The Effectiveness of Flipped Classroom for Translation and Storytelling Skills, and Knowledge of Local Culture during the COVID-19 Pandemic

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Abstract

The paper reports an investigation into the effectiveness of flipped classroom for teaching translation, storytelling, and local culture during the COVID-19 pandemic. A pre-test post-test nonequivalent group design was used to see the effect of the flipped technique. Due to the pandemic, all teaching activities following the students' independent study from videos could only be done online. The data were gathered through online tests, online questionnaires and online interviews. The results show that they did not make a significant gain in the three skills except for the story content in one of the experimental groups. The comparison between the three groups showed only a higher gain by the second experimental group in translation skill. Despite the result, the students expressed their positive attitude toward the flipped technique. The teacher, meanwhile, expressed concerns about reaching out to students living in remote areas and about monitoring students' cheating. Lack of preparation within the principles of Constructivism and self-regulated learning might have contributed to the results. As a whole, this research implies the necessity of comprehensive preparation in the teachers' and students' overall mindset about independent learning before they can embark on flipped classroom.

Keywords: Flipped classroom, storytelling, translation, local culture, Constructivism

Introduction

The education field is in a constant search for improvement of approaches and methods. As it goes along with the dynamics of the living condition, it incessantly proposes new ideas, tries them out, and refines the ideas through research so as to obtain the most effective approaches to learning. One of the latest trends in education is a series of endeavor to get rid of the one-size-fits-all approach and to tailor teaching approaches that allow for greater learning flexibility with regard to place, time, and pace of learning. Currently, as the world is waging war against the unprecedented Covid-19 attacks, the education field becomes even more intense in its efforts to design instructional methods that are adapted to online teaching, all in a rigorous attempt to ensure high-quality learning. One of the latest development is flipped classroom, which has been gaining currency as an increasing number of studies have been investigating its various aspects. According to Lo (2020), flipped classroom (henceforth FC) is mainly characterized by several distinct features. First, the learners attend to the teacher's recorded explanation video and other materials at their homes prior to class. Then they start working on the assignments usually presented at the end of the video. They have the freedom to repeat parts of the video for better understanding, or discuss it with their peers. Next, they come to an offline or face-to-face session where they present their work to the class, and engage in further discussion with their classmates under the guidance of the teacher. The advantages are twofold: learning can be suited to their own pace and learning styles, and the teacher can take on the role of facilitator rather than the primary source of knowledge who lectures most of the time. Similarly, Guraya (2020, p.253) also stated this following characteristic of FC:

> Using the standard flipped classroom pedagogy, students are supplied with pre-class

information in the form of videos, recorded lectures, or short tutorials. This is followed by an in-class session where the topic is revisited while the instructor facilitates student-led small group discussions.

It is important here to briefly discuss constructivism theory as the underlying principle behind flipped classroom. Constructivism consists of two types, namely radical constructivism and social constructivism (Pritchard & Woolard, 2010). While the former emphasizes the role of cognition in perceiving and organizing information, the latter essentially posits that learners construct their knowledge through social interaction with others; both share a central point, however, namely that it is the individual learner who constructs their knowledge from their learning experiences and collaboration with other people.

In these recent years, interest in the power of storytelling has been gaining traction. Stories can be used to enhance the impact of business presentation, campaign, public speech, and even data analysis. Along with that, the ability to translate from one native language to a foreign language has always been an important skill taught in high schools. Students can make their stories more widely known if they can translate the stories into a language that people outside their countries understand. Finally, in a time where cross cultural understanding among nations becomes increasingly important, identifying the young generation's knowledge of their own culture is worthy of consideration. With the increasing popularity of flipped classroom, which is also an indirect result of the Covid-19 pandemic, the writers decided to investigate the effectiveness of flipped classroom for the teaching of those three skills, namely, translation, storytelling, and knowledge of culture.

