

AN INNOVATIVE LEARNING MODEL BASED ON FLIPPED CLASSROOM IN TEACHING ENGLISH FOR YOUNG LEARNERS

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ABSTRACT

English becomes an important language taught in Indonesia since it is used as a foreign language. English as a foreign language had been inserted in the Indonesian education curriculum from elementary school through university or institute. However, most Indonesian students, especially young learners have difficulties in learning English because they lack of vocabularies and confidence. Therefore, it was hard for them to improve their English skills. This research aims to describe flipped classroom as an innovative learning model used in teaching English for young learners. Flipped Classroom in this study was an instructional approach which integrates technology-based learning method. It gave students' opportunities to learn in the different way. The students could learned English and accomplished their learning practices outside classroom by watching instructional videos. This research used descriptive qualitative research design which focus on literature study from relevance references. The data were collected by doing library research, thus the writer got the data as the reference from books as well as journals regarding the object of the study. This study showed some benefits of Flipped Classroom for students, such as they could increase their self-efficacy, motivation, and critical thinking. Meanwhile, the use of flipped classroom could help teacher in creating positive classroom atmosphere, utilizing technology in creating innovative instructional videos or materials and improving students' engagement in learning process, thus it could achieve the goals of learning outcomes.

Keywords: *Flipped Classroom, Teaching English, Young Learners*

1. INTRODUCTION

English becomes an important language taught in Indonesia. It is used as a foreign language in Indonesia English as a foreign language has been inserted in the education curriculum in Indonesia. The main objective of learning English as an international language for students is to master language competence which is an indicator of the success of a language learner. The competencies meant are in the fields of knowledge, skills, attitudes, and behaviours that should be had by students related to the ability to use language (Ratminingsih, 2019).

English language teaching in Indonesia starts from the basic level of education until the highest level in university or institute. In relation with this, it is important learning English at early age for children' development. It can be started by learning and improving English vocabularies. Students at this age are considered as good period for learning English. In this golden period, children will understand what have they learnt more quickly. English as an International language is better to be taught at early age because it could improve children's vocabulary and their language skills (listening, reading, writing and speaking).

Meanwhile, teaching English for young learners is challenging. It can be caused by some factors such as the students lack of vocabularies and motivation in learning English, they difficulty in pronouncing some words and they have limited environment to learn English. Furthermore, Mustafa (2003) mentions three problems of teaching English to young learners, such as (1) the lack of the English language in real-life situations which would likely involve children in their daily life;

(2) The way English words are written as opposed to the way the words are pronounced; and (3) There has been a persistent misconception about how children learn including learning a foreign language due to the lack understanding of who the children are.

Meanwhile, the cognitive development of a child is at the concrete operational stage. Concrete operational means that the students learn through their experiences (learning by doing) by utilizing some objects around their environment. Teaching and learning process in English classroom for young learners will be better and more enjoyable if the teacher conducts physical activities and uses concrete objects around them. Thus, the students will understand what is being taught by the teacher (Ratminingsih, 2019).

Since learning English for young learners should be fun and enjoyable, the teacher have to use an innovative learning model. Learning by doing and having relation with the real life will makes students more remember and understand what they have learnt (*long-term memory*). The use of learning media in the form of video instructional is better for teaching English for young learners.

Mandasari & Wahyudin (2021) in Sutrisna (2022) state that one of the learning model that can be used in learning by utilizing technology is the Flipped Classroom model. Flipped Classroom is a learning model that uses video as teaching media. This video will contain an explanation of the material that will be discussed in class. Students and educators can access this video with the help of internet. In addition, instructional videos can also be learnt repeatedly anytime and anywhere, therefore it easier for students to understand the material presented. Furthermore, educators can utilize learning process in the classroom by giving reinforcement in the form of exercises and other learning activities. In other words, the role of video in the Flipped Classroom learning model is to minimise the educator's time explaining the material in front of the class and learning activities in the classroom will become a place to realize the results of learning outcomes in a more meaningful way.

2. RESEARCH METODOLOGY

The type of this research is descriptive qualitative research. Descriptive qualitative method is concerned on the analysis of the relationships between non-manipulated variables and the development of generalizations (Riduwan, 2008). This study used literature study techniques from the relevance sources. The collected data were analysed descriptively qualitatively, therefore it could be seen the characteristics and English learning approaches for special needs students, especially autistic students.

3. RESULTS AND DISCUSSION

Teaching English for Young Learners

Teaching English for young learners is important nowadays. At this age students will remember and understand what they have learnt. Harmer (2007) and McKay (2007) in Ratminingsih (2021) state that students at the age of 3 -12 years old are called as their golden age or critical period. It is a potential period for learners to acquire language and even multilingualism at once, because their language acquisition devices are good.

