



Exploring the Effect of Flipped Classroom on Translation, Storytelling, and Knowledge of Culture

Patrisius Istiarto Djiwandono

Faculty of Language, Universitas Ma Chung
Villa Puncak Tidar N-01
Malang, Indonesia, 65151
Tel: 0341550171
Email: patrisius.istiarto@machung.ac.id

Daniel Ginting

Faculty of Language, Universitas Ma Chung
Villa Puncak Tidar N-01
Malang, Indonesia, 65151
Tel: 0341550171
Email: daniel.ginting@machung.ac.id

Abstract: Flipped classroom has been a recurring topic of many educational research. Only a few studies investigated the ramifications of flipped classroom for teaching several subjects in high school. This research set out to find answers to two research objectives, namely: (1) whether there is any difference between the ability of the learners before the flipped learning and after the flipped learning in translation, storytelling, and knowledge of local culture; (2) whether there is any difference between the ability of the learners who learn the three skills only from their teacher (the control group) and the ability of the learners who learn from videos and then receive extra teaching from their teacher and the ability of the learners who learn from videos only without any extra guidance from their teacher. Results showed that two of the groups, the one taught directly by the teacher and the one learning directly from the videos at homes, made gains only in translation. The control group outperformed the other two groups in translation and knowledge of local culture. Some possible causes of the results include lack of students' and teachers' preparedness, teaching qualities, immersion to their own culture, and some demographic factors.

Keywords: flipped classroom, translation, storytelling, culture

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Introduction

Since its inception in 1993 (King, 1993), the flipped classroom (henceforth FC) has gained currency in the educational field. Flipped classroom itself, as Pilcher (2019) stated, refers to an instructional method where learners do some type of preparatory work before attending a class. The class time is then used for doing exercises on the content, with the teacher reinforcing the students' understanding and facilitating group discussion. In the spirit of putting more momentum to the impetus, Bergmann and Sams (2012) started a new pedagogical trend by producing teacher-narrated movies for absent students in high schools in Colorado. We can therefore draw the conclusion that the flipped classroom paradigm enables students to learn information and

resources outside of class. In order to help students master learning objectives, in-class time is used for active learning, personalized teaching, team work, and creative projects. With this strategy, professors can devote more time to teaching students rather than giving lectures. The teacher's function in the flipped classroom paradigm shifts from that of a knowledge distributor to one of a facilitator, organizer, and guide.

Benefits of Flipped Classroom

The literature abounds with reports of implementing FC in various educational levels and disciplines. The overall picture that can be gleaned so far is the success rate of the FC. For example, McCallum, Schultz, Sellke, and Spartz (2015) discovered that flipped classrooms promoted student academic involvement, which was demonstrated by note-taking, watching video lectures, active in-class learning, and cooperation. They recognized this as a beneficial factor in promoting student achievement. At least one study on the effect of FC on writing abilities for EFL college learners turned out encouraging results showing that FC helped learners to have higher writing skills than those who received conventional teaching (Qader & Arslan, 2021).

Additionally, students studying English as a second language (ESL) gained more knowledge in flipped classrooms than in conventional classrooms. According to Alsowat (2016) and Thompson and Ayers (2015), the flipped classroom fosters motivation and student involvement. Similar results were found in other studies, too (Balzotti & McCool, 2016; Obari & Lambacher, 2015; Ginting et al., 2022). Students discovered that the flipped classroom increased their participation in class activities, discussions, and finding solutions to problems with peers. As a result, they acquired confidence in their capacity to apply what they learned both inside and outside of the classroom (McLaughlin et al., 2014).

Another benefit of a flipped classroom is increased student interaction, whether in the conventional classroom or online (Hsieh, Wu, & Marek, 2016; Sung, 2015). The term "student interaction" describes how a student interacts with all components of the learning environment, such as the teacher, other students, the course material, and the technology tools (Woo & Reeves, 2007; Hillman, Willis, & Gunawardena, 1994). It is a crucial component of the flipped classroom strategy, which uses technology to facilitate interaction outside of the classroom (Kim, Kim, Khera, & Getman, 2014; McLaughlin et al., 2014; Roach, 2014). In flipped classrooms, 64% of students enhanced their interactions with the teacher and their peers, according to Hung (2015).

