

The Effects of Flipped Classroom on English Grammar Proficiency of Thai EFL Students in Chiang Mai Province

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Abstract— During the COVID-19 pandemic, teachers have faced the dual challenge of providing quality education, particularly in English grammar. As a consequence, this research attempts to improve the students' grammar proficiency by implementing the flipped classroom, which would ultimately solve all these problems. The study aimed to investigate the effects of the implementation of the flipped classroom on the English grammar proficiency of the students and to explore the students' opinions on the implementation of the flipped classroom. The population in this study was composed of 26 Grade 9 students enrolled in the English language grammar course in the upper-secondary section at Wichai Wittaya School in the first semester of the 2022 academic year. The instruments used in the research were six learning management plans with the implementation of the flipped classroom, pre-and post-tests, an opinion questionnaire towards the implementation of the flipped classroom, and interview questions. The statistics used in the analysis were mean, standard deviation, and percentage. The findings revealed that the post-test mean was higher than that of the pre-test with means of 23.33 and 12.63 respectively. It is concluded that the implementation of a flipped classroom enhances the students' proficiency in their English grammar. Furthermore, the students expressed positive opinions through the implementation of the flipped classroom with a mean of 3.50.

Keywords : flipped classroom , grammar proficiency, Wichai Wittaya School students

I. INTRODUCTION

A. Background of the Study

The flipped classroom is a teaching strategy that delivers the lecture through technology in order to encourage students' self-study outside the classroom and do learning activities inside the classroom such as homework and exercises [1]. In other words, it is called 'inverting the classroom' in which the lecture will be taken place outside the classroom, as well as the exercises and homework will be done in the class time. Course contents and lectures are provided in the forms of video clips or online recorded lectures whereas they have to attend the class for interactive group learning activities. With this teaching strategy, the students can make a jot note for the unclarified concept which provides them to learn at their own paces. During the class, as the teacher is acted as the facilitator, he/she can help students with misunderstandings and the application of concepts. At the same time, the students will have an opportunity to practice skills and knowledge, do collaborative activities, clarify and apply new knowledge which will enhance teacher-student interaction as well as the social skill. With lots of benefits mentioned earlier, it was revealed that students prefer in-person lectures to video and interactive classroom activities over traditional lectures [2]. Also, it was further stated that the students' engagement was increased [3]. Besides, it was also revealed that the use of flipped classroom can enhance the students to have higher achievement [4]. In sum, most results of the previous studies revealed that the students' achievement in the flipped classroom is higher than that in the traditional classroom. In addition, they enjoyed and were satisfied with learning in the flipped classroom environment.

B. Objectives of the Study

This study consists of two following objectives:

1. To investigate the effects of the implementation of flipped classroom on English grammar proficiency of the students
2. To explore the students' opinions on the implementation of flipped classroom

C. Conceptual Framework



Figure 1: The Conceptual Framework

II. LITERATURE REVIEW

A. *Flipped Classroom and Traditional Classroom*

Flipped classroom is the avoidance of lecture-based lessons; instead, it is a shift to activity based traditional classes. "The flipped classroom has two defining components: moving the lecture outside of class, usually delivered through some electronic means, and moving the practical application assignments, formerly homework, into the classroom" [5]. Moreover, Arnold-Garza (2014) said that the flipped classroom, a teaching method that delivers lecture content to students at home through electronic means and uses class time for practical application activities, may be useful for information literacy instruction [5]. Another explanation was made is that the flipped classroom is an interactive teaching method with a student-centered approach that "flips" the traditional classroom by moving information transfer out and moving information assimilation into the classroom [6].

One of the main criteria of flipped classroom is that students study the lecture at home and are prepared to the activity-based lessons before class. Santikarn & Wichadee (2018) said that students would benefit from participating in class group discussion and engaging in online video lessons and assignments that must be completed additionally outside of the class time [7]. Instructors have responsibility to share and guide students to safe and reliable sources and the format of the sources can be varied such as PowerPoint slides, audios, videos, pictures, narrated presentations and other media sources.

