

## Implementation of Flipped Classroom in Increasing Students' Grammar Ability of Islamic Economic Department Student in UIN Datokarama Palu

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Dikirim: 03-07-2024; Direvisi: 07-07-2024; Diterima: 08-07-2024

**Abstract:** The aim of this research was to describe the effect of the flipped classroom on increasing students' ability in grammar. This research belonged to quasi-experimental research with a group pre-post-test design involving 50 bachelor degree students from the Islamic Economic Department at UIN Datokarama Palu as the sample. The sampling technique was total sampling with the experimental group (25 students) and control group (25 students). To assess the students' ability in grammar, four components were measured: accuracy in tense usage, consistency, understanding of tense form, and contextual appropriateness. The students' scores were classified into five categories: very good, good, medium, low, and failed. After treatment, the grammar ability scores increased for the experimental group. The percentage increased in all aspects: accuracy in tense usage increased by 45%, consistency by 40.6%, understanding of tense form by 31%, and contextual appropriateness by 32.8% from the pre-test scores. The Flipped Classroom model revolutionized the teaching of English grammar, offering practical strategies for implementation, and emphasizing the need for collaborative and independent learning experiences to enhance students' language proficiency and overall learning outcomes.

**Keywords:** English; Flipped Classroom; Grammar

**Abstrak:** Tujuan dari penelitian ini adalah untuk mendeskripsikan pengaruh flipped classroom terhadap peningkatan kemampuan siswa dalam tata bahasa. Penelitian ini merupakan penelitian eksperimen kuasi dengan desain group pre-post-test yang melibatkan 50 mahasiswa S1 Ekonomi Islam UIN Datokarama Palu sebagai sampel. Teknik pengambilan sampelnya adalah total sampling dengan kelompok eksperimen (25 siswa) dan kelompok kontrol (25 siswa). Untuk mengetahui kemampuan siswa dalam tata bahasa, ada empat komponen yang harus diukur, yaitu ketepatan penggunaan *tense*, konsistensi, pemahaman bentuk *tense*, dan kesesuaian kontekstual. Selain itu, nilai siswa telah diklasifikasikan ke dalam lima kategori, yaitu sangat baik, baik, sedang, rendah, dan gagal. Setelah perlakuan, skor kemampuan tata bahasa meningkat untuk kelompok eksperimen. Persentase peningkatannya terjadi pada seluruh aspek, yaitu ketepatan penggunaan tense 45%, konsistensi 40,6%, pemahaman bentuk *tense* 31% dan kesesuaian kontekstual 32,8% dari nilai pra-tes. Model *Flipped Classroom* merevolusi pengajaran tata bahasa Inggris, menawarkan strategi praktis untuk penerapannya, dan menekankan perlunya pengalaman belajar kolaboratif dan mandiri untuk meningkatkan kemahiran bahasa siswa dan hasil belajar secara keseluruhan.

**Kata Kunci:** Bahasa Inggris; Flipped Classroom; Tata Bahasa

## INTRODUCTION

The aim of teaching English as a foreign language (EFL) is to enhance students' abilities in both spoken and written English communication. This means

that by the end of the teaching and learning process, students are expected to proficiently use the four language skills: listening, speaking, reading, and writing, enabling them to communicate and interact effectively in daily life. To support these skills, students must also master language components such as grammar. As a crucial aspect of linguistic competence, grammar significantly contributes to the mastery of the four language skills. Inadequate grammar knowledge can cause students numerous difficulties in learning English, particularly in sentence construction, and the appropriate use of conjunctions and verbs in different contexts.

One of the grammar parts to be learnt is tenses. A tense is a verb form that expresses the passage of time. The tense of the verb indicates when an event or item occurred or when a person did something. Tenses are divided into three categories: present, past, and future. The present tense refers to actions happening now and is considered straightforward to use, appearing in all languages. There are four types of present tense: present simple, present continuous, present perfect, and present perfect continuous. The past tense describes actions, states, or events that occurred in the past, and includes four variations: simple past, past continuous, past perfect, and past perfect continuous. The future tense indicates actions that will happen, and it also has four forms: simple future, future continuous, future perfect, and future perfect continuous.

