

ICT Integration in the Implementation of Flipped Learning Model at EFL Classroom

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Abstract—The growth of Information, Communication, and Technology (ICT) recently demands teachers to be innovative to create good and appropriate learning model. Hence, it is crucial for teacher in the digital era to know the needs of the millennial students in considering the learning model they want to apply in teaching. Flipped learning model for instance, is an appropriate learning model which uses technological applications in teaching and learning process. Such these technological applications make the flipped learning process and environment different from the traditional model. In this case, one of the applications which can be integrated in this learning model is WhatsApp. WhatsApp application is well-known among students nowadays. The Usage of WhatsApp in the flipped learning leads the students not merely use this application for entertainment but for education needs such as exchange information and materials in teaching and learning process as well. Therefore, this present study attempts to investigate the integration of ICT applications such as WhatsApp in the flipped learning model of English as Foreign Language (EFL) Classroom. The method utilized in this present study is descriptive qualitative method. Twenty EFL students as the sample were investigated through the test. The WhatsApp application was used to transfer video and learning materials before the classroom begun. The data showed that 95% of the students' achievements were above the *Minimum Completeness Criteria* (KKM). Based on the result above, it can be concluded that Flipped Learning Model with ICT integration makes the EFL teaching and learning process run effectively.

Keyword—EFL; Flipped Learning; ICT; WhatsApp

I. INTRODUCTION

In dealing to teach millennial students at this digital era, using and integrating technology has become important and

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effective thing in language teaching and learning nowadays. This is because technology not only change the way people think, work, and live but it also can be utilized as a tool for transforming any information including knowledge and facilitating teaching learning process as well as motivating the students. Thus, it is important for the teacher to consider the integration of the technology in teaching students these days since they are all native speakers of digital language of computers and internet (Prensky as cited in Ta'amneh,2017).

The integration of ICT in teaching and learning commonly close with the usage of learning technology in teaching and learning process. Regarding to the demand of 21st education which requires students to be active and autonomous in the learning process, the integration of ICT in an active learning provides the solution for teaching and learning improvement. As the result, the combination of those two things create a new learning model which is known as *flipped learning*. This learning model is intended to invite the millennial students who are in fact have high interest in technology to be involved in the learning process by providing them the way of learning which is acquainted with the digital world such as the use of technological applications.

Teachers can incorporate the various kinds of technological applications in implementing the flipped learning model. Among the technological applications, WhatsApp as a mobile application which occupies the internet data of the users can be utilized since it is an outstanding application which can assist both teacher and students in sharing any information. Moreover, such application is able to provide learning resources when teachers and the students are separated by time and distance (Honeyman & Miller as cited in Ta'amneh,2017). In this context, it can be summed up that the integration of ICT in the flipped learning model can improve the learning experiences and grab the interest and attention of millennial students (Roehl, Reddy, & Shannon as cited in Basal,2015). To such a degree, this study attempts to investigate ICT integration in the implementation of flipped learning model especially at EFL classroom.

A. *Statement of the Problem*

The researchers point out that the EFL students encounter many problems and obstacles in learning English. Most of students feel that teachers deliver the materials in monotonous ways. For this case, the researchers think that flipped learning model which involves technology in its process can help the teachers and students to share information in interesting and exciting way.

B. *The Purpose of the Study*

The purpose of this present study is to investigate the integration of ICT in flipped learning model. Specifically, it attempts to know students' achievement through flipped learning model.

C. *The Questions of The Study*

This study aimed to answer the following question: How is the Integration of ICT in the Implementation of Flipped Learning Model at EFL Classroom?

D. *Significance of the Study*

It is hoped that the results of this study will assist educators, especially teachers to realize and understand that flipped learning model can wisely be implemented in teaching and learning process in this digital age.