Besides that, teaching English for young learners should be fun and meaningful. The implementation of English learning strategies for children is very necessary because at this time children like to play and do fun activities. If children feel comfortable and happy during learning activity, it will be easier for them to understand the topic being studied. Furthermore, fun learning will not be meaningful if the material taught is not related to the real world. In addition, teacher has an important role in teaching English for young learners. A good teacher is one who can bring real world learning. Learning based on the real world can provide real and meaningful experiences for students in learning. This experience could

improve students' ability, memory, and knowledge. Besides that, learning style has significant influence in learning process. There are three learning style that used by children, namely:

a. Visual Learner

Students can be said to be visual learners because they need visualization to describe the material. Students usually understand lessons by seeing, describing, and visualizing their knowledge concepts. Students with a visual learning type tend to learn faster by using *mind maps* to explain the material they have learned. In addition, students like to see what they are learning and remember the details of the material they have seen such as using pictures.

b. Auditory Learner

Students' with auditory learning style tend to communicate ideas orally. Students learn by communicating memorized material by speaking aloud. In this case, the students will remember more easily. They can learn faster through recording classroom learning and re-listening when they study again.

c. Kinesthetic Learner

Kinesthetic learners tend to learn using movement. They are comfortable moving around while listening or talking. This is because students with this type cannot learn just by listening or reading, they will learn faster by doing experiments. Students tend to learn by doing hands on practice not just theory.

The three characteristics of learning styles above are very suitable for learning media in the form of videos. Video as a teaching aid that contains sound and moving images or animations that can stimulate children to follow every instruction in it. Thus, learning by doing activities directly will make students understand the material better.

Teaching Vocabulary to EFL Young Learners

According to Besral (in Ratminingsih et al., 2021), in terms of its function, vocabulary can be classified into two types, namely active vocabulary and passive vocabulary. Active vocabulary is vocabulary whose meaning is known and is often used in speaking and writing (*productive skill*), while passive vocabulary is vocabulary that is rarely used, however in listening or reading activities (*receptive skill*), listeners or readers can understand its meaning. However, passive vocabulary can turn into active vocabulary when it is used in activities that produce the language itself, such as speaking and writing.

Vocabulary plays an important role in children's language development. It is one competencies in language skills and has important role in teaching English as a foreign language. The growth of children's vocabularies is strongly influenced by the environment around the child, the more words the children get from the environment, the more vocabulary they have.

Teaching vocabulary for young learners should be fun and enjoyable for the children. Teachers can utilize instructional videos in teaching vocabulary for young learners. By using instructional videos, children can hear, see and imitate the teacher's examples. By combining visual and auditory learning styles, students are expected to be able to remember what they have learnt before. In addition, the introduction of English vocabulary to children through the learning process at school should be introduced early, because at this age students can learn things easily and quickly.

Flipped Classroom

Flipped Classroom is one of the English learning models that can be implemented from young learners to adults. This learning model can help teachers in teaching English to students. The teacher utilizes this model to accomplish students' practices outside classroom by asking them to watch some videos that relate to certain topics. Mary (2016) claims that flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of a mentor.

Furthermore, Johnson (2013) in Sutrisna (2022) adds that the Flipped Classroom is a learning model which facilitated by digital technology that can minimize learning activities learning through lectures the learners in the classroom. This learning model gives opportunity for learners to learn earlier before learning activities in the classroom. In addition, this learning model supported by some learning materials for learners that can be accessed virtually. The students could access and read English materials before class. Thus, the students will ready with the learning activities.

In flipped classrooms students watch lesson videos at any computer, from their tablets, smart phones or from different media players at any time as they want. The video contains of materials complete with the exercise that should be completed by the students. They could bring their homework to the classroom and participate actively to learning process. In relation with this, Flipped classroom does not eliminate the education in the class directly. However, this approach maximizes the time spend for each student instead of spending time for all students at once (Hamdan et al., 2013).

In addition, the flipped learning model consists of five elements, namely: 1) Students are active in learning, 2) Technology facilitates hands-on learning, 3) Students learn the material online before in- class activities, 4) Real-world problems are assigned to students, and 5) In-class activities are focused on discussion and other communicative activities directly guided by the teacher (Julinar and Yusuf, 2019).

Meanwhile, video as a teaching aid is the most used by the teacher in using flipped classroom as learning model. Nowadays, instructional videos are used as one of the most frequently learning media used by educators to assist the learning process. Video is one of the media that displays visuals and audio which use to introduce or explain something to others. Video as one of the advances in technology that has many positive influences and advances for humans and their culture. With video, it is no longer difficult for people to get various information, knowledge and entertainment (Busyaeri, et al 2016). From a video learning, the students are allowed to approach things at their own pace without worry of peers noticing them moving slower or faster. Furthermore, students are able to stop, pause, rewind, and fast forward material so that they can examine things in their own way. Juliari, Yuniari & Sudarmawan (2021) state that video is considered capable of delivering material better than modules and reducing the quantity of internet quota usage. Besides that, video is media that displays visual and produces audio which serves to introduce or explain something to others. In this case, the students at elementary school level will be interested and motivated to learn the materials