During, the classroom activities can be varied according to the expectations of the instructors depending on different learning expectations, engagement techniques, levels of student autonomy, and other variability [5]. This is where students can actively join the lesson and do the practical sides of the topic, that they have studied at home, by doing different kinds of activities related to the lesson.

B. *Flipped Classroom and Constructivism*

Constructivist ideas paired with the flipped classroom concept have made it a potent teaching strategy in today's classrooms. Traditional teaching strategies are reversed in a flipped classroom, where students get their education online and participate in active learning activities during class time [1]. Constructivist concepts, which stress experiential learning that is learner-centered and the building of knowledge via active interaction with learning resources, are well aligned with this method [8]. The flipped classroom paradigm encourages learners to gain conceptual mastery and a better comprehension of concepts by changing the emphasis from inactive information transmission to active knowledge construction.

Students participate more actively in their education in flipped classrooms by working together to solve problems, doing inquiry-based learning, and practicing critical thinking [9]. Constructivist learning theories are in line with this active engagement with the subject, which promotes deeper inquiry, reflection, and synthesis of knowledge [10]. Furthermore, because students may go through course materials at their own speed and obtain extra resources or clarification as needed, the flipped classroom paradigm for more flexibility and personalization of learning experiences [11]. Because it accommodates a range of learner needs and preferences and encourages autonomy and self-directed learning, this tailored approach to instruction promotes constructivist concepts.

In addition, the flipped classroom paradigm makes it easier to incorporate technology into education, offering chances for interactive, multimedia-rich learning experiences that suit a range of learning preferences [2]. Resources augmented by technology, such online simulations, collaborative digital platforms, and video lectures, allow students to interact with the material in dynamic and immersive ways, which promotes the active production of knowledge [12]. The flipped classroom approach integrates constructivist ideas and encourages students to develop lifetime learning habits, critical thinking abilities, and a better knowledge of concepts by utilizing technology to support active, inquiry-based learning experiences.

C. *Flipped Classroom in English Grammar Classes*

The effects of flipped classroom on English grammar learning have been investigated by many researchers. Majority of findings showed that the flipped classroom helped students to improve their English grammar skills. Flipped classroom in grammar teaching is beneficial for students to master and apply grammar effectively [6]. Considering flipped classroom, Saidah (2019) said: "This strategy was obviously effective to use in teaching grammar, since it developed students' grammar performance in speaking and writing" (p.203) [13].

D. *Relevant Studies*

Alzaytuniya (2016) investigated the efficacy of implementation of flipped classroom on English grammar learning and motivation of students [14]. He said: "The findings revealed that there were significant differences in post application of the motivation scale between both groups in favor of the experimental group" (p.3) [14]. Students in this study were taught two different grammar topics which are reported speech and conditional clauses. According to the results of this research, impact of flipped classroom on English grammar learning is indispensable that students' scores in the experimental group were higher compared to that of the control group.

Thaichay & Sitthitikul (2016) investigated the promotion of flipped classroom on active learning environment, opinions of students toward flipped classroom and impacts of flipped classroom on improvement of students' English language accuracy in EFL classroom [15]. Collaborative learning method was applied in traditional classes and it mainly focused on group discussions. It was revealed that the flipped classroom improved English language accuracy of students, gave positive attitude toward flipped classroom and affected active learning environment in a positive way. The findings further indicated that flipped classroom instruction enabled the students to improve their English language accuracy in the EFL classroom. As for expected active language learning to be created by flipped classroom instruction, the students positively responded to the given questionnaire.

Similar to other researchers, Pudín (2017) also highlights perception of students toward implementation of flipped classroom [16]. Additionally, student collaboration and group discussions are encouraged and emphasized. It is also pointed out that this technique is mainly about effective use of classroom time and allows more collaboration and discussion to construct learning together.