Students must understand how to use tenses correctly, as this is essential for daily conversations in English. They will need this knowledge for speaking and writing. However, many students in the Islamic Economic Department at UIN Datokarama Palu struggle with constructing correct tense forms. The structure of English tenses can be very different from that of the students' native languages. For instance, some languages lack a similar tense system or do not use tenses at all, making it challenging to grasp English tenses. Even if students comprehend the basic rules of each tense, they often find it difficult to apply them in real-life situations. For example, they may struggle to distinguish between the present perfect and past simple in everyday conversations.

In addressing these issues, it is clear that grammar is crucial, but a deeper examination of the appropriate teaching method is necessary. Over the past few decades, teaching methodologies for English as a foreign language (EFL) have seen numerous innovations. One effective learning model involves the use of technology. Even with the extensive use of technology in education, conventional classroom settings remain essential. Traditional learning, such as physical classroom attendance, is important for face-to-face interaction (Raths, 2014). Therefore, blended learning mixes traditional classroom and technology-based learning. Blended learning does not ignore the traditional learning because it applies both face to face interaction in the classroom and online multimedia technology outside the classroom (Fearon et al., 2011). O'Connor, Mortimer, and Bond define blended learning as a methodology that combines traditional and technology-based learning (O'Connor et al., 2011).

Blended learning encompasses a wide variety of teaching-learning approaches. According to Staker & Horn (2012), there are four blended learning models, including the flipped classroom, which is a type of rotation model. The flipped classroom model uses videos as instructional tools, presenting material that will be discussed in class (Mandasari, 2020). Students can access these videos online and review them as often as needed, anytime and anywhere, facilitating their



understanding of the content. Furthermore, during in-person sessions, the lecturer will delve deeper into the video content, enhancing comprehension and providing questions and practical exercises related to the material.

The Flipped Classroom model is intended to prepare students for lessons before they attend class. Lecturers create and provide materials for students to review in advance (Hao, 2016). Essentially, the use of video in the Flipped Classroom model reduces the time lecturers spend explaining material during class. Instead, classroom time is used for more meaningful learning activities and to reinforce understanding.

## LITERATURE REVIEW

The flipped classroom concept has evolved alongside technological advancements over the centuries, from the printing press in the 13th century to the World Wide Web in the 20th century. The Massachusetts Institute of Technology (MIT) was a pioneer in utilizing Open Course Ware (OER) and video-based learning tools, which significantly influenced the development of flipped learning (Bishop & Verleger, 2013). According to McDowell (2010), Khan Academy, a non-profit organization, aims to promote global education with the mission of "providing a high-quality education to anyone, anywhere."

In 2007, Colorado high school teachers Jonathan Bergmann and Aaron Sams experimented with recording lecture videos to improve students' study resources. Rath (2014) notes that this practice eventually developed into the flipped classroom model. The idea originated from the necessity to reteach lessons to students who were absent or unable to attend class. Despite having a modest budget of USD 50, students could review the flipped lecture videos at home, allowing them to catch up and reinforce their learning, even when they were ill (Tucker, 2012).

Bergmann & Sams (2014) assert that the flipped learning approach encourages active learning through group activities instead of traditional lectures. Class discussions provide students with valuable opportunities to communicate and expand on their ideas. The flipped classroom focuses on technology-based learning outside of class and interactive, communicative learning within class (Zappe et al., 2009). Consequently, activities both inside and outside the classroom significantly enhance the student learning process. To implement this approach in practice, instructors create pre-class materials like video lectures, ensure access through reliable platforms, and design in-class activities that foster collaboration and deeper understanding. The advantages of this method include increased engagement, improved comprehension, and greater flexibility, although it also presents challenges such as dependence on technology, the need for significant preparation time, and ensuring student accountability. Alternatives like blended learning, project-based learning, peer instruction, and Socratic seminars can also be considered to suit different educational contexts.