The Benefits of Flipped Classroom

There are some benefits in implementing Flipped Classroom in teaching and learning process, such as:

a) Focusing on student's center

Students' center refers to focusing attention on student's learning: what the student is learning, how the student is learning, and the conditions under which the student is learning, whether the student is retaining and applying the learning, Learner-centered teaching shifts the responsibility for learning to the students and away from the teacher (Erlinda, 2018). In learning process, students' take their own responsibilities, while teacher as the facilitator which facilitate and guide the students. In flipped classroom, the teacher provides instructional videos that students can study at home. Students will have knowledge before entering the class and they will more active in the learning process.

b) Increasing student's self-efficacy

Flipped classroom approach can promotes some soft skills needed by 21st century's learners. Outside class activities in flipped classroom focusses on comprehending learning content based on students' time and pace. It promotes students' self-efficacy in their ability to learn independently (Enfield, 2013) in Erlinda (2018). In-class activities of flipped classroom approach emphasizes to encourage students to implement the previous knowledge acquired from outside classroom activities into deeper and more contextual learning through collaborative and cooperative activities, such as discussion, debate, peer-work and other group projects. Simultaneously, those activities can encourage social interactions, team-based skills and cultural diversity among students.

c) Enhancing student's critical thinking skill

Bretzmann (2013) in Erlinda (2018) states that flipped classroom promotes students' higher order thinking skills by making learning becomes student-centered. Moreover, flipped classroom application involves metacognitive activities to increase students' performance and academic achievement since students internalize concepts, gain critical thinking skills and control their development in terms of learning outcomes (Hamdan et al., 2013).

d) Increasing student's motivation

As stated above Flipped Classroom focuses on before class activities, so the students will be involved in implementing the content they learned through digital material obtained outside the classroom (Mary, 2016). It enables students to be more active in learning process by answering question, doing the exercise, stating opinion, and sharing knowledge with their peers in teacher's guidance.

e) Utilizing technology in creating innovative learning materials

Currently, technology plays an important role in the learning process. In this case, the flipped classroom model uses video as a learning tool that is given to students as a provision for them to learn outside the classroom. In order to create an interesting video, several applications such as *filmora* or *windows movie maker* are required. Teachers can utilize these applications and add interesting music and animation to produce attractive instructional videos that can attract students' attention in learning.

Flipped Classroom in Teaching English For Young Learners

Teaching English for young learners is challenging. It is important for teacher to add and improve students' vocabularies at this age. They will remember for long time because at this golden age students' have good *long-term memory*. Besides that, in teaching English for young learner the teacher should use some innovative strategies to make students involved in learning process.

Anwar (2017) explains some procedures that could be prepared by teacher in teaching vocabulary to EFL young learners by using flipped classroom, such as:

1. The teacher has to make sure that a software “windows movie maker” or as such thing been installed in their PC (Personal Computer).
2. After it has been installed, the teacher then will write down the script to read from the beginning of video until the end. The content of the script can be talking about kinds of animals, fruits, vegetables, or some topics young learners like so much in the efforts of enriching students’ vocabulary mastery dealing with the syllabus materials in certain semester.
3. The teacher then will prepare the supporting materials to be created in that video. It can be various pictures, clips, illustrating instrumental music, words, quotes, and so forth. Those materials will support the narration uttered by the teacher.
4. The teacher will record his or her voice reading the script. Then, the teacher inserts the recorded voice and all supporting materials merged to the video format. The teacher should arranges them all in the right order and appropriate sequence so that the video will be interactive and attractive to students. After it finished, the video can be sent or given to the students. The teacher asks students to watch the video outside of the classroom (can be at home or somewhere), to figure out the contents or message of the material, and to try to answer the questions. Beforehand, the teacher can instruct the students to make group of two or three depending on the total number of the students in a class.
5. In the next meeting, the students in one group are asked to come forward per group to deliver their answers related to the questions given in the video. While listening to the students’ answers, the teacher will guide and respond them enthusiastically and interactively. With an interesting and creative activity, the class will be alive and cozy so that students will not hesitate to tell the teacher more on words or vocabularies provided in the video. As the result, if it runs well, the students’ vocabulary mastery will be eventually richer than before for sure.

4. CONCLUSION

English is better to be taught for young learner. Teaching English for young learners should be fun and interesting. It can be done by implementing an innovative learning model and using technology. Flipped Classroom is one of learning model that utilize technology in its process. Flipped Classroom is a learning model which facilitated by digital technology that can minimize learning activities learning through lectures the learners in the classroom. This learning model gives opportunity for learners to learn earlier before learning activities in the classroom. The use of instructional video is the best choice in teaching English for young learners. By using instructional video students can watch the lesson from videos at any computer, from their tablets, smart phones or from different media players outside classroom. The students will have knowledge of the next topic before they come to classroom. Besides that, instructional video contains of colorful visual and attractive sound that makes students motivated to learn and active in learning process.

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