III. RESEARCH METHODOLOGY

A. Research Design

The design of the study was based on a one-group pretest-posttest, a quasi-experimental, design.

$$O_1 \quad X \quad O_2$$

The symbols above represent that the measurements were taken on the sample group both before (O1) and after (O2) receiving the treatment (X).

B. Research Instruments

The research instruments consist of the lesson plan, pre- and post-test, an opinion questionnaire, and interview questions. The research instruments were evaluated and verified by three experts using the "index of item-objective congruence (IOC)" method. According to Rovinelli and Hambleton (1977), this method assigns -1 point if an item is incongruent, 0 points if the item is questionable or unclear, and 1 point if it is congruent [17].

1 = incongruent; 0 = questionable or unclear; 1 = congruent

The items that had scores lower than 0.5 were revised whereas the items had scores higher than or equal to 0.5 were accepted.

C. Data Analysis

The collected data from the research experiment was analyzed in two different methods which are Quantitative and Qualitative methods.

1) Quantitative Data

The results of the pre-test, post-test, and students' responses to the questionnaire were statistically analyzed for mean (X), standard deviation (S.D.), and percentage (%)

The quantitative data were intended to compare the English grammar performance of the students in the context of conditionals before the experiment and to obtain additional data about the perceptions of students toward the implementation of the flipped classroom.

The questionnaire was based on five-point rating scale questions. The ranges were interpreted as follows:

- 1.00 – 1.79 Very low level
- 1.80 – 2.59 Low level
- 2.60 – 3.39 Moderate level
- 3.40 – 4.19 High level
- 4.20 – 5.00 Very high level

(Çelik & Oral, 2016) [18]

2) Qualitative Data

The qualitative data analysis was conducted on data collected through interviews. The interviews sought to elicit student perspectives on the implementation of the flipped classroom. The interviews were conducted in English to explore how the flipped classroom could facilitate improvements in English grammar proficiency. The data was categorized into positive and negative opinions, and the findings were presented in a descriptive manner.

IV. RESULTS AND FINDINGS

A. The Effects of the Implementation of Flipped Classroom on English Grammar Proficiency the of Students

1) Pre-test and Post-test

The results of the statistical data and the analysis the pre-test and post-test scores, which indicate the students' English grammar proficiency levels before and after the implementation of the flipped classroom, are shown in Table 1 below.

Tests	N	X	S.D.	Percentage
Pretest	24	12.63	6.39	31.56
Posttest	24	23.33	7.3	58.33

Table 1: Overall Results of the Pre-test and Post-test

It is explicit that the pre-test and post-test were statistically and significantly different. The mean scores of the pre-test and post-test were 12.63 (S.D. = 6.39) and 23.33 (S.D. = 7.30), respectively. The students' performance was 31.56 percentage points before the experiment and after the experiment, it increased up to 58.33 percentage points. According to the results of the pre-test and post-test, it can be concluded that the flipped classroom is effective in improving the students' grammatical performances.

B. The Students' Opinions about the Implementation of Flipped Classroom

The quantitative data (the students' responses to the questionnaire) were analyzed using mean (X) and standard deviation (S.D.). The questionnaire aimed to explore the students' opinions about the implementation of flipped classroom in English grammar lessons.

Items	X	S.D.	The level of opinions
1. I like learning the lesson by watching videos	3.73	0.96	High
2. I think the usage of technology helps me in this class	4.09	0.6	High
3. I think the flipped classroom improves my grammar learning	3.14	0.62	Moderate
4. I think that the flipped classroom eases grammar learning for me	3.09	0.73	Moderate
5. My grammar skills get better if I practice the topic a lot during the lesson	3.55	0.66	High
6. I would prefer doing homework in the class to get immediate feedback from my teacher	3.23	0.79	Moderate
7. I think flipped classroom makes me feel confident about my learning	3.18	0.57	Moderate
8. I would suggest flipped classroom to a friend	3.32	0.76	Moderate
9. I understand better if my teacher gives explanations in the class	4.18	0.57	High
10. I have enough time to learn English grammar in flipped classroom	3.5	0.78	High
Total	3.5	0.7	High

(Adapted from Singay, 2020) [19]

Table 2: Students' Responses to the Questionnaire

Moreover, the students are highly satisfied with the use of technology in the class which is closely related with that they also liked learning the lessons by watching videos. They further agreed that they had enough time to learn English

grammar in flipped classroom. They were also able to do many activities in the class and many students believe that their English skills improved when they practice the topic a lot in the class.

