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The Use of Flipped Learning Strategy in Teaching English Vocabulary at Elementary School

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ABSTRACT

This study aims to know the effect of Flipped learning strategy on students' vocabulary achievement at pesantren—pre-experimental one-group pretest-posttest design used to determine the dependent variable's accuracy. Sixty elementary students at Pesantren Mambaush Sholihin Gresik assessed a significant influence on vocabulary achievement. The finding shows that data using a paired-sample t-test was 12,817 at the considerable level of 0,05 and the degree of freedom 29. The flipped learning method was significant and affected improving students' vocabulary in primary school. The learning impact will be considerably decreased if the group's division of labour is ambiguous and students do not participate actively in the group. Because of this, future implementations of flipped classes should be revised.

Keywords: Flipped Learning, Vocabulary, Elementary Students

I. INTRODUCTION

It is crucial to grasp vocabulary, one of the most important aspects to learn a new language (Hussain, 2018; Kholis & Aziz, 2019). It gives significant results for foreign language learners who will be engaged (Cennetkusu et al., 2020). A foreign language usually referred to as a second language, shows interest to anyone who knows it. Quoted from world history, the foreign language used by various continents is English which we already know as the lingua franca. (Brutt-Griffler, 2006) Recognizing and learning vocabulary makes it easier to master other common skills such as speaking, listening, writing, and reading.

(Hiebert & Kamil, 2005; Kholis & Aziz, 2020) In acquiring a word, vocabulary becomes an extraordinary challenge because of the many words required from pronunciation, written form, association, and collocation. (Bergström et al., 2021). Furthermore, since vocabulary is the foundation of every language, it has a prominent place in the hierarchy of linguistic concepts. There is nothing to express or communicate without language and vocabulary (Wilkins, 1972). Developing a strong vocabulary is essential to learning a new language. However, data shows that the word level of English majors at colleges is not favourable. One reason for this is that many English instructors still use the old teaching method, which has several flaws. Teachers, for example, need a significant amount of time to explain and study the use of words. The teacher dominates classes, and no activities are given to help students learn new terminology. Most students find it challenging to use their language in various situations, and they dislike the traditional teaching techniques. As a consequence, mastering new jargon is a real challenge.

Some of the previous difficulties are expected to be solved in a new style of classroom education—the flipped learning model of vocabulary teaching. Since Eric Mazur's Peer Instruction technique was established in the 1990s, the flipped classroom paradigm has grown popular. Instead of relying only on time spent in the classroom, flipping the classroom allows students to learn the foundational information before class even begins. It frees up class time for activities like group discussions and one-on-one tutoring. Flipped classroom vocabulary education may also present students with a wide range of exercises to help them retain the information they learn in class, pique students' interests, and help them achieve better results.

The flipped learning strategy can build students' motivation to acquire vocabulary. It was adopted from student-focused blended learning with content-based ICT media capable of growing independent learners. (Matsubara & Yoshida, 2018). Exerting effort as an independent learner provides cognitive space for adjusting the quality of the learner. (Huang et al., 2019) This concept makes it easier for students to explore the level of understanding with their respective learning styles (Matsubara & Yoshida, 2018). Researchers from various disciplines have shown the beneficial outcomes of forming flipped learning and help to deal with the transformation of learning in the present or future era. (Mohan, 2018).

However, there are drawbacks and concerns with the flipped classroom approach. According (Wilkins, 1972), this new method should be avoided. The obvious issue is: Is the flipped learning form of vocabulary instruction more successful than the more conventional methods? Do any issues need to be addressed to enhance this new teaching method? Because of this, the authors of this study set out to conduct the research described below to know the flipped learning language education affects students.

II. Literature Review

A. Flipped Learning

Two American teachers, John Bergmann and Aaron Sams are credited with inventing the flipped classroom as a new approach to classroom instruction. The public has been drawn to the combination of real-time explanations and demo videos that have been posted online. As a result, colleges and universities across the United States have adopted the Flipped Learning method. A major reform of the classroom teaching model, the New York Times and Global Times wrote about the Flipped Classroom in 2011. More and more studies are being conducted on the flipped classroom model of instruction. (Chen Hsieh et al., 2017) outlined the inverted classroom's benefits and drawbacks, which sheds light on the concept of a reverse classroom in greater depth. However, it does not use the reverse class model to teach vocabulary. One of the essential aspects of vocabulary teaching is the introduction of numerous strategies (Kholis & Aziz, 2019). Teaching and feedback from students are the main focus here. And they didn't look into the effect of the strategy of teaching vocabulary in this strategic location.

