

**FLIPPED CLASSROOM IN TEACHING
SIMPLE FUTURE TENSE
(An Experimental Research)**

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ABSTRACT

Flipped Classroom Method in Teaching Simple Future Tense (An Experimental Research) to the first semester student of English Language Education in academic year 2017/2018. English Language Education Study Program. Faculty of Teacher Training and Education. University PGRI of Yogyakarta.

The objective of the research was to find out the effectiveness of Flipped Classroom method in teaching Simple Future Tense to the first semester student of English Language Education Study Program at PGRI University of Yogyakarta. The research used Quasi Experiment and the research design was Nonequivalent Control Group Design. The population in this research was all the first student of English Language Education Study Program at University PGRI of Yogyakarta. The sample of the research was the first semester student of English Language Education Study Program at University PGRI of Yogyakarta that divided into two groups in which the first group was experiment group and the second was control group. The instrument in this research was using observation sheet and test to collect the data.

The questions in pretest and posttest were same and it should be tested prior to use it in the research and data showed that it was valid and reliable to use in this research. The normality on pretest and posttest were distributed normally and homogeneous in both classes. The hypothesis test showed that $sig.0.000 < 0,05$, with significance level 5%, in which means there was found a significant differentiation between the learning result of the posttest in experiment group and posttest in control group. It showed that Flipped Classroom method was effective in teaching Simple Future Tense to the first semester student of English Language Education Study Program at PGRI University of Yogyakarta.

Keywords: *Flipped Classroom, Experimental Research, Simple Future Tense*

1. Background of Study

English has been becoming the prime language to communicate since years ago within the international citizen all around the world, and it makes English hold a significant role as a global language. The communication among the international citizen is a communication that uses one unifier language which makes them easier to communicate each other. Therefore, nowadays English language should be mastered by anyone who wants to communicate with other people from different countries and languages.

English has many rules or patterns should be mastered for people who want to learn English properly in order to be able to involve within the international citizen. In learning English, grammar is the basic phase before stepping forward to another skill. Nevertheless, the skill such as listening, reading, writing, and speaking are important and become the main requisite to be mastered.

Lai in Mardani and Azizifar (2014:417) stated that most English language teachers believe that learning English grammar is important, and these teachers teach grammar in class. It can be referred that grammar is important to be taught to the students because it is the main part of making a sentence in English and if we see grammar literally, grammar is the main source in creating language, whether it is for spoken or written language. It causes grammar as the controller of a sentence structure in the English language system. English grammar consists of many patterns which those patterns are help leaner to create a sentence in English. Grammar has one important component essentially that is called tense.

The future in tense refers to an activity that happens in the next time or it does not happen in the present time or in the past. The future tense is divided into three categories, they are simple present tense, present continuous, simple future tense. The use of simple future tense form in English sometimes could be very confused for anyone who learns English as their foreign language, especially for beginners which always got difficulty to distinguish the part of tenses that suppose to use. For instance, they usually got confused on using simple future tense (will), (shall) and (be going to) which three of these forms have the same tense and purpose.

Many students trapped on this matter, they were always confused when understanding these three patterns. For instance, when students were assigned to make a story related to the simple future tense, many of them did error written such as “he shall buy a brand new car” or “they shall go to bali next year”.

Indonesian students who are learning English as their foreign language got such a hard way on distinguishing the appropriate form to show the future in written and spoken English. In Indonesia, they actually had many words to express the future activity, such as *hendak, akan, bakal, mau, ingin*, though they only have 2 formal words to show future form, “*Akan*” for example in Indonesian language (Bahasa) “*saya akan ke Bali minggu depan*” to English (“*I will go to Bali next week*”) this one is similar with “*will*” and the second is “*Hendak*” for instance in Bahasa “*Saya ingin mengunjungi kamu besok*” to English (“*I am going to visit you tomorrow*”) that has similarity with “*Be going to*” in English and those two words have purpose to indicate the future form in Indonesian language. Hence, to use the future form in English tense is still difficult to be understood for Indonesian students because they were just using two words toward the future form in creating a sentence.

1.1 Objectives of The study

According to the formulation of the problem, the objectives of the study aimed at finding out the effectiveness of the Flipped Classroom method in teaching simple future tense to the first grade student of English education at PGRI University of Yogyakarta in academic year 2017/2018.

1.2 Hypothesis

Based on the theoretical framework and conceptual framework, the researcher decided to emerge the hypothesis as follow:

H_0 : if the significance level $> 0,05$ it means that Flipped Classroom method is not effective in teaching simple future tense to the first student of English Language Education Study Program at PGRI University of Yogyakarta.

H_a : if the significance level $< 0,05$ it means that Flipped Classroom method is effective in teaching simple future tense to the first student of English Language Education Study Program at PGRI University of Yogyakarta.