II. LITERATURE REVIEW

A. *Technology Integration in Education*

Technology provides many applications which effectively can affect the feature of teaching and learning process in education. Students-centered can be created through the integration of technology in the learning environment as this tool has great innovation in which the learning process takes place in different way (Dede cited in Hidayati,2016). In addition, in the field of language teaching and learning, technology integration provides multidimensional learning environments for language learners, offering the opportunities to engage with the native speakers in making interaction with other learners at a distance, and also to access the authentic materials (Chapelle, 2003; Felix, 2001; Mullama, 2010 cited in Hidayati,2016). Furthermore, Project Tomorrow in Misirli (2016) argued that technology also allows students to have access to many sources to become independent learners and to communicate directly and effectively with experts. In other words, it can be said that the integration of technology in the learning environment will engage the students to be more active in the process of learning, getting authentic materials, as well as being autonomous learners.

There are several things should be considered in the effort of integrating technology in education particularly in the learning process. First, technology should be accessible in educational environments such as other classroom tools. Second, in successful technology integration, teacher does not

consider ways to use tools in the classroom but think about using them to improve learning without problems, whatever the content is. Therefore, while technology is integrated to support the knowledge content, it is also utilized to achieve technology skills (ISTE in Misirli,2016). In sum, technology integration should ease both teacher and students to get the access in the educational environment. Moreover, when teacher incorporate technology to help teaching and learning process, they should acquire with the technology skills.

B. *Flipped Classroom*

Recently, flipped classroom approach has attracted teachers to the intention for flipping the learning model to be students- centeredness. Flipped learning which is inside of the flipped classroom approach is a new type of instruction which shifts the traditional way of delivering the materials in order to achieve more effective learning outcomes (Alharbi,2015). The statement is in line with Bergmann and Sams (2012), who define the flipped classroom as what is done at the traditional learning is done during the classroom, and what is done during the classroom period as the traditional learning, is done at home. Furthermore, in the process of learning at flipped classroom model the content of the knowledge is delivered to the students outside the classroom period through technology tools such as video which is made and given by the teachers to convey the particular information of the lesson. As Alzwekh in Elian and Hamaidi (2018) argued that flipped classroom is a model of modern teaching method which utilizes the advanced techniques smartly and funnily to meet the students' needs these days.

From all the definitions above, it can be pointed out that the notion of flipped classroom is shifting the process of teaching and learning in the classroom and home by incorporating the usage of technological applications in preparing and delivering the lessons to the students. In implementing such this approach, the teachers act as facilitators, leader, controller and constructor for the students to learn the prepared materials which is given before the class time begun.

C. *Implementing Flipped Learning model through WhatsApp*

As has been stated previously that the flipped learning model incorporates the technological applications in its implementation, so it is clear that teachers are possibly bale to utilize numerous kinds of applications. WhatsApp for instance, is one of the mobile applications that grants students and teachers to access any information and knowledge related to the lessons given and learnt in the leaching and learning process. According to Barhoumi as cite in Kufre and Abe (2017) WhatsApp is an instant messaging application for smart phones that allow the users to exchange information such as video, audio, text, and also images by using the internet as its platform. In addition, Sayan (2016) argued that using WhatsApp into the teacher education courses can allow a different group of interested individuals to engage in

creating and developing content and to gather online to share knowledge, information, materials and opinions. Furthermore, he stated that WhatsApp is a new tool in education that has similar positive characteristics with the other technological applications that have been implemented before and it invites teachers and students to use this application for enhancing understanding.

Regarding to the benefits of using WhatsApp in educational setting that mentioned in above explanation, it is obvious that by incorporating WhatsApp in a learning model such as flipped learning is possible to be done since this model involves the technology in its implementation.

