STUDENT ENGAGEMENT IN A VIRTUAL CLASS BY FLIP LEARNING APPLICATION

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ABSTRACT

Engagement is very crucial in the virtual language learning process and needs to be always maintained. One way to keep learning engagement is the application of the FLIP learning approachh. Four pillars of FLIP Learning namely Flexible surroundings, Learning Culture, Intentional Content, and Professional Educators should be incorporated into teaching to engage learning. This study aimed to find out the occurrence of engagement in virtual Speaking classrooms, as well as pinpoint the most influential pillar of FLIP Learning in the class. The research used a qualitative method by conducting class observations and surveys for data collection. The class observations and surveys were conducted within two weeks during the semester. The respondents were fifty students from virtual Speaking classes in semester 1 of the academic year 2021/2022 of STBA LIA Jakarta. It was revealed that learning engagement occurred, and Professional Educators is the most influential factor out of four pillars of FLIP Learning in the virtual Speaking Classes.

Keyword: engagement, FLIP Learning, virtual class

ABSTRAK

Keterikatan atau 'engagement' sangat penting dalam proses belajar bahasa secara daring dan harus selalu dijaga. Salah satu cara menjaga keterikatan dalam belajar adalah penerapan pendekatan FLIP Learning. Keempat pendukung FLIP Learning yang terdiri dari Lingkungan yang Fleksibel, Budaya Belajar, Konten yang sesuai Tujuan, dan Pendidik Profesional harus diterapkan dalam proses pengajaran untuk menjaga keterikatan dalam belajar. Penelitian ini bertujuan untuk melihat adanya keterikatan belajar dan mengidentifikasi faktor pendukung yang paling berpengaruh dari penerapan pendekatan FLIP Learning di kelas-kelas Berbicara yang diadakan secara daring. Riset ini menggunakan metode kualitatif dengan melakukan observasi kelas dan survei sebagai pengumpulan data. Observasi kelas dan survei dilakukan selama dua minggu dalam semester tersebut. Respondennya adalah lima puluh mahasiswa kelas-kelas Berbicara pada semester 1 tahun akademik 2021-2022 di STBA LIA Jakarta. Hasil analisis menunjukkan bahwa, keterikatan belajar memang terjadi di kelas tersebut, dan faktor pendukung utama pendekatan FLIP Learning adalah Pendidik Profesional.

Kata Kunci: FLIP Learning, kelas daring, keterikatan

INTRODUCTION

Background and Context

Engagement is an essential factor in the language learning process. "Learning requires active involvement on the part of the learner,..." (Mercer, 219). Students' engagement in learning might be influenced by many factors. Covid-19 pandemic has forced students to study online via the learning platforms such as Google Classroom, Edmodo, EdLink, etc., supported by other self-access learning resources like e-books, online articles, YouTube, podcasts, and so on. The online classroom indeed has some benefits over the offline classroom, as it is more flexible and easily accessed. Unfortunately, prolonged virtual learning because of the unfinished pandemic situation has decreased some learners' motivation, which leads to students becoming less engaged in the learning process. They are tired, bored, and some of them become stressed. This can be seen from the fact that many students skip assignments in asynchronous and/or synchronous sessions.

In this situation, it is necessary to use a teaching-learning approach to increase learner engagement in the learning process. An approach to be enforced is Flip Learning. Many studies on Flip Learning were conducted to explore the association between this methodology and learner motivation. An investigation of seventy-nine faculty English-1 students found that the majority of students during this study perceived to like learning English in an exceedingly flipped schoolroom scenario. Additionally, there are a lot of engagements within the learning method than those within the non-flipped classroom (Lee & Wallace, 2018). A case study in Indonesia conducted in first year Students' Experiences within the EFL Flipped Classroom showed that most of the college students perceived the flipped schoolroom as extremely positive. It was inferred that the scholars had successfully achieved six levels of psychological feature domain of Taxonomy or higher-level learning of Bloom's Taxonomy (Zainuddin, 2017). Afrilyasanti, Cahyono, and Astuti (2017) advised that the flipped learning activities involving the videos, teacher likewise as peer feedback were helpful to help

