

Flipped Classroom: Can It Optimize Students' Ability to Find Out Main Ideas in Listening Comprehension?

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Abstract

The present study attempts to describe whether or not and to what extent Flipped Classroom can optimize the college students' ability to find out the main idea in listening, and identify the class climate when Flipped Classroom is implemented. The data were derived using several techniques including interview, observation, document, and test. The qualitative data were analyzed using Constant Comparative Method; the quantitative data were obtained by finding out the mean score of two raters. The finding of the research showed that the implementation of Flipped Classroom optimized: (1) students' ability to find out the main idea including: (a) finding out appropriate topic; (b) describing the location of main idea; (c) providing the meaningful supporting sentences. The enhancement of the students' scores could be proved that the mean score of pre-test was 65.1; post-test 1 was 72.5; and post-test 2 was 81.1. Twenty two students from 29 students had fulfilled the criteria of passing grade which was 75 in post test 2; and (2) enhanced class climate including: (a) the students were involved actively to preview video before class; (b) the students liked to discuss the meaning of target language; (c) most students were encouraged to work with their classmates due to mutual project. Considering inspiring result of this research, it is recommended that English lecturers are able to use this research for: guiding the students to explore their ability to find out the main idea through Flipped Classroom; and being creative to make class climate interesting by implementing Flipped Classroom.

Keywords: Flipped classroom, Main idea, Listening

Flipped Classroom: Dapatkah Itu Mengoptimalkan Kemampuan Mahasiswa untuk Menemukan Gagasan Utama dalam Listening Comprehension?

Abstrak

Studi ini mendeskripsikan apakah dan sejauh mana Flipped Classroom dapat mengoptimalkan kemampuan mahasiswa untuk mengetahui gagasan utama dalam mendengarkan, dan mengidentifikasi kondisi kelas ketika Flipped Classroom diimplementasikan. Data penelitian diperoleh dengan