Challenges in Implementing Flipped Classroom

Only a few studies reported insurmountable challenges that rendered the new approach ineffective. Brigili, Seggie, and Oguz (2021) reviewed studies on flipped classrooms between 2012 and 2018. They found that most of them used mixed-method design and focused on higher education levels, with education and medicine being the most frequently researched areas. Gillette et al. (2018) conducted a meta-analysis of six quantitative and five qualitative research studies on the effectiveness of FC in pharmacy classes. They found no significant difference between FC and lecture-based classes in students' final scores. They attributed this partially to the lack of student preparation. In pharmacy courses, if students do not complete and learn the pre-class assignments, the lecturers have to spend extra time reviewing the assignments, thereby reducing the time for students' active learning. Comber and Brady-Van den Bos (2018, p. 683) investigated the opinions of undergraduate students in the UK on FC and concluded that "FC should not be undertaken lightly or be seen as a quick fix; at minimum, it requires staff willingness and opportunities for engagement and peer learning." Their argument underscores the importance of intensive and focused preparation on the part of the learners and the students before engaging in a flipped classroom arrangement. It also implies that without such preparedness, the flipped classroom is established

on shaky ground, which hardly guarantees success. While such failure reports may not be encouraging to enthusiastic teachers, they can reveal some details that were otherwise overlooked in the studies or suppressed so as not to discourage other educators from exploring the potential of FC.

In a flipped classroom, instructors must also give up some control of the learning process to the students, who might not be able or willing to take responsibility for their education (Kovach, 2014). Teachers might not have the assistance they need to flip their classroom, as Hall and DuFrene (2016) noted. For a flipped classroom to be effective, they must make investments in time, education, and technology—all of which are frequently in limited supply (Davies, Dean, & Ball, 2013). Even if teachers have the means to produce videos for a flipped classroom, these materials must be generated in ways that are easily accessed by students, and students must have access to networked technology (Ullman, 2013). Alternatives must be offered, such as videos that may be accessed on DVDs or USBs (Bergmann & Sams, 2012; Ullman, 2013). Teachers are required to give pupils who don't have access to computers at home class time to watch films or access computers outside of the classroom (Ullman, 2013).

Teachers may find it difficult to provide intellectually stimulating teaching materials that encourage active learning. According to research, because online lectures are viewed as a less formal learning environment than live lectures, some students claim to be less focused and self-disciplined while watching them (Foertsch, Moses, Strikwerda, & Litzkow, 2002). As a result of students believing that watching the video lectures is enough to pass the course, attendance may decrease when classes are taught using the flipped classroom style (Blair, Maharaj, & Primus, 2015).

Some students may prefer attending lectures to viewing or listening to virtual lessons, according to Toto and Nguyen (2009), who also noted this as a potential disadvantage of the flipped classroom. Students expressed worry about the recording quality of recorded lectures, including volume, the width of video windows, and platform compatibility, and noticed a tendency to become more easily diverted from studying while watching video lectures. Students also began to slack off in virtual lessons that lasted more than 30 minutes. Despite these obstacles, Mazur, Brown, and Jacobsen (2015) discovered that for 25–50% of class time, students were receptive to flipped classroom learning.

Teaching Translation, Storytelling, and Culture with Flipped Classroom

In Indonesia, a recent study on flipped classroom for university students by Riyanti and Raharjo (2020) indicated possible confusion and even shock for some students who were not used to the arrangement. The students need to have more control for their own learning, and teachers' guidance on how to use online learning materials is vital. An even more recent study by Sya'adah, Rahmat and Marlina (2022) among Indonesian university students gave more or less the same results. Their respondents wanted the FC to be divided into pre-class activities, whilst-class activities, and post-class activities, suggesting the need for thorough preparation and constant guidance throughout the learning stages. They were also confronted with problems of students' reluctance, late submission of assignments, and technological hindrances. In short, FC in Indonesia has yet to find its solid form which ensures learning success.

Callis and Dikilitas (2012) showed in their study that the use of translation technique was beneficial for the development of their subjects' receptive and productive skills. In addition, Lee, Schallert, and Kim (2015) found a beneficial effect of translation practice on adult learners' grammar mastery. This provides the rationale for including translation as one of the skills taught in FC in our study.

There is increasing interest in using storytelling for teaching foreign languages. A recent study by Hava (2019) indicated that students felt higher motivation and higher satisfaction when learning English through storytelling. The researcher suggested on the grounds of the findings that storytelling be used more intensively to increase learners' vocabulary, writing, and speaking skill. Our research also aimed to investigate the same topic to determine whether storytelling indeed helped the students perform better in their writing.