1.3 Discussion

This research aimed to find out whether the Flipped Classroom method effective in teaching Simple Future Tense to the first semester students of English Language Education Study Program. The steps in conducting this research was taken the data from the place of the research and then analyzed it. This research was using 1 class in which splitted into two groups. The first group was experiment group which consists of 9 students and the students were taught by using Flipped Classroom method and the second group was control group that consists of 10 students in which they were taught by using traditional teaching method. The pretest and posttest in this research were same. It makes researcher easily recognise the result. The students worked on the pretest before both experiment and control groups were given the treatment.

1.4 Flipped Classroom

Teachers in all fields are becoming increasingly aware of the critical importance of understanding how individuals learn perhaps because this impacts the teaching strategies, academic performance and learning outcomes, Brady and Tulbure in (Fayombo, 2015). For instance, teacher who teaches at junior high school should not make the video with serious content, it means teachers precaution on the serious material can be filtered before making the video. Filterred means teacher can choose the materials, the situation within the video, spoken language. The Advantages of Flipped Classroom method according to Bergmann and Sams (2012) and Prensky (2010) showed that learners can accomplish problem-solve, develop skills, and gain more understanding of the subjects taught through Flipped Classroom.

1.5 Teaching

Feiman-Nemser and Buchmann (1986) in Lowenberg and Forzani (2009:499) define teaching as the work of helping people learn “worthwhile things,” which, as they pointed out, adds an explicitly moral dimension. We can inferred that teaching literally is a worthwhile activity in helping someone or group of people to gain more knowledge. An activity in adding and improving

knowledge are kind of teaching process which encountered all the time in teaching process and when teacher give the knowledge to learners, it such not only an activity in adding knowledge but also adding moral explicitly.

Cohen, Raudenbush, & Ball (2003) in Lowenberg and Farzani (2009) stated that teaching practice is the work— represented by the bidirectional arrows—of drawing on professional knowledge and skill to make these interactions most productive of students' learning. A teacher as the facilitator in teaching process has a important role in giving knowledge because knowledge gives learner something worthwhile called skill.

1.6 Simple Future Tense

Simple future tense is used to express future plans. According to Yule (2009) in (Handayani, 2013:293) argued that “the verb form that is traditionally called ‘the future tense’ is actually expressed via a modal verb which indicates the relative possibility of an event”. From the argumentation it can be referred that simple future tense is indicating an action or event that still in relative condition. Possibility of an action is underlying the meaning of simple future tense. The action in the future is an probability within simple future tense. If someone have a plan that is arranged already, it can not uses simple future tense (will) to denote that action, but rather uses “To be going” form. In addition, Folse (2009) in (Handayani, 2013:293) tries to separate two common forms used in simple future tense. They are ‘be going to and will’. Be going to is used for an action in the future.

1.7 Teaching Simple Future Tense

According to Naji Obeid (2015:21) agued that there are two kinds of priority in teaching: priority in sequencing the teaching items, and the amount of work the teachers and the learners direct to each of the teaching items. This principle has to be applied to the teaching of futurity in English. It can be understood that the points in teaching process take an important role in teaching futurity in English, though the workload that has arranged in teaching and learning process should be arranged properly in order to get the best result in teaching future tense in English.

2 Methodology

The effectiveness of flipped classroom in teaching simple future tense was testing to the first grade student of English Language Education Study Program in PGRI University of Yogyakarta in academic year 2017/2018.

In this research, the video from the lecturer have posted on Edmodo application instead of uploaded it to another web or social media. The video uploaded to Edmodo application in which the students had to install it or open it on google as the requisite this Flipped Classroom research. Edmodo was the main tool during the research.

The students assigned to watch teacher's video was a must, students were responsible to watching the videos because the material on the video was used prior to the next class. The five minutes quiz was conducted prior to the classroom to stimulate the classroom and the students were able to ask the questions they had about the concept or the materials during watching the video. The students had to make a summary related the concept of the video and then submitted it in the next meeting. If the students had accomplished the quiz and submitted the summaries they would divided into several groups, teacher divided the students who can not accomplish those two tasks and help them to understand it.

This research was using Quasi Experimental study in which it has group control but does not take a control of the outside variables thoroughly. Nonequivalent Control Group Design was used as the design of the research and only in this design the control and experiment groups were not chosen randomly. Pretest and posttest mode was given prior and after the experimental research (Sugiyono, 2010:77).

3 Discussion

3.1 Analysis Data of Posttest

The steps that has been conducting in the first data analysis was testing the normality and homogeneous by using posttest score of the first students of English Language Education Study Program academi year 2017/2018.

(1) Normality test

Normality test aimed to figure out whether the data was distributed normally or not. In this research, normality test was using software spss 16 with *Shapiro-Wilk* test. Based on the steps that has been served in the chapter 3 and the last calculation by using spss 16 with the result as follow :

(2) Calculation

The calculation of normality test was using software spss 16 with *Shapiro-Wilk* test. The result is described in this following table :

Tabel 3
Normality test of experiment group posttest result
Tests of Normality

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experiment	.302	9	.018	.781	9	.012

a. Lilliefors Significance Correction

It is obviously seen that $sig\ 0,012 > 0,05$ it means that the posttest of experiment group was distributed normally. The following table is describing the control group result of normality test of posttest.

