Abstract

This paper describes the effect of flipped classroom strategy toward students' listening comprehension in IAIN Batusangkar. The design of this study was quasi experimental in which there are two classes that become experimental class and control class. The population of the research was the first semester students of English Department in IAIN Batusangkar. The data were collect from listening comprehension test, based on homogeneity and normality testing. It was found that the data is homogenous and normal. T-test was used in order to see the effect of flipped classroom strategy on students' listening comprehension. There are some studies was conducted related to the flipped classroom strategy. The result of data analyzing shows that there is significance result after the treatment. The students in experimental class got better listening comprehension than in the control class. In conclusion, flipped classroom strategy can be an option for lecturer to vary their teaching listening comprehension strategy. It can be said that this strategy is appropriate strategy for those students at first semester undergraduate students.

Keywords: Flipped classroom strategy, teaching listening, students' interest, listening comprehension

Introduction

Listening in foreign language learning refers to an activity where the students are able to learn how to pronounce the words, use the intonation and stressing of words, and enrich new vocabulary. Therefore students knows how used it and able to speak, read, and even write. Since there are many reasons show the importance of listening, listening becomes learning compulsory subject in learning English, especially in English department.

There are some skills that should be taught to the students. Richard in Brown (2007:307), skills in listening are divided into micro and macro skills, both of them involve recognizing reduces forms of words, distinguishing words boundaries, recognizing a core of words, interpreting words order patterns and their significance, recognizing cohesive devise in spoken discourse, distinguishing between literal and implied meaning. Shortly, these skills are learnt through practicing and then the students will able to get the correct meaning of what the speaker said.

Understand what the speaker both implied and literal meaning called by listening comprehension. Magnera (2010:12), listening comprehension refers to the understanding of the implication and explicit meaning of words and sentences of spoken language. Briefly, listening comprehension is the activity in which the students have to understand the correct meaning of what the speaker said implicitly and explicitly. Shortly listening comprehension the students understand correctly what the speaker said implicitly and explicitly. Since the high expectation on student in listening comprehension it need appropriate strategy to run the class.

Strategy in teaching listening is in form many variations. According to Brown (2001: 259) using effective listening strategies improves the chance of students becoming good learners. He divided listening teaching strategy into eight strategies: looking for key words, looking for nonverbal cues to meaning, predicting a speaker's purpose by the context of the spoken discourse, associating information with one's existing cognitive structure activating, guessing at meanings, seeking
clarification, listening for the general gist, then various test-taking strategies for listening comprehension background.

Deals with the strategy in teaching listening, it cannot be denied that it is influenced by transformation of technology. Nowadays, it can be says that there is none of the students don’t have smartphone. Everybody is connected to the internet. Even the students have special treatment in their faculty; they are able to connect internet freely. This fact might be the great chance to the lecturer to enhance their strategy in teaching listening. Some strategy used technology in order to help both lecturer and students run the class. One of them is flipped classroom strategy.

Makice (2012), Flipped classroom strategy is flipped classroom is a flexible set of teaching and learning strategies for organizing student learning experiences in a manner that requires active student engagement throughout the learning process, rather than a specific educational approach. Milman (2012:85) “flipped classroom” instructional strategy (also known as the “inverted classroom”) has been receiving a lot of. Moreover, According to Bergmann & Sams (2012), in flipped classroom strategy, students have already had overall concepts of the matter of subjects before discussing face-to-face with teacher or peers. Meanwhile, Educause Learning Initiative projects (2012) states the flipped classroom strategy is a pedagogical model in which lesson content is learned at home by means of technology, allowing lecturers to devote class time to practicing lesson content with exercises, activities, discussions.

Two strong elements in the flipped classroom are using technology media as the instruction of learning while outside the class and establishing interactive and communicative learning while inside the class (Zappe, Leicht, Messner, itzinger & Lee, 2009). The flipped classroom is very flexible to be adopted whether by teachers or lecturers. It can be applied to any level of education, but it depends on the learners, resources and time available (Milman, 2012).

First semester student of English department is lack of exposure of English. It caused by the several factors; the environment and educational background. None of them used English as first or second language on their daily communication. They only hear and used English in the classroom. Next factor is their educational background. They have lack of knowledge about listening, since when they are in senior high school there is no listening class. This fact challenges the lecturer to do something new in teaching, for example is the strategy in teaching; Flipped classroom strategy. This research want to see does flipped classroom strategy give better effect of students’ listening comprehension.

Using flipped classroom strategy gives some advantages for both of students and lecturer. According to Bergman, and Sams (2000:24), there are several advantages of flipped classroom strategy; students get help on difficult topic, lecturer-student interaction is enhanced, helpful when the lecturer is absent or cannot make a class, relationships with students are better, allows for differentiation of the students, creates an atmosphere of learning process, and helpful when students are absent.

Moreover, Milman (2012) states that the flipped classroom will save the students’ and teacher’ times. The valuable time can be used in the classroom for discussing rather than listening to the lectures. The flipped classroom will make for more efficient instruction and activity during classroom hours and because students have already prepared learning materials before coming to the class, they have to be responsible for their own learning and the lecturer will act as a facilitator to guide more in learning rather than teaching.