Lucarevski (2016) reviewed a number of studies on storytelling and concluded that it is potentially effective for teaching children as well as adults. The more the students were made to engage in storytelling, the more they could take active roles in producing stories of their own, which eventually helped them improve their productive skills. In the same vein, Marzuki, Prayogo, and Wahyudi (2016) carried out a classroom action research to ascertain the benefit of storytelling for speaking skills, and found that storytelling improved the subjects' interactivity and communicative ability. More specifically, Kang (2012) argued from a research about the relationship between story-related narrative aspect and language-related aspect in English proficiency. The former is concerned with the structures of stories, while the latter deals with the proper usage of linguistic devices. In other words, the former is about the skill of creating stories, while the latter is about the accuracy in using the language to convey the stories. It is the latter aspect which is reflected in translation skills, and thus the combination between the two skills provide a relatively strong ground on which our research was conducted. Our research, therefore, endeavoured to explore the same topic by obtaining an empirical evidence of the effectiveness of translation and storytelling taught in FC.

Meanwhile, in the spirit of maintaining and strengthening students' awareness of their native culture, the Indonesian government stipulates that elementary and middle schools must contain the teaching of national culture (Minister of Education of Republic of Indonesia, 2022). This fact serves as a rationale for the inclusion of teaching local and Indonesian culture in this research.

The research was aimed to answer two research questions:

1. whether there is any difference between the ability of the learners before the flipped learning and after the flipped learning in translation, storytelling, and knowledge of local culture;
2. whether there is any difference between the ability of the learners who learn the three skills only from their teacher and the ability of the learners who learn from videos and then receive extra teaching from their teacher and the ability of the learners who learn from videos only without any extra guidance from their teacher.

Method

Participants and the Context

The participants were three groups of students from three different educational institutions. The larger population of which they were part comprised all high school students in Malang regency. The participants were selected on the basis of a criterion, namely, students from schools that broadly represented the general profile of students in the regency. The first was a group of 9 students from a private English course in Malang. Meanwhile, the second group was eight students from another private course in Wlingi, a region in Malang regency in East Java. The third was thirty-one junior high school students from State Junior High School 2 in Wlingi. All of the respondents were aged around 12 to 15 years old. They were randomly assigned to three different groups: Control, Experimental 1, and Experimental 2. The nine students in Malang were designated as the Control group, the eight students in a private course in Wlingi were assigned as Experimental 1, and

the thirty-one students in State Junior High School 2 in Wlingi as Experimental 2. Before the FC treatment, they were given a pre-test that measured their skills in translation, storytelling, and knowledge of local culture.

Design

The research used a pre-test post-test quasi experimental design with non-equivalent groups because the participants were not randomized into the groups. This design finds support in a paper by White and Sabarwal (2014) who argued that “a quasi experimental design by definition lacks randomization” (p.1) although it is deemed capable of revealing a causal relationship.

Data Collection Tools and Procedures

The translation test consisted of three items, the first measuring the ability to translate short sentences and the other measuring the ability to translate longer texts. The test was scored with an analytical scale measuring the transfer of ideas to the target language, language accuracy, and the quality of overall translation.

The storytelling test consisted of one item, which instructed the learners to write a story of 500 – 1000 words in English. It was scored using another analytical scale measuring content, organization, and language accuracy.

The translation test and storytelling test were designed jointly by the researcher and another colleague, an associate professor in language education. The rating scales for translation and storytelling tests were adopted from ATA (American Translator Association) and NET (Native-speaking English Teacher) from Hong Kong, respectively. The two professors mentioned above gave the scores for the two tests, and the inter-rater reliability indexes were 0.821 and 0.791, respectively.

The test on knowledge of local culture consisted of 14 multiple-choice items, developed after consultation with two local culture experts. It was tried out on 11 students, and an index of the reliability of 0.691 was obtained, indicating sufficient test reliability. The validity of the instruments were somewhat limited to expert judgment; nevertheless, the adequate reliability of the instruments as mentioned above should give a rough indication of its validity. An attempt was also made to capture the learners’ and teachers’ opinions on the FC by doing an interview session.

For teaching translation, the teachers were instructed to teach their respective students how to translate from their native language (Indonesian) to English. The rationale for this is an argument by Fernandez-Guerra (2014, p. 155), who stated the importance of inverse translation, that is, from the native language to the target language:

“ . . . in today’s globalized world, . . . translating into both a native and foreign language is common In the FL learning context, inverse translation has also proven useful to improve learners’ communicative competence in the FL.”

