FLIPPED CLASSROOM WITH HOTS INSTRUCTION IN LISTENING CLASS: BEST PRACTICE APPROACH AND IMPLEMENTATION FOR EMPLOYEE CLASS

Muhammad Khanif
University of Nahdlatul Ulama Al-Ghazali Cilacap
Email: khanif.clp123@gmail.com

Abstract

As the fulfillment of learning of the 21st century, HOTsinstruction is also needed because students are not enough with only having good score but they also should have good skill for being problem solver, creative thinker, critical thinker, socialist, and able tofollow the changing era which is marked by the sophistication of IT-based technology. The research method used is case study research design. The population is the students from three classes of employeeclass students at the University of Nahdlatul Ulama AL-Ghazali Cilacap. The total samples are two classeswith a total of 70 students in the second semester. The observation, questionnaires, and interviews were usedto verify the data. The result of this study gives a view of best practice concerning how flipped classrooms with HOTs instruction implemented to listening to employee class students.
Keywords: Listening, Flipped Classroom, HOTs, Employee Class

INTRODUCTION

Listening plays an important role in communication in people's daily lives. According to Guoand Wills (2006:3), "it is the medium through which people gain a large proportion of their education,their information, their understanding of the world and human affairs, their ideals, sense of values". Mendelson (1994:9) said that "The total time spent on communicating, listening takes up 40-50 %; speaking 25-30 %; reading 11-16 %; and writing about 9 %. Then Peterson (2001:87) also wrote, "noother type of language input is easy to process as a spoken language, received through listening, learnerscan build an awareness of the interworking's of language systems at various levels and thus establish abase for more fluent productive skills". Scarcella and Oxford (1992:138-139) also point out that listening is a significant and essential area of development in the native language and a foreign language. Effective listening sharpens thinking and creates understanding

In real daily life. Listening takes part in understanding a talk, lecture, or conversation in asecond or foreign language (even in their first language). The situation, the listener, and also

the speaker can be the cause of these difficulties. Some factors contribute to them like background noise, a lack of visual clues, the speaker talking so fast, or because the listener has a limited vocabulary. Listening is a key to all effective communication. It plays an important role because without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. Finally, the mean of communication cannot be achieved properly.

Based on the explanation of how important listening is in daily life, students of employee class should be given listening material well. So, they can have good communication to support their careers. The lacks of learning to listen for employee class of UNUGHA students are; (1) they are less motivated in learning listening because they still think that it is difficult to be learned, (2) they do not have enough time to look for the appropriate source because of their business, (3) they are less able to take advantage of technological sophistication to facilitate learning it.

Along with the demands of the 21st century, the skill of critical thinking and ICT literacy is needed to face the globalization era. It is identified by (Wagner, 2010) and the Change Leadership Group at Harvard University. There are seven skills as mentioned (1) critical thinking and problem-solving skills, (2) collaboration and leadership, (3) dexterity and adaptability, (4) initiative and entrepreneurial spirit, (5) being able to communicate effectively both orally and in writing, (6) capable of accessing and analyzing information, and (7) have curiosity and imagination.

Nowadays, many online-based e-learning models are developed whether full online (Asynchronous) or blended learning (Synchronous). Full online learning is very useful for the participants who want to join the class but are limited by distance and time. While blended learning is appropriate for the participants or students who want to have both online and classical classes.

Blended learning is considered as an alternative to integrate face-to-face and online activities. Both activities are arranged well according to the needs. Some developers of the blended learning model divide the time of those activities by several comparisons 50:50, 70:30, or 30:70. Those divisions of time cannot be standardized because they all depend on learning needs. Especially in this research, the time is divided a bit clearer. The students learn the

material online before coming to the class. While inthe class, students discuss and explore the material at length to apply in the classroom what have they learned. This learning model is called a flipped classroom model.

The characteristic of flipped classrooms is the students get material for the first time before coming to the class. It is very different from the traditional classroom where students get the first time material in the class. Through that treatment, both lecturers and students get the benefit. The lecturer can have more time to explore the students' potential to complete the learning while the students may have autonomy in learning and high motivation before coming to the class because they have prepared before. So they can have material for discussion with t h e lecturer or other students.

This study collaborates the theories of the flipped classroom, e-learning, taxonomy blooms, and autonomous learner to the listening course to reach the critical thinking of the students. Those packaging is estimated to be an alternative or solution to provide strong stimulation for the development of individual abilities, especially in learning critical listening to overcome all new problems in their daily lives. According to the gap and background of the study, the writers propose some research questions. They are; 1) How does the lecturer implement the flipped classroom with HOTs instruction at employeeclass students? (2) How are students' perceptions towards the implementation?