Flipped classroom has been applied to different educational levels from a wide range of disciplines, and the outcome is varied depending on some important factors like the teachers' and

students' preparedness, the support of Internet connection, and the availability of other digital infrastructure. A recent study of university students' attitude toward flipped classroom by Montaner-Villalba (2021) showed that they held a generally favorable attitude toward the approach. Similarly, Ebron and Mabuan (2021) also found positive opinions from college students toward a writing course taught in flipped classroom. Birgili, Seggie, and Oguz (2021) in their extensive review of studies on flipped classroom conducted between 2012 and 2018 concluded that all of the studies were done in higher education; thus, a study reported here that involved junior high school students would add to the constellation. When the Covid-19 pandemic struck, efforts to hold a regular version of flipped classroom was hampered since the part which features face-to-face meeting was practically impossible to carry out. Teachers and students had to resort to online sessions, and this had created its own ramification. One recent study by Abdulaal and Shaalan (2021), for example, identified two different attitudes toward online learning at the outset of the pandemic. Egyptian students tended to dislike online sessions, saying that such mode of learning would disrupt the flow they had felt during the regular face-to-face sessions. In contrast, Saudi students showed a more positive attitude toward alternating online sessions. Meanwhile, John (2021) found that the respondents were ready to adopt self-study behavior as the learning was shifting to full online sessions but they still needed a lot of guidance from their teachers. It would be interesting to see how the conventional model of flipped classroom responds to the emerging situation where face-to-face meeting can no longer complement the independent session of learning. This study was conducted to present a profile of flipped classroom during the Covid-19 pandemic and to identify its effect on translation and storytelling skills, and knowledge of local culture. Translation is operationally defined as the ability to translate Indonesian sentences to English and a short story in Indonesian

to English. Storytelling is defined operationally as the ability to create a good and interesting short story in English. Finally, knowledge of local culture is operationally defined as the ability to answer some questions about the culture of the Indonesian people and of the region where the students live. The research problems are stated as follows: (1) is there any effect of flipped classroom technique on the students' translation and storytelling abilities, and on their knowledge of local culture during the Covid-19 pandemic?; (2) what are the students' and teacher's opinions about the flipped classroom during the Covid-19 pandemic? Thus, in accordance with the research problems, this study aimed to determine whether a flipped classroom is effective in teaching translation, storytelling, and local culture to a group of junior high school students during the Covid-19 pandemic. Secondly, using a mixed method approach, it was carried out to capture the respondents' opinions on the flipped classroom.

Method

The study used a quasi, pretest-posttest nonequivalent experimental design because no randomization was performed to assign the subjects into the different groups.

Subjects

There were three groups of students that took part in this study. They were chosen as the subjects mainly because they were readily available during the pandemic, during which it was immensely difficult to find language classes that would volunteer to partake in the study. Besides, because their teachers were the researcher's former students, these teachers were willing to make great efforts to control the learning behavior of their students. The first group of students, designated Experimental I, comprised 19 students of a junior high school. The second one, the Control group, consisted of 7 students of the same school; the third group, labeled Experimental II, consisted of 5 junior high school students from a private course in Malang,

Indonesia. A previous record of their proficiency tests indicated that they were on average at A1 level on CEFR scale, or equivalent to beginner's level. The Experimental II was added to eliminate a distracting factor, namely cheating using Google Translate, which happened in Experimental I.

Procedures

A pre-test of translation, culture, and storytelling was administered via Google Forms to Experimental I group at the end of January 2021. The test consisted of 3 items of translation requiring long written answers, 1 item of storytelling requiring long written answer, and 14 multiple-choice items of local culture knowledge. The scores for the three major skills were obtained after the test.

After the test, the flipped classroom began. Essentially, this method had the students watch and learn the recorded materials in the form of video at their homes before class, gave them some assignments at the end of the video presentation, and then had them discuss the assignments with their teacher and classmates in the subsequent face-to-face meetings, which in this study were held online due to the Covid-19 pandemic. They were instructed to learn translation techniques and storytelling techniques from 6 videos that had been created by the researchers. The videos and their contents are presented in the following table:

Table 1

The Instructional Videos

No	Video Titles	Duration	Links	Purpose
1	Translation Indonesia – English Basic Sentence Patterns	13: 24	https://youtu.be/VadOXG8i-x8	Teaching the basic sentence patterns for translating
2	*Menerjemahkan Cerita Pendek ke BahasaInggris* (How to Translate Short Stories to English)	7: 35	https://youtu.be/xQ-BQ_QMgts	Teaching the basic techniques for translating short stories to English
3	*Bagaimana Bercerita* (Howto Tell a Story)	7: 26	https://youtu.be/_XeqvIzB8uw	Teaching the basic technique for storytelling
4	English Storytelling: No One Ever Lies to Me	3: 01	https://youtu.be/EAWszNOEZz4	Presenting a model of storytelling in English
5	Storytelling Techniques	10: 45	https://youtu.be/6j-_XSNw52s	Teaching the basic technique for storytelling
6	Indonesian Culture	4:19	https://www.youtube.com/watch?v=YwoW1iCwBuw&t=158s	
	(Budaya Arek Malang) Malang Local Culture	9: 34	https://www.youtube.com/watch?v=rqG_3ZN0fTc&t=494s	

The flipped learning lasted 6 weeks until the beginning of March 2021. At every beginning of a topic, the students were instructed to watch and learn from the videos independently. They were asked to do an assignment that was presented at the end of each video. A few days after that, they had an online session with their teacher to discuss their answers to the assignment from the video, and solve difficulties that might arise during their independent

learning. In the following week, they were instructed to watch and learn from another video, and again had an online meeting with their teacher to discuss the answers to the assignment. There were a total of 6 sessions, with each consisting of one independent learning from videos and one subsequent online meeting with their teacher. At the end of this period, a post-test measuring their translation skill, storytelling skill, and cultural knowledge were again administered to them. Their stories were scored using an analytical rubric derived from Yoon (2019), while their translation works were scored using a rubric proposed by American Translation Association. The scores from the post-test were then compared to those of the pre-test. At this stage, a questionnaire was given to the teacher to obtain her opinion about the flipped classroom she had supervised. The questionnaire asked her three questions, namely (1) how she assisted students who were learning translation and storytelling through flipped classroom, (2) what difficulties there were in guiding them, and what her opinions were about the flipped classroom method. Another questionnaire was given to the students to know their opinions about the flipped learning method. It asked them to give their opinions about the translation and storytelling lessons they received through the flipped classroom.

Upon further examination, the researchers found out that the students had utilized GoogleTranslate to do the translation test. Because they did the tests at their homes and thus were unsupervised by the teacher or the researchers, they had allegedly used Google Translate to translate the test tasks. Due to this breach of rule that normally applies to a testing situation, the students' translation results were disregarded. Only their stories and answers to the cultural knowledge section were scored.

In order to improve the flipped technique that was given to the first group, the researchers implemented the same technique to the second group, Experimental II. This group

comprised 5 junior high school students of a private course for young learners. They were given the pre-test, the assignments, and the post-test after a few weeks of teaching. To prevent them from cheating during the test, their teacher forced them to come to the class so that she was able to watch them closely while they were finishing the tests. The flipped classroom was started with these students at the end of July 2021 and ended in the third week of August 2021. A few days after the completion of the class, their opinions about the flipped classroom were gathered through questionnaires and an interview, with their private teacher being the interviewer.

The Control Group

The control group, which comprised of 7 junior high school students of the same school as the Experimental 1, received regular teaching in translation, storytelling, and culture. They were taught by the second researcher through online meetings (due to the COVID-19 pandemic). The same pre-test and post-test were also given to this group so that a comparison to the two other groups can be made.

Results and Discussion

The following section aims to achieve the two research objectives, namely to determine the effectiveness of flipped classroom for teaching culture, translation, and storytelling, and to identify students' and teacher's opinions about the flipped classroom. First of all, the cultural knowledge scores from the pre-test were compared to those of the post-test by means of T-Test on SPSS. The results for Experimental I indicate there was no difference in the knowledge of local culture between the pretest and post-test. As for the storytelling skills, the results indicate that although the students made a higher gain in the post-test (from 35.35 to 43.94), there was not any difference before and after the flipped classroom. Further analysis was done for storytelling in order to reveal any differences in the students' abilities to create the story

content, organize the ideas, and use the language accurately. The following table sums up the results:

Table 2

The Descriptive Statistics of the Tests

	Mean	N	SD	Standard Error of Mean
Content from the pre-test	7.263	19	4.420	1.014
Content from the post-test	11.473	19	7.552	1.732
Organization from the pre-test	6.684	19	4230	.970
Organization from the post-test	7.052	19	5.211	1.195
Language accuracy fromthe pre-test	7.263	19	5.215	1.196
Language accuracy fromthe post-test	7.842	19	4.524	1.038