To provide good storytelling teaching, a professional story writer was asked to create four instructional videos about making good stories. The videos were uploaded to YouTube so the students could access them at home before every in-class session. The following table contains the topics of the videos:

Table 1*The Topics For Videos On Storytelling*

No	Titles	Duration (minutes)
1.	How to Get an Idea for Stories	15.08
2.	How to Create Characters	11.28
3.	How to Create Conflicts	10.58
4.	How to Craft Plots	16.20

Finally, to teach the students the local culture, the researcher made two videos about the local culture of Malang, the city where the students live. The learners in the Experimental groups were instructed to watch and learn from these videos, while those in the Control group were asked to learn from their teacher.

Shortly after the pre-test, different treatments were given to each group. In the Control group, the teacher was instructed to teach the students directly the skills of translation, storytelling, and culture. The table below sums up the topics for each session:

Table 2*The Topics Learned In The Control Group*

No	Date	Topic/Activities	Notes
1	April 1, 2022	Pre-test	
2	April 5, 2022	Reading interesting Indonesian stories	Done on May 14, 2022
3	April 12, 2022	Reading interesting Indonesian stories and discussing why	Done on May 23, 2022
4	April 12, 2022	Reading interesting English stories	
5	April 14, 2022	Reading an interesting English story and discussing why	
6	April 19, 2022	Discussing the characters of the story	
7	April 21, 2022	Creating a character in a story	Done on May 21, 2022
8	April 26, 2022	Discussing storylines	
9	April 28, 2022	Writing short stories in Indonesian and English with plots and characters.	
10	Mei 17, 2022	How to translate basic sentences into English	
11	Mei 19, 2022	How to translate advanced sentences into English	
12	Mei 24, 2022	How to translate short paragraphs (paragraphs taken from local cultural stories)	
13	Mei 27, 2022	Advanced practice translating short paragraphs	
14	July 19, 2022	Translating local traditional short stories into English	
15	July 22, 2022	Translating students' stories	
16	July 26, 2022	Translating students' stories (continued)	
17	Agt 9, 2022	Listening to explanations about national and local culture.	
18	Agt 11, 2022	Determining the cultural content in local stories	
19	Agt 23, 2022	Post-test	

Students in Experimental 1 were instructed to watch and learn from the videos on translation, storytelling, and local culture at their homes before coming to class. They were asked to do the assignments at the end of each video. A few days afterward, they came to class to receive further guidance from their teacher, who explained the materials again and checked their assignments. The following table sums up their activities with the teacher:

Table 3*Topics and Activities for Experimental 1*

No	Date	Topic	Notes
1	April 1, 2022	Pre-test	
2	April 5, 2022	Watching video about introduction/Let's Observe	ONLINE
3	April 7, 2022	Learning about the introduction.	OFFLINE
4	April 12, 2022	Watching video about Let's Think	ONLINE
5	April 14, 2022	Learning about the same topic as above	OFFLINE
6	April 19, 2022	Watching video about Let's Ask Questions	ONLINE
7	April 21, 2022	Learning about asking questions	OFFLINE
8	April 26, 2022	Watching video about Let's Tell Stories	ONLINE
9	April 28, 2022	Learning how to tell stories	OFFLINE
10	Mei 17, 2022	Watching video on the topic of translating basic sentences	ONLINE
11	Mei 19, 2022	Learning how to translate basic sentences	OFFLINE
12	Mei 24, 2022	Watching video about sentence translation	ONLINE
13	Mei 27, 2022	Learning sentence translation	OFFLINE
14	July 19, 2022	Watching video about translation of local traditional short stories	ONLINE
15	July 22, 2022	Learning how to translate local stories	OFFLINE
16	July 26, 2022	Watching video about translation of own story	ONLINE
17	Agt 9, 2022	Learning to translate stories	OFFLINE
18	Agt 11, 2022	Watching video about integrated skills (translation and storytelling)	ONLINE
19	Agt 23, 2022	Learning translation and storytelling	OFFLINE
20	Agt 26, 2022	Watching video about local culture stories	ONLINE
21	Agt 30, 2022	Learning local culture stories	OFFLINE
22	September 1, 2022	Watching video about Malang culture	ONLINE
23	September 6, 2022	Learning about Malang culture	OFFLINE
24	September 8, 2022	Pre-test	ONLINE

The students in Experimental 2 were also instructed to watch and learn from the videos on translation, storytelling, and local culture at their homes before coming to class. They were also asked to do the assignment at the end of each video. A few days later, they came to class and submitted their work to their teacher. The teacher only received their work but did not explain the topics further. The table below lists their activities:

Table 4*Learning Activities in Experimental Group 2*

No	Date	Topic	Notes
1	Agt 4, 2022	Pre-test	
2	Agt 8, 2022	Students learn from the video about "Getting Story Ideas."	ONLINE

