Teaching and Learning Transactional Dialogue through Flipped Classroom for Millennial Students in Urban era

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Abstract

This research aims at knowing the implementation of a Flipped classroom during the process of learning English in expressing transactional dialogue towards millennial students nowadays. Because flipped classroom creates a different atmosphere since it relates to technological activities. In this research, the researcher tried to include digital videos as a bridge to connect the students' activity in using technology with their English lesson through YouTube as social media. In this research used qualitative research design. It used to know-how is the implementation of the flipped classroom for millennial students. This research contains some students in the tenth grade of science class group and a teacher from one of state senior high schools in Gresik region. In collecting data, the researcher used observation to know what the activities in depth during the implementation of the flipped classroom.

Keywords: The flipped classroom, an online learning platform, and social media

1. Introduction

The millennial generation todays prefers technological shift to traditional device which situation is tied to electronic, digital texts and visual. But the soul of traditional concept in teaching and learning media is still dominated by the teacher. However, the improvement of technology nowadays provides media in different way. It used an advanced facility through the digital media to receive and communicate during pedagogical practices. Moreover, it also offers the teacher in bigger number of skills than the traditional media such as reading an e-book, finding and acquiring web journal, sharing some videos via social media, getting material from any sources in internet, watching some videos material in YouTube, and many other things related to the practice of technology. Thus, educational practices like the teacher and students see digital media as a competency which requires lot of skills that should be master in virtual society

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(Lankshear & Knobel, 2008). Furthermore, digital media which supported by technical competences using electronic devices such as computer, laptop, or smartphones can ease student in learning. Thus, Gilster (1997) described digital media as how the educator practices use and comprehend any related information, and communication to acquire the essential of some skill which survive in this digital era.

One way to implement technological epoch in educational environment is by using flipped classroom that has some opportunities in engaging millennial English foreign learners (Roehl, Reddy, & Shannon, 2013).. It used the combination between forty percent online learning outside the class and sixty percent class learning. The focused of learning in flipped classroom are problem solving, some exercise, projects and also practices when they learn their materials of lesson during out of their class (Bishop and Verleger, 2013). After that, some materials are uploaded by the teacher before the process of EFL class so the students has already to receive their lesson also the teacher's instruction during a set of activities in the class. In this way, the class atmosphere also changed into a good and different condition through technology. Staker and Horn (2012) state that flipped classroom is a kind of blended learning which there is an opportunity for the student in having their spaces of learning, controlling their time while during home learning activities. They are really attractive when using technology in learning process.

Therefore, this study is focused on the implementation of flipped classroom for senior high school students as millennial generation now days that are really familiar with technology in their daily life.

2. Method

This study focused on the implementation of flipped classroom through technology to facilitate the students in learning their lesson especially for English foreign Language. In this case, the teacher used digital video as one of media that need a set of technological practices which starts from repairing, and using some devices such computer, cellular phone, digital camera. The teacher needs an internet connection to support their activities. The teacher also utilized social media as a facility to improve student's creativity and also their learning experiences when using flipped classroom.

Therefore, this research is advised to strengthen with the case study, which becomes the first kind of qualitative methodology. It has been used generally for social, science, and education major. It offers a detail elucidation of the description, organization and some elucidation talked about benefits and difficulties that dealing with the topic issues (Mills et al., 2010). Additionally, the goal of this research is describing a detail situation which related to learn English lesson through flipped classroom. It involves setting, teaching and learning condition, and participant who categorized as qualitative research (Ary, Jacobs, Sorensen, & Razavieh, 2010).

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2.1 Participants

This research is conducted by a teacher and students who consist of thirty six students in tenth graders of science group class major in one of state senior high schools in Gresik. They expected to identify how to express transactional dialogues. Its material of the topic posted on an online learning platform called Edmodo. It contains teacher's video that explained about some materials of the English lesson. It also has some instruction which given by the teacher through Edmodo. Therefore, observations used to monitor and record students' activities during learning activity. It also has Edmodo group page. It used for students to collect, share, comment their project between students to students, and students to facilitators.

2.2 Data Collection

2.2.1.   Instrument of Collecting Data

The researcher listed some teacher preparation which involved lesson plan document, students' project result and arrange the interview question. the first, the teacher should prepare a lesson plan as teachers' document in teaching through flipped classroom. It used to arrange some strategies that were planned by the teacher for their students. Bergmann and Sams (2012) stated that an effective flip needs strict preparation in lesson, the record of teacher's effort and time management, both of teacher's activity out of the class and in-class should be carefully integrated and the teacher also needed to pay attention in flipped classroom's equipment and access issues. Therefore, Mehring and Leis (2018) explained that lesson plan contains the teacher's road map of what their students need to learn such the topic of the lesson, the content and the evidence of learning what every student will be able to demonstrate in learning; and identify the learning objectives for flipped classroom activities like home activities (online recording or online self-learning) for lower level learning objectives which refresh to Bloom's taxonomy (comprehend, define, remember, and apply) and In-class activities which were the higher level of learning objectives, closely relate Bloom's revise taxonomy (implement, create, improve, organize, also analyze).