The following presents the result of T-Test for the above means:

Table 3

Result of Comparison between Different Sub Skills in Storytelling

	T	df	Sig
Content	-2.129	18	.047
Organization	-.354	18	.727
Language use	-.438	18	.666

Thus, although there was not any difference between their overall storytelling ability before and after they were taught with flipped classroom, they showed a little significant improvement in terms of the story content, which was comprised of originality and attractiveness in the scoring guideline. As Table 2 above shows, they managed to increase their scores from

7.263 in the pre-test to 11.473 in the post-test ($p < 0.05$). Quite possibly, the teaching with flipped technique had helped them create original stories, which in turn made their stories more attractive.

In the Experimental II group, after the teaching through flipped classroom, their pre-test scores were compared to their post-test scores. As there were only 5 students, it was not possible to use parametric analysis so the Wilcoxon Signed Rank Test was used to analyze the data. The results for translation skill indicate that there was a significant increase in the translation ability after they received training through flipped technique, and that there was no significant difference in storytelling abilities and knowledge of local culture.

Comparison of the Three Groups

In order to ascertain the impact of flipped classroom on the learning of translation, storytelling, and culture, a comparison was made between the three groups. The result of each comparison was presented below.

The translation scores from the three groups were compared with Kruskal-Wallis Test. The result is as follows:

Table 4

Ranking of Translation Scores

Group	N	Mean Rank
Experimental II	5	29.00
Control	7	23.00
Experimental I	19	10.00

Table 5

The Test Statistics

Kruskal-Wallis H	28.221
Df	2
Sig.	.000

Thus, there was a significant difference between the three groups in translation ($p < 0.05$). The Experimental II scored the highest, with the Control Group and Experimental I ranking second and third, respectively.

The next comparison was made between the groups for storytelling ability, and the results are as follows:

Table 6

Ranking of Storytelling Scores

Group	N	Mean Rank
Experimental I	19	17.63
Experimental II	5	16.20
Control	7	11.43

Table 7

Test Statistics

Kruskal-Wallis H	2.402
Df	2
Sig.	.301

So, as the results show, there was no significant difference between the three groups in storytelling ability ($p > 0.05$)

Finally, a comparison was also made between the three groups' knowledge about their local culture. The results are presented below:

Table 8

Ranking of Scores for Knowledge of Culture

Group	N	Mean Rank
Experimental I)	19	14.32
Experimental II	5	18.00
Control	7	19.14

Table 9

Test Statistics

Kruskal-Wallis H	1.783
Df	2
Sig.	.410

As the Kruskal-Wallis test shows above, there was no significant difference between the three groups in terms of their knowledge about local culture ($p > 0.05$)

The Students' and Teacher's Opinion on The Flipped Classroom

In addition to the quantitative data, the study also gathered qualitative data from the respondents by means of questionnaires and an interview. The tables below present their opinions about the overall teaching of the three skills:

Table 10

Students' Opinions

Overall opinions	Difficulties	Hopes
Very useful, very easy to understand. The video is clear enough. The video helps me understand the lesson. The video makes me understand how to translate a short story; The video makes me know more about local culture; The video makes me understand how to make stories and translate them. The teacher's way of teaching is fun and exciting so I don't get bored; The teacher is patient.	I have problems with my poor vocabulary mastery; The Internet connection is weak; Sometimes it still feels difficult for me to translate;	I hope the teachers can make creative and useful videos; I hope the teaching is more exciting with fun stuff;

Table 11

Teacher's Opinions

Overall opinions	Efforts	Difficulties
The flipped classroom can promote imagination, creativity, and independence in the students. It also stimulates them to think critically and makes the teaching learning process more effective and efficient.	I persuaded the students to watch the videos carefully and do the tasks honestly (i.e. without using any translator tool). I reminded some to do the assignments and fill out the questionnaires.	I had problems in preventing the students from using translation tools in the Internet; I also faced problems in communicating with those who live far from the city or those with poor Internet connection.