## RESEARCH METHOD

This study employed a quasi-experimental design with a nonequivalent control group. Quasi-experimental designs assess the impact of a treatment on the research topic by creating specific conditions to observe their effects. According to Philip et al. (2016), experimental studies establish causal relationships between two variables.



The research utilized a pretest and posttest design involving both experimental and control groups. The experimental group was exposed to a flipped classroom method, while the control group received traditional teaching methods. The study focused on second-semester students of the Islamic Economic Department at UIN Datokarama Palu during the 2023/2024 academic year, totaling 210 students. Purposive sampling was used to select samples from classes ESy 1 (experimental group, 25 students) and ESy 2 (control group, 25 students). Data collection included pre-tests to assess initial grammar competence levels, focusing on accuracy in tense usage, consistency, understanding of tense forms, and contextual appropriateness. Statistical analysis was conducted to interpret the research findings

To clarify, the pre-tests were administered to both the experimental and control groups to establish baseline grammar abilities, particularly in understanding and applying various tense forms. This assessment aimed to ensure that both groups started with comparable levels of proficiency. The study then implemented the flipped classroom method for the experimental group, where instructional materials were provided online for self-paced learning outside of class, allowing for more interactive and applied learning experiences during face-to-face sessions. Conversely, the control group followed traditional classroom methods, where instruction and practice were primarily conducted during scheduled class hours. Statistical methods were employed to analyze the collected data, enabling the researchers to assess the effectiveness of the flipped classroom approach in improving students' grammar skills compared to conventional teaching methods.

## RESULT AND DISCUSSION

This study presents findings and discussions on the application of the flipped classroom approach in teaching English grammar, specifically focusing on students in the Islamic Economic department at UIN Datokarama Palu during the 2023/2024 academic year. The flipped classroom method was employed to enhance students' comprehension of English grammar, with a particular emphasis on tenses.

The implementation of the Flipped Classroom learning model by lecturers and students is effectively structured into four stages. Each stage can be described as follows.

At this stage, the lecturer arranges the classroom setup for students using UIN Datokarama Palu's Online Learning System platform. Additionally, students are required to enroll. Lectures commence with in-person activities during which the lecturer introduces the course syllabus for the upcoming semester, incorporating the Flipped Classroom learning model. The goal is to familiarize students with how this learning approach will be utilized. As part of the process, the lecturer informs students that following each face-to-face session, instructional videos will be uploaded to UIN Datokarama's application (Sevima/Edlink). Students are instructed to review these videos outside of class. The content covered in these videos.

Then, students are encouraged to jot down key points from the provided materials, as well as any areas they find challenging to grasp. In this instance, students receive an English grammar learning package aimed at providing multiple sources of information. The content presented in the video can be cross-referenced with the module materials, enabling students to gain a comprehensive understanding. The subsequent phase emphasizes self-directed learning, where students



independently engage with educational content using student-centered learning approaches.

The third phase involves students participating in face-to-face classroom learning. During this stage, students engage in discussions with their peers on the topics covered in the video. These discussions are structured to promote teamwork and group interaction, enabling students to articulate and share their understanding of the subject matter. The lecturer acts as a facilitator, overseeing these discussions and offering students the chance to ask questions to clarify any uncertainties about the material.

The fourth and last phase of implementing the flipped classroom involves presenting students with practice questions related to the topic covered. These questions are sourced from the learning module accessible to each student. Subsequently, the lecturer and students engage in discussions to review and evaluate their understanding of English grammar, particularly focusing on tenses or English structure.

According to the outlined stages, students have access to personalized video lectures, which allows them to watch the videos repeatedly in order to grasp the materials effectively (Basal, 2015).