2.2.2.   Techniques for Collecting Data

There are three techniques of collecting the data such as observation, documentation and also interview. For observation, it used for investigating the flipped classroom process in teaching and learning speaking transactional dialogue. The researcher did not participate in group activities and did not participate as a member of class activities. Then, documentation also used in this research for knowing the result of student process in learning and their project in creating digital videos related to the topic lesson. The last one is interview that becomes a simply tool in gaining information about students learning experiences and their feeling in depth.

2.3 Data Analysis

An important stage of this research was analyzing data after it had been collected by the researcher. It included a sense to create an image of the data and its text. One of the leading

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characteristics in qualitative research was by inductive analysis, therefore this research analyzed into inductively (Creswell, 2014, p. 238).

The data took from the result of observation in teaching and learning process, the field notes in the form of words, phrases, and sentences during the lesson within 180 minutes and the conclusions gathering from interviews were useful to develop the research report. All the data collection analyzed to respond the implementation of flipped classroom.

3. Results

Concerning to the implementation of flipped classroom aided with digital videos in English lesson for teaching transactional orally is divided into three steps. The first step is beginning such as the teacher preparation in creating material, lesson plan, video, and also the activities which are done by the teacher to flip class and home actions in teaching and learning; the second step is how the teacher teaches transactional dialogue towards flipped classroom aided with SCDVs; and the last step is evaluation. The teacher's activities in implementing flipped classroom aided with SCDVs during the process of teaching and learning would be explained below;

First, the teacher had already prepared the material to do the process of teaching and learning in the flipped classroom. Some documentations and steps in creating material were taken. The teacher used the students' book entitled *Bahasa Inggris kurikulum 2013 edisi revisi 2016* (English language of 2013 curriculum, 2016 revision edition) as a source of reference in English lesson. Furthermore, the teacher developed the material which related to the topic lesson transactional dialogue to communicate with others about past event. He created the suitable material with the topic lesson for teaching speaking. The teacher made an example of transactional dialogue and some expressions used in transactional to talk about past event, activities, and condition. He started to produce natural and meaningful utterance. The following is one example taken from teachers' conversation, it reflections from his self and his friend who is also a teacher in the same school.

Second, the teacher's lesson plan also identified to know how the teacher plans during the process of teaching and learning in implementing flipped classroom aided with SCDVs (student created digital videos) for English subject to develop speaking skill for transactional material talked about activities, events, and conditions in the past.

Yet, in this observation, the teachers' lesson plan did not appropriate with the real activities in teaching and learning process in the class. In his lesson plan the teacher did not allowed the clearly allocation for the time in teaching and learning in the class. Moreover, prerequisite skills or knowledge in English are not mentioned by the teacher, he only used the lesson plan in general.

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Teacher's lesson plan for tenth grade of senior high school students in the second semester

The picture above is teacher's lesson plan in teaching of transactional material related to the activities, events, and condition in the past. From the explanation above, the researcher assumed that the teacher's lesson plan is not repaired well by the teacher, because both of the lesson plan and the real process of teaching and learning is not appropriate and match.
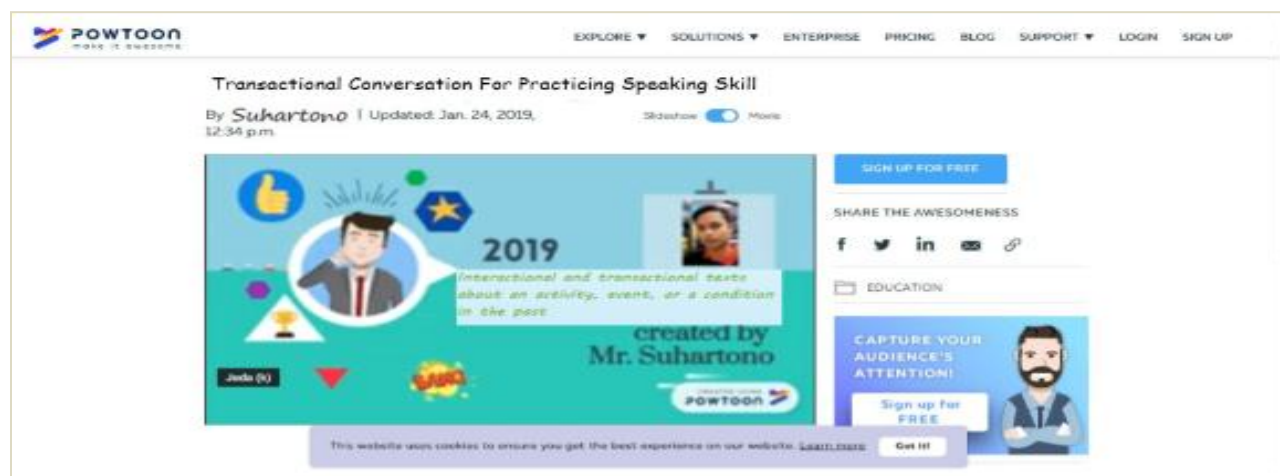
Teacher's video material made from Powtoon Software