As the results show, teaching three different skills with a flipped method during a pandemic proved difficult. Each skill requires intensive learning stages which started from the teacher's thorough explanation, repeated exercises with the teacher's feedback, and summative evaluation. Completing all of these stages within a relatively short period of time, with face-to-face interaction being replaced by online sessions, was a major undertaking that the classes could barely manage. The constant online sessions, which replaced the offline in-class interaction seemed to have exacerbated the problem. As implied by the teacher's opinion in this study (see Table 11), online sessions caused difficulties in class management and control for deceitful behavior; in the long run prolonged online learning also deprived the students of better intensity of student discussion and smoother sharing of ideas, not to mention physical interactions which could have promoted better supervision and clearer guidance by the teacher. As Vagaera, Galimullina, Sergera, and Liksina (2021) found in their study, even professors and students at the college level lacked preparedness for fully online teaching that was suddenly forced by the Covid-19 pandemic. Online teaching should be combined with offline teaching; when only online mode is possible, a good deal of instructional elements are lost and understandably the teaching simply fails to be effective.

Students' cheating, which was detected in group Experimental I, is a major issue that plagues online learning. As Ghizlane, Hicham, and Reda (2019) noted, cheating during tests is a common phenomenon worldwide, irrespective of the country's development level. Almost in all parts of the world, cheating has also become a severe problem. One of the causes of this fraudulent practice is the internet. A study by Odondo (2014) of three hundreds undergraduate students at Egerton University showed that over 80% of them committed various acts of cheating during their studies, one of which was using Internet-supported mobile phones. The researcher further stated that despite its rampant increase, little was done by the university administrators to prevent cheating. Time pressure and fear of failure were

thought to have caused such bad habit by the students. Another survey among thousands of Chinese undergraduate students by Liu and Alias (2022) revealed that two third of them admitted to cheating during examination and when doing assignments. In addition, students perceive that their teachers sometimes choose to ignore students who cheat. Not a few admit that their teachers do not bother to report allegations of academic dishonesty (Sricherz, 2001). The sophistication of digital technology is also reported to become another factor making students easy to cheat (Lathrop & Foss, 2000). With this platform, students can easily share their work with each other. Apart from websites, several tools such as online electronic encyclopedias or CD-ROMs are also sources for them to cheat. When students do cheat, it is very hard for the teachers to detect because during the pandemic where learning takes place fully online, monitoring students' behavior during a test proves an insurmountable task for the teachers. In short, cheating becomes rampant and test validity and academic integrity are greatly compromised. Of course there is a sophisticated technology in the form of online proctoring and additional software that teachers could use, but as Nguyen, Keuseman, & Humston (2020) argue, such technology is usually expensive and is often beyond the ability of many schools to afford. In a desperate attempt to prevent the students from cheating, the researchers and the teacher in the Experimental II group instructed the students come to class and do the pre-test and post-test under strict proctoring by the teacher. At the height of the pandemic, this could be done with only 7 persons in the classroom. Thus, with larger classes the same strategy could not be used without compromising the safety of the students and the teacher, rendering the monitoring task ineffective.

Although the overall results indicate that the control group and the two experimental groups did not show any noticeable difference in the three skills, a significant difference was noted in translation ability between the three groups, with Experimental II scoring the highest (see Table 4). This result could possibly be due to a more intensive teaching by the teacher

and the two researchers who, after realizing the weakness in the first round of flipped technique with Experimental I, made an extra effort to teach the students in Experimental II. With only 5 students in this group, it was reasonably easy for the teacher and the researchers to give intensive guidance and solid exercises for these students.

Part of the findings which showed no difference between the groups was similar to the finding by Jensen, Kummer, and Godoy (2015) in their study. The students who were taught using FC did not show gains which were significantly higher nor did they show better attitude than those who experienced conventional teaching. The authors argued that as long as the instruction in both approaches promoted students' active learning style based on constructivist paradigm, the learning outcomes would be similar. Thus, it was the learning approach rather than the order of the learning process that determined the learning success.