improve students' writing ability. A quantitative analysis on a similar topic showed that students had a neutral angle and had a fairly smart level of learning expertise towards the application of Flipped Classroom. Therefore, as Betaubun (2021) concluded in her/his research, Flipped Classroom methods are useful to be enforced, particularly in virtual learning throughout the pandemic COVID-19 Zainuddin and Perera (2019) found that the flipped classroom surroundings had a great impact on students' intrinsic motivation. The survey results showed that greater peer interaction and autonomous learning skills among the students were fostered by the flip-class setting. In addition, Hiver., et.al (2021) suggested four dimensions of learning engagement, which involves cognitive engagement, emotional engagement, behavioral engagement, and social engagement (Baralt et al., 2016; Henry & Thorsen, 2020; Lambert et al., 2017).

Research Problem

This study explores the implementation of Flipped Learning approach to engaging students in a Speaking Class at the university level. According to FLIP Learning Network, there are four essential factors in FLIP Learning, which entails Flexible Surroundings, Learning Culture, Intentional Content, and Skilled Educators. This study investigates whether the students are engaged in the learning process of virtual speaking class, and it focuses on identifying the most influential pillar of FLIP learning which engages university students in the online learning process.

Research Questions

1. Does engagement occur in the learning process of a virtual Speaking Class?

2. What is the most influential pillar of FLIP learning that engages university students in a virtual Speaking Class?

Literature review

ENGAGEMENT

Dimensions of learning engagement

Hiver et.al (2021) suggested at least three (though sometimes four or more) essential dimensions of engagement. A main point of work in the field suggests that engagement is manifested not only in its behavioral aspect (i.e. individuals' qualitative behavioral choices in learning) but also in demonstrations of action through the cognitive (i.e. learners' mental activity in the learning process) and social dimensions (i.e. relations between interlocutors that support interaction and learning), as well as in students' emotional responses to learning tasks and peers (Baralt et al., 2016; Henry & Thorsen, 2020; Lambert et al., 2017).

The first dimension is behavioral engagement which refers to the amount and quality of learners' active participation in learning,... (Bygate & Samuda, 2009; Dörnyei & Kormos, 2000; Platt & Brooks, 2002). Besides that, learners' voluntary involvement in speaking, interactional initiative, time on task, the amount of semantic content produced while on task, and persistence on task without the need for support or direction are illustrations of behavioral engagement in second language learning (Philp & Duchesne, 2016).

The other aspect is cognitive engagement. Reeve (2012); Svalberg (2009) added that cognitive engagement relates to learners' mental effort and mental activity in the process of learning. Learners are cognitively engaged when they show deliberate, careful, and constant attention to achieve a provided assignment or learning goals. In Second language classroom settings, investigation on cognitive engagement has focused mainly on verbal manifestations, including peer interactions, students' questioning, hesitation and repetition, volunteering answers, exchanging ideas, offering feedback, providing direction, informing and explaining (Hiver, et.al, 2021,p.4).

Next dimension is social engagement illustrated as the social forms of activity and involvement that are outstanding in communities of language

learning and use including interaction with interlocutors, and the quality of such social interactions (Linnenbrink-Garcia et al., 2011; Mercer, 2019). Social engagement underpins the links among learners in terms of the learner's affiliation with peers in the language classroom or community, and the extent of their willingness to participate in interactional episodes, turn-taking and topic development, and collaborative activities with others (Lambert et al., 2017).

