



EXPLORATION OF ENGLISH EDUCATION STUDY PROGRAM STUDENTS' EXPERIENCE IN LEARNING GRAMMAR THROUGH THE FLIPPED CLASSROOM METHOD

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Abstract

The flipped classroom method is a student-centered teaching method. This method is used so that learning does not look monotonous, especially in grammar learning which often makes students feel bored and even difficult to understand the lessons given. This study aims to explore students' experiences related to the flipped classroom method in grammar learning and to determine students' perceptions regarding the use of this method in supporting the effectiveness of grammar learning in class. The research method used is a descriptive qualitative method. Data were collected based on semi-structured interviews via WhatsApp using the voice note feature with students who used the method in grammar learning. The results of this study indicate that the use of the flipped classroom method in grammar learning according to students' subjective opinions is less helpful in improving understanding and causes its own difficulties because they are required to study independently at home before class. The benefits of the study are to understand what the experiences and perceptions of students are regarding the use of the flipped classroom method in grammar learning and to understand the challenges of using the flipped classroom method in learning from students' perceptions.

Keywords: *Flipped Classroom Method, Students' Experience, Learning Grammar*

INTRODUCTION

Grammar learning in English education study programs often experiences challenges, including students tend to be passive in receiving material in class, students are not directly involved, and they are also sometimes confused about applying what they have learned. All of this is caused by learning methods that are too monotonous. The flipped classroom method is here to provide a new color in classroom learning practices. This method focuses on in-depth discussions, practices and problem solving. For material explanations, this method utilizes digital media where students are asked to listen to material explanations independently at home through learning videos that the lecturer has prepared. In the book "Metode Pembelajaran era Society 5.0", flipped classroom is a method used in learning where students study material from home before class starts and in class students only do assignments, discuss material and solve problems they face related to the material given. This flipped classroom is a learning method where students study in depth at home and in class they only focus on completing all assignments or can also be called a reverse learning method.

According to the results of research conducted by Ovilia and Septi (2022) that "the average learning outcomes obtained in the experimental class that implemented the flipped

classroom learning model were superior compared to the control class that only used the conventional learning model". From these results, I can conclude that the flipped classroom method has proven to be effective in improving the quality of student learning and providing satisfactory results compared to conventional methods. In addition, another study by M. Yusuf (2025) stated that "The main findings produced show that the application of this method can increase active student participation during the learning process in the classroom". Both studies show that the flipped classroom method has a positive impact on student learning progress and of course shifts the conventional method that has been used for a long time.

In a study conducted by Allahveysi and Aliakbari (2021) which examined the use of Flipped Classroom in grammar learning for advanced Iranian students, it was stated that "The results demonstrated that employing flipped classroom approach has a significant impact on Iranian EFL learners language achievement..." this study stated positive results on the use of the flipped classroom method for Iranian students. Another study by Mandasari and Wahyudin (2021) stated that "The students believe that flipped classroom provides tools that support the learning" in this study students believe that the flipped classroom method helps them improve their learning in this case grammar learning. Previous studies have shown good results related to the use of flipped classroom in the teaching and learning process in terms of their observations after being given a pretest and posttest.

However, there has not been much research on the subjective perception of English education students regarding the use of flipped classrooms in grammar learning. Questions such as their experience using the flipped classroom method, what are the challenges in using the method, how the method affects their understanding, and what suggestions they might be able to give after using the method in class, are still little researched in Indonesia.

This study aims to explore the experiences of English education study program students related to the use of the flipped classroom method in their grammar learning. The study focuses on their experiences, challenges, impacts felt by their understanding, and their ideas for the flipped classroom method in the future.

This study is expected to provide significant theoretical contributions in enriching the literature on the application of flipped learning, especially in the realm of grammar learning. In addition, this study also attempts to offer a more innovative and adaptive practical review, so that learning methods can be designed more relevantly—directly responding to the various academic needs and characteristics of students in the English Language Education Study Program. Thus, it is hoped that grammar teaching practices will not only be more effective and interesting, but also in line with the demands of the times and students' aspirations for a more independent and meaningful learning model.

