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STUDENTS' PERCEPTIONS OF FLIPPED APPROACH IN EFL CLASSROOM: A SURVEY RESEARCH

THESIS

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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2019

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THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Program, Language and Arts Department,
Faculty of Teacher Training and Education,
Jember University

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DEDICATION

The thesis is respectively dedicated to:

1. My beloved father (Mashuri) and my dearest mother (Siti Aminah) who always support and love me endlessly.
2. My lovely brothers (Rizky Dwi Pangestu and Restu Maulana Ibrahim) and all family who sincerely wish for my best.
3. My beloved friends who are never fed up on supporting and appreciating my works.

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MOTTO

"I don't wear the opinions of others anymore, I learnt to dress my self"

(The Gengges)

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STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole part, to quality for any other academic award; ethics procedure and guideline of thesis writing from the university and the faculty had been followed.

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Jember, July 23rd, 2019

The Writer,

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CONSULTANT'S APPROVAL

STUDENTS' PERCEPTIONS OF FLIPPED APPROACH IN EFL CLASSROOM: A SURVEY RESEARCH

Thesis

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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, July 29th, 2019

Eka Duriyatul Muhlisoh

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SUMMARY

Students' Perceptions of Flipped Approach in EFL Classroom: A Survey Research; Eka Duriyatul Muhlisoh; 150210401055; 51 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

For generations, teachers have taught their students through conventional teaching in the classroom. The underlying idea of this type of teaching is that, most of the teaching and learning process takes place in the classroom. However, conventional teaching is considered as ineffective, inefficient and irrelevant pedagogical approach in the classroom. A new pedagogical approach called as a Flipped Classroom is introduced. It is a new teaching paradigm which reverses the situation in the conventional teaching. In flipped classroom, students acquire their knowledge at home by watching videos and/or reading passages as their homework. Thereafter, school time will be used to apply their knowledge in the form of problem solving and practical work. As it is in the Flipped Classroom, it is possible to utilize technology during the Flipped Learning processes. Moreover, the focus of this study is to investigate students' perceptions on Flipped Approach with the utilization of E-learning platform in EFL Classroom. Perceptions can be classified into two categories; there are Bottom-Up perception and Top-Down perception, in which Bottom-Up perception is determined by people's optical flows, while Top-Down perception is as something processed through people's previous experiences. In this research, the researcher decided to implement the theory of Top-Down perception. In addition, Flipped Learning processed became students' previouse experience. Furthermore, This research involved 42 sophomore English majors of Advanced Writing C Class at Jember University. the data were collected through questionnaires (Flipped Learning Experience and Technology Acceptance Model) and flipped note, and then it was analyzed statistically through SPSS 16.0 by using the formula of Descriptive Statistics.

The analysis of the questionnaires revealed that in general, the theory-based flipped classroom treatment motivated the students in learning the materials, enhanced the students' knowledge, improved their writing ability, and engaged

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them more in the learning tasks. It is notable, however, during the pre-class and in-class activities there were some students who underf performance by showing their low motivation and passive engagement. This case happened might be because the students did not aware about the Flipped Learning, as this study was only conducted in the half semester. Thus, in general Flipped Approach gave beneficial outcomes for students.

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CHAPTER I. INTRODUCTION

This chapter presents some aspects related to the topic of the research; they are research background, research problems, and research contributions. They are respectively written in the following sections.

1.1 Research Background

For generations, teachers have taught their students through conventional teaching in the classroom. The underlying idea of this type of teaching is that, most of the teaching and learning process takes place in the classroom (Afrilyasanti, Cahyono, & Astuti, 2016). This practice, however, has been gradually abandoned by teachers as it has several drawbacks; students in conventional classroom often become confused and frustrated, and their confusion can lead to misconceptions (Kirschner, Sweller, & Clark, 2006). It happens because in conventional teaching, the information may come too slowly or cover the information that students already knew (Souza & Rodrigues, 2015). Besides, students are not directed to actively engaged in the learning process, they are forced to listen to teachers' explanation, and, record the information by taking some notes which results passive classroom instruction (Khalaf & Zin, 2018). Teachers subsequently give homework to students to substantiate their understanding, in doing their homework, students might not have any assitance to help them while they get any confusion on the vague concepts (Afrilyasanti, Cahyono, & Astuti, 2016). In fact, if students want to clear their confusion, they still have to wait until the following meeting to have their teacher's assistance (Bergmann & Sams, 2012:14). As a result, conventional teaching is considered as ineffective, inefficient and irrelevant pedagogical approach in the classroom (Souza & Rodrigues, 2015).

A new pedagogical approach called as a Flipped Classroom is introduced. It is a new teaching paradigm which reverses the situation in the conventional teaching. In flipped classroom, students acquire their knowledge at home by watching videos and/or reading passages as their homework. Thereafter, school time will be used to apply their knowledge in the form of problem solving and

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practical work (Hsieh, Wu, & Marek, 2017). In this case, students who experienced misconceptions will get the most help, because they do not need to attend lecture to listen to the teacher presents the information, instead, they take on more tutorial role (Bergmann & Sams, 2012:14). Furthermore, after the classroom session, students still have chances to re-play videos or re-read passages that have been shared by teachers in any online learning platform, such as E-learning websites for having deeper understanding (Roth & Suppasetseree, 2016).