Flipped learning is a mixed learning configuration. This approach is formulated from traditional learning with network instruction. (Capone et al., 2017). The context of reverse classroom learning is associated with the technological revolution that is developing so rapidly in the 21st century that it requires new inventions. (Wasriep & Lajium, 2019) The process that occurred, known as industry 4.0, has dedicated technology as the essential thing in education to create learning spaces following students' characteristics today. (Campbell, 2021). The flipped learning style is in line with the tendency of Generation Z, whose scope is parallel to that of the virtual world and is accustomed to getting various information in a short time. (Santosa, 2017) Generation Z takes advantage of technology as an effective means and becomes the goal of

pedagogical knowledge approaches, content knowledge, and technological knowledge. It is a challenge for Generation Z in the 21st century. (Agustini et al., 2019) Reverse learning construction makes students more active, flexible, and free to do what they want to learn according to their learning style. The flipped learning method focuses on learner-centred teaching to create a conceptual experience, such as students who have a positive opinion, active, independent, and creative. The main benefit of this concept is to give students more responsibility for their learning (Olaniyi, 2020).

There are three stages to achieve the success of the flipped learning method, before class *(pre-class)*, when the class start *(in-class*), and after the class ends *(out of class)*. Before the class takes place, students are provided with material to remember the material to be taught. In that manner, students may actively participate in the classroom and learning centre and apply and evaluate the subject via different classroom activities, which are then continued by working on and working on certain projects after class ends. (Blau & Shamir-Inbal, 2017). The series of flipped learning processes above is a bloom taxonomy with a learning framework depicted by a pyramid as a form of levelling the learning process so that students can master learning according to the level context that has been provided (Eppard & Rochdi, 2017).

B. Teaching Vocabulary in the Conventional Way

At the end of the eighteenth century, the grammar-translation method was first introduced to students of modern languages in Prussian public schools. This was the primary method for teaching foreign languages in Europe for a long period. Its main characteristics include reading text-based vocabulary selection and bilingual explanation of vocabulary items (Richards & Renandya, 2002; Richards & Rodgers, 2014). This method encourages students to use bilingual vocabulary in the classroom. Students often find themselves unable to use the words they've learned in this way on their own. Other methods and approaches have gradually replaced the grammar-translation method.

One of the numerous "natural" approaches introduced towards the end of the 19th century was the direct method. It is named from its importance in connecting meaning with the target language without the need for translation. There are several primary aspects of this method's vocabulary instruction, including using the target language in the classroom, demonstrating an

abstract vocabulary connection of concepts, and emphasising pronunciation (Richards, 1985).

Foreign language instruction in western Europe spawned the development of the direct method in the 19th century. As a result, it may help pupils enhance their listening and speaking comprehension in English. However, its biggest weakness is its inability to explain certain complicated and abstract topics effectively. Using a communicative method stresses that learning a new language improves one's ability to converse with others. Instead of learning vocabulary, students are assigned projects that require them to use the language they have already learned. To communicate effectively, we must pay close attention to the meaning of words and become fluent in their use. Students focus on classroom learning, while instructors serve as facilitators, helpers, and consultants. Soon after its introduction, the communicative technique was extensively adopted in conventional classrooms. On the other hand, the communicative technique focuses on vocabulary fluency rather than accuracy, making it poor for teaching vocabulary. It wasn't given enough attention throughout the communication approach era.

III. METHOD

The research design used in this study was a pre-experimental one-group pretest-posttest design with the quantitative method. The one-group pretest-posttest design for pre-experimental research has three parts. The first step was to conduct a pre-test to determine the dependent variable's accuracy. After receiving experimental treatment X, the patient was monitored. The dependent variable was re-estimated after a post-test was controlled.