Furthermore, Zappe et al. (2009) stated that the Flipped learning will save students’ time to learn actively, classroom activity will not sacrifice valuable time needed by students to cover the content. In short, in flipped classroom strategy the students and the lecturer are not wasting time to lean the concept in the class, since they already learn about that at home early.

From the explanations above, it can be seen that flipped classroom strategy has many advantages for both students and lecturer. Since the materials are available for students to access, they are able to learn anytime and anywhere. For those students who are sick or for those cannot attend the class,
they still able to learn and doing discussion with other students and lecturer. hence, the students have understanding about the topic.

Then, flipped classroom strategy enhances the relationship between the lecturer with the students, since there is communication with the students both inside and outside the class. Moreover flipped classroom is really helpful for the lecturer if she or he cannot attend the class. It cannot be denied sometimes the lecturer cannot attend the class because of some academic reasons and others. In short, flipped classroom strategy has advantages for both lecturer and students.

Flipped classroom strategy consists of several activities; it supports the students learning inside and outside the classroom. The students are exposed by the materials before go to the class, therefore none students do not have any knowledge about the materials. And then there is also a test to the students to know their comprehension. Therefore, in the classroom they have lot time to do practices to enhance their comprehension. It hopes when the class is over, they are able to practice it in the real life

Before implementing flipped classroom strategy in teaching listening process, there are several things that should be considered by the lecturer. According to Bergman, and Sams (2000) there are several things that should be considered before flipping the classroom; decide which technology will be used, which video service that will be used to publish videos to students, and makes the students accountable for watching the videos. It can be said that the lecturer cannot flipped class directly; s/he should consider and prepare these things.

There are some steps in flipped classroom strategy. According to Lauren (2013), the structure of flipped classroom consists of three steeps; before the class, during the class, and after the class. First, the students watch the video lectures to expose them the content. Second, the students participate in active learning activities to deepen their understanding of the content. And last, the students complete assignments independently to practice mastery of learned concepts at home.

Moreover Lauren(2013) states before class: the students watched the video to exposes them with the content Many students came to class with notes they had taken while watching video. They also brought clarification or questions to class. Moreover, they could watch the video numerous times, rewind to re-watch a confusing section, pause to address an interruption, and even watch the video at an accelerated rate.

Meanwhile, in the classroom, the students work in a group or pair. According to Bergman and Sams (2012), in the classroom, students worked in pairs on 3-4 problem solving tasks, they were paired with others of similar ability level, the lecturer allowed students to find a partner within a group of students with similar academic ability. Student groups did their work individual in the white boards that were appropriately sized for a pair of students to collaborate.

After the class is over, the students submit the task through e-mail. Sams (2008) states the activities after class: Student completed a few Homework problems. Each week individually and submitted them online for evaluation. The homework system was provided by the textbook publisher, and each student received a different set of input parameters hence requiring a unique solution. The homework system graded their answers, thus providing students with instant feedback.

To sum up, before applying flipped classroom strategy, the lecturer should consider several things, for example: the source of the video, how long the video, and the accountable of the video. Before the class begins, the students watch the video to expose them the content, then they have background knowledge about the topic. It will help them to practice and discuss in the class in pair or group. And last, when the class is over, the students will complete the assignment.

There are some studies was conducted related to the flipped classroom strategy. They are; Mehrnoosh Karimi (2016). students in Islamic Azad University, Isfahan Iran. Said fathy el said abdul Fattah (2015), Siti Hajar Halili, Zamzami Zainuddin (2015), Samah Zakareya Ahmad (2015). Since there are some researches that conducted in teaching, it proves that flipped classroom is the on appropriate strategy in teaching. Otherwise, this study aims to see the effectiveness of flipped classroom on students listening comprehension of first semester undergraduate students.
This study aims to answer the question; does the flipped classroom strategy give significant effect toward students’ listening comprehension, with the hypothesis $H_a$: flipped classroom strategy give better effect toward students’ listening comprehension. The result of the research is expected to give some contributions in teaching and learning English. Since this research will be conducted in university level, it is expected to be useful for lecturer in order to vary the way they teach.

Method

This research is quasi-experimental research. There were two classes in this research; experiment class and control class. This research employed intact groups since the students have been classified into their existing class or group. Both experimental and control groups were given a post test. The test scores of the two groups would be compared to determine the effectiveness of the strategy given. This research was used the post-test only.

The population of this research was the first semester students in IAIN Batusangkar who takes listening Comprehension I class. The population consisted of three classes in the academic year 2017/2018. Before this research conducted, the population has been tested by using homogeneity and normality testing. It was found that the population is normal. It is because the Asymp. Sig. (2-tailed) is higher than the significance level 0.05. The sample of this research was selected by using cluster random sampling. The instrument used to collect the data is listening test. The test was given to measure the students’ listening comprehension. The test also tested by validity reliability test. Procedure of the research is divided into three parts: preparation, teaching procedure, and evaluation. The data was gotten from students’ listening test at the end of meeting. Then the data was analyzed by normality and homogeneity, and testing hypothesis testing.