RESEARCH METHOD

This study uses data from the case study of the implementation concerning how flipped classroom with HOTs instruction implemented to listening to employee class students and their perception toward it. The method aims at getting the knowledge of English lecturers regarding the implementation of a flipped classroom with HOTs Instruction for getting critical listening and the perception of students. At times, a case study is a type of ethnographic research study that focuses on asingle unit, such as one individual, one group, one organization, or one program Ary, Jacob, and Sorenson (2010). They also assert that case studies use multiple methods, such as interviews, observation, and archives, to gather data. Cohen, Manion, and Morrison (2000) define case studies canestablishing cause and effect, indeed one of their

strengths is that they observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects.

The observation, questionnaires, interviews, and domination are conducted to the lecturers and students in listening. The observation is conducted to investigate how does the lecturer implement flipped classrooms with HOTs instruction to listen to employee class students. The writer observed the listening lecture at the employee class for one month. There are four meetings on averagewhich are divided into two meetings for online and offline classes in each. Furthermore, the questionnaires are spread out to the students to investigate their perception toward the implementation of flipped classrooms with HOTs instruction in listening lectures at employee class. Moreover, the interview is aimed at confirming what had been done by the lecturer dealing with the implementation to improve their professional development to prepare 21st-century skills for the students.

Observation is a technique of data collection, where researchers make observations directly to the object of research to see closely the activities carried out (Riduwan, 2004: 104). WhileQuestionnaire is a data collection technique that is done by giving a set of questions or written statements to the respondent to be answered later (Sugino, 2013: 199). Whereas interview accordingto Esterberg (2002), defines as follows: "a meeting of two participants to exchange information and ideas through questions and responses, resulting in communication and joint meaning of a particular topic." The interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. And documentation according to Sugiyono (2013: 240) is a record of events that have passed. Documents can be in the form of writing, images, or monumental works from a person. Documents in the form of writings suchas diaries, history of life (life histories), stories, biographies, regulations, policies. Documents in the form of images such as photos, live images, sketches, and others. Documents in the form of works suchas works of art, which can be in the form of pictures, sculptures, films, and others. Document study is acomplement to the use of observation and interview methods in qualitative research.

All data will be gotten in triangulation techniques. Sugiyono (2013: 241) in data collection techniques, triangulation is interpreted as a technique of collecting data that is combining the various techniques of collecting data and existing data sources. If the researcher conducts data collection using triangulation, the researcher collects data while testing the

credibility of the data, namely checking the credibility of the data with various data collection techniques and various data sources. Triangulation techniques, mean researchers use techniques.

Different data collection to get data from the same source. The researcher used participatory observation, questionnaires, in-depth interviews, and documentation for the same data source simultaneously. Source triangulation means, to get data from different sources with the same technique. 70 students in the employee class are divided into three classes with one lecture at the University of Nahdlatul Ulama Al-Ghazali Cilacap. The writer took all classes as respondents for this study. They are a second-semester student who is getting listening material of TOEIC Picture.

FINDINGS AND DISCUSSIONS

They are two questions researched in this study; 1) How does the lecturer implement the flipped classroom with HOTs instruction at employee class students? and (2) How are students' perceptions towards the implementation?.

The first question can be answered by doing observation, interview, and documentation to the lecturer. In the observation, some data were found. They are (1) teaching instrument, (2) learning material, (3) lecturer background document, and (4) students list. The teaching instrument contents of the explanation lecture such as identity, basic competencies, competence indicator, teaching material, teaching scenario, evaluation instrument, and references/sources. While the process of how the lecturer implements the flipped classroom with HOTs instruction at employee class students can be known after observing the class and interviewing the lecturer. The findings are; (1) the lecturer planned the flipped classroom with HOTs instruction steps, (2) He used the application of PPT, filmora video, and google form to expand the material and trial test, (3) both lecturer and students used WA group to accommodate online class, (4) discussion about what was in online was discussed in the class, (5) lecturer gave the new discussion to blow up their different perspective, (6) lecturer lead them to relate the material to the real-life situation and took advantage for their daily life, (7) students in pair made new discussion related to the material and shared to others to be criticized, (8) they generate their understanding on how is the material could be done

effectively, (9) the lecturer gave feedback to the students on the activity which they have done, (10) the lecturer made documentation for the activity.