The last dimension is emotional engagement. In second language instructional settings, it is often manifested in learners' affective reactions as they participate in target language-related activities or tasks. Emotionally engaged learners are defined as having a 'positive, purposeful, willing, and autonomous mindset' towards language, associated learning tasks, and peers (Svalberg, 2009, p. 247). Mercer (2019) highlighted that expressions of various positive emotions such as enjoyment, enthusiasm, and anticipation are thought to be depictions of students' affective engagement, while negative emotions such as anxiety, boredom, frustration and anger indicate emotional disengagement or disaffection Emotional engagement is considered to have a key impact on other dimensions of engagement because the subjective attitudes or perceptions learners carry with them in a class or through language-related tasks are fundamental to the other dimensions of engagement (Dao, 2019; Henry & Thorsen, 2020).

FLIP LEARNING

DeLozier and Rhodes (2017) asserted that Flipped classrooms are teaching-learning practices allocating lectures outside of class and dedicating class time to various learning activities. Lecturer prepares learning material and assigns students to do some tasks before the class time. Students can learn and do the assignments outside the class. During the class, students would be ready to do some further various learning activities related to the material they have learnt before the class.

FLIP Learning Network defines flipped learning as a pedagogic approach within which direct instruction moves from the cluster learning

area to the individual learning area, and also the ensuing cluster area is reworked into dynamic, interactive learning surroundings wherever the professional guides students as they apply ideas and interact creatively within the subject material. According to FLIP Learning Network, to make students engaged in learning, educators should implement four pillars of FLIP Learning, namely Flexible surroundings, Learning Culture, Intentional Content, and Professional Educators, as described below:

Flexible surroundings

Flipped Learning permits for a spread of learning modes; educators typically physically arrange their learning areas to accommodate a lesson or unit, to support either cluster work or freelance study. They produce versatile areas within which students select once and wherever they learn.

Learning Culture

In the traditional teacher-centered model, the teacher is the primary supply of knowledge. In contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, wherever in-class time is devoted to exploring topics in larger depth and making learning opportunities. Therefore, students are actively engaged in developing their knowledge as they take part in and reflect on their learning in a personally meaningful way.

Intentional Content

Flipped Learning Educators regularly consider how they will use the Flipped Learning model to assist students to develop abstract understanding, likewise as procedural fluency. They verify what they have to deliver and what materials students ought to explore on their own. Educators use Intentional Content to maximize classroom time to adopt strategies of student-centered, active learning methods, looking at grade level and subject material.

Professional Educators

The role of a knowledgeable professional is even more necessary, and infrequently a lot harder to please, in an exceedingly flipped classroom than in an exceedingly ancient one. Throughout the semester time, they regularly observe their students, providing them with feedback relevant within the moment, and assessing their work. Skilled educators are reflective in their following, connect to enhance their instruction, settle for constructive criticism, and tolerate controlled chaos in their classrooms. Whereas skilled educators battle less visibly outstanding roles in an exceedingly flipped classroom, they continue to be the essential ingredient that permits Flipped Learning to occur.

Importance of the research

This study is worth doing to get more understanding of the cause and effect of FLIP learning to enhance learning engagement. Four pillars of FLIP learning can influence students' engagement in the learning process, and this study will find out which pillar is the most effective to engage students. By identifying the predominant aspect of flipped learning, language educators will be able to emphasize the most influential aspect of the approach. Therefore, learners will enjoy and be engaged in learning and language improvement is expected. The result of the study will later be useful to put into practice in further virtual teaching and learning.

METHOD

This is qualitative research to explore the implementation of FLIP learning to engage students in a virtual Speaking Class. The participants were 50 students in Semester 1 of Speaking Classes 2021/2022 Academic Year at STBA LIA Jakarta. Data were gathered from class observations in session 5 and session 6, as well as a survey. As background information, the learning material of session 5 is about how to express plans, and session 6

material is about how to share knowledge and experience in online shopping. The data were elaborated by using descriptive analysis.