The results could partly be attributed to the lack of affective and behavioral preparation on the part of the students, which van Alten, Phielix, Janssen, and Kester (2020) called Self-Regulated Learning (SRL). Self-regulating learning is an independent attitude in which students can learn, control thoughts, and motivate themselves to take care of their responsibilities (Pintrich, 2000). Students using a self-regulated, self-determined approach to learning make more achievement, and they become more satisfied in their work (Pintrich, 2000; Ryan & Deci, 2000). This independent attitude does not happen instantaneously. Instead, self-regulated learning can be instilled and taught to the students. Yet, to become self-regulated learners, students have to move gradually through some stages to develop intrinsically motivated action (Ryan & Deci, 2000). In this case, school intervention to promote an autonomous attitude is crucial. Lapan, Kardash, and Turner (2002) argued that school intervention to support student self-reliance programs can be mediated, for example, through school counselors. In this case, they need to form the essential structural components of the school context that nurture the development of independent learners. Next, they work

with students and teachers to improve students' specific learning strategies. The involvement of counselors has clear benefits for students to enhance their academic achievement.

As the paragraph above shows, self-regulation is increasingly important due to the higher learning autonomy in a flipped classroom setting. The research by van Alten, Phielix, Janssen, and Kester (2020) indicated a positive impact of SLR on the students' learning outcomes. Likewise, as Rasheed et al. (2020) argued, students' self-regulatory behaviors are vital for the success of flipped learning instructions. They found through a thorough literature review that most of the studies to date only identified a limited type of self-regulation, which dealt with procrastination only. They maintained that there are many others which have not been adequately focused in the course of a flipped classroom, such as self-control, time management, critical thinking, intrinsic motivation, and self-discipline. In our study, clearly these aspects were not well-maintained. The students were engaged in the flipped sessions without having adequate mental and behavioral set up necessary for independent learning. Thus, it came as no surprise that any significant differences between those taught with flipped technique and those taught with regular technique did not emerge.

The results of the present study could also be attributed to the weak foundation of learning principles that underlie flipped classroom. Hadgraft and Kavanagh (2017) mentioned at least two factors which could cause the weakening of the foundation: teachers' preparation, and students' readiness for a new learning mode. They argue that flipped classroom from the teacher's vantage point is not simply about uploading videos and letting the students watch it on their own without a systematic guidance and structured learning sequence for optimal learning outcome; the students, in turn, cannot participate effectively if they are not prepared for a new method asking them to learn the materials before class, try to do the assignments, and then collaborate with their peers and teacher in the subsequent classroom meeting. The classroom meeting should also enable full interaction between the

participants, something that was impossible in this study due to the pandemic. This sudden change to flipped method and the inability of the teachers and students to have an intensive face-to-face discussion seem to have caused the rather disheartening results in this study.

In line with the foregoing discussion, Zhou and Chi (2018) and also Mohammed and Kinyo (2020) argued that the underlying theory of flipped classroom is constructivism, which emphasizes students' independent study, sharing of knowledge, critical thinking, and interactive teaching. In the case of our study, the students had not been trained well enough to exercise these important aspects. They were suddenly thrown into the flipped classroom arrangement, and worse, because of the pandemic, they had to resort to limited online interaction in place of face-to-face interaction. The elements of independent study and knowledge sharing were practically absent in their learning activities, resulting in the ineffectiveness of the flipped classroom method.

Notwithstanding the quantitative aspect of the result, the qualitative data showed that the students had generally positive opinions about the flipped technique. This is in line with what Fuchs (2021) reported in a study investigating the learners' opinions about the flipped classrooms. Based on 22 case studies of flipped classrooms, the study concluded that learners perceived the flipped approach positively, although there are a few concerns that include students' extra work, unclear learning objectives, and obstacles to contribute to class discussion.

As the results show, no noticeable improvement was made by the two experimental groups in their storytelling abilities. Quite possibly, for such a complex skill like storytelling, the time in this study was simply too short for a complex skill to be fully ingrained in the students' competence. There should have been more sessions which could have allowed more comprehensive explanation by the tutors and enough number of impactful exercises for the learners.

The fact that students of Experimental I scored highest in the content of their stories is worth discussing. As Fishman (2012) suggested, the ability to make a story interesting is quite possibly inherent in humans and therefore hardly needs as much training as organization and mechanics do. The students knew intuitively how to build a short narrative around an exciting content; this explained why the content of their stories were rated better than their language usage and their organization. The teaching prior to the post-test may have enhanced this natural ability to tell an interesting piece of story.