This picture above is Powtoon application which find from Google search engine that is free for the user to register or make an account of it before operating this software. This application is used to change the conventional text from students' book into video in the form of MP4 videos. It is so easy in providing the teacher to create a video based on the topic of the material in syllabus and lesson plan. The teacher can create his videos at home.

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Third, the teacher needs to make a teacher's video. It used for the teacher to flip home activities and classroom activities in teaching. The teacher should have some application to make his own video because the materials in the form of MP4 video such as "Powtoon and Viva Video". There are some steps to do in making the teacher video based on the topic material of the lesson. Below is the illustration of designing the speaking material by using Powtoon software. They can open Google and start to search or type a URL in https://www.powtoon.com/online-presentation/ as one of the applications to create his videos' material. After he found it, the teacher should have an account to access this software, then he started to use it in order to create speaking material.
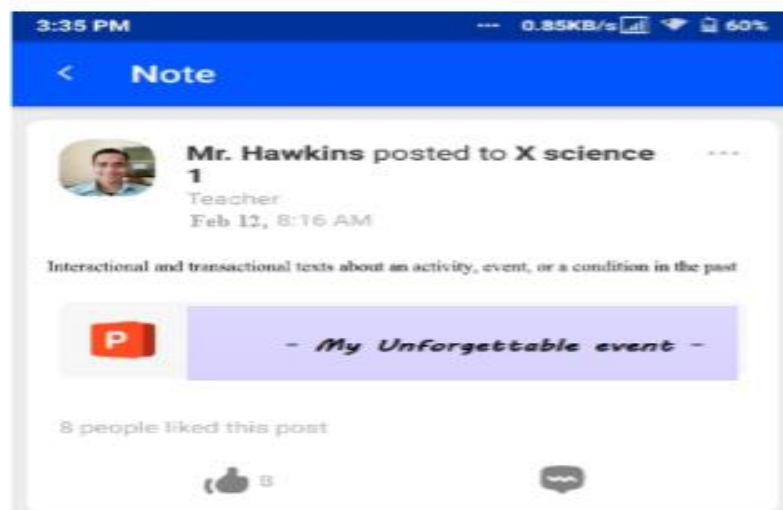
Teacher's video material uploaded on Edmodo

In this occasion, the teacher used online web learning 'Edmodo" as a bridge to deliver the previous knowledge of materials for the students and communicate with them before they will learn into the class, this activities well known as home activities. He explained how to join and operate this online website learning. Then, the teacher made some activities of learning such as doing a project, analyzing his students, exercising them, etc. during the process of teaching and learning in the classroom.

From the steps which are described above, the teacher has prepared the teacher's video material carefully because he should flip among the class activities and home activities in English teaching and learning. Some procedures in preparing the material carefully are a good way to ensure that the students will achieve the educational objectives which are stated in the competence based through the implementation of flipped classroom.

Many activities done before the implementation of flipped classroom aided with SCDVS in transactional dialogue were: preparing the materials in the form of teacher's video, making inquiries worried with the students' condition, giving explanation about the learning objective, actuating the earlier students information by soliciting them about technology to locate the

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importance from some troubles in using technology with the point, conceptualizing and giving models of expression related to the material and practicing how to operate the technology include online web learning and social media. In while tuning in, the exercises were: appropriating the workgroup, watching teacher's video material content, creating a digital video based on the content of material, uploading students' digital videos on social media and afterward discussing for seeing the challenging and inferential speaking cognizance. Post-speaking activities involved fortification; asking the students' supposition, both of teacher and students did a dialogue and a discussion about speaking's project in transactional and made a lesson rundown. He would checked whether his student effectively or not in doing and finishing the whilst-speaking assignment.