The researcher directs the examination to three gatherings. On a primary day, the researcher encourages students generally without the treatment. After that, the researcher gives a pre-test. On the second day, the researcher instructs them to utilize memory strategies, and on the last day, the researcher provides the post-test. It is given to know the viability of flipped learning strategies on students' vocabulary mastery. The research took pre-test, treatment, and post-test. After that, the researcher gave a test and tried out the instrument. The data analysis that the researcher used in this study was the paired-sample t-test, which will be calculated using a manual formula. Thus, the differences in current results from the test treatment were then determined by looking at the pre-test and post-test scores.

This study used two variables, independent and dependent variables. The independent learning strategy uses flipped learning approaches. Besides, the dependent variable is the learning outcomes of vocabulary mastery.

A. Research Instrument

The researcher employed a test as a tool for her investigation. The pre-test proved to be the most challenging part of the exam when it was administered again. The following step was a post-test designed by the researcher by the learning goals. The researcher was required to give it a try before doing a pre-test and treatment to determine whether or not the instrument was satisfying to students. Multiple-choice, matching, gap-fill, and translation questions were utilised on both the pre-and post-tests. Before class, students were required to complete a vocabulary check. Students were given a time limit of 40 minutes to finish their vocabulary tests. There were ten questions on the pre-test. If pupils correctly answer one of the questions, they will be awarded 10 points. Pre- and post-test scores will be based on the students' test scores if they properly answer all questions.

This test is a follow-up to the pre-test. The post-test was administered after the treatments had been distributed in class. The post-test questions are aimed to help you reevaluate your prior treatments. The researchers were invited to give it a whirl before the pre-test and treatment procedures were completed. The purpose of the try-out is to see whether the instrument is usable by the students. The experiment was provided to 10 students with a basic level of English, and the researcher also sought permission from the English trainer.

B. Data Analysis

The researcher uses Paired Sample T-test to determine the result of hypothesis testing. The paired sample t-test measures before and after an experimental treatment from a single population. Before doing the hypothesis testing, the researcher fulfils prerequisites of assumption, such as the normality test, homogeneity test, and linearity test. But the paired sample t-test does not need the homogeneity of variance test for this parametric test is dealing with the same group. For the steps, the researcher chooses IBM SPSS 20 to calculate the data to get the best evidence.

IV. FINDING

1) THE RESULT OF THE PRE-TEST

The pre-test data on student vocabulary mastery were obtained from their vocabulary tests. All data were calculated using SPSS 20. The data can be described as follows:

Table 1; *Students' Vocabulary of Pre-test*

Pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45.00	1	3.3	3.3	3.3
	50.00	3	10.0	10.0	13.3
	55.00	1	3.3	3.3	16.7
	60.00	5	16.7	16.7	33.3
	65.00	4	13.3	13.3	46.7
	70.00	5	16.7	16.7	63.3
	75.00	3	10.0	10.0	73.3
	80.00	3	10.0	10.0	83.3
	85.00	3	10.0	10.0	93.3
	90.00	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

The pre-test result before the intervention showed that the lowest score was 45. The highest score was 90. The statistical description of the pre-test data can be seen in the following table:

Table 2; *Descriptive Statistic of Pre-Test*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE TEST	30	45.00	90.00	68.6667	12.38278
Valid N (listwise)	30				

Based on the calculation in Table 2, it can be concluded that the mean score of the pre-test is 68.6667. Of the 20 students, a student (3,0%) got 45, and two (7,0%) got 50. They are based on enough scoring categorized. Then there were four students (15,5%) who got 60, a student (3,0%) who got 65, three students (10%) who got 70, and three students (10%) who got 75. They are based on good scoring categorized. Then two students (7,0%) got 80, two students (7,0%) got 85, and two students (7,0%) got 90. They are based on good scoring categorized and no one who got excellent categories.

