



Al-Ta'rib

Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab
IAIN Palangka Raya
Vol. 10, No. 1, June 2022, 1-12
p-ISSN 2354-5887 | e-ISSN 2655-5867
DOI: <https://doi.org/10.23971/altarib.v10i1.3812>



Students' Perceptions on Using the Flipped Classroom Method to Support Their Self-Regulated Learning in Arabic Speaking Skills: Exploratory Study

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Abstract

Many research results have documented that the application of the flipped classroom method in language learning can improve students' speaking skills. However, very little attention has been directed to the impact of the use of flipped classrooms on the students' Self-Regulated Learning (SRL) abilities in improving their Arabic speaking skills. Therefore, this study intends to fill this void by investigating university students' perceptions regarding the impact of using flipped classrooms on their SRL skills in Arabic speaking skills. Exploratory research is used in this study. 21 students were recruited and interviewed to obtain research data. The research data were analyzed by adopting three aspects of Zimmerman's SRL: metacognition, intrinsic motivation, and learning behaviour. The results of this study report that the flipped classroom has been shown to positively impact these three aspects to improve learning outcomes of Arabic speaking skills. This study recommends using flipped classrooms for broader learning of Arabic skills.

Keywords: *Flipped Classroom, Self-Regulated Learning (SRL), Arabic Speaking Skills*

Abstrak

Banyak hasil penelitian telah mendokumentasikan bahwa penerapan metode *flipped classroom* dalam pembelajaran bahasa berpotensi meningkatkan keterampilan berbicara peserta didik. Namun, sampai saat ini sangat sedikit perhatian yang diarahkan pada dampak penggunaan *flipped classroom* terhadap kemampuan *Self-Regulated Learning* (SRL) peserta didik dalam meningkatkan keterampilan berbicara bahasa Arab mereka. Maka dari itu, penelitian ini bermaksud untuk mengisi kekosongan tersebut dengan menginvestigasi persepsi mahasiswa Perguruan Tinggi mengenai dampak penggunaan *flipped classroom* pada kemampuan SRL mereka di keterampilan berbicara bahasa Arab. Penelitian eksplorasi digunakan dalam penelitian ini. 21 mahasiswa direkrut dan diwawancarai guna memperoleh data hasil penelitian. Adapun data hasil penelitian dianalisis dengan mengadopsi 3 aspek SRL Zimmerman yakni: meta kognisi, motivasi intrinsik, dan perilaku belajar. Hasil penelitian ini melaporkan bahwa *flipped classroom* terbukti memberikan dampak positif terhadap 3 aspek

tersebut untuk peningkatan hasil belajar keterampilan berbicara bahasa Arab. Studi ini merekomendasikan penggunaan flipped classroom untuk pembelajaran keterampilan bahasa Arab yang lebih luas.

Kata Kunci: *Flipped Classroom, Self-Regulated Learning (SRL), Keterampilan Berbicara Bahasa Arab*

INTRODUCTION

Speaking skill is one of the core language skills, including several interactive processes such as constructing, receiving, and processing information (Brown, 1994; Burns et al., 1997). Speaking skill is a form of people's expression of thoughts and feelings through spoken language. Widdowson argues that speaking is a productive skill that involves the production of language through the pronunciation of sounds that provide opportunities to communicate orally (Widdowson, 1978).

In the context of language education, students' speaking proficiency is a top priority and an indicator of whether these students have mastered the language they have learned (Beniss & Bazzaz, 2014). It shows that all language education learners must master speaking skills.

Regarding Arabic education in Indonesia, several studies show that mastery of Arabic speaking skills is still low. The reality in the field is that many Arabic Language Education Department alumni teach Arabic using Indonesian (Ansyah et al., 2020). The alumni even tend to be unable to appear in public to deliver speeches and seminar materials using Arabic (Sarbaini, 2018). The low level of speaking skill mastery is based on several factors, such as the lack of application of a language environment (bi'ah) in educational institutions that facilitates students to actively speak (Marlius et al., 2021; Vetiana, 2019) and traditional Arabic education practices are too focused on mastering the grammar (Aliyah, 2018; Maujud, 2017).