In editing a video, students should prepare software and file which used for creating a digital video. The teacher has already explained and gave some options to choose one of applications which was provided by the teacher for their students such viva video, Powtoon, movie maker, and Kine master. After they have already with all preparation, they can start to edit their video. Each group could create a digital video based on their concept. They added texts or subtitles, pictures, color, and also some voices to fit with the concept.

Students' activity in editing a digital video

The picture above showed the step of production. Students started to process their recording become a digital video. They used their cellular phone for editing their digital video. Viva video is one of applications that can be downloaded easily in Play Store. In this phase, most of students used an application named Viva video. It was a video editing tool which provided the students to work with videos and images for making their own video montage directly on their Android device. Then, they could share their result on YouTube or other social networks. The teacher instructed them to make a YouTube channel for posting their video. In this case, they were focused on their result of video in achieving speaking skill. After they were ready, the

teacher gave some evaluation and comment in their project. Both of teacher and students discussed and watched the videos on their cellular phone directly. Each student could easily access and opened it on YouTube Channel.
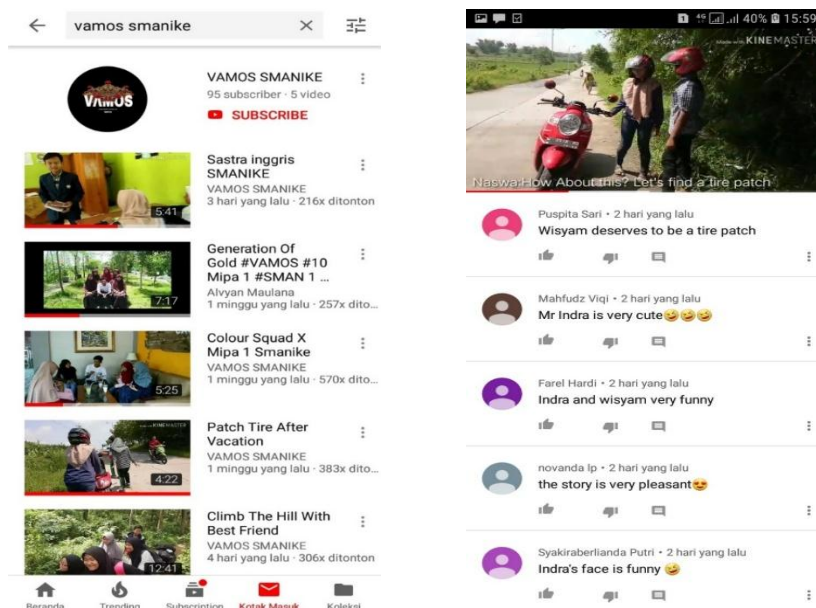
Students' Digital videos shared on Publish YouTube

The picture above was the result of students' digital videos which published on YouTube. Each group had different setting and background in their video. The students really practiced their speaking; even they have difficulty to pronounce the difficult word but they were really enjoy in creating a digital video. The teacher gave them a free space to explore their idea and creativity in working their project. He never said to the students that their work was bad, or incorrect in speaking, but he really appreciate to the student's work, however he still gave some evaluation into the grammar correction and pronunciation.

4. Discussion

The idea of using teacher's video in online website learning to flip the class draws an assumption that the teacher can design the material based on the content in the real life. The teacher make an example of conversation in the form of transactional dialogue is to communicate with other in very meaningful ways. The teacher is supposed to see the cultural context and its situation in order to reach the intended meanings. The teacher can give a simple dialogue which is easily understood for his students. It is really appropriate with the pillars of flipped classroom which stated by Neaupane (2017), he said that the first pillar of flipped classroom is the source of behavior in the flipped learning is quite different with the conventional learning. The teacher

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delivers the material or learning source using technology or online learning platform. The second pillar is also contain a purposeful content in which teacher gives his time to create a material for students in comprehending the theory of practically subject lesson rather than just monotonously teaching in the classroom. The lesson content must appropriate with students' necessity.

5. Conclusion

There are some conclsions that could be summarized in this chapter; **first**, flipped classroom aided with SCDV could be used in English subject for particular skills in the class. As a digital video is a thematic product, thus one theme could be used in cross subjects and could ease the students' burden in doing the assignment to improve their skill. **Second,** used for an achievement technique could also provoke the students cognitive, and psychomotor in learning. In the cognitive filed, the students learn better by watching, and also listening teacher's video. Others from these activities, they can do some activities such improving transactional dialogue based on their idea, then some activities in building their vocabularies. It draws how the brain of students perceive their environment, develops their idea, also keep their memories of knowledge. **Third,** as the advancement in this world related to technology, education should also follow the pace of the advancement and implement digital learning to the curriculum. For this, the teachers would have well guidance related to the planning, implementing, and scoring method of digital video in flipped classroom.

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