METHOD

This method uses a descriptive qualitative approach in explaining the experiences of English education study program students in learning grammar using the flipped classroom method. The study used a semi-structured interview instrument where respondents were asked for their opinions via WhatsApp using the voice note feature when providing answers for the convenience and flexibility of the respondents.

This study used three respondents from English education study program students who were selected based on the criteria where they had experience in learning grammar using the flipped classroom method.

RESULTS AND DISCUSSION

This study explores the perspectives of English education students regarding the use of the flipped classroom method, specifically examining their experiences using this method, the challenges they face, the experiences they feel in improving their understanding, and also suggestions for improving this method. The results of this study I got 4 findings, including:

Finding 1: The Flipped Classroom Method is Interesting but Less Popular with Students in Grammar Learning.

Respondents felt that the flipped classroom method was interesting but they were less interested in using it in grammar learning and they found it more difficult to understand grammar learning with this method.

Respondent 1 said that:

"I feel that learning grammar with the flipped classroom method is quite interesting because I can study at home first through videos or materials provided but I personally prefer the conventional method because when studying directly in class with the lecturer explaining the material directly I feel it is easier to understand and can immediately ask if there is something confusing."

Respondent 2 stated the same thing:

"In my personal opinion, this method makes it difficult for me because I think grammar is a rather complicated lesson and if I am told to watch a video first and the video is quite long I have difficulty understanding, I can understand better if the lecturer directly explains the material from beginning to end in front of me directly."

Respondent 3 also said that the flipped classroom method is interesting:

"I think learning grammar with the flipped classroom method feels more interesting compared to the conventional method that I used to experience."

Finding 2: Difficulties in Independent Learning at Home

Respondents find it difficult to manage time to watch videos and understand the material themselves at home, they feel that direct lecturer explanations can help them understand grammar material better.

Respondent 1 felt:

"It is difficult to understand the material at home without direct explanation from the lecturer when the material is quite difficult I feel confused and have to find my own understanding which sometimes makes me not understand it better."

Respondent 2 also felt the same way:

“I find it difficult to understand something autodidactically, I need it explained directly in front of me given examples directly in front of me.”

Respondent 3 stated his difficulty in dividing his time:

“It is difficult to manage time for independent learning before class starts sometimes I feel lazy and forget to watch videos. If the material is difficult I am confused about who to ask.”

Finding 3: The Flipped Classroom Method Helps Respondents Repeat the Material Independently but Requires Independent Repetition to Improve Understanding

The use of flipped classrooms that require independent study at home causes respondents to feel less understanding of the material given.

Respondent 1 stated:

“The flipped classroom method has a fairly good influence on my understanding of grammar learning because I have time to study the material first before it is discussed in class, but my understanding is not always optimal, especially if the material being studied is quite difficult and there is no direct explanation from the lecturer so I have to try hard enough to understand it independently.”

Respondent 2 also felt the same difficulty:

“I have difficulty with this method, I understand but don't really understand I only memorize what the speaker explains but I don't understand what the speaker means.”

Respondent 3 stated:

“Because the grammar material is confusing, this method helps me repeat the material myself until I really understand it.”

Finding 4: Short and Interesting Learning Videos are More Recommended to Increase the Effectiveness of the Flipped Classroom Learning Method

Respondents feel that shorter and more interesting learning videos are more helpful in independent learning so that they do not feel bored or lazy to study independently at home.

Respondent 1 gave suggestions in the form of:

“Lecturers should provide a short explanation or summary in the form of videos or notes that are easy to understand so that students do not feel confused when studying independently.”

Respondent 2 also said:

“My suggestion is that the video be made more interesting and does not need to be too long and the video should be divided into several parts so that you don't feel bored when watching.”

Respondent 3 also said:

“My suggestion is that the video or reading material should be made shorter, clearer, and more interesting so that it is not boring when studying alone at home.”

The results of this study indicate that the flipped classroom method is less effective to use based on the perspective of English education students who have experienced the use of this method directly in their grammar learning process. Independent learning at home is the biggest factor that causes students to feel that this method is not so good. Independent learning without direct guidance from lecturers makes it difficult for them to understand the material given. Learning videos that are too long and not interesting are also other factors that make them lazy to study independently at home.