2) THE RESULT OF THE POST-TEST

The data on student vocabulary mastery of post-test were obtained from the result of their vocabulary test. All the data were calculated by using SPSS 20. The data can be described as follows:

Table 3; *The Students' Vocabulary of Post-test*

Post-Test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65.00	1	3.3	3.3	3.3
	70.00	1	3.3	3.3	6.7
	75.00	3	10.0	10.0	16.7
	80.00	6	20.0	20.0	36.7
	85.00	5	16.7	16.7	53.3
	90.00	5	16.7	16.7	70.0
	95.00	4	13.3	13.3	83.3
	100.00	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

The post-test result before the intervention showed that the lowest score was 65.00 and the highest score was 100.00. The statistical description of the post-test data can be seen in the following table:

Table 4; *The Descriptive Statistic of Post-test*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
POST TEST	30	65.00	100.00	86.5000	9.57277
Valid N (listwise)	30				

Post-test was conducted to measure how far the influence of flipped learning techniques on students' vocabulary scores increased. The calculations using SPSS 20 on the data after treatment (post-test) obtained a standard deviation of 9.57277, the lowest value was 65, and the highest score was 100.

3) NORMALITY TEST

The normality test is a key step in determining central tendency measurements and statistical methodologies for data processing. When the data assumes normality, we can check whether the dependent and independent variables in a regression model have a normal distribution or not (Mishra et al., 2019).

The normality test determines whether or not the data from each variable is regularly distributed. This normality test uses the Kolmogorov Smirnov strategy (K-S test). It is enough to read the *Asymp*, *value*, *sig*, (*2-tail*) to determine the normality of the tested data. The data requirements are normally distributed if the value of *sig*. (*2-tailed*) obtained from calculations higher than 5% alpha level or *sig*. (*2-tailed*) › 0.05. The output of the normality test using SPSS for Windows can be seen in the table below:

Table 5; *Test of Normality with One-sample Kolmogorov-Smirnov Test*

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	7.61832977
Most Extreme Differences	Absolute	.149
	Positive	.149
	Negative	-.141
Kolmogorov-Smirnov Z		.815
Asymp. Sig. (2-tailed)		.521

a. Test distribution is Normal.

b. Calculated from data.

Based on the normality test of significant results in the table above, each pre-test and post-test has a significance value greater than 0.05. This means that the data is

normally distributed. The sig/p value in the pre-test was 0.466 and was greater than 0.05 (0.929›0.05), while the p-value at the post-test was 0.164 and greater than 0.05 (0.703›0.05). Therefore, H0 is accepted, and Ha is rejected. As a result, it can be said that each data point is normally distributed.

4) TESTING HYPOTHESIS

Hypothesis testing using paired sample t-test is a test for the same population group but with two or more sample data conditions due to the treatment given to the sample group. Numeric data in ratios and intervals are required for this test tool. This model only requires a small sample size. Paired sample t-test was used on a population before and after treatment. The results of statistical data analysis using IBM SPSS statistics 20 for windows the output is shown in the table below:

Table 6; *The result of Paired Sample Statistics*

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	68.6667	30	12.38278	2.26078
	POST TEST	86.5000	30	9.57277	1.74774

The first output presents an overview of the analyzed variable pairs, including the mean (mean) before being given treatment 68.66with a standard deviation of 9.634 and after treatment 86.5 with a standard deviation of 1.747.

Table 7; *The result of Paired Sample Correlation*

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	30	.788	.000

Furthermore, in the second output, the correlation results of the two variables produce several 0.591 with a probability value (sig) of 0.006. This means that the relationship between before and after being given treatment is not significantly related because the probability value is › 0.05.

Table 8; *The result of Paired Sample t-test*

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-17.83333	7.62068	1.39134	-20.67894	-14.98773	-12.817	29	.000

From the third output, it is known that the value obtained is -7.993. In the t-test, the plus and minus signs are not considered, so the value is -7.993 > 2.093 (t table). So it can be concluded that Ho is rejected and Ha is accepted. So it can be supposed that the flipped learning technique affects the vocabulary mastery of the ninth-grade students of MI. Mambaush Sholohin Suci, Gresik.