3	Agt 9/10, 2022	The accompanying teacher checks the assignment.	OFFLINE (Teacher)
4	Agt 11, 2022	Students learn from the video about "Creating Characters."	ONLINE
5	Agt 12, 2022	The accompanying teacher checks the assignment.	OFFLINE (Teacher)
6	Agt 16, 2022	Students learn from the video about "Conflict Building."	ONLINE
7	Agt 18, 2022	The accompanying teacher checks the assignment.	OFFLINE (Teacher)
8	Agt 23, 2022	Students learn from the video about "Knitting Grooves/Plots."	ONLINE
9	Agt 24/25, 2022	The accompanying teacher checks the assignment.	OFFLINE (Teacher)
10	Agt 29, 2022	Students learn from videos on the topic of basic sentence translation	ONLINE
11	Agt 30, 2022	The accompanying teacher checks the assignment.	OFFLINE (Teacher)
12	September 2, 2022	Students learn from videos about the translation of local traditional short stories	ONLINE
13	September 3, 2022	The accompanying teacher checks the assignment.	OFFLINE (Teacher)
14	Sept 6, 2022	Students learn from videos about local culture and Indonesian culture	ONLINE
15	September 7, 2022	The accompanying teacher checks the assignment.	OFFLINE (Teacher)
16	September 8, 2022	Post-test	ONLINE
17	September 17, 2022	Interviews with students and teachers	OFFLINE (Teacher)

The three teachers involved in the study warrant a brief description. The teacher in the Control group and Experimental 1 group were in their late twenties and had finished their teacher training course from the same university. The teacher in Experimental 2 was much older and graduated from a teacher training college many years before the other two. Although they have more or less the same teaching experience, they probably differ in terms of their familiarity with latest teaching methods and digital technology skills.

After all of the lessons were finished, a post-test was administered to every group. Just as the pre-test, the post-test measured translation, storytelling, and knowledge of local culture. The pre-test and post-test scores were then analysed using SPSS version 25. Non-parametric statistics analysed the scores from Control and Experimental 1 because of the small number of students in each group. In contrast, the scores from Experimental 2 were analysed using parametric statistics because a large number of students and the homogeneity of variance test results indicated that they were eligible for parametric analysis. An interview session with the teachers and the participating students was held to obtain further insight into their experience of learning in an FC setting.

Results and Discussion

The following section answers the first research question, namely, whether there is any difference between the learners' ability before and after the flipped learning in translation, storytelling, and knowledge of local culture. The following are the descriptive statistics of the three groups:

Table 5*Descriptive Statistics From The Three Groups*

	Translation		Storytelling		Culture	
	Pre	Post	Pre	Post	Pre	Post
Control (N = 9)	54.81	65.00	29.62	42.22	59.52	61.11
Experimental 1 (N = 8)	31.25	23.12	9.48	15.42	41.96	44.64
Experimental 2 (N = 31)	20.22	32.90	14.43	27.47	44.47	42.63

The table above shows that each group made gains from the pre-test to the post-test except for Experimental 2 on their knowledge of local culture, which decreased from 44.47 to 42.63. Across all skills, the Control group scored higher than the other two groups before and after the FC treatment.

Table 6*Differences In The Pre-Test And Post-Test Scores Of The Control Group For All Skills*

	Wilcoxon Sign-Rank Test
Translation	0.038**
Storytelling	0.050
Culture	0.670

Note: ** indicates a significant difference ($p < 0.05$).

The table shows that for the Control group, there was a significant difference in translation abilities between the pre-test and post-test

Table 7*Differences Between The Pre-Test And Post-Test Scores Of The Experimental 1 For All Skills*

	Wilcoxon Sign-Rank Test
Translation	0.273
Storytelling	0.115
Culture	0.773

As shown in the table above, Experimental 1 did not significantly differ in their pre-test and post-test scores for all skills measured ($p > 0.05$).

Table 8*Differences Between The Pre-Test And Post-Test Scores Of The Experimental 2 For All Skills*

	T-Test
Translation	0.000**
Storytelling	0.10
Culture	0.517

Note. ** indicates a significant difference ($p < 0.05$).

The table above shows that for Experimental group 2, there was a significant difference in translation ability scores in the pre-test and post-test scores. In storytelling and culture, however, there were not any significant differences.

The following section answers the second research objective, namely to determine whether there is any difference between the ability of the learners who learn the three skills only from their teacher and the ability of the learners who learn from videos and then receive extra teaching from their teacher and the ability of the learners who learn from videos only without any additional guidance from their teacher.