The researcher observed that all students showed a high level of enthusiasm for learning grammar. Utilizing a flipped classroom approach can help students better understand the content by allowing them to review it multiple times, both during and outside of class. During the research process, pre-tests and post-tests were administered to both the experimental and control groups.

The table illustrates the average scores of the pre-test and post-test in both the experimental and control groups. It shows that the mean scores increased across four indicators: accuracy in tense usage rose from 57.53 to 67.97, consistency from 56 to 63.76, understanding of tense forms from 57.24 to 73.47, and contextual appropriateness from 61.44 to 73.18. The percentage increases in these areas were 45% for accuracy in tense usage, 40.6% for consistency, 31% for understanding of tense forms, and 32.8% for contextual appropriateness.

**Table 1.** The Result of Mean Score of Pre-Test and Post-Test

Indicators	Mean score in Control Group		Mean score in the Experimental Group	
	Pre-test	Post-test	Pre-test	Post-test
Accuracy in tense usage	57,53	67,97	56,81	82,75
Consistency	56,52	63,76	56,66	79,71
Understanding of tense form	57,24	73,47	61,3	80,72
Contextual appropriateness	61,44	73,18	61,73	82,02

Furthermore, the results of the pre-test and post-test for the experimental group are presented in the table. It is evident that the mean scores for the experimental group increased from the pre-test to the post-test across all indicators. Specifically, the mean score for accuracy in tense usage rose from 56.81 to 82.75, for consistency from 56.66 to 79.71, for understanding of tense forms from 61.30 to 80.72, and for contextual appropriateness from 61.73 to 82.72. This indicates that students' competency improved with the implementation of the flipped classroom model in intermediate grammar classes. The flipped classroom approach helps students





achieve their learning objectives by facilitating a deeper understanding of the subject matter (Homma, 2015). Additionally, students reported enhanced language learning experiences. Research supports the notion that flipped classrooms enhance students' language learning, including speaking skills (Obari & Lambacher, 2015; Suryani, 2022), listening comprehension (Han, 2015; Kang, 2015), grammar, vocabulary, idiomatic knowledge, and overall confidence (Chen Hsieh et al., 2017; Han, 2015; Kang, 2015).

Students find educational videos to be clear and appreciate the opportunity to watch them repeatedly until they grasp the content. The lecturer and educators' careful selection of materials, methods, and approaches in implementing the flipped classroom is crucial, as individual strengths play a significant role in the success of the learning process (Bergmann & Sams, 2014). Conversely, students acknowledge the structured framework of learning in the flipped classroom, viewing it as a complex yet integrated approach that blends both in-class and out-of-classroom learning models for discussing topics. Some students find the flipped classroom format conducive to engaging with technology-based learning, which facilitates their understanding of English grammar (Al-Harbi & Alshumaimeri, 2016). Additionally, adopting the flipped classroom encourages students to take initiative in self-directed learning through videos, while also enabling them to clarify unclear concepts with peers and teachers. This underscores how the flipped classroom promotes both self-active learning and collaboration (Al-Harbi & Alshumaimeri, 2016).

## CONCLUSION

The flipped classroom method is an effective technique for enhancing students' grammar skills, particularly in English tenses. It focuses on four key indicators: accuracy in tense usage, consistency, understanding of tense forms, and contextual appropriateness. The experimental group showed significant improvement in all these areas, with accuracy in tense usage increasing by 45.6%, consistency by 40.6%, understanding of tense forms by 31.6%, and contextual appropriateness by 32.8% compared to pre-test scores. The flipped classroom approach helps to enhance students' grammar competence, particularly in their ability to construct sentences in English. Moreover, the flipped classroom is transforming the teaching of English grammar by providing practical implementation strategies and emphasizing the importance of collaborative and independent learning experiences to improve students' language proficiency and overall learning outcomes.

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