Here are the steps of the research method:

1. Observations were done throughout week 5 and week 6, in the pre-class, the in-class, as well as the after-class sessions in the Google Classroom and Zoom meeting to see their engagement with the class. Engagement refers to the four dimensions of learning engagement, including behavioral engagement, cognitive engagement, emotional engagement, and social engagement. An observation checklist was used to collect the data. The checklist includes those four dimensions of learning engagement, with the engagement indicators in each dimension of learning engagement

2. The data from the observation were analyzed to see the students' engagement indicated in each dimension. The students' engagement was indicated based on each indicator in each aspect during the period of observation in week 5 and week 6, not only in the Zoom synchronous sessions but also the learning activities in Google Classroom during the observation weeks. Then the level of the learners' engagement can be identified. The more engagement indicators were given check marks, the higher level of engagement occured.

3. The questionnaire in a Google Form was shared after session 6 in the FLIP learning approach to see the participants' responses to the four pillars of FLIP Learning, which entails Flexible surroundings, Learning Culture. Intentional Content, Professional Educators. The questionnaire was generated from each pillar. There were three questions about Flexible surroundings, three questions about Learning Culture, two questions about Intentional Content, and two questions about Professional Educators. Therefore, the survey questionnaire consisted of 10 questions.

4. The data from the survey were analyzed to find the most engaging aspect of the FLIP learning application in the virtual learning process. The most

influential aspect of FLIP Learning would be the one with the highest percentage on average of positive responses.

RESULTS AND DISCUSSION

Classroom observation was carried out throughout week 5 and week 6 to recognize the learners' engagement. Flip learning was applied during two synchronous sessions in weeks 5 and 6, in which the materials and the tasks were provided via the Google Classroom before the meeting sessions. Therefore, the students would be ready to join the in-class sessions. Their engagement in learning is indicated by four dimensions of engagement involving behavioral engagement, cognitive engagement, social engagement, and emotional engagement, as illustrated in Table 1 and discussed below.

Table 1. Observation Checklist

Dimensions of Engagement	Engagement Iindicators	Session 5		Session 6	
		Morning class	Evening class	Morning class	Evening class
Behavioral engagement (show Philp & Duchesne, 2016)	voluntary involvement in speaking	V	V	V	V
	interactional initiative	V	V	V	V
	time on task	V	V	V	V
	the amount of semantic content produced while on task	V	V	V	V
	persistence on task without the need for support or direction	V	V	V	V
Cognitive engagement (Hiver, et.al, 2012)	peer interactions	V	V	V	V
	students' questioning	V	V	V	V
	hesitation and repetition	V	V	V	V
	volunteering answers	V	V	V	V
	exchanging ideas	V	V	V	V
	offering feedback	V	V	V	V
	providing direction	V	V	V	V
	informing and explaining	V	V	V	V
Emotional engagement (Mercer, 2019)	Students' affective engagement (enjoyment, enthusiasm, and anticipation)	V	V	V	V
	emotional disengagement or disaffection (negative emotions such as anxiety, boredom, frustration and anger demonstrate)	V	V	V	V
Social engagement (e.g. Lambert et al., 2017).	the learner's affiliation with peers in the language classroom or community,	V	V	V	V
	extent of their willingness to take part in interactional episodes, turn-taking and topic development, and collaborative activities with others	V	V	V	V

Firstly, in terms of behavioral engagement, it could be noticed that almost all students got involved in speaking, took the interactional initiative, submitted the task on time, produced semantic content while on task, and stayed on task without much support and direction from the lecturer. Most of the students got involved in speaking, even around 10 percent of them showed voluntary involvement in speaking. In session 5, the lecturer asked,