Furthermore, many of the students thought that flipped classroom could ease and improve their grammar learning. However, some of them were distracted at home while studying and others were not comfortable with self-studying which decreased the level of overall satisfaction.

C. Interview

The results of the qualitative data analysis from the interview revealed that most of the students expressed their positive opinions about the implementation of flipped classroom in English grammar lessons. The findings are classified into following four parts: students' views on the implementation of flipped classroom, the advantages of sharing of the subjects on Google Classroom, problems encountered while studying in flipped learning environment, and advantages of flipped learning environments over traditional classroom.

1) Students' Views on the Implementation of Flipped Classroom

This method, implementation of flipped classroom in English grammar lessons, impacted the students positively which enabled the students to share their positive thoughts about it. They mentioned that flipped classroom enabled them to take notes and analyze more carefully while they were studying at home. Some of them said that they had good collaboration activities while others said that they had enough time to study the topic and understand it. Some of the opinions are given below.

"I think the implementation of flipped classroom is a pretty nice idea which made me take notes and analyze more carefully throughout process". (Student 1, personal communication, September 24, 2022)

"I think the flipped classroom is great that we had good collaboration activities together." (Student 2, personal communication, September 24, 2022)

"It made me feel good. I think this type of class is very good for everyone." (Student 3, personal communication, September 24, 2022)

2) The Advantages of Sharing of the Subjects on Google Classroom

Using Google Classroom as an educational tool helped the students during the implementation of flipped classroom in English grammar. Sharing the new topic and related materials with the students 2-4 days before the lesson provided them ample time to study. They were able to study those materials related to the new topic whenever they were comfortable to do so. Many of them commented that they were able to know the topic, study it and prepare for the lesson in advance. This enabled them to feel more confident while doing different activities. Some of the students also mentioned that they didn't lose time for understanding the new topic in the class which enabled them to do more activities during the lesson time.

"Students can study and learn about the topic before the teachers teach them so that they can have a basic understanding of the topic before doing practice exercises and they won't be completely lost." (Student 4, personal communication, September 24, 2022)

"It makes you understand the topic before entering the class, so you'll have more time to do exercises in the class rather than just study in the class." (Student 5, personal communication, September 24, 2022)

3) Problems Encountered while Studying in Flipped Learning Environment

Implementation of flipped classroom became much easier with the use of technology compared to the past. Therefore, many students got easily adapted to this method and did not have any significant problems during the implementation. However, some of the students mentioned that they felt confused while they were studying some of the topics at home where they might need the help of the teacher. Some of them also said that they could be distracted by other things while studying at home since they were in their comfort zone of homey atmosphere.

"Sometimes, there are confusions on some topics, and you need to get an explanation from the teacher." (Student 5, personal communication, September 24, 2022)

"We could be distracted while studying at home." (Student 6, personal communication, September 24, 2022)

4) Advantages of Flipped Learning Environments over Traditional Classroom

According to the students, flipped classroom is more advantageous compared to traditional classroom. They mentioned several advantages of flipped classroom. Firstly, they had more time for different activities during the lesson and they were able to do many fun activities. Secondly, they were able to get a basic understanding of the new topic before the

lesson. Thirdly, they were able to do more collaborative activities with their classmates. In addition, flipped classroom made them more self-responsible since they had to do self-study at home.

