamzavi (2017). This study aimed at investigating the effect of flipped model of instruction on EFL learners' reading comprehension ability. Moreover, this study aimed at identifying EFL students' attitudes toward flipped model of instruction. The results of ANCOVA revealed that flipped model of instruction had a significant positive effect on the reading comprehension ability of EFL students. Moreover, the results of frequency analyses indicated that EFL students in the experimental group had positive attitude towards attitude flipped model of instruction and agreed that it was helpful to them in many ways.

The last study is a study which entitled "The Effect of a Flipping Classroom on Writing Skill in English as a Foreign Language and Students' Attitude Towards Flipping" which conducted by Mervat Abd Elfatah & Ali Said Ahmed (2016). This study aimed at investigating the effect of a flipping classroom on writing skill in English as a foreign language and students' attitude towards flipping. The results of this study indicated that not only did flipping classroom instruction improve students' attainment in writing but also it improved their overall attitudes and beliefs towards the writing skill. Moreover, this teaching method boosted students' motivation and class engagement. Students in the experimental group demonstrated a better writing attainment through the flipped classroom instructions, and found that they became more engaged and responsible of their learning.

To sum up, most of the previous study began to notice the effectiveness of using flipped classroom on EFL students in teaching and learning process and students' positive perception towards this approach. However, there was no one that find out about students' perception about the use of this approach in English Education department of Halu Oleo Univeristy, in which this approach already been used in our

university before. Thus, the researcher is interested to conduct a study about the flipped classroom which focuses on the students' perception in reading class at English Department of Halu Oleo University.

### **3. Research Method**

The research design of this study was descriptive qualitative design. The sample of this study was students of English Department who involved in reading class, particularly 1st year academic students in class A which consisted of 54 students. Instrument of this study was questionnaire. There were two types of questionnaires that used in this study, the close-ended questionnaire, and the open-ended questionnaire. The close-ended questions were used to provide the statistical information about the general picture of students' perception of Flipped Classroom. The questionnaire is composed of a 5-point Likert-type scale and students choose every statement of the questionnaire. The responses will be ranged from "strongly disagree" to "strongly agree". The items in the questionnaire will cover the aspects of perceived ease of use, perceived usefulness, and user acceptance. On the other hand, the open-ended questions were used to provide the written information about the perceived advantages and disadvantages of Flipped Classroom.

### **4. Result**

Students' perception questionnaire was distributed to students. The result from Perceived Ease of Use (PEOU)'s aspect 51% positive, 23% neutral, and 26% negative. The result from Perceived Usefulness (PU)'s aspect 74% positive, 21% neutral, and 5% negative. The result from User Acceptance aspect 66% positive, 28% neutral, and 6% negative. As a result, it was found that the students' perception towards Flipped Classroom was positive. More than a half number of students who participated in this study tended to give the positive responses in 2 aspects (PU & UA) of perception towards Flipped Classroom.

First, this study found that students did not highly agree to the ease of Flipped Classroom approach. This result has difference correlation with Coner et al. (2014). Their findings showed that being able to use a smartphone contributed to accessibility and ease of use. In other side, they found that the students felt easy to access the videos and appreciated being able to access the online through smartphones. However, their study were conducted in abroad university where any facilities and internet connection were in stable condition. Different with this study where students faced some problems such as the low quality of internet connection when experiencing this approach. It implies lucidly that the quality of internet is an important thing for students to support teaching and learning process and it is the main problem on applying online learning especially in English Department.

Second, this study found that students respond positively to the usefulness of Flipped Classroom. It is similar to Karimi and Hamzavi (2017). Their studies found that most of the EFL students agreed that flipped model instruction would be helpful in improving their reading comprehension ability (Q9). Moreover, this study also has

similarity to Johnson (2013). The similarity is the findings showed that students had further opportunities to communicate with their classmates and teacher (Q8). Moreover, students reported that they benefitted from being able to watch the video at a time that suited their schedule and their learning needs. They also appreciated that the video could be paused, rewound, and even fast-forwarded when they understood a concept.

Last, this study concluded that students had positive perception towards the use of Flipped Classroom in reading class. This conclusion has similarity and difference correlation with Karimi and Hamzavi (2017) and Johnson (2013). The similarity is the findings showed that students had positive perception towards Flipped Classroom and it made them feel more engaged in Flipped Classroom class than in traditional classes (Q13). Moreover, this study was found that students simply enjoyed learning in a Flipped Classroom (Q15). In other side, students respond towards their satisfaction using this approach is higher than those previous studies (Q18). It is because this approach is a new model in teaching and learning process. It is something new to apply video lesson as a tool for learning in English Department.

## **5. Conclusion**

This present study attempts to identify the students' responses towards Flipped Classroom, as an approach in reading classroom, in the English Department of Halu Oleo University. The responses themselves referred to the students' perception and their perceived advantages and disadvantages of this approach. From the findings of the study and the discussions based on the theoretical proportions of the literature, the researcher draws the following conclusion: Based on the result of the close-ended questionnaire, it can be concluded that students' perception towards Flipped Classroom was positive. It was found that 66% of students stated positively in terms of User Acceptance aspect of the close-ended questionnaire.

The perceived advantages of Flipped Classroom approach for students are: (a) gives them the chance to prepare their self in advance; (b) flexibility to learn from the videos; (c) increased students motivation for learning; (d) helps student to comprehend the topic in reading class better; (e) increased good communication between students to students and students to lecturer. While, for the perceived disadvantages, this approach are depends too much on the quality of internet network and internet quota.

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