In contrast to previous research by Gufron (2022) which showed that the use of flipped classrooms is very good at improving students' understanding in learning grammar as seen from the comparison when given a pretest and posttest. The study shows that flipped classrooms really help in the learning process of students in terms of improving their grammar skills. This study explains that the factors that cause the flipped classroom method to improve are due to the motivation that arises from students' boredom with the use of old methods and the desire for learning models in class to be more innovative and different. These results are certainly contrary to the results of my research which actually show that this method is less effective in helping to improve students' understanding in learning grammar. The results of my research show that students find it difficult to understand the material without direct help from lecturers. In addition, the difficulty of managing time to study and the laziness that arises are also challenges that greatly affect their ability to understand the material well.

Some of the students I studied expressed their opinions about their tendency towards conventional methods compared to the flipped classroom method. According to Sutrisna (2022), "currently, the conventional classroom teaching approach is no longer considered effective". The study considered that conventional methods are no longer effective for use in today's era, but the results of my research according to students' views are the opposite. The conventional approach is indeed an old and outdated method, but this method is still in demand by some learners. The flipped classroom approach is considered interesting but not very satisfying for English learners who are learning grammar with this method.

In a book written by Yulius and Richardus (2021) "teachers record their lessons using simple videos, post them on the internet.....". In the flipped classroom method, learning is done by watching learning videos independently at home. In this case, students suggest that learning with the flipped classroom method uses short and interesting learning videos. Learning videos that are too long make students feel bored and lazy to watch them because students today prefer something that is practical and simple. Video packaging must also be made interesting so that students are encouraged to watch the learning videos that have been given as expressed by Yusuf (2025) "The selection of this digital material must be adjusted to the characteristics of students, such as their level of understanding of the material or different learning preferences", this is expected so that independent learning can achieve the desired learning objectives.

A study conducted by Saidah (2019) stated that "....there was statistically significant difference between control and experimental groups which were taught by using flipped classroom. In other words, there was effectiveness of using flipped classroom in teaching grammar". The results of the control class and experimental class conducted by Saidah showed that teaching grammar using the flipped classroom method had effective results. In addition, another study by Djuwairiah and Muhammad (2021) stated "....the students

had improved their grammar scores after studying for approximately one month within this online flipped course". Both studies provided significant results in the use of the flipped classroom method for grammar learning. However, based on the results of my research which looked at the use of flipped classroom based on the perspective and experience of students who used the flipped classroom method in grammar learning, it actually showed the opposite. The results of this study show that students do not like the flipped classroom method, especially when used in grammar learning because for them the method makes it difficult for them to understand the material given.

In addition, students also suggested giving short quizzes related to the material that has been studied. This is done to improve students' understanding of the material and also help to be more interactive in class. The quizzes given can also vary, such as multiple choice questions or fill the blanks according to student interests. In each class meeting, lecturers should also use different types of questions so that students do not get bored and feel interested in continuing to attend class. A short explanation before learning can also be given as part of an effort to help students understand after independent study at home.

Overall, this study states that the flipped classroom method in grammar learning according to students' perspectives and direct experiences is considered interesting but not very popular. Grammar learning with this method does not help students improve their understanding. Students also find it difficult to use this method, especially in terms of independent learning at home. Learning videos that are too long and monotonous also make them feel lazy to watch videos.

CONCLUSION

The flipped classroom method is a learning method where students learn the material from home before class and then practice it in class. This method is also commonly called the reverse method because learning activities are carried out at home while assignments are done in class. Several studies have shown that this method is very good at improving students' grammar learning outcomes, but based on the results of this study which are based on students' subjective perspectives, it shows that the flipped classroom method is not very good at improving their learning outcomes. The flipped classroom method which requires students to study independently at home through videos is considered unable to help them improve their understanding of grammar learning. Grammar material itself is complex material and students feel that having a lecturer explain it directly to them without the intermediary of a recorded video makes them much more developed. When they have difficulty in a certain part, students can immediately ask the lecturer directly without having to wait until tomorrow to ask the lecturer directly in class.

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