Results and Discussion

The data of the research was taken from listening comprehension test. The data was obtained consist of the mean, sum, max, min, variance and standard variation. The result of data analysis of both classes is shown on the following table.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Max</th>
<th>Min</th>
<th>Sum</th>
<th>SD</th>
<th>Var</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>18</td>
<td>72.33333</td>
<td>88</td>
<td>45</td>
<td>1302</td>
<td>10.73203</td>
<td>108.7778</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>23</td>
<td>62.95652</td>
<td>86</td>
<td>40</td>
<td>1448</td>
<td>12.28628</td>
<td>144.3894</td>
<td></td>
</tr>
</tbody>
</table>

Then, the data was tested by using Shapiro-wilk and levene test at the level of significant 0.05, in order to see the homogenous and normal of the data. Based on the analysis of the research it was found that students’ listening test was homogeneous and normal. It is because the Asymp.Sig. (2-tailed) is higher than the significance level 0.05. After that the data was tested by using T-test in order to see the effect of flipped classroom strategy on students’ listening test. The result of the analysis can be seen as follow:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Dev Stand</th>
<th>Tobserved</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td></td>
<td>18</td>
<td>1302</td>
<td>10.73</td>
<td>2.561</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>23</td>
<td>1448</td>
<td>12.28</td>
<td></td>
</tr>
<tr>
<td>Dev Stand</td>
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<td>Tobserved</td>
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</tbody>
</table>
Based on the analysis, it was found that the value of $t_{\text{observed}}$ was 2561, while the value of $t_{\text{table}}$ with level of significance 0.05 was 1.683. Since the value of the $t_{\text{observed}}$ was higher than the value of $t_{\text{table}}$, thus, $H_0$ was rejected and $H_a$ is accepted. It means that flipped classroom strategy gives better impact toward students’ listening comprehension at first semester English department students in IAIN Batusangkar.

First semester students have less knowledge and less exposure of listening. They have no idea how listening class will be. Since listening class is new class for the students, it is not surprise that if they have limited knowledge about listening. It becomes challenge for the lecturer to make the students to comprehend listening. There are many ways to help them, one of them is by considering the using of the strategy in teaching. Flipped classroom strategy exposes the materials to the students before the class begins. All the students have already known the topic what they going to learn, that makes them understand about the material before the class begins. The exposure of the material before the class begins is important for their listening comprehension. It is supported by Peregoy and Boyle (2005) who states that language exposure plays a big role in the learner’s language production. Since the students have material exposure, it is not surprise if they have good understanding before come to the class and ready for some exercises.

Moreover, in flipped classroom strategy the students are active in learning inside and outside the class. Outside the class, the lecturer facilitated the students with online discussion in which they were free to give response, question, and answer the question. Then, they had discussion in the classroom. It is supported by Zappe. et, all (2009) flipped classroom is a useful way to add active learning to the classroom without sacrificing valuable class time needed for coverage of content. Students are given the responsibility of independently learning the course material so that more class time can be dedicated towards problem solving and active learning exercises. In line with, it was found that active learning is a way how to run the flipped classroom strategy in listening classroom in IAIN Batusangkar. The students have a chance to have a discussion inside and outside the class. Therefore they ready for some exercises and discuss about that. In short, they safe they time to coverage the content and have more time to do exercises in order to make their listening comprehension better.

Besides, the students and the lecturer in flipped classroom strategy class used technology in teaching and learning process. The lecturer sent the materials by using email afterwards the students had online discussion via whatsapp. According to Clark (2013) the flipped classroom strategy provides the materials outside the class by using technology. By using technology the students were able to control their learning, since they could repeat and rewind the video and audio, sometimes they stop for a while the video and audio, besides they are able to read the materials again. Pourhosein and Sabouri (2014) emphasize that the students can control their own learning process and have access to many information over which their teachers cannot control.

In short, flipped classroom strategy gives better effect on students’ listening comprehension since it makes the students familiar with the materials before the class begins. It gives some benefit for them to comprehend listening comprehension materials. For example the students get help on the difficult topic. Since the materials are given before the class begins, they have lot of time to re-read the material over and over again. If there is some particular point that still hard to understand, they are able do some discussion both with the lecturer and friends. According to Bergman, and Sams (2012) the advantages of flipped classroom: in flipped classroom strategy the students get help on difficult topic, the lecturer-student interaction is enhanced, flipped classroom strategy is helpful for both students and lecturer cannot make a class, flipped classroom allows for differentiation of the students. It can be said that using flipped classroom strategy give better impact toward their listening comprehension.
Conclusions

Rapid growing of technology influenced the way students learn and the lecturer teaches. It can be seen from the result of this research, which found that flipped classroom strategy is effective to make students’ listening comprehension better. In flipped classroom strategy lecturer send the material to students, then the students are able learn the about the material whenever they want, and wherever they want. Then in the classroom they have lot times to do some exercises to enhance their listening comprehension.

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