Kruskal-Wallis Test showed a difference between the pre-test and post-test scores in the knowledge of local culture. This result was indicated by a significance level of 0.003 ($p < 0.05$). The next step was to identify any difference between the three groups by using Mann-Whitney U Test:

Table 9

The Differences Between The Groups In Knowledge Of Local Culture

	Pre-test	Post-test
Control Group against Experimental 2	0.001**	0.001**
Control Group against Experimental 1	0.059	0.007**
Experimental 1 against Experimental 2	0.491	0.649

Note. ** indicates a significant difference ($p < 0.05$).

As the table above shows, there were significant differences between the Control group and each of the two Experimental groups in the post-test of local culture.

Meanwhile, Kruskal-Wallis Test showed a significant difference between the pre-test and post-test scores of the three groups in translation ability. This was indicated by a significance level of 0.000 ($p < 0.05$). The next step was to identify any difference between the three groups by using Mann-Whitney U Test:

Table 10

The Differences Between Groups In Translation Ability

	Pre-test	Post-test
Control against Experimental 1	0.081	0.001**
Experimental 1 against Experimental 2	0.021	0.043**
Control against Experimental 2	0.000**	0.001**

Note. ** indicates a significant difference ($p < 0.05$).

As shown in the table above, the most apparent differences appeared between the Control group and Experimental 2 ($p < 0.05$) in the translation ability before and after implementing FC. The Control group also differed significantly from Experimental 1 on the post-test results ($p < 0.05$). The Control group was more adept at translating than the two Experimental groups. It also shows that in the pre-test and post-test scores, students in Experimental 2 were significantly better than in Experimental 1 ($p < 0.05$).

The Kruskal-Wallis Test showed no significant difference between the three groups' pre-test and post-test scores of storytelling abilities. This is indicated by a significance value of 0.064 ($p > 0.05$). So, the Mann-Whitney U Test was not carried out for storytelling skills.

To gain opinions from the teacher and students about the FC approach, an interview was done with the all of the students and their teachers. The interview was conducted through Google Meet and lasted 1.5 hours. Some of the essential points are as follows:

1. The videos are clear and easy to understand.

2. Repeated watching of the video helps to understand the lessons.
3. The animation would have made the videos even more enjoyable.
4. Fifteen minutes are enough for a video.
5. The questions after the video are helpful for learning.
6. According to the teacher, the translation and storytelling lessons are still too demanding for many students in seventh grade. The lessons could have been made easier to suit their level of proficiency.

The general picture that emerges from the findings is that FC has not been effective in increasing the mastery of translation, storytelling, and knowledge of local culture. The Control group, who only relied on their teacher's in-class explanation, outperformed the other two groups in translation and knowledge of local culture. Quite possibly, the sudden shift to FC did not give the Experimental groups enough time to prepare their learning habits and mental and cognitive setup that turned out to be vital in an FC approach. The factors behind this result can be explained in light of an argument by Oudbier, Spaai, Timmermans, and Boerboom (2022), who reviewed many studies about the flipped classroom and presented their conjectures about the factors that are key to the success of FC. These factors are learners' characteristics, teachers' characteristics, task characteristics, out-class activities, and in-class activities. Of equal importance is the level of learners' self-regulated learning, teachers' motivations and roles, the evaluation approach, and the guidance in the forms of feedback and comments when the learners learn independently from the videos at their homes. In a similar vein, Rasheed et al. (2020) maintained that the effectiveness of flipped learning hinges on the students' self-regulatory behaviors. They stated further that self-control, time management, critical thinking, intrinsic motivation, and self-discipline should be ingrained in the learners' mental habits before they can take on flipped learning. Another study by Hadgraft and Kavanagh (2017) viewed teachers' preparation and students' readiness for a new learning mode as two indispensable elements that must be firmly established before a relatively drastic arrangement like flipped learning can be implemented with success. Flipped learning, according to them, is not only a matter of creating educational videos, uploading them onto the digital world, and having the students watch them on their own without giving systematic guidance and structured learning sequence for optimal learning outcomes. The learners, in turn, will be clumsy in carrying out the FC if they are not in the habit of learning the materials before class, striving to do the assignments, and then collaborating with their peers and teacher in the subsequent classroom meeting. As Kovach (2014) noted, the learners may have been reluctant to make extra efforts on their own to enhance their learning. Quite possibly, as Foertsch et al. (2002) also noted, the learners tended to slack off because they viewed the first part of FC (watching videos at homes) as a less formal session not monitored by the teachers.