"What are some expressions we can use to tell our plans?" They voluntarily mentioned, "We are going to do …", "I am going to go …", "We will learn …", ``I will do …". They also took their turn to interact with others, by choosing a friend to continue speaking. The lecturer firstly asked a student, "What are you going to do this weekend?". Then the student answered, "I am going to play online games with my friends." After that, the student continued asking another student's plan. That way until all class members got the chance to ask and answer about their plans. This classroom interaction also occurred in session 6 in which they talked about online shopping. All their assignments were submitted in Google Classroom before their due. After the synchronous sessions 5-6, in the asynchronous session 7, they were given an individual project assignment to create a video about themselves - describing themselves by using the language expressions learned in sessions 1 through 6. The project could be done in a week, but apparently, most of the students could submit their videos earlier than the due time. Their semantic content was most relevant to the expected expressions in each particular lesson. In session 5, all students could accurately express their plans to go camping with their families. In session 6, all of them could appropriately use the language expressions to share their knowledge, opinions, and experiences on online shopping. During the in-class sessions, besides participating well in the whole class discussion, they did group work quite well in the Zoom breakout rooms without the lecturer's supervision. Usually, the most capable student would lead the group discussion. In short, the student's behavior in the class indicated their learning engagement.

Secondly, students' cognitive engagement could be marked from the peer interactions, students' questioning, hesitation and repetition, volunteering answers, exchanging ideas, offering feedback, providing direction, informing, and explaining. The interactions among students surely need their cognitive ability to understand the learning context and language expressions used. They interacted appropriately during the class. The students' questions to their partners were also relevant to the materials

learned. Sometimes some of them showed a little hesitation and several repetitions in expressing ideas but did well in the end. When the lecturer gave the group task and asked whether they had understood or not, some students voluntarily answered or just responded by saying 'yes', or 'I think so'. In small group works, students revealed their cognitive engagement by exchanging their views or ideas about the topic discussed, offering feedback to peers, leading the discussion to the aims, as well as giving necessary information and explanation. This was identified during the small group work in session 5 when they - as a group of friends or family - had to make a plan to go camping. They had to think about and decide the time and place to go, the transportation, the food, and other logistics to bring, as well as the activities in the camping site. It can be inferred that learners are engaged cognitively with the class.

Thirdly, students' emotional engagement is identified from their expressions of affections and disaffection. Their effective engagement could be seen from enjoyment and enthusiasm in doing the learning activities. During the in-class session, most of the students showed that they liked the activities and enthusiastically participated in the small group as well as class discussions. They patiently took their turns to speak up – to perform the conversations, by using the language expressions learned. On the other hand, their emotional disengagement or negative emotions such as anxiety, boredom, frustration, and anger were not demonstrated at all during the in-class session 5, in which they practiced expressing their plan for the future. While in session 6, only a few of them might be bored, as they left the virtual classroom without the instructor's permission after they had done their turns to practice talking about online shopping.

In addition to the three dimensions of learning engagement, students' social engagement could be identified from the connections among learners within their groups, their readiness to interact with others, and their participation in the class activities. This was visible during the small group work in session 5 when they - as a group of friends or family - had to make a plan to go camping. Each member of the group took a role as a family

member or a friend. They actively participated in the discussion to make the conversation scenario, and then acted out the conversation accordingly.

Generally from the class observation, learners' engagement was noticed as indicated by those four dimensions of learning engagement. Learning engagement continues in the class as a result of the FLIP learning application. In addition to the result from the class observation, here is the survey analysis. The survey form was shared with 50 students of the two Basic English Speaking classes. 45 responses were gathered from the survey. Therefore, 90% or almost all of the participants responded to the survey. Data from the survey can be seen in Table 2.

Table 2. Survey Result

4 pillars of Flip Learning		Questions	Responses (in percent)		
			Yes	No	Maybe
Flexible environment	1	Do you have enough and flexible time to do the assignment before the in-class session / synchronous session?	42.2	20	37.8
	2	Do you think that the assignments/instructions on the GCR are easy to understand?	80	-	20
	3	Do you think the materials are easy to understand and interesting to keep you learning?	80	0.2	17.8
		Average	**67.4**	**6.7**	**25.2**
Learning culture	4	Do you enjoy participating in the class activities?	82.2	-	17.8
	4.a*	How do you like to participate in the class activities?	*Responses are below.		
	5	Can you do the assignments individually or in groups without the lecturer's attendance?	70.5	4.5	25
		Average	**76.4**	**2.3**	**21.4**
Intentional content	6	Do you think that the before-class learning materials are useful for you to prepare yourself to participate actively in the class?	77.8	-	22.2
	7	Do you think that the in-class materials are easy and interesting to improve your speaking skill?	84.4	-	15.6
		Average	**81.1**	**-**	**18,9**
Professional educator	8	Do you get enough feedback from the lecturer for individual / group / class works?	81.8	2.3	15.9
	9	Do you get clear answers for your questions?	81.8	-	18.2
		Average	**81.8**	**1.2**	**17.1**