The issue of flipped classroom has been investigated by some researchers in different classes by implementing different online learning platforms with different purposes. The specific issues investigated are the role of flipped instruction in the classroom (Evseeva & Solozhenko, 2015; Afrilyasanti, Cahyono, & Astuti, 2016; Nouri, 2016; Quyen, 2017; Hsieh, Wu, & Marek, 2017; Sojayapan & Khlaisang, 2018), and the integration of online learning platform and flipped learning (Sohrabi & Iraj, 2016; Hsieh, Huang, & Wu, 2017; Yilmaz, 2017; Fauzan & Ngabut, 2018). By applying different online learning platforms in diferent classes, such as Facebook in General English Class (Quyen, 2017), E-learning in Computer Class (Yilmaz, 2017), Moodle in General English classes (Evseeva & Solozhenko, 2015; Nouri, 2016), Line in Oral Training Classes (Hsieh, Wu, & Marek, 2017; Hsieh, Huang, & Wu, 2017), and Websites in Writing and Computer Classes (Afrilyasanti, Cahyono, & Astuti, 2016; Sohrabi & Iraj, 2016; Sojayapan & Khlaisang, 2018; Fauzan & Ngabut, 2018), the result of the previous studies showed that the implementation of Facebook in General English Class revealed positive perceptions from the students (Quyen, 2017). Meanwhile, E-learning in Computer Class (Yilmaz, 2017), Line in Oral Training Classes (Hsieh, Wu, & Marek, 2017; Hsieh, Huang, & Wu, 2017), and Moodle in in General English classes (Evseeva & Solozhenko, 2015; Nouri, 2016) increased the students' motivation in learning the materials. Also the implementation of Websites in Writing and Computer Classes can improve the students' learning ability and achievement (Afrilyasanti, Cahyono, & Astuti, 2016; Sohrabi & Iraj, 2016; Sojayapan& Khlaisang, 2018; Fauzan & Ngabut, 2018).

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From the ten articles reviewed, it can be revealed that the platform used mostly in the previous studies were Facebook, LINE, Moodle, Websites, and E-learning. Meanwhile, not all of the platforms are popular among students. In the present study, the researcher would like to utilize E-learning platform in which E-learning is the only platform suggested in Jember University. E-learning is not as popular as Facebook and Line, which means that the users of it might not be as skillfull as the users of Facebook and Line. Facebook and Line provide familiar features and they are quite easy to use. On the contrary, E-learning provides unfamiliar features that can cause barriers among users, such as confusion, distraction, and so on. The use of unfamiliar platform in classroom might cause any different perspectives from the users. Moreover, previous studies were conducted in different classes with different language competence such as Flipped Approach which were used in Computer Class, General English Class, Oral Training Class, and Writing Class.

The previous study was conducted in Writing Class by implementing Websites platform, which was not specifically explained by the researcher. Meanwhile, in the present study the research will be conducted in the Writing Class with the implementation of E-learning platform. Students in the Writing Class might need more time to practice their writing skill outside the classroom and use the offline class for the consultation. Having the concept of Flipped Approach, the researcher expects that students can have more time to consult their writing inside the classroom. Considering the informations above, the researcher would like to investigate the utilization of E-learning in Writing Class by using Flipped Instruction. The gap in the present study covers the investigation onstudents' perceptions on the implementation of E-learning in a flipped classroom, in the Writing Class. The finding of the study is expected to contribute knowledge about how well E-learning plays its role in the flipped classroom, and how well the flipped classroom facilitates students in Writing Class.

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1.2 Research Problems

Based on the research background above, the research problems are formulated as follows:

1. How do the students perceive the flipped class learning experience?
2. How do the students perceive the platform selected for the flipped learning treatment?

1.3 Research Contributions

1.1.3 Theoretical Contribution

The result of this research is expected to be useful for the development of the theory of Flipped Approach in education.

1.1.4 Practical Contribution

The result of this research is expected to be the guidance for the English lecturers at Jember University in implementing Flipped Approach in the classroom. Furthermore, this research is also expected to be useful for the programmer of *E-Learning* at Jember University in monitoring the effectiveness and the students' satisfactions on the use of *E-Learning* as an online learning media.

1.1.5 Empirical Contribution

The result of this research is expected to be the new information for other researchers, that the present study concerns about the implementation of unfamiliar online learning platform *(E-learning)* in the flipped classroom.

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CHAPTER II. LITERATURE REVIEW

This chapter presents some aspects related to the research problems; they are theoretical framework, conceptual review and previous research review. They are respectively written in the following sections.

2.1 The Theory of Perception

Perceptionis based on the information volume of a person's sensory input (Demuth, 2013). Moreover, Demuth (2013:24) explained that in order to process the information volume of a person's sensory input, he/she needs to have prior experiences or knowledges, or other influences which can help them organize the information. Thereafter, the information volume will be processed only via revealing and explaining (Gibson's theory in Demuth, 2013: 27). In short, perceptions cannot be produced if a person has no prior experience or knowledge on the surroundings.

According to Demuth (2013:23), perceptions can be classified into two categories; there are Bottom-Up perception and Top-Down perception. Bottom-Up perception is briefly explained by Gibson (in Demuth, 2013: 24), it is determined by people's optical flows. On the contrary, Gregory (in Demuth, 2013: 30) explained that Top-Down perception is as something processed through people's previous experiences. Considering the difference between those two categories, the researcher decided to implement the theory of Top-Down perception, because the researcher needs students' previous experience before they finally reveal their perceptions. Gregory (in Demuth, 2013) briefly explained that people's sensory data have the past and the future which changes itself and influences each other. Gregory believed that people's personal experiences, motivations, expectations and social statuses are the significant things in perception. Moreover, Gregory also realized that people perceive their environment by integrating feelings into a broader context of their beliefs and opinions.

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2.2 Flipped Approach

According to Triantafyllou, Kofoed, Purwins, & Timcenko (2016) Flipped Classroom is a classroom set where classroom activities and homework sessions are inverted. Inverting classroom means that usually classroom activities take place inside the classroom now it takes place outside the classroom (Lage, Platt, & Treglia, 2000). In line with this, Bergmann & Sams (2012:13) also explained that in the flipped classroom activity, the activity which is usually done in class is now done at home, and that which is usually done at home as homework is now completed in class. From the three statements above, it can be concluded that Flipped Classroom has different way from the conventional classroom in presenting the classroom activities for students.

According to Strayer (in Soliman, 2016)**,** in the Flipped Classroom, the course content is shared outside the classroom by teachers, while the engagement of the content is learnt deeper inside the classroom. Teachers usually share materials through online learning platform. There are many online learning platforms available, such as Facebook, Twitter, Whatsapp, Moodle, E-learning, and so on (Quyen, 2017).

2.3 E-learning platform

According to Shi (2016) E-learning platform is a platform where the discussion forum between teachers and students can be done in a non-synchronized manner at any time, as long as there is an internet connection. In other words, the discussion forum through E-learning is not limited by time but internet connection. Shi (2016) also explained thattopics in the discussion forum can be general topic of interest or on a specific topic. It means that the discussion topic is flexible. The teacher freely establishes the topic that will be discussed in the discussion forum.

Based on the explanation above, it can be concluded that E-learning platform gives more chances for teachers and students to get involved in the discussion forum, because it is unlimited forum, where it can be done in a non-synchronized manner at any time. Another idea about E-learning platform is that it depends on

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the internet connection. If there is no internet connection, then the users cannot access the E-learning and the discussion forum cannot be done.

2.4 The E-learning of Jember University

The E-learning of Jember University was released in March 2018. Each lecturer and student at Jember University has their own E-learning account. It facilitates both lecturers and students in a digital way. Lecturers utilize E-learning to share the learning materials, to give assignments, to develop online discussion forum and so on. Meanwhile, students utilize E-learning to download the learning materials, to submit their assignment, to get involved in online discussion forum, and so on. Moreover, E-learning also offers some facilitation, such as *Course Overview, Private Files, Calendar, Chatting Space*, and so on. Thus, E-learning is an official online learning platform applied in Jember University.

2.5 The steps of implementing Flipped Approach through technology in the Classroom

According to Bergmann & Sams (2012:14-16) there are four stages for implementing Flipped Approach through technology in the classroom:

Outside the Classroom

1. Distributing articles and/or power point presentation
   a. It should be done at least the night before the class.

Inside the Classroom

1. Warming-up Activity *(5 minutes)*
   a. Checking the students' attendance
2. Starting the Question and Answer Time *(10 minutes)*
   a. Leading the students to ask question about the materials.
   b. Leading the students to share their problems.
3. Working on Guided and Independent Practice *(75 minutes)*
   a. Instructing the students to complete the assignments.
   b. Helping the students who get some difficulties.
   c. Instructing the students to share the result of their work.

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2.6 The Adapted Questionnaires

There are two questionnaires adapted from Hsieh, Wu, & Marek (2017) that will be used to gather research data. There are: Perception of Flipped Learning Experience and Technology Acceptance Model. These two questionnaires were developed by Hsieh, Wu, & Marek (2017) based on the relevant literature.

Hsieh, Wu, & Marek (2017) explained that the questionnaire of "Perception of Flipped Learning Experience" was developed in order to examine the participants' overall perceptions on the Flipped Classroom instructional design used in the course. This questionnaire covers four constructs: Motivation, Effectiveness, Engagement, and Overall Satisfaction, which includes 14 statements.

Hsieh, Wu, & Marek (2017) also developed the questionnaire about "Technology Acceptance Model (TAM)" by adapting TAM's four original constructs developed by Davis and co-workers, there are: Perceived Ease of Use, Perceived Usefulness, Attitude Toward Use, and Behavioural Intention. Moreover, Hsieh, Wu, & Marek (2017) revealed that Huang, Huang, Huang, Lin (2011) added two more constructs, there are: System Characteristics and Material Characteristics. Finally, this questionnaire covers six constructs (i.e., Perceived Ease of Use, Perceived Usefulness, Attitude Toward Use, Behavioural Intention, System Characteristics and Material Characteristics) including 28 statements.

The two questionnaires were written in English and the participants of the research will answer via a 5-point Likert Scale (Strongly Disaggre= 1, Disagree= 2, Neutral=3, Agree= 4, Strongly agree= 5).

2.7 Previous Research Review

The issue of flipped classroom has been investigated by some researchers in different classes by implementing different online learning platforms with different purposes. The specific issues investigated are the role of flipped instruction in the classroom (Evseeva & Solozhenko, 2015; Afrilyasanti, Cahyono, & Astuti, 2016; Nouri, 2016; Quyen, 2017; Hsieh, Wu, & Marek, 2017; Sojayapan & Khlaisang, 2018), and the integration of online learning platform

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CHAPTER III. RESEARCH METHODS

This chapter presents some aspects related to method of the research; research design, research context, research participant, data collection method, and data analysis. They are respectively written in the following sections.

3.1 Research Design

This research applied a survey research because the objective is to investigate the students' perceptions of flipped approach on E-learning in EFL classroom. This kind of research was chosen because the researcher needs to gather data related to attitudes (Ary, Jacobs, Sorensen, & Razavieh, 2010:414). The design of this research is One-Shot Survey Design, because the researcher of this research determined the current perception of one group at one point in one time (Lodico, Spaulding, & Voegtle, 2010:199). As it is a survey research, the instrument of this research was a questionnaire (Ary, Jacobs, Sorensen, & Razavieh, 2010:204).

According to Ary, Jacobs, Sorensen, & Razavieh (2010:378-379) there were six basic steps involved in survey research. They are explained further below:

1. Planning

   The starting point of a survey research is constructing a plan. In this step, the researcher constructed research questions which can be answered through the survey method. Research questions in a survey research usually concerns with beliefs, preferences, attitudes, or other self-reported behaviors.

2. Defining the Population

   The population under the study might be large or even just limited based on the needs of the research. After defining the population, the next step that the researcher should do is constructing a complete list of individuals in population.

3. Sampling

   Sampling means selecting a sample from the entire population. The sample must be the representative of the population. In this research, the sample were 42 students in Adavanced Paragraph Writing Class C.

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4. Constructing the Instrument

   The instrument of this research are two questionnaires adapted from Hsieh, Wu, & Marek (2017). Those are about Perception of Flipped Learning Experience and Technology Acceptance Model. Two adapted questionnaires were used to gather data from the sample.

5. Conducting the survey

   In conducting the survey, the researcher distributed the instruments prepared to the participants after five times Flipped Classroom meetings, in order to collect data related to their current perceptions on the Implementation of E-learning in the Flipped Classroom.

6. Processing the data

   The last step is processing the data which includes coding and analyzing the data statistically, interpreting the results, and reporting the findings.

3.2 Research Context

The research was conducted in Faculty of Teacher Training and Education, specifically in English Department, at Jember University. There are some reasons of choosing Jember University as the research context. First, it has just released E-learning as an online learning media for lecturers and students. Second, the researcher collaborated with one of the lecturers in English Department. The lecturer applied Flipped Approach in her classroom as steps of teaching and learning processes prepared by the researcher. Then, the researcher distributed the questionnaire to the participants after the flipped classroom. Third, the researcher is one of the students in English Department at Jember University.

3.3 Research Participants

The research participants of this research were the sample of the whole population. Therefore, the participants of this research were the English Department students in a Paragraph Writing classroom at Jember University. This class is divided into three classes. However, the participants of this research were only in one of those three classes. Therefore, this research was conducted in

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Advanced Paragraph Writing C class, which consisted of 42 students, who had no experience in flipped classroom before. The participants of this research were suggested by the lecturer as well because the researcher and the lecturer of this classroom had collaboration in doing the research. The students in this classroom were chosen because they needed more time to practice their writing skill outside the classroom, and they used the offline class for having direct consultation and teacher's feedback on their writing product. It is suitable with the concept of Flipped Classroom, where the teacher share the materials at least a day before the classroom, so that the students have more chance to learn the materials before they come to the classroom.

3.4 Data Collection Method

In this research, there were three data collection methods, namely:

3.4.1 Questionnaire

The questionnaire from Hsieh, Wu, & Marek (2017) was adapted by the researcher. It includes two variables, Perceptions of Flipped Learning Experience and Technology Acceptance Model. Each variable involves some indicators. The first variable involves motivation, effectiveness, engagement, and overall satisfaction. The total number of statements in the first part is about 14 statements. This variable derives students to share their thought about their perception on the implementation of flipped approach in the classroom. Meanwhile, the second variable involves 28 statements, which derives students to share their thought about their overall learning perception through LINE application. The specification of the questionnaire is shown on table 1, p:14.

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Table 1. The questionnaires of perception of flipped learning experience and technology acceptance model.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5
PERCEPTION OF FLIPPED LEARNING EXPERIENCE				
Motivation				
1. A flipped classroom is a better way of learning.				1 2 3 4 5
2. I enjoyed the flipped classroom teaching approach more.				1 2 3 4 5
3. I think the flipped classroom is a more effective and efficient way to learn.				1 2 3 4 5
4. I feel more motivated in a flipped classroom.				1 2 3 4 5
5. I participated and engaged myself more in learning in the flipped classroom.				1 2 3 4 5
Effectiveness				
6. I became a more active learner in the flipped classroom				1 2 3 4 5
7. I thought the time and effort I spent in the flipped classroom was worthwhile				1 2 3 4 5
8. I learned more and better in the flipped classroom				1 2 3 4 5
9. I prefer the flipped classroom to a lecture-based classroom				1 2 3 4 5
Engagement				
10. I think the flipped classroom learning guided me toward better understanding of the course topics.				1 2 3 4 5
11. I experienced pleasure in the flipped classroom				1 2 3 4 5
12. I devoted myself more to the instructional/class activities in the flipped classroom				1 2 3 4 5
13. I spent more time and effort than usual on my flipped classroom learning activities				1 2 3 4 5
Overall Satisfaction				
14. Generally, I am happy and satisfied with this flipped learning experience				1 2 3 4 5
TECHNOLOGY ACCEPTANCE MODEL				
System Characteristics				
1. Using LINE provided English learning activities in a realistic environment.				1 2 3 4 5
2. Using LINE provided a stimulating English learning environment.				1 2 3 4 5
3. I was able to use LINE effectively to interact with the instructors and my peers to learn English				1 2 3 4 5
4. I felt more comfortable in using LINE to make comments on the output produced by my peers, compared to a face-to-face comment.				1 2 3 4 5
5. I was able to use LINE to enhance my writing ability based on the comments and suggestions made by the instructor and my peers.				1 2 3 4 5
6. I was able to use LINE to sharpen my speaking proficiency based on the comments and suggestions made by the instructor and my peers.				1 2 3 4 5

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Material Characteristics	
7. The video/audio materials made by the instructors led to a better understanding of English idioms.	1 2 3 4 5
8. The video/audio materials made by the instructors helped me immerse myself in the learning atmosphere of the class.	1 2 3 4 5
9. The video/audio materials made by the instructors were useful for learning English idioms.	1 2 3 4 5
10. The video/audio materials made by the instructors helped me understand the important points included in the units.	1 2 3 4 5
11. I think that the video/audio materials made by instructors were useful for improving my oral proficiency.	1 2 3 4 5
Perceived Ease of Use	
12. I received clear guidance about my school work via LINE	1 2 3 4 5
13. Using LINE did not require too much time	1 2 3 4 5
14. Learning to use LINE for my class activities was easy	1 2 3 4 5
15. Interacting with my instructors and peers via LINE was convenient and not stressful.	1 2 3 4 5
Perceived Usefulness	
16. Learning through LINE improved my English ability.	1 2 3 4 5
17. Learning through LINE enhanced my desire to use English idioms.	1 2 3 4 5
18. Learning through LINE provided a beneficial outcome to this class	1 2 3 4 5
19. The comments and suggestions made by the instructors and my peers through LINE were useful for improving my work.	1 2 3 4 5
20. Learning through LINE strengthened my critical thinking as I considered the work of my peers.	1 2 3 4 5
Attitude about Use	
21. I liked using LINE to learn English.	1 2 3 4 5
22. I have a positive attitude about using LINE in this class.	1 2 3 4 5
23. I feel that using LINE to learn English is a good idea.	1 2 3 4 5
24. I looked forward to using LINE in this class.	1 2 3 4 5
Behavioural Intention	
25. If I have access to LINE, I will continue to write in English, in addition to my own language.	1 2 3 4 5
26. If I have access to LINE, I will continue to use it to improve my English vocabulary.	1 2 3 4 5
27. If I have access to LINE, I will be happy to use the idioms I have learned.	1 2 3 4 5
28. When I use LINE, I will have confidence when I participate in conversations in English.	1 2 3 4 5

Moreover, the researcher adapted and specified the related items in the questionnaire based on the needs of the research. In other words, there were only some items chosen by the researcher. Finally, the questionnaire of this research included 20 items, which were divided into two variables, Perception

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of Flipped Learning Experience includes Motivation (4), Effectiveness (3), Engagement (3), and Overall Satisfaction (1) and Technology Acceptance Model includes Perceived Ease of Use (2), Perceived Usefulness (3), and Attitude about Use (4).

The questionnaires in this research were administered in the Likert Scale Model. According to Ary, Jacobs, Sorensen, & Razavieh (2010:209) a Likert Scale is used to measure attitudes. It consists of number of statements which ask the respondent to indicate whether they strongly disagree=1, disagree=2, agree=3, or strongly agree=4. In this case, they can only chose one of the scales. As the researcher of the present study did not conduct an interview to have the students explain more about their experiences in the Flipped Classroom, therefore each statement on the questionnaires has blank space which is provided for students to write their opinion or reason related to their personal experiences on the Flipped Classroom. Moreover, the questionnaires were written in English and Indonesia, because the researcher wanted to avoid students' misunderstanding on each statement of the questionnaires, to make the result of the questionnaires more qualified. The specification of the questionnaires is shown in Appendix 2, page 37-41.

3.4.2 Flipped Note

Flipped note consists of the result of in-class observation that was done by the researchers. It was used to support the investigation of the results of the students' perceptions on the two questionnaires.

3.4.3 Documentation

Documentation involves the names of the participants, and two questionnaires about perceptions of flipped learning experience and technology acceptance model.

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3.5 Data Analysis

The result of two questionnaires provide numerical data which were analyzed quantitatively through SPSS 16.0 by applying the formula of Descriptive Statistics. The researcher counted the mean score of each item on the questionnaires and the mean score of each construct on the questionnaires.

$$\text{Mean score} = \frac{\text{total number of items}}{\text{number of responses}}$$

Note:

Mean score > (minimum + maximum) : 2 = Upper intermediate (positive)

Mean score < (minimum + maximum) : 2 = Lower intermediate (negative)

(Adopted form Hsieh, Wu, & Marek, 2017)

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CHAPTER V. CONCLUSION

This chapter presents the conclusion of the research and recommendations for future research. They are respectively written in the following section.

5.1 Conclusion

The results of this research revealed that the implementation of flipped approach in the classroom: (1) motivated the students in learning the materials, (2) enhanced the students' knowledge, (3) and engaged them more in the learning tasks. The students revealed their perceptions on the flipped learning experience towards the adapted questionnaire. There are four constructs in this questionnaire, there are: motivation, engagement, effectiveness, and overall satisfaction. From those aspects, the students perceived that they are satisfied with the implementation of flipped approach in the classroom. They explained that flipped approach gave them new experience in language learning processes, in which they learned the materials before coming to the classroom, so that they could possibly criticize the materials. This way of learning aligns with the idea of student-centered learning (Fresen, 2007). It is notable, however, that the students who did not learn the materials yet, could not possibly criticize the materials and could not reach better outcomes in flipped classroom. Accordingly, it becomes one of the problems of low motivation on the learner's autonomy. Moreover, the use of E-learning in flipped classroom gave the students beneficial outcomes in the learning processes. Students revealed on the Technology Acceptance Model questionnaire that E-learning facilitates them properly, and they wanted to look forward to have E-learning in the future learning processes. Despite this finding, there remain limitation on the "server down" issue which needs to be straightened for more accessible E-learning among users.

Furthermore, based on the limitation of this research that this research was done in five classroom meetings, the researcher would like to offer suggestion for future practices. The implementation of flipped approach in the language classroom must be at least in the whole semester, so that the students will be more aware about the flipped approach concepts. It is expected that all students could

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follow the flipped instruction well. It is also expected that this practice could facilitate the students' "Disagreement" and "Strongly Disagreement" responses to the questionnaires. This means that more students can have more beneficial outcomes towards the implementation of Flipped Approach in the classroom.

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APPENDIX 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
Students' Perceptions of Flipped Approach in EFL classroom: a Survey Research.	How do the students perceive the flipped class learning experience? How do the students perceive the platform selected for the flipped learning treatment?	**1. Independent variable:** a. Flipped Approach in EFL Classroom. **2. Dependent variable:** a. Students' Perceptions of Flipped Learning Experience b. Students' Perceptions on The Use of E-Learning in The Flipped Classroom	1. The implementation of flipped approach in EFL Classroom 2. The questionnaires about: a. Perception of Flipped Learning Experience. 1. Motivation 2. Effectiveness 3. Engagement 4. Overall Satisfaction b. Technology Acceptance Model 1. Perceived each of Use 2. Perceived Usefulness 3. Attitude about Use	**1. Participants:** 42 sophomore English major in Advanced Writing C Class at Jember University **2. Informant:** The English lecturer of English Department at Jember University. **3. Documents:** a. The names of the participants b. The questionnaires about Perception of Flipped Learning Experience and Technology Acceptance Model. c. The students' perceptions on the questionnaires.	**1. Research design:** Survey Research **2. Area Determination Method:**One-Shot Survey Design **3. Participant Determination Method:** One-Shot Survey Design **4. Data Collection Methods:** Questionnaire which is adapted from Hsieh, Wu, & Marek (2017) will be administered in Likert Scale Model and Narrative Responses. **a. Perception of Flipped Learning Experience.** **1.** Motivation **2.** Effectiveness **3.** Engagement **4.** Overall Satisfaction **b. Technology Acceptance Model** **1.** Perceived each of Use **2.** Perceived Usefulness **3.** Attitude about Use **5. Data Analysis** The data collected from the questionnaire will be analysed by using the formula adopted from Hsieh, Wu, & Marek (2017).

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APPENDIX 2. QUESTIONNAIRES

Name : ……

NIM : ……

Student's Number : ……

Purpose: to investigate the students' perceptions of flipped approach on E-learning in EFL classroom.

Guideline:

1. The questionnaires related with the needs of the research. Responses on the questionnaires will not give any influence on the students' final score.
2. The students are asked to give a checklist on one of the following scales, there are:

   1= strongly disagree

   2= disagree

   3= strongly agree

   4= agree

   based on the students' previous experiences on the implementation of E-learning in the Flipped Classroom.
3. The students are asked to choose one of the scales for each statement on the questionnaires.

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Questionnaire 1. Perception of Flipped Learning Experience

This survey is to understand your overall perception of the flipped learning in the course. There is no right or wrong answer. Please circle the answer, which best reflects your overall thoughts about each statement. It is possible for you to write your reason in Bahasa Indonesia. Your answers are anonymous and confidential. Thank you in advance for your time.

Strongly Disagree *(Sangat Tidak Setuju)*	**Disagree** *(Tidak Setuju)*	**Agree** *(Setuju)*	**Strongly Agree** *(Sangat Setuju)*
1	**2**	**3**	**4**
Motivation			
1. A flipped classroom is a better way of learning. *(Flipped Classroom merupakan cara pembelajaran yang lebih baik)*			1 2 3 4
Reason:**…… …...**			
2. I enjoy the flipped classroom teaching approach *(Saya menikmati pembelajaran dengan menggunakan pendekatan Flipped Classroom)*			1 2 3 4
Reason:**…… …...**			
3. I think the flipped classroom is an effective and efficient way to learn, therefore I feel more motivated *(Menurut saya, Flipped Classroom merupakan cara pembelajaran yang efektif dan efisien, maka dari itu saya merasa lebih termotivasi dalam belajar/ mengikuti pelajaran)*			1 2 3 4
Reason:**…… …...**			
4. I participate and engage myself more in learning in the flipped classroom. *(Saya menjadi lebih aktif terlibat dalam proses pembelajaran di Flipped Classroom)*			1 2 3 4
Reason:**…… …...**			
Effectiveness			
5. I think the time and effort I spend in the flipped classroom was worthwhile. *(Menurut saya, Flipped Classroom sangatlah bermanfaat dalam membantu proses belajar saya)*			1 2 3 4
Reason:**…… …...**			

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6. I learn more and better in the flipped classroom. *(Saya belajar dengan lebih baik dan lebih banyak didalam Flipped Classroom)*	1 2 3 4
***Reason:*…… …..**	
7. I prefer the flipped classroom to a lecture- based classroom. *(Saya lebih suka pembelajaran pada Flipped Classroom dibandingkan dengan Lecture-Based Classroom)*	1 2 3 4
***Reason:*…… …..**	
Engagement	
8. I think the flipped classroom learning guides me toward better understanding of the course lesson. *(Menurut saya, pembelajaran pada Flipped Classroom memberi saya pemahaman yang lebih baik terkait dengan materi perkuliahan)*	1 2 3 4
***Reason:*…… ….**	
9. I experience pleasure in the flipped classroom. *(Saya merasa senang berada di Flipped Classroom)*	1 2 3 4
***Reason:*…… ….**	
10. I spend more time and effort than usual on my flipped classroom learning activities. *(Saya meluangkan lebih banyak waktu dan usaha ketika saya berada di Flipped Classroom)*	1 2 3 4
***Reason:*…… ….**	
Overall Satisfaction	
11. Generally, I am happy and satisfied with this flipped learning experience. *(Secara kesuluruhan, saya merasa senang dan puas dengan pengalaman saya di Flipped Classroom)*	1 2 3 4
***Reason:*…… ….**	

(Adapted from Hsieh,J. S. C., Wu, W. V., & Marek, M.W, 2017)

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Questionnaire 2. Technology Acceptance Model

This survey is to understand your overall learning perception of the use of E-learning in the course. There is no right or wrong answer. Please circle the answer, which best reflects your overall thoughts about each statement. It is possible for you to write your reason in Bahasa Indonesia.Your answers are anonymous and confidential. Thank you in advance for your time.

Strongly Disagree *(Sangat Tidak Setuju)*	**Disagree** *(Tidak Setuju)*	**Agree** *(Setuju)*	**Strongly Agree** *(Sangat Setuju)*
1	**2**	**3**	**4**
Perceived Ease of Use			
1. Using E-learning does not require too much time *(Penggunaan E-learning tidak memerlukan waktu yang lama)*			1 2 3 4
Reason:**……**			
2. Learning to use E-learning for my class activities is easy *(Menggunaan E-learning saat proses pembelajaran adalah hal yang mudah)*			1 2 3 4
Reason:**……**			
Perceived Usefulness			
3. Learning through E-learning provides a beneficial outcome to this class. *(Pembelajaran menggunakan E-learning memberikan manfaat terhadap pembelajaran)*			1 2 3 4
Reason:**……**			
4. Learning through E-learning enhances my desire on the material *(Pembelajaran menggunakan E-learning dapat meningkatkan rasa ingin tahu saya terhadap materi yang akan dipelajari)*			1 2 3 4
Reason:**……**			
5. Learning through E-learning strengthened my critical thinking as I consider the work of mine/peers *(Pembelajaran menggunakan E-learning dapat memperkuat cara berfikir kritis saya ketika mengerjakan tugas mandiri maupun kelompok)*			1 2 3 4
Reason:**……**			

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	Attitude about Use	
6.	I like using E-learning in downloading the materials and submitting my works. *(Saya suka menggunakan E-learning saat mengunduh materi dan mengumpulkan tugas)*	1 2 3 4
	***Reason:*……**	
7.	I have a positive attitude about using E-learning in this class *(Saya memiliki pendapat positif tentang penggunaan E-learning dikelas)*	1 2 3 4
	***Reason:*……**	
8.	I feel that using E-learning in the language learning is a good idea *(Menurut saya, penggunaan E-learning pada pembelajaran bahasa adalah gagasan yang bagus)*	1 2 3 4
	***Reason:*……**	
9.	I look forward to use E-learning in this class. *(Saya berharap dapat selalu menggunakan E-learning)*	1 2 3 4
	***Reason:*……**	

(Adapted from Hsieh,J. S. C., Wu, W. V., & Marek, M.W, 2017)

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APPENDIX 3. The students' perceptions towards the two questionnaires

No	Name	M/F	Questionnaires																		
			Flipped Learning Experience											Technology Acceptance Model							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	AFF	F	4	4	4	4	4	4	2	4	4	4	4	2	4	4	2	2	4	2	4	4
2	AZM	M	2	2	2	2	2	2	2	2	2	1	2	2	2	3	2	2	2	3	3	2
3	AND	F	4	4	4	4	4	4	2	4	4	4	3	4	4	4	2	4	3	4	4	3
4	ABH	M	4	4	4	4	3	4	3	3	3	3	3	4	4	3	2	2	3	3	3	3
5	AB	F	4	2	4	2	2	4	4	4	4	4	4	4	4	4	4	2	4	2	4	2
6	ANF	F	4	4	4	2	4	4	2	4	-	4	4	2	2	2	4	4	4	4	4	4
7	AR	F	4	4	2	4	4	4	4	4	4	4	3	4	3	3	3	4	3	3	3	3
8	AF	F	2	2	2	1	3	2	1	2	1	3	2	2	2	3	2	2	3	2	2	2
9	BE	F	3	3	3	3	3	3	3	3	3	2	2	2	2	2	3	2	3	3	2	3
10	BAY	M	4	4	4	4	4	4	4	4	4	1	4	4	4	4	4	4	4	4	4	4
11	DPK	F	4	4	4	4	4	2	2	2	4	2	4	3	4	4	4	3	4	4	4	3
12	ELF	F	4	4	4	4	4	4	4	4	3	3	3	-	2	4	4	4	3	4	4	4
13	EPS	F	2	2	2	2	4	4	2	4	4	4	4	2	3	3	3	1	4	4	4	3
14	FZ	M	4	4	4	4	4	4	2	2	4	4	4	2	2	2	2	3	4	4	2	4
15	FIS	F	4	3	3	3	4	1	1	4	4	3	3	3	3	3	3	3	3	3	3	3
16	FAM	F	4	2	2	2	4	4	2	4	2	3	4	4	3	3	3	2	3	3	3	4
17	MM	M	4	4	2	2	4	4	2	2	4	4	4	4	4	4	4	4	4	2	4	4
18	MYF	M	4	4	4	4	4	4	3	4	4	4	4	3	4	4	4	4	3	4	3	3
19	MJSH	F	4	4	3	4	3	4	2	2	4	2	4	3	3	3	3	4	3	3	4	3

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20	MSR	M	4	4	4	4	3	2	2	2	4	4	2	3	3	4	4	4	3	3	4	4
21	MIM	M	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	2	4	4	4	2
22	MAB	M	4	4	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3
23	NBD	M	4	3	3	4	3	4	2	3	3	2	3	2	3	3	3	2	3	3	3	3
24	NR	F	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3
25	NJ	F	4	3	4	3	3	4	4	4	4	4	4	4	4	4	4	3	4	4	3	4
26	PPR	F	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	2	4	4	-	4
27	PLS	F	4	4	3	4	4	2	2	4	3	4	4	4	4	4	3	3	4	4	4	4
28	QAF	F	4	4	4	3	4	3	4	4	4	3	3	4	4	4	4	3	4	3	4	4
29	RNAF	F	4	4	4	4	4	2	4	2	4	4	4	4	4	4	4	4	4	4	4	4
30	RN	F	4	4	4	4	4	4	2	4	4	2	4	4	4	4	4	2	4	4	4	4
31	RYP	M	4	4	2	2	4	4	2	4	4	4	4	3	4	4	4	4	2	4	2	4
32	RFR	M	4	4	4	4	4	4	4	4	4	2	4	2	4	4	4	4	4	4	2	4
33	SA	F	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	2	3	3	3	3
34	SH	F	1	2	1	4	2	1	1	2	2	4	1	4	4	4	1	4	4	4	4	4
35	SDN	F	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
36	SS	F	4	4	3	4	3	3	3	3	4	3	4	3	3	4	4	3	3	4	3	3
37	SRMP	F	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	2	4	4	4	4
38	TAD	F	2	2	2	2	4	4	2	2	2	2	2	4	4	4	4	2	4	4	2	2
39	WAS	M	4	4	4	3	4	4	4	3	4	4	4	2	4	4	2	2	4	4	4	2
40	YS	F	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
41	ZAR	F	2	2	2	2	2	2	2	2	2	-	2	4	4	4	2	2	3	4	4	4
42	ZAKWU	M	3	2	2	4	3	2	1	4	2	4	2	3	3	3	2	3	3	2	2	2

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43																					
44																					
45	**M= 14 F= 28**																				
46	**Total**		**146**	**140**	**132**	**135**	**144**	**136**	**112**	**134**	**137**	**131**	**138**	**131**	**140**	**146**	**129**	**121**	**142**	**143**	**134**	**136**

Note:

= 4 (Strongly Agree)

= 3 (Agree)

= 2 (Disagree)

= 1 (Strongly Disagree)

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Appendix 4. Number of students who responses strongly disagree, disagree, agree, and strongly agree on the questionnaires.

No	Statements	Disagree *(N)*		Agree *(N)*	
		Strongly Disagree	Disagree	Agree	Strongly Agree
QUESTIONNAIRE 1. PERCEPTION OF FLIPPED LEARNING EXPERIENCE					
Motivation					
1.	A flipped classroom is a better way of learning.	1	6	3	32
2.	I enjoy the flipped classroom teaching approach.	0	10	4	28
3.	I think the flipped classroom is an effective and efficient way to learn, therefore I feel more motivated.	1	11	7	23
4.	I participate and engage myself more in learning in the flipped classroom.	1	10	6	25
Effectiveness					
5.	I think the time and effort I spend in the flipped classroom was worthwhile.	0	5	10	27
6.	I learn more and better in the flipped classroom.	2	9	4	27
7.	I prefer the flipped classroom to a lecture- based	4	18	5	15

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	classroom.				
Engagement					
8.	I think the flipped classroom learning guides me toward better understanding of the course topics.	0	12	6	24
9.	I experience pleasure in the flipped classroom.	1	7	6	27
10.	I spend more time and effort than usual on my flipped classroom learning activities.	2	7	9	23
Overall Satisfaction					
11.	Generally, I am happy and satisfied with this flipped learning experience.	1	7	9	25
QUESTIONNAIRE 2. TECHNOLOGY ACCEPTANCE MODEL					
Perceived Ease of Use					
1.	Using E-learning does not require too much time	0	10	11	20
2.	Learning to use E-learning for my class activities is easy	0	6	12	24
Perceived Usefulness					
3.	Learning through E-learning provides a	0	3	12	27

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	beneficial outcome to this class.				
4.	Learning through E-learning enhances my desire on the material	1	11	12	18
5.	Learning through E-learning strengthened my critical thinking as I consider the work of mine/peers	1	16	10	15
Attitude about Use					
6.	I like using E-learning in downloading the materials and submitting my works	0	2	18	22
7.	I have a positive attitude about using E-learning in this class	0	5	13	24
8.	I feel that using E-learning in the language learning is a good idea	0	7	12	22
9.	I look forward to use E-learning in this class.	0	7	14	21
Total (%)		**15 (3,13%)**	**169 (20,12%)**	**183 (21,79%)**	**451 (53,70%)**

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Appendix 5. Descriptive statistics of each item on the questionnaires

Constructs[a]	Item Number[b]	Total Score[c]	*N* of Participants[d]	Mean[e]	Minimum[f]	Maximum[g]
Flipped Learning Experience Questionnaire						
Motivation	1	146	42	3.57	1	4
	2	140	42	3.42	2	4
	3	132	42	3.24	1	4
	4	135	42	3.31	1	4
Effectiveness	5	144	42	3.52	2	4
	6	136	42	3.33	1	4
	7	112	42	2.71	1	4
Engagement	8	134	42	3.29	2	4
	9	137	41	3.44	1	4
	10	131	41	3.29	1	4
Overall Satisfaction	11	138	42	3.38	1	4
Technology Acceptance Model Questionnaire						
Perceived Ease of Use	1	131	41	3.24	2	4
	2	140	42	3.43	2	4
Perceived Usefulness	3	146	42	3.57	2	4
	4	129	42	3.11	1	4
	5	121	42	2.93	1	4
Attitude About Use	6	142	42	3.48	2	4
	7	143	42	3.45	2	4
	8	134	41	3.37	2	4
	9	136	42	3.33	2	4

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Note:

a. Constructs= constructs on questionnaire 1 (Flipped Learning Experience) & questionnaire 2 (Technology Acceptance Model)
b. Item Number= item number for each statement on the two questionnaires.
c. Total Score= total score of students' perception on the questionnaires toward Likert Scales (4= Strongly Agree; 3= Agree; 2= Disagree; 1= Strongly Disagree)
d. *N* of participants= number of students who responded to the questionnaires.
e. Mean= the mean score of the total score.
f. Minimum= the lowest score of students' perception result on the questionnaires (Appendix 3, p: 43-45).
g. Maximum= the highest score of students' perception result on the questionnaires (Appendix 3, p: 43-45).

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Appendix 6. Descriptive statistics of each construct on the questionnaires

Constructs[a]	*N* of Items[b]	Mean[c]	Minimum[d]	Maximum[e]
Flipped Learning Experience Questionnaire				
Motivation	4	3.39	1	4
Effectiveness	3	3.19	1	4
Engagement	3	3.34	1	4
Overallsatisfaction	1	3.38	1	4
Technology Acceptance Model Questionnaire				
Perceived Ease of Use	2	3.34	2	4
Perceived Usefulness	3	3.21	1	4
Attitude About Use	4	3.41	2	4

Note:

a. Constructs= constructs on questionnaire 1 (Flipped Learning Experience) & questionnaire 2 (Technology Acceptance Model).
b. *N* of items= total number of items for each construct on the two questionnaires.
c. Mean= the mean score of the total scores of items on each construct.
d. Minimum= the lowest score of students' perception result on the questionnaires (Appendix 3, p: 43-45).
e. Maximum= the highest score of students' perception result on the questionnaires (Appendix 3, p: 43-45).