The process in detail was divided into online classes and classical classes. At the first time, the lecturer prepared the material and trial test for being trained to the students online. The materials are arranged step by step, so the students can follow the instruction well. It is designed in PowerPoint or video. After understanding the material, they are leaded to have a trial test to measure how well they understand the material. It is designed with a google form quiz. Both material and trial tests were shared to the WhatsAppGroup. Sharing and discussion during the online class were also opened to solve and help students' problems while learning online. In an online class, the lecturer applies a half of HOTs instruction which uses the steps of taxonomy blooms. In *remembering steps*, students are led to recognize the material and remember what have they learned related to the material. While in *understanding steps*, they are hoped able to interpret, summarize, compare, and explain what is in the material. The last, in *applying steps*, they have a trial test to implement their understanding in the material they have learned. Meanwhile, in the classical class, the lecturer started discussing what the student had done in an online class. Everyone was free to share and discuss their experience in learning online. The next step was the duty of the lecturer to lead them into HOTS. After discussing what had been done, the lecturer gave the new topic to be discussed deeper to find the implicit meaning from the material. It was done to blow up different students' perspectives (*analyze step*). By having those perspective, they were guided to respect each other's opinions depending on their view based on their knowledge and experiences. After that, the lecturer lead them to relate the material to the real-life situation and took advantage for their daily life. Next, students in pairs made new discussions related to the material and shared them with others to be criticized (*evaluating step*). Then, they generate their understanding of how is the material could be done effectively (*creating step*). The last, the lecturer gave feedback to the students on the activity which they have done and made documentation for the activity.

All processes of flipped classrooms with HOTs instruction in listening class used a mobile phone as the media. A group application was chosen to deliver the material, discuss, share, and do other activities. It was chosen because it was the most effective and efficient application. After all, all students are common in using it. Recently, persistent enthusiasm for developing so-called "21st-century skills" argues, at least tacitly, that someone who is

technologically literate knows how to use several devices and programs expertly Bullock (2011) in Kosnik et. al (2016). Thus it is in line with the questionnaire, the answer to research question number two is that the flipped classroom model (1) motivated the participants to learn English idioms and to improve their ability, (2) enhanced the participants in learning activities, and (3) engaged the participants in the learning tasks.

The second question on how students' perception towards the implementation can be found by giving questionnaires and interviews to them. All students were given questionnaires. The questionnaires were made in closed type with four options (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. There were 25 questionnaires given to them. And the result got 3,7 from range point 1 to 4. It means that the learning model was accepted well by them. Not enough only doing questionnaires, interview with every representative student in every class was also done. Some points can be described as follow; (1) The learning model is well applied to employee class students (2)They want that learning model can be applied in other lecture, (3) they want university can also facilitate big data to facilitate their activities using the internet.

CONCLUSION

The findings from this research study reveal positive outcomes as well as challenges for the new model. All data described that flipped classroom with HOTs instruction in listening class for employee class students was suitable.

The data from documentation were are (1) teaching instrument, (2) learning material, (3) lecturer background document, and (4) students list, while the data from observation was the condition while the learning model applied which showed good step; (1) the lecturer planned the flipped classroom with HOTs instruction steps, (2) He used application of PPT, filmora video, and google form to expand the material and trial test, (3) both lecturer and students used WA group to accommodate online class, (4) discussion about what were in online was clearly discussed in the class, (5) lecturer gave the new discussion to blow up their different perspective, (6) lecturer lead them to relate the material to the real life situation and took advantage for their daily life, (7) students in pair made new discussion related to the material and shared to others to be criticized, (8) they generate their understanding on how is the

material could be done effectively, (9) the lecturer gave feedback to the students on the activity which they have done, (10) the lecturer made a documentation for the activity. Then, the data from questionnaires were made in 25 questionnaires in closed type gotten 3,7 from range point 1 to 4. The last data from an interview with the students have also indicated the good feasibility in using the learning model of a flipped classroom with HOTs instruction in listening class for employee class students. some input from the interview results are as follows; (1) The learning model is well applied to employee class students (2) They want that learning model can be applied in other lectures, (3) they want university can also facilitate big data to facilitate their activities using the internet.

REFERENCES

Bullock, S. (2011). Teaching 2.0: (Re)learning to teach online. Interactive Technology and Smart Education, 8(2), 94–105.

Esteberg, Kristin G. 2002. Qualitative methods in social research. New York: McGraw Hill.

Guo, N. & Wills, R. 2006.An investigation of factors influencing English listening comprehension and possible measures for improvement. AER Journal. Retrieved from http://www.aare.edu.au/05pap/guo05088.pdf

Kosnik, Clare; White, Simone; Beck, Clive; Marshal, Bethan; Goodwin, A. Lin; Murray, Jean. (Eds.),. (2016). Building Bridges, 3–16. Sense Publishers. Rotterdam.

Peterson, P. W. 2001. Skills and strategies for proficient listening. In M. Celce Murcia (Ed.), Teaching English as a Second or Foreign Language, (p.69-85). Boston: Heinle&Heinle.

Riduwan. 2004. Metode Riset. Jakarta : Rineka Cipta

Scarcella, R. & Oxford, R. 1992.The Tapestry of Language Learning: The Individual in the Communicative Classroom. Boston: Heinle&Heinle.

Sugiyono. 2013. Metode Penelitian Kuantitatif Kualitatif dan R & D. Bandung :Alfabeta.

Wagner, Tony. 2010. Overcoming The Global Achievement Gap. Harvard University Cohen, Manion, and Morrison (2000)