When engaged in an in-class or face-to-face session, the teacher should create teacher-student and student-student interactions that help learners clear out any misunderstanding of the materials, solve difficulties, and eventually strengthen their mastery of the topics or materials. In my study, the teachers' roles and the level of students' self-regulated learning appear to be the factors that caused the results. The teachers' inadequate roles in supporting their students and the student's lack of self-regulated independent learning skills seemed to render the FC method ineffective.

Despite the results above, the overall opinions from the students in the interview indicated that they were able to benefit from the videos although they thought that animation should be added and the duration needed further adjustment. They found the questions at the end of each video and the

repetition helpful for their learning. The teacher's remark brought up the necessity to strengthen their basic English proficiency before they could embark on a FC.

In general, two groups, namely Control and Experimental 2, showed increased abilities in translation, with their post-test scores being higher than their pre-test scores. Although the subsequent analysis did not show that the differences between the scores in the pre-test and post-test were significant, it can be concluded that the teaching of translation by both groups was relatively effective.

It is clear from the analysis that both the Control group and Experimental 2 made a notable increase in their pre-test scores. The Control group performed better in the post-test than in Experimental 1 and 2. Meanwhile, the drop in scores by Experimental 1 was caused by their cheating in the pre-test, in which they used Google Translate. Those who were caught using Google Translate were given the lowest scores. In the post-test, where they were strictly forbidden to use Google Translate, their scores unsurprisingly dropped lower than in the pre-test.

The fact that the teacher in Experimental 2 did not give any guidance after the students' independent learning at home may have contributed to the result. While the students in the Control group were taught directly by their teacher, the students in Experimental 2 had to watch the videos, do the assignments, and turn in their papers to the teacher without further guidance. The result of this group should convince educators that our students have not been able to study on their own entirely.

Another factor that may have caused the result is the number of students in the classes. The teacher in the control group only handled nine students, while the teacher in Experimental 2 had to take care of 31 students. Although the teacher in the latter group did not give any instructional guidance in the in-class session, quite possibly her teaching of English to that larger class was hampered by the number of students, resulting in students who were still weak in their English mastery at the outset of the FC treatment.

The second factor behind the result may be the English mastery level of the three groups. The students in the Control group had slightly higher proficiency than those in Experimental 1 and Experimental 2. The students in the Control group did not have the opportunity to learn from the videos before class; they only learned to form their teacher's direct explanation in class. Yet, they outperformed the other two groups in translation. In contrast, the students in Experimental 2 may have had lower English proficiency at the start and then learned the videos at their homes without receiving direct teaching from their teacher. The learners in Experimental 1 had the opportunity to learn from the videos and receive their teacher's guidance in the face-to-face sessions. Still, because their proficiency level was probably lower than that of the Control group, they could not score higher than this latter group.

Demographic factors may also have contributed to the initial differences between the Control group and the other two. Students from the Control group come from middle-class families in a city more significantly developed than the small town where students of Experimental 1 and Experimental 2 live. Those in the city may have had more access to high-quality teaching with highly trained teachers, enjoyed more learning facilities, and could afford extra private lessons outside their regular school hours. These factors may account for their higher English proficiency at the beginning of the research than the proficiency levels of the two experimental groups. In fact, a recent study which corroborates this finding by Serquina and Batang (2018) also found that learners from families with high income tended to have higher English proficiency than those coming from low-income families. The authors stated that those from low-income families still had to expend their time and energy to meet their basic needs and therefore were less able to afford facilities that

enhanced their proficiency. Likewise, a more recent literature review by Vyas and Sharma (2022) reported some findings about the relationship between socio-demographic factors and English proficiency. These studies pointed out unanimously that parents' income, parents' occupation, and the social class to which the families belong are strongly related to the ultimate English proficiency of their children.

Still, another factor that may have accounted for the results is the teachers' teaching skills. The teacher in the Control group had been teaching for more than ten years, while that of the Experimental one had just opened her language course and thus was less experienced than the former.

For educators keen on applying FC, it should be clear from the above results that two elements are vital for an effective FC. First, the learners must have reasonably strong English basics, high motivation, and strong self-regulated learning habits. Second, the teacher's guidance after independent learning at home is necessary. One cannot expect the learners to quickly and adequately master certain instructional objectives if they are left unassisted after learning from videos at home. The in-class sessions help the learners to enhance their understanding because it is here that the teacher can give clarification of topics and where difficulties are resolved through class discussion.

Furthermore, in-class sessions also allow for group work or other tasks that make the learners understand the lessons better. An FC which relies solely on the learners' watching videos at home and doing assignments independently, which later are submitted to the teacher, is ineffective. The result of this preceding discussion is that teachers must master the skills their students learn and know how to guide them through their learning.