On the other hand, the lack of intrinsic motivation from students to communicate using Arabic becomes another factor in the low level of speaking skills (Islam, 2015; Mubarak et al., 2021). This factor is triggered by the students' self-regulation problem, which affects the low willingness to develop themselves, less motivation to learn, and reluctance to evaluate their learning outcomes (Audina & Mubarak, 2020; Kiliç, 2021). It is called the problem of Self-Regulated Learning (SRL).

The SRL problem needs to be studied more deeply because it involves the students' willingness to develop the skills that will be mastered besides the learning process (Alhadi & Supriyanto, 2017). Classroom learning generally cannot become the primary reference in the success of learning outcomes given the limited time allocation. Therefore, it is necessary to have other factors that can foster SRL to achieve learning goals determined by themselves and their institutions.

Several research results have documented that the application of the flipped classroom method in language learning has the potential to improve students' speaking skills (Aburezeq, 2020). This method directs students to be more involved in learning activities such as discussion, storytelling, dialogue, and group presentations. On the other hand, students' dynamic interaction and

autonomy responsible for their learning outcomes are also positive factors of using the flipped classroom method (Wu et al., 2017).

In the context of increasing self-regulation, the informal learning environment resulting from applying the Flipped Classroom method can facilitate students to improve their language skills personally (Hsieh et al., 2017; Lin & Hwang, 2018). This method facilitates students to prepare lessons and practice as much as they want and provides a better understanding when compared to the conventional methods (Bin-Hady & Hazaea, 2021). Overall, this method can foster students' self-regulation abilities to develop their language skills outside the classroom learning process.

However, until now, insufficient attention has been directed to the impact of the flipped classroom on students' self-regulation ability in improving their Arabic speaking skills. Several previous studies have focused more on investigating the impact of using the flipped classroom method on language learning outcomes in the classroom. On that account, this study was conducted to investigate the students' perceptions of using flipped classrooms on their SRL abilities in Arabic speaking skills. By adopting Zimmerman's SRL, this study answers three important formulations, namely: (1) How is the impact of the flipped classroom on their metacognitive skills in Arabic speaking skills?, (2) How is the impact of the flipped classroom on their intrinsic motivation in Arabic speaking skills?, and (3) How is the impact of the flipped classroom on their learning behaviour in Arabic speaking skills?.

METHOD

Research Design

This study investigated students' perceptions of the impact of using flipped classrooms on students' self-regulated learning abilities in Arabic speaking skills. Thus, an exploratory study was used in this study.

Participants

This study involved 21 students (male = 4, female 17, 19-21 years old, 1-5 years-experience learning Arabic) of the Arabic Language Education Study Program at the State Islamic Institute of Palangka Raya, Central Kalimantan Province, Indonesia, to be participants. The lecturer first prepared the Arabic speaking skill material in a video. Afterward, the students were given a video link one week before the class to access and study at home. It was per the instructions for using the flipped classroom method in the learning process (Sosa Díaz et al., 2021).

Instruments and Procedure

This study used an online questionnaire instrument presented using Google Form. The questions in the questionnaire were presented by adopting Zimmerman's SRL theory which included three aspects: metacognition, intrinsic motivation, and learning behavior (Zimmerman, 1990). Each aspect was assessed using a Likert scale with strongly disagree to strongly agree responses. Afterward, the data from the questionnaire were presented in Figures showing the percentage of participant responses. After submitting the questionnaire, the participants were invited to attend a virtual interview using the Zoom Cloud meeting media to confirm the questionnaire results they filled out. The data from the interviews

were given the serial number of participant 1, participant 2, and so on according to the order of the number of participants recruited. They were also requested to sign a consent form confirming their voluntary participation in the interview phase. The collected data were analyzed thematically to see similarities, relationships, and differences across data sets (Gibson & Brown, 2009). Thus, the data presented in this study were selected by considering how the data show the similarity of opinions and the relationship between participant responses (Widodo, 2014).