“Fun and engaging activities can be done because there is more time to do them instead of teaching a whole topic. Students get a basic understanding before getting taught by the teacher. Every topic was online which means better, ease of access.” (Student 4, personal communication, September 24, 2022)

“I think it gives a student more sense of responsibility while studying themselves before the lesson even if it's just taking notes but it's better than nothing at all. I also think flipped classroom let the teacher see the progress and studying attitude of each student better.” (Student 1, personal communication, September 24, 2022)

In conclusion, most of the students were satisfied with the implementation of flipped classroom in English grammar lessons and, overall, they shared positive opinions about it.

V. CONCLUSION

The findings of analyzed data based on the research objectives as follows:

1. The mean scores of the pre-test and post-test were 12.63 (S.D. = 6.39) and 23.33 (S.D. = 7.30), respectively. The students' performance was 31.56 percentage points before the experiment and after the experiment, it increased up to 58.33 percentage points. According to the results of the pre-test and post-test, it can be concluded that the flipped classroom is effective in improving the students' grammatical performances.

2. The students' opinions about the implementation of flipped classroom were overall positively at a high level. They were highly satisfied with the implementation of flipped classroom.

VI. DISCUSSION

It was revealed from the findings that the students' English grammar proficiency remarkably improved after the flipped classroom method was implemented in English grammar classes, as their posttest (58.33% overall) mean scores were significantly higher than their pre-test (31.56% overall) mean scores. The findings of this research are parallel to the results of similar research that was done by Philippines & Tan (2020) [20]. According to their findings, the implementation of flipped classroom enhanced the English grammar proficiency of students. Löfnertz (2016) also had the same result that the implementation of flipped classroom augmented students' grammar learning [21].

It is indispensable that in the implementation of flipped classroom, students had adequate time to do different activities both individually and in groups. Since having no lecture-based lessons and spending the time doing activities increased the efficiency of the time used in the class. According to Ngo & Yunus (2021), the time is inadequate in traditional classes to have any kind of discussion with students [22]. In contrast, Alsowat (2016) believes that, in flipped classroom, the time was sufficient to do different student-centered activities [23]. Having sufficient time enabled students to do collaborative activities during the lesson which increased their interactions. Ansori & Nafi' (2019) believe that the implementation of flipped classroom developed students' collaborative teamwork and enhanced classroom interactions [24].

It can be said that the collaborative activities in the flipped classroom helped the students gain confidence because they were able to ask their teammates when they didn't understand and were able to discuss during the teamwork activities. The findings of this research illustrated that the flipped classroom made the students feel confident about their learning, which encouraged them to increase their motivation. According to Camino & Galar (2017), the implementation of the flipped classroom impacted students' motivation positively [25]. Moreover, Alghasab (2020) mentioned in his research that the implementation of the flipped classroom helped improve students' motivation [26]. Consequently, since the terms of confidence and motivation are interrelated, the flipped classroom helped the students gain confidence and increase their motivation toward the flipped classroom.

In the flipped classroom, the subject teacher shared the materials for new topics, and the students were responsible for studying those materials themselves at home. This enabled them to improve their autonomous learning skills and increase their self-responsibility. It was mentioned that the responsibility of students for learning was more in the flipped classroom, and their autonomous learning skills were improved [22]. Briefly, the flipped classroom helped the students to reinforce their autonomous learning skills and the feeling of self-responsibility.

It is indisputable that the benefits of implementing the flipped classroom in English grammar lessons are indispensable, which has also impacted the students positively. According to the questionnaire and interview results, the students' responses towards the implementation of the flipped classroom were positive. Thaichay & Sitthitikul (2016) also discovered in their research that students responded positively to the given questionnaires [15]. Moreover, the students had ample time for activities and enjoyed doing a variety of individual and collaborative activities in class. Pudín (2017) stated that the flipped classroom allows students to collaborate and engage in discussions to construct learning together

[16]. According to Alsowat (2016), the adequacy of time in implementing the flipped classroom makes it inevitable to do different activities in sufficient time [23]. In brief, the results of the questionnaire ($X = 3.50$, $S.D. = 0.70$) and the interview revealed that the students showed positive perceptions towards the implementation of the flipped classroom in English grammar lessons, indicating that they overall liked its implementation.

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