The fact that no group made any significant difference in storytelling scores warrants a discussion. As Tables 6 to 8 show, although all groups managed to raise their storytelling scores on the post-test, the differences between the pre-test and post-test were not significant. The storytelling skill, albeit interesting, was apparently not a skill that all learners could master within a relatively short period of time. Karim (2021) reported a study among Malay students' story writing abilities and found that most of them still lacked depth, elaborations, solid contents, coherence, and grammatical accuracy. Even when writing in their native language the students still could not write coherently and accurately, as shown by Triaji, Yayuk, and Fithriyanasari (2019) in their research. With the demand involving all of these elements, learners seem to need more time and more intensive teaching in story writing before they can turn out written narratives that are accurate as well as interesting.

The results also show that FC did not help students improve their knowledge of their own culture. One group even had their post-test scores lower than their pre-test scores. It is somewhat surprising that the respondents who have lived in their own culture since birth could not score high on a test about their own culture. Quite possibly, although they are immersed in their own culture, the explicit knowledge about the culture remains beyond their conscious level and makes it difficult for them to explain it accurately. McLean and Moffat (2012) and Ke and Chavez (2013) argued that although culture is practiced daily by one's communities, it remains challenging to articulate explicitly by the very people who live it. McLean and Moffat (2012, p. 151) even stated the following:

Anthropologists warn that cultural knowledge is notoriously hidden from members of a culture and is held as taken-for-granted assumptions, unquestioned habits, and deeply embedded values. It is notoriously difficult for participants to articulate or describe their own culture.

Thus, the fact that the students in this study have been living in their native culture does not necessarily mean that they can answer questions about their culture, let alone expound it explicitly. This fact seems to explain their generally low scores in the culture test.

Having presented and discussed all the findings above, the writers were circumspect enough to admit that this study was limited in a number of respects. First of all, the number of the respondents in each group was not the same. The control group had the fewest students of all the three groups. Consequently, the teacher in the control group must have a better chance of giving equally intensive attention to her students than the teacher in the other two groups. Secondly, there was no random assignment of the respondents to the groups. Each of the three classes were taken as intact groups. This condition did not guarantee that the differences between the groups were due to random chance. Finally, there was no attempt to ascertain that the teachers had equal teaching skills. Each of them was just assigned to teach their own students.

Conclusion

Drawing on the potential of FC as an alternative in teaching English, this study set out to find the answers to two objectives, (1) whether there is any difference between the ability of the learners before the flipped learning and after the flipped learning in translation, storytelling, and knowledge of local culture; (2) whether there is any difference between the ability of the learners who learn the three skills only from their teacher and the ability of the learners who learn from videos and then receive extra teaching from their teacher and the ability of the learners who learn from videos only without any extra guidance from their teacher. Three groups were used to attain those objectives, with one of the groups being the control group where the students only learned the three skills from their teacher. The first experimental group had the full FC whereby they learned from videos at homes and received direct teaching in the subsequent offline sessions, while the second one only learned from the videos and did the assignments. The pre-test and post-test scores on those three skills were then compared. The findings showed that while each group made gains in the three skills, only the control group and the second experimental group made a significant gain in translation skill. In addition, only the control group scored significantly higher in translation skill than the other experimental groups. The FC did not seem to make any significant improvements in the two experimental groups.

The lack of students' preparedness in managing their own learning and the teachers' inadequate support may have accounted for the failure of FC to improve their skills. Furthermore, it was clear that students cannot be left on their own in their learning. As one of the findings showed, the students who learned independently from the videos at their homes still struggled to improve their performance in translation. The difference in teachers' teaching skill and experience may also have caused the results. Besides that, the initial difference in English proficiency and the difference in some demographic factors such as access to learning facilities and extra private lessons may have been responsible for the dismal effectiveness of the FC.

In storytelling abilities, the students presumably had not mastered the complex skills that are required for making written stories, resulting in written narratives which showed no significant improvement from their pre-test. As far as knowledge of local culture was concerned, they were presumed to have lived in their culture for so long that they could not explain the details of their own culture.

It is suggested that schools make conscious efforts to prepare the students and teachers to undertake FC. The habit of self-regulating, high motivation, willingness to collaborate and be more active in their learning should be instilled in the students. Meanwhile, their teachers should also be equally prepared to provide the right guidance for students who are engaged in a FC approach.

High schools which are keen on applying FC should hire multimedia designers to make the videos more enticing, and should make sure that the learners' basic mastery of English is strong enough for them to engage in this new approach to learning.

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