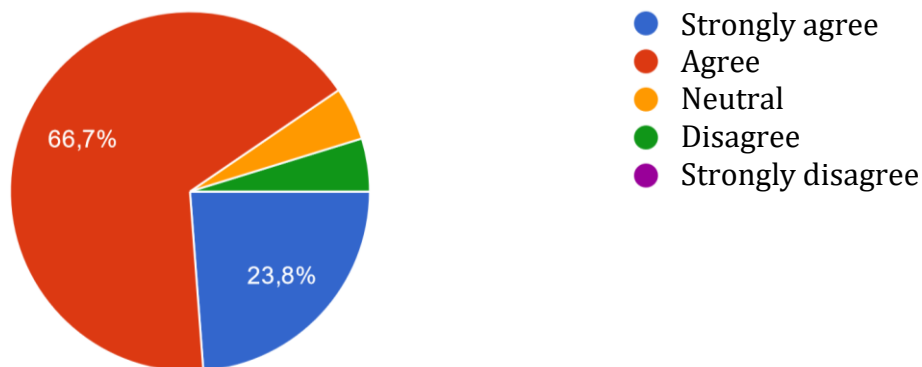
RESULT

Based upon data collected from online questionnaires and interviews, this study investigated students' perceptions concerning the impact of using flipped classrooms on SRL skills in Arabic speaking skills. Specifically, this study was intended to observe the students' perceptions of SRL result in Arabic speaking skills in several aspects: metacognition, intrinsic motivation, and learning behavior. The findings were presented based on these three aspects.

Meta Cognition: Self-Regulation and Self-Evaluation on the Aspects of Arabic Speaking Skills

In this first step, the participants were given a questionnaire regarding the impact of the flipped classroom on their self-regulation and self-evaluation skills in Arabic speaking skills. Of the 21 responses, Figure 1 showed that 5 participants (23.8%) strongly agreed, and 14 participants (66.7%) agreed regarding the impact. Only 1 participant (4.8%) was neutral, and 1 participant (4.8%) disagreed.

Figure 1



In addition to the data in Figure 1, the participants were asked to explain their responses to the questionnaire. The following was the students' response to the flipped classroom method's impact on the metacognition of their Arabic speaking skills.

Participant 6

Agree; because of the method applied by this lecturer, I can manage and monitor myself in learning activities. I can also repeat or re-evaluate my learning in Arabic speaking skills.

Participant 11

This semester, based on the learning methods applied by the lecturers, demands me to adapt to the methods applied while being surrounded by a class environment in which most of the students have much more mastered Arabic.

Participant 19

Learning these speaking skills, especially the learning system, by listening to videos prepared by the lecturer and then presenting them always requires me to self-evaluate the development of my speaking skills, and it makes me try to regulate my speaking skills learning to be even better.

Participant 21

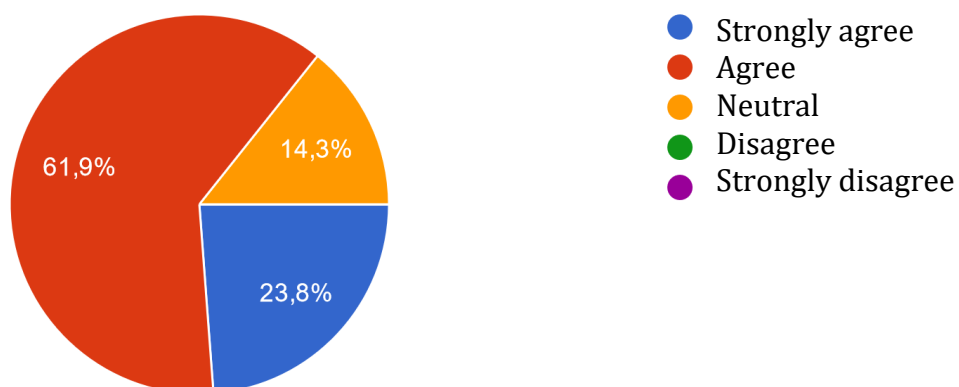
Monitoring and self-regulating to evaluate independently in Arabic speaking activities due to online learning must be done correctly and with disciplined to maintain understanding in the learning that Allah has given. Even in an unsupportive environment, we try hard to maintain it.