Tabel 3.1
Normality test of control group posttest result
Tests of Normality

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Control	.274	10	.032	.862	10	.081

a. Lilliefors Significance Correction

It is obviously seen that $sig\ 0,081 > 0,05$ it means that the posttest of control group was distributed normally.

(3) Homogeneity test

Homogeneity test aimed to figure out whether both experiment and control group have the same variance (Homogeneous) or not. In this research, Homogeneity test was using software spss 16 with *Levene statistic* test. The calculation was using spss 16.

(4) Calculation

The calculation of normality test was using software spss 16 with *Levene statistic* test. The result is described in this following table :

Tabel 3.2
Homogeneity test of experiment and control group posttest result

Levene Statistic	df1	Df2	Sig.
.523	1	17	.497

As we can see from the table above that both experiment and control group is homogeneous because sig 0.497 > 0,05.

Hypothesis Test

After the normality test of the posttest that has been conducted and the result was normal, the t test was able to do. This t test aimed to find out whether the Flipped Classroom method was more effective than traditional teaching method. Prior to do hypothesis test, the researcher has been counting the average score of pretest and posttest result in experiment group.

The data from the result showed that the posttest in experiment group was significantly increase rather than the pretest result.

Tabel 3.3
Averge score of posttest in Experiment and Control group

Number	Name	Control	Name	Experiment
1	C1	62,5	E1	87,5
2	C2	25	E2	87,5
3	C3	62,5	E3	62,5
4	C4	37,5	E4	100
5	C5	25	E5	50

6	C6	75	E6	100
7	C7	37,5	E7	100
8	C8	62,5	E8	87,5
9	C9	37,5	E9	100
10	C10	62,5		
Average		48,75		86,11

Hypothesis :

$H_0 : \mu_1 = \mu_2$ (The average score to the first student of English Language Education Study Program taught by using Flipped Classroom method in teaching Simple Future Tense is equal to the traditional teaching method.)

$H_1 : \mu_1 > \mu_2$ (The average score to the first student of English Language Education Study Program taught by using Flipped Classroom method in teaching Simple Future Tense is higher to traditional teaching method.)

The t test will use spss 16 to measure the posttest in experiment and control groups.

(5) Significant level : $\alpha = 5\%$

(6) Basic Decision-making

1. If $sig.(2-tailed) < 0,05$, it means there is found a significant differentiation between the learning result to the posttest in experiment group and posttest in control group.

2. If $sig.(2-tailed) > 0,05$, it means there is no significant differentiation between the learning result to the posttest in experiment group and posttest in control group.

Tabel 3.4
T test of posttest in experiment and control group
Independent Samples test

Posttest	Levene's test for Equality of Variances		t-test for Equality of Mean					
	F	Sig.	T	Df	Sig.	Mean	Std.	95% Confidence

					(2-tailed)	Difference	Error Difference	Interval of the Difference	
								Lower	Upper
Equal Variances Assumed	.523	.479	-4.483	17	.000	37.361	8.333	54.943	-19.779
Equal Variances Assumed			-4.483	16.71	.000	37.361	8.334	54.963	-19.759

(7) Decision making

The hypothesis test showed that $sig.0.000 < 0,05$, it means there was found a significant differentiation between the learning result on the posttest in experiment group and posttest in control group.

(8) Conclusion

The average score of the first students of English Language Education Study Program taught by using Flipped Classroom method was higher than traditional teaching method, thus it can be concluded that Flipped Classroom method effective in teaching Simple Future Tense to the first students of English Language Education Study Program.

4 Conclusion

According to the research that was conducted by the researcher, the conclusion of the implementation in teaching student by using Flipped Classroom method is effective in teaching Simple Future Tense to the first students of English Language Education Study Program. In the first time the researcher acquainted this method to students, they were confused and asking many questions about it. But after the class started in learning simple future tense, they were able to work together with their friend in this method. Prior to teach and learn within this method, the researcher was conducted pre-test to measure students' comprehending on simple future tense. The result was not satisfied enough because from both groups obtained low average score in which experiment group got 23,61 and the control group got 23,75 in very low criteria.

In solving the problem, the researcher assigned them to watch video in their home after the class ended and researcher was conducting a class for them in the next day. Overall, the student did not have a problem with the method, it can be proven by the posttest result. They got 86,11 in average score while the control group got 48,75.

At the end, the posttest data measured to obtain the result whether Flipped Classroom method was effective or not in teaching simple future tense. All the data in pretest and posttest were distributed normally and homogeneous. The data tested with Independent samples t test has showed that the hypothesis test $sig.0.000 < 0,05$, it means there was found a significant differentiation between by using Flipped Classroom method rather than using lecture teaching method.

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