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Collaborating Flipped Classroom, Cooperative and Elaborative Learning in Teaching English: The Best Practice

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Abstract This paper is aimed at describing the best practice used in teaching English by benefiting technology. Taking place in an Islamic University in East Java, the best practice is divided into three stages; class preparation, guided activities, and free activities. In the first stage, the principle of flipped classroom was applied. During the class preparation, the teaching materials, such as PPT and exercises were distributed to the students in order to allow the students to study the topic that was going to discuss in advanced and dig more information from other learning sources. The second stage was to conduct guided activities by applying the principles of cooperative and elaborative learning. There were two main activities conducted during the teaching and learning process; grouping and class discussion. Firstly, the students were divided into groups. Next, these groups discussed or answered some guided questions related to the topic and presented the result of their discussions to the class. The last stage was to conduct free activities. The aim of this stage was to assess the students' understanding about the topic learnt by giving them projects to do. According to the results of self-reflection done by the students, there are three conclusions to make. First, the students enjoyed and felt motivated during the learning process. Second, the activities given allowed the students to expose and explore more to English language. Lastly, the class activities developed a close and good rapport between the lecturer and the students and among the students themselves.

Keywords Online Class; Teaching English; Flipped Classroom; Cooperative and Elaborative Learning.

A. INTRODUCTION

In this new media age, teachers and students have to be creative and innovative in using digital computer technology. Student-centered is used in teaching and learning activities, the teachers facilitate class discussion, give instruction and advice about the subject, and help the students with problem-solve as they deal with the theory. The instruction and advice enable students to think critically and explore the topic of discussion deeper. To succeed this, Bergmann & Sams (2012) proposed flipped classroom which evolves pedagogical theories and a growing understanding of the importance of student-centered learning. The collaboration of the flipped classroom model, cooperative and elaborative learning strategies has gained recognition as innovative approach to teach English, enhancing both student engagement and language acquisition.

The flipped classroom model represents a paradigm shift from traditional teacher-centered instruction. In this approach, students access instructional content, often in the form of videos or readings, prior to class meetings. Class time is then dedicated to active learning, where students apply their knowledge, engage in discussions, and receive personalized guidance. The flipped classroom has acquired attention for its potential to increase student's motivation as well as comprehension.

In language teaching especially, practicing flipped classroom will gain more efficacy if it is combined with cooperative learning strategies which emphasize collaboration and peer interaction as essential components of the learning process. Students work together on assignments, projects, and activities, promoting teamwork, communication, and the sharing of diverse perspectives. Cooperative learning methods have demonstrated benefits in terms of language development in the form of communicative skill (Byram, Gribkova, & Starkey, 2002), problem-solving skills, and intercultural competence (Sugianto, 2021), all of which are crucial in English language instruction.

Regarding to the students' level of English proficiency, combining flipped classroom with collaborative learning is not enough. It needs elaborative learning which extends beyond traditional memorization to encourage deep understanding and critical thinking. It involves students actively discussing, questioning, and relating new information to their existing knowledge. When applied to teaching English, elaborative learning encourages students to delve into linguistic distinction, cultural contexts, and real-life applications of language, fostering a richer and more comprehensive language experience.

While these individual teaching methods have acquired significant attention and shown promise in diverse educational contexts, there remains a gap in the literature regarding the combined application of the flipped classroom, cooperative learning, and elaborative learning in the teaching of English. How these strategies can be effectively integrated into a cohesive approach to English instruction is a question that will be described in this article. Therefore, the primary objective of this study is to describe the collaborative integration of the flipped classroom, cooperative, and elaborative learning in the context of teaching English. This study explores the challenges and best practices for lecturers in implementing this approach in diverse university settings.

Implementing cooperative and elaborative learning in a flipped classroom can be an effective way to engage students in active learning, foster collaboration, and promote deeper understanding of the material. Suranakkharin (2017) examined the flipped classroom on Thai learners' knowledge of English collocations by comparing it with traditional learning. It revealed that the students enjoy the learning activities and collaborate effectively even if they were not in classroom discussion.

In the practice of flipped classroom in this Islamic university, the lecturer as the facilitator prepares the teaching materials such as PPT and exercises then distribute them to the students. This step allows students to study the material or topic of discussion and gain more information about it before the class conducted. The students are also able to find more learning sources about the topic of discussion. In this process, critical thinking happens. The existence of technology like using platform for providing the materials also plays a significant role here. The next stage is conducting guided activities by applying the principle of cooperative and elaborative learning in the form of grouping and class discussion. Then the third stage is having free activities in order to assess the students' understanding about the topic learnt by giving them projects to do. As stated by Kanselaar, et al. (2000), Collaborative learning possesses the potential to involve students in activities that hold value in the realm of concept acquisition. These activities encompass expressing their comprehension of concepts through verbalization, engaging in collaborative discussions centered on scientific ideas, both posing and responding to questions, addressing conflicts that arise, and generating, comparing, and appraising various explanations.

B. METHODS

Implementing DBR (Design Based Research) research design, this presentation was divided into three stages; class preparation, guided activities, and free activities. Each stage was designed to benefit the teaching and learning methodologies; elaborative and cooperative learning, so that the learners are able to maximize their potential.