The responses of the interviewees above strengthen the results of the questionnaire. They reported that the methods applied by the lecturers required them to organize and evaluate the results in their class independently. The videos given before the start of class and the demand to present them in class became fundamental factors regarding the impact of their self-regulation.

Intrinsic Motivation: Being Their Encourager in Developing Arabic Speaking Skills

The participants were given a questionnaire regarding the impact of the flipped classroom method on their self-motivation for the development of Arabic speaking skills. Of the 21 participants, Figure 2 showed that 5 participants (23.8%) strongly agreed, 13 participants (61.9%) agreed, and 3 participants (14.3%) were neutral.

Figure 2



To elaborate on the empirical evidence, the participants' opinions regarding the flipped classroom's impact on their intrinsic motivation in speaking Arabic skills were described in the following interview.

Participant 7

I do it because I am willing to learn and become better.

Participant 11

In this lesson, the lecturer gives a video to each student to then be discussed and presented during class. After that, the lecturer will randomly select students to give their opinion/response on the topic being discussed using Arabic. It makes me must (whether I want to or not) practice and study independently to prepare myself for the class (if I get the turn to comment).

Participant 19

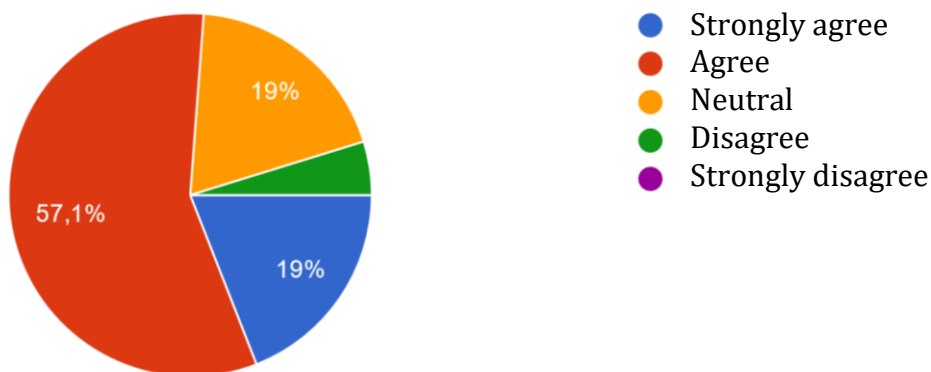
I genuinely agree because using this method of learning speaking skills for one semester makes me feel self-motivated to improve and add to the mufradat that I already have. Every time I finish the class, I always evaluate the development of my speaking skills, and naturally, there are still many things that need to be done. I must fix it. The method used by this lecturer always makes me look for learning references. I usually try to find other videos or sometimes look for cartoons in Arabic.

The participant interviews illustrated several essential findings regarding their intrinsic motivational factors. The main factor of this motivation is the demand to understand the video material and practice it in the classroom to the fullest. From the videos presented by the lecturer, the students were encouraged to look for other videos that could support them to maximize their skills. On the other hand, some students stated that intrinsic motivation alone was not enough to achieve maximum learning outcomes. They reported that encouragement from others was also a substantial factor in fostering their intrinsic motivation.

Learning Behavior: Convenience in Accessing Video Materials in Learning Arabic Speaking Skills

In this final stage, participants were given a questionnaire regarding the impact of the flipped classroom method on the results of their independent learning behavior on Arabic speaking skills. Of 21 participants, Figure 3 showed that 4 participants (19%) strongly agreed, 12 participants (57.1%) agreed, 4 participants (19%) were neutral, and 1 participant (4.8%) disagreed.

Figure 3



In addition to the data in Figure 3, student participants were also asked to provide reasons for their responses to the questionnaire questions regarding the flipped classroom method's impact on their learning behavior in Arabic speaking skills.