Learning culture	4.a*	How do you like to participate in the class activities?	*Responses (in percent)
		Ask questions	-
		Answer questions	4.4
		Give relevant comment / feedback	2.2
		Submit assignment on time	15.6
		Join the class on time	16.6
		Give information / explanation	15.6
		Show enthusiasm	6.7
		Group discussion	33.3
		Class discussion	6.7

In terms of a flexible environment, data shows that more than a third of the students are surely aware of their flexibility and have enough time to do the assignment before the synchronous class session. Besides, other similar numbers of students are quite sure about their time availability and flexibility to do the pre-class assignments. Most of the students can easily

follow the instructions on the Google Classroom Classwork, and the materials are interesting, comprehensible for them to keep learning. On average, 67.4% or two-thirds of the students agree that they have enough and flexible time to learn the materials before the in-class sessions. The flexible time to learn the interesting materials and do the easy assignments has supported learners' engagement with the class.

The data relating to learning culture show that most of the students enjoy the activities in the class as well as learning outside the class without supervision by the instructor. They take part in the class in a variety of ways in the following order of preference. First, students joined group discussion which is the most preferred activity. Second, students joined the class on time. Third, students gave information or explanations, and submitted the assignment on time. Fourth, students were involved in class discussion and showed enthusiasm. Fifth, students answered the questions. Lastly, students gave relevant comments or feedback. Surprisingly, no students asked questions in class. The fact that most students like group discussion support the idea that the students can practice the language skill with their peers, get more understanding of the tasks and explore the learning materials without the instructor's presence. They like to participate in class activities, which are reflected by joining the class on time, giving information and explanations about the topic, as well as submitting the assignments on time. This can be the reason why they do not like to ask questions; they have comprehended the learning materials through actively participating in all class activities. 76.4% on average or more than three-fourths of the students were surely occupied in the learning process with the conducive learning culture.

In terms of intentional content, the data reveals that around four-fifths of the students think that the pre-class learning materials are useful to prepare them for taking part actively in the class. A similar number of students are also interested in the materials for the in-class session; therefore, they can develop their knowledge and speaking skills. On average, 81.1% or more than four-fifths of the students could not agree more that the pre-class

and in-class materials are useful and interesting to enhance their language learning.

The data about professional educators shows that more than four-fifths or more of the students get enough lecturers' supportive feedback for their works, as well as clear answers for their questions. It is revealed that the students have got relevant feedback and guidance to keep them engaged in learning. The lecturer has guided the students with clear instructions, by giving clear answers to their questions, and supportive feedback. The average point about professional educators - 81.8% - or more than four-fifths of the students admit the support from the lecture. Such a professional role of an educator is crucial in the class to enhance learning engagement.

The survey result illustrates that the most influential factor of learners' engagement in the class is the professional educator. Then it is followed by the other three pillars of Flip Learning which are intentional content, learning culture, flexible learning environment - respectively.

CONCLUSION

All in all, the study shows that the FLIP learning application indeed helps boost learning engagement in the virtual Speaking Class. It was found that students were engaged in learning to comply with four dimensions of learning engagement, which entails behavioral engagement, cognitively, socially, and emotionally. The most important aspect that kept their engagement with the class was a professional educator, then supported by other three aspects - intentional content, learning culture, flexible learning environment. Therefore, a professional educator as a key role in the FLIP Learning application is always necessary to carefully manage the learning materials, create a supportive learning culture, and provide a flexible learning environment.

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