Taken place in an Islamic state university in Malang, English is a substantial subject offered to the second-year students. It takes three credits, which is equal to two and a half hours per meeting per week. There were 90 participants involved in this research; no pre-test and post test conducted since the aim was to dig the students' point of views toward the implementation of flipped classroom, elaborative, and cooperative learning in teaching and learning process.

Adaption of the flipped classroom strategy was applied in this first stage, class reparation. All of the lesson materials were uploaded to university e-learning at least three days before the class

started. The aim was to allow the students engaging themselves to the topic they were going to have and building their background knowledge toward it. The lesson materials were in form of a video explainer and some exercises.

The second stage, the guided activities were conducted in the class. During the guided activities, the elaborative and cooperative learning were applied. Before the class started, a pop quiz was conducted. The purpose was to check how far the students understand the topic. Next, the class was assigned into groups. The aim was to utilize the students with elaborative and cooperative learning. Here, a series of task with limited time was distributed and the students formulated the answers by discussion. When the time was over, the students moved to the next guided activities; class discussion. Each group exchanged their work and started to discuss the answers. In order to create a competitive and attractive class situation, the class discussion was designed into a quiz, such as Who Wants To Be Millionaire, or Tic-Toc. The quiz was in form of interactive PPT. The answers had to be followed by the reasons.

In the last stage, free activities, a project was assigned; it could be individual or group, depended on the level of complexity. The students created a draft related to the project and it involved technology. The use of technology in doing the project allowed the students to be more familiar with it as well as gaining more benefits through it. Finishing drafting, the students presented their idea from their friends and might get suggestions. Next, the students revised their draft and submitted to the teacher to get approval. Then, they started working on their project. The project took a week. They uploaded it into their g-drive and shared the link to the university e-learning.

The research was conducted in four meetings. The data was collected through a self-reflection explicated into three categories; their opinion (the advantages and challenges) toward self-study as the implementation of flipped classroom, their opinions and attitude toward the class's activities, and how the activities help them developing their social skill.

C. RESULT & DISCUSSION

Regarding to the issue about the students' opinion, both the advantages and challenges, they acknowledged that they felt awkward for the first time. It was due to they were obliged to study the lesson independently before the class started, not in the class. However, soon, they enjoyed the learning process; the video explainers were presented in such interactive way and easy to be followed. Since the questions were designed using online and interactive games, the students felt encouraged and motivated to learn more. The use of attractive and interactive teaching materials plays important roles in helping the students to focus more on the learning targets (Khotimah, H., & Hidayat, N., 2022). By bringing fun and joys, the attractive and interactive materials assist the students to participate actively in the independent learning activities and engage more to the language exposures; from the listening to speaking, from reading to writing. The only challenge faced by most of the students was the vocabulary mastery. However, they still were able to comprehend the lessons because in the teaching materials also provided pictures and voice over to help them understand the lesson given.

Second, the students were encouraged to expose themselves to and learn more about the English language through a series of class activities. Models, prompts, questions, or suggestions were given to the students as temporary advice and aid during the initial stage, the flipped classroom. The aim was to activate and build the students' background knowledge toward the lessons. It plays essential role since this information serves as the basis for the other lessons in the session. It can have a big impact on how well ELL students understand the lesson and any associated materials or texts. Furthermore, conducting flipped classroom creates an active learning environment. It enables students to learn at their own pace (Jiminez, 2020; Naing C, Whittaker MA, Aung HH, Chellappan DK, Riegelman A, 2022). Group work was the focus of the second activity, which was guided class activities. Due to the group nature of the activities, working in small groups allowed them to break through barriers and overcome their anxiety about learning. They also supported and shared ideas with one another. They were able to clarify their viewpoints in order to provide accurate answers to the questions. As there were several questions pertaining to the lesson, the game-based activities for class discussion also assisted them in unintentionally

memorizing the specifics of the lesson. Gamification is a technique that turns dull online courses into engaging and captivating experiences. Colleagues can compete in friendly ways by playing games. After a series of gamified tasks and challenges, they instill a sense of pride in learners upon their completion of the course. Students' learning became more pleasurable as a result of its stimulation of both intrinsic and extrinsic motivation. Cooperative learning, according to Mendo-Lazaro (2021), is a useful strategy for motivating college students to create learning objectives that will drive them to complete the assignments in order to gain knowledge and skills. The majority of students said that working on a project was challenging. The project demonstrated their understanding of the lesson, so in order to complete it, they had to put in a lot of effort to elaborate on their knowledge and creativity (Becirovic; 2018). This is in line with the focus of project-based learning; the students work together to complete projects and using their own ideas, plans, and creativity to complete tasks. Through activities that enhance language proficiency, students are immersed in the target language during working on the project.

Lastly, the class activities help the students hone their social skill. The students stated that working as a team required them to develop communication and teamwork skills as they discuss options and negotiate agreements on the best course of action. Cooperative learning promotes better development of communication skill. It helps the students learn how to collaborate and compromise with others, recognize and respond to others' feelings, share, show affection, resolve conflicts, and adhere to the rules (Abuagla, 2018; Becirovic, 2022; Munawaroh, 2022) . Furthermore, they could establish positive relationships with each other and learn more about others.

D. CONCLUSION

Based on the results of self-reflection done by the students, there are three conclusions to draw. First, the students enjoyed the learning process and felt as if they had a face-to-face class instead of an online class. Second, the activities given allowed the students to expose and explore more to English language. Lastly, the class activities developed a close and good rapport between the lecturer and the students and among the students themselves.

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