From the results of Statistics is known that the significance value is 0.000 because the significance value is 0.000 < 0.05. Following the basis for the decision-making of the Paired Sample t-Test, it can be concluded that the flipped learning technique affects the vocabulary mastery of the ninth-grade students of MI. Mambaus Sholihin Suci, Gresik

V. DISCUSSION

Islamic Elementary (Madrasah Ibtidaiyah/MI) Mambaush Sholihin Suci Gresik assessed a significant influence on student learning outcomes. The vocabulary mastery of students who are taught using flipped learning is very efficient. The scores obtained from the pre-test before being given treatment and the post-test after being given treatment and giving a feedback questionnaire emphasized the comparison of significant scores of the vocabulary mastery.

Based on the calculation of the post-test results, the average score of the ability to write descriptive text is 65.00, while the pre-test score is 45.00. It can be interpreted that a significant or effective flipped learning technique is used. In other words, flipped learning technique is beneficial, and it can be seen from the increase in Posttest scores obtained by sig. (2-tailed) shows that there are no students whose scores are below the pre-test scores in the post-test vocabulary class. There are ten students (90-100) in the excellent category, six students (80-89) in the outstanding category, and four students (60-79) in the good category. It can be concluded that the average student is included in the good category on the post-test or after they are given treatment using flipped learning technique.

On the other hand, based on the score pre-test, the average value of students is classified in the category of less and bad. There are two students (50-59) in enough category, and a student is in the wrong category. Exist eight students (40-60) in the not enough category and students (not in the scoring range) in the not enough category. It can be concluded that the majority of students are classified as pretty good either in the post-test category or after they are treated using a flipped learning technique.

Overall, from the comparison of pre-test and post-test scores, it can be concluded that the findings indicate that the student's vocabulary scores are effective using flipped learning technique.

In addition, from the test scores obtained, the score obtained from the post-test mean is 86.50. It's higher than the average score pre-test score (68,66). In conclusion, based on the average acquisition score of pre-test and post-test scores, teaching vocabulary using flipped learning is more effective. Based on statistical calculations, one group of pretest-posttest Samples of paired t-tests using the computer program IBM SPSS Statistics 20 for Windows obtained the sig results. (2-tailed).

Indicates that the significant value of the group is 0.000. It is less than the 0.05 significance level so that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Statistically, there is a significant difference when the Independent Sample t-test is higher, with a significance level of 0.05. Differences in treatment also caused the improvement in students' vocabulary at the end of the treatment. The treatment is to use flipped learning technique in teaching vocabulary in class.

In conclusion, the use of flipped learning techniques in the teaching-learning process vocabulary significantly improved student grades. Therefore, it is stated that the use of flipped learning in teaching vocabulary can be used to solve problems students' vocabulary problems and improve students' vocabulary mastery. Finally, the hypothesis proposed in this research which says "There is a significant effect" on the vocabulary of students who were taught using flipped learning" was received

VI. Conclusion

Based on the results of research and discussion, the researcher can conclude that was demonstrated by comparing students' scores before and after receiving treatment using flipped learning as the medium of instruction. The score before receiving treatment was low. Still, the score after receiving treatment using flipped learning was higher than before. It was proven by analyzing data using a paired-sample t-test, and obtained was 12,817 at the significant level of 0,05 and the degree of freedom 29. The flipped learning method was significant and affected improving students' vocabulary in primary school. With this, flipped classrooms can demonstrate their real-world impact on vocabulary instruction. It also gives a new vocabulary teaching approach,

and as a new teaching paradigm, the benefits of flipped learning are becoming more well known. In flipped learning, the focus is on student learning rather than teacher instruction. However, additional research is needed to use flipped learning fully. As a result, our investigation has its limits. Because just 60 students were surveyed, the study's results may not represent the whole population.

First and foremost, the study has a small number of instruments to work. Only two tests were used in the research. The analysis might have some flaws. In addition to this, the study is too short to do more research; therefore, the findings may be one-sided. It's also possible that the flipped learning approach to vocabulary instruction has drawbacks. Some pupils, for example, believe the assignment is too demanding. A lack of completion will prevent pupils from participating in-class activities, which results in a lacklustre educational impact. In flipped classes, group activities are also every day. Class participation is essential for students to retain new information. The learning impact will be considerably decreased if the group's division of labour is ambiguous and students do not participate actively in the group. Because of this, future implementations of flipped classes should be revised.

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