Participant 11

Based on the learning method applied, it is genuinely valid if the learning environment influences learning outcomes. That is what makes me (until now) continue to look for an environment, both places and friends, that can support my Arabic speaking skills even better. More specifically, the current technological developments facilitate me to access speaking skill materials easily.

Participant 16

With this semester's speaking skill learning, which is still being held online, I think it is appropriate for the lecturer to provide a video one week prior. In addition, we can use the internet to learn new things and look for other relevant videos.

From the results of these interviews, this study showed that most students agreed that the application of the flipped classroom method had implications for their decision-making to act in the development of Arabic speaking skills. It was easy for them to access the video materials using their mobile anywhere and anytime. Some students even took the initiative to look for videos from other sources to support their speaking skills.

DISCUSSION

On the metacognitive aspect, the results of this study prove that most students agree that the flipped classroom method applied in Arabic speaking skills class requires them to organize and independently evaluate the results in their learning. Video materials and demands from the lecturer to understand the material according to a specific time limit become the main triggering factors for the regulatory attitude. It will encourage students to self-regulate to develop their skills independently. Bell and Kozlowski report that the regulatory ability for self-directed learning is one of the essential competencies for successful learning in the twenty-first century (Bell & Kozlowski, 2008). In their research, Lehman, Hahnlein, and Ifenthaler also report that independent learning abilities were essential to mediate success in a learning context (Lehmann et al., 2014). In this context, independent learning generated by applying the Flipped Classroom method can provide success for students in developing Arabic speaking skills.

On the intrinsic motivation aspect, most students agree that the flipped classroom method applied in learning Arabic speaking skills can encourage them to be more motivated in independent learning. The main factor of this motivation is the demand to understand the video material and practice it in the classroom to the fullest. Maximum or not, their performance depends on motivating themselves to learn these skills. Even though they seem forced, it cannot be denied that intrinsic motivation is a fundamental factor in increasing their achievements. Furthermore, other researchers agree that language learners can motivate their behavior to achieve the formulated language learning goals (Mubarak et al., 2021; Qomariyah et al., 2021).

On the other hand, some students state that intrinsic motivation alone is not enough to achieve maximum learning outcomes. They report that encouragement from others is also a substantial factor in fostering their intrinsic motivation. This finding has a similar idea to previous research. Mubarak et al., in their research, report that one of the factors for the growth of learner motivation to learn Arabic

is the external motivation of peers (Mubarak et al., 2021). Hence, the learning motivation that grows from applying the Flipped Classroom method gives optimal Arabic speaking skills.

On the aspect of learning behavior, this study showed that most students agree that the flipped classroom method application had implications on their decision-making to develop Arabic speaking skills. It is easy for them to access the video materials using mobile anywhere and anytime. Some students even take the initiative to look for videos from other sources to support their speaking skills. This behavior indeed cannot be separated from the rapid development of technology at this time. Previous studies have shown that advanced technology can facilitate learners' self-learning abilities (Ilmiani et al., 2021; Shih et al., 2010). Lanqin Zheng et al., in their research, also confirm that independent learning using mobile media significantly improves student achievement (Zheng et al., 2018). Therefore, the flipped classroom method implemented in class positively impacts their dynamic behavior to improve their Arabic speaking skills.

CONCLUSION

This study investigates students' perceptions of the impact of using flipped classrooms on students' self-regulated learning abilities in Arabic speaking skills, which are analyzed using three SRL topics: metacognition, intrinsic motivation, and learning behavior. It is reported that the application of the flipped classroom method has a positive impact on increasing students' self-regulation abilities to learn Arabic speaking skills. Intrinsic motivation is also one of the effects of applying the method. The students feel convenient by technological developments in this century, which facilitates them to access relevant video materials to Arabic speaking skills. This study suggests using the flipped classroom for the learning process of broader Arabic language skills such as listening, reading, and writing skills. This study also has limitations, such as participants who were only recruited in one place, namely the Arabic Language Education Study Program at the State Islamic Institute of Palangka Raya, Central Kalimantan Province, Indonesia.

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