Despite the gain made by Experimental I, it should be noted that the same thing did not materialize in Experimental II group. This latter group, as Table 15 shows, did not make a significant gain in terms of story content. Quite probably, the small number of the students involved may have contributed to the result. Also, the teachers might have focused their teaching more on translation and, unlike when teaching Experimental I, paid only meager attention to the teaching of storytelling.

Quality of the Videos and the Element of Fun in Teaching

As Table 10 shows, the learners were particularly appreciative of the clarity of the instructional videos and the fact that the tutors could create an element of fun in the teaching. Both were perceived as positive aspects that helped them learn the material better.

Teaching with fun is always a highly favored element for learners of all ages. As Sobhani and Bagheri (2014) showed in their recent study, games and fun increased the learners' interest in the lesson. Although the two researchers in this report did not make the students play games during the watching of videos, they did present examples of stories and explanation in a fun manner. In a relaxed atmosphere, students could have a better grasp of the material. Although they still failed to make a significant increase in their skills, they were impressed by the way the teaching was carried out and hence their positive attitude toward

the teaching. During pandemic time where learners could only study alone in their houses, this element of fun may be even more indispensable. It is important to note, therefore, that teachers should strive to heighten this excitement among the students through their creative ways that imbue the learning atmosphere with fun.

Another equally important aspect is the length of the instructional videos. The researchers deliberately made short videos in order to maintain the students' level of attention. This decision is in line with Manasrah, Masoud, and Jaradat (2021) who stated that the ideal duration of instructional videos was between 6 to 10 minutes.

Knowledge of Local Culture

As the results show above, the students' knowledge of their local culture was generally poor. Presumably, the fact that they have been living in their own culture does not necessarily translate into the ability to articulate their explicit knowledge about it. Ke and Chavez (2013), in fact, maintained that although one's culture-bound behavior is shaped by their parents, religious groups, community activities and education, this tacit knowledge remains at the sub-conscious level and cannot immediately be brought up as explicit knowledge. Thus, although the respondents in this study have obviously been living in their indigenous culture, their ability to answer questions and express their culture explicitly may not be necessarily good, hence their poor scores in the test of knowledge about culture.

Conclusion and Suggestions

The increasingly popular flipped classroom has so far been applied in the higher education and is usually limited to one specific class that teaches one particular skill. This paper reports a study that investigated the effectiveness of flipped classroom in the teaching of three different skills for junior high school level. The skills taught were translation, storytelling, and knowledge of local culture. The entire teaching sessions had to be conducted

online due to the COVID-19 pandemic, and this restriction turned out to influence the outcome in several ways. The two experimental groups that were taught using flipped technique did not show any significant gain in the three skills. When compared to the control group, they outperformed the group only in translation skill. Also, a small improvement was seen in terms of the content of their stories. Overall, the failure to make any significant differences was ascribed to the lack of preparation of the students and teacher, part of which is based on Constructivism principles. Their lack of self-regulated learning was also thought to have rendered the flipped classroom less effective. Nevertheless, the respondents' opinions about the flipped classroom indicated a positive attitude, suggesting that with significant improvement in some critical areas, the flipped classroom will have a more beneficial impact on learning. Their opinions also imply that elements of fun and the right length of instructional videos are two vital aspects that need to be integrated in a flipped classroom approach.

Some suggestions are proposed for language educators and other researchers interested in applying flipped method to their classes. In order for the students to be better prepared for the new approach, educators should instill in them the practice of self-management, independent efforts to study, and collaboration with others. These principles of Constructivism learning should be firmly ingrained in the students before they can embark on flipped classroom. Secondly, given the possibility of a massive shift toward online classes in the future, educators should strive to design online guidance and discussion that help the learners grasp the lessons better and benefit from online exchanges with their classmates and teachers. If conventional face-to-face meetings are no longer possible either because of the prolonged pandemic or a major shift in educational practices, efforts should be made to ensure that the online sessions contain activities that promote fruitful learning. Also, it is important that teachers find a better way to monitor their students' online activities to make

sure they refrain from cheating. For researchers wanting to conduct studies about a similar topic, it is recommended that in addition to the points mentioned above, the duration of the treatment should be made considerably longer than 12 sessions.

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