D. Previous Studies

A number of Studies have attempted to conduct the research that deal with the ICT integration and Flipped learning Implementation at EFL Teaching and Learning. The first is MISIRLI (2016) in which his research title is 'Integrating Technology into Teaching and Learning using Variety of Models' revealed that technology integration models have important role to learning and teaching process. Second researcher that conducted the research in the same line is Hidayati (2016) with the research title 'Integrating ICT In English Language Teaching and Learning in Indonesia' approved that the integration of ICT Changes the approaches to teaching from traditional teacher- centered to students-centered. Furthermore, Elian (2016) has concerned his study to investigate the *Effect of Flipped Classroom Strategy on Academic Achievement* showed that the students who were taught by using the strategy of flipped classroom as a teaching strategy got higher score in the academic achievement test than those who were taught by using traditional strategy. Another study came from BASAL (2015) in which his research concern of the *Implementation of Flipped classroom in Foreign Language Teaching* has come with the conclusion that this model brought the benefits EFL learning and teaching. Additionally, another researcher has attempted to conduct the study which concern of the utilization of technological application such as WhatsApp in the process of teaching and learning. Ta'amneh (2017) in his research entitled 'The effect of using WhatsApp Messenger in Learning English Language' revealed that English lessons can be learned more effectively through integrating technological application such as WhatsApp.

III. METHODOLOGY

A. Research Design

The research design of this study was descriptive design with qualitative approach. This design was chosen since this study attempted to describe the teaching and learning process and result of students' achievement when they learn English as a Foreign Language by integrating the ICT in the flipped learning Model.

B. Sample

There were 20 students with the range of age 14-15 years old of Delta English Course decided as the sample in this study. The students were in the Intermediate level of English proficiency.

C. Instrument

To gain the data of this study, the researchers observe the classroom and gave the English test which consisted of 20 questions. This test contained the integrated skills such as listening, reading, and grammar.

D. Data Collection and Analysis

The data gained through classroom observation and test were analyzed qualitatively. The researchers prepare the materials for the classroom in the form of video and the guideline. The materials were distributed to the students using WhatsApp application. The researchers along with the teacher assure that the participants watch the video by asking students to give report whether they already read the materials or not through WhatsApp messages.

In the classroom, the teacher does reinforcement about the video. A discussion about the materials are held. Some students were asking the question related to the materials. Furthermore, the reflection about the materials is conducted. The reflection was implementing the materials in the students' own context.

In the end of the class the teacher assessed the students' achievement by giving test. The result of the assessment then analyzed to become a baseline to evaluate the teaching and learning success and achievement.

IV. RESULT AND DISCUSSION

The result of the achievement test that was given in the end of the class shows 95% students were achieved the target result. Among the 20 participants 19 of them got the result above the Minimum Completeness Criteria (KKM) and one student get 5 points below the standard.

In the observed class, the role of ICT which is WhatsApp application is to deliver the materials from teacher to students. Through the application teacher can also motivate and reinforce the students to read the materials. The WhatsApp which has already installed in the students' own smartphone make the students are able to access and watch the materials in their home at leisure. Each of the students can access to the material and replay the materials based on their needs. when the students unable to understand on particular aspect of materials, the students raise question in the class.

The concept of Flipped learning which students bring the materials individually at home is nearly similar with takeaway concept where the students bring the material or homework out of the class. This method is certainly not new for the students. But the presence of WhatsApp in cooperating with Flipped learning method were able to attract and

motivate the students to watch and read the materials. This is the other benefit of integrating ICT in the class. As the students are highly interested in smartphone the teacher can use this chance to gain students attention by engaging with education needs.

As the materials were given before the class and the students watch the video, teacher find that the students are already have background knowledge about the topic and the students are easier to understand the materials. The condition meant the teacher not spending much time for explaining the materials in the classroom, but the teacher can have the ease time for enrichment, discussion and checking the students understanding by giving question randomly.

This research also shows the teacher role are as facilitator which facilitate the students with material as well as helping students to construct a new knowledge. Teacher also become motivator whom motivate the students to access the given material by instruction as well as provide interesting materials to avoid the students from unmotivated and neglection.

V. CONCLUSION

By the result and discussion above the researchers concluded that the teaching and learning process by integrating ICT in the implementation of Flipped learning of ESL classroom achieve the expected result and standard, so it is concluded that the teaching and learning process run effectively. The collaboration of ICT, appropriate teaching methods, and teacher's role bring positive impact to the teaching process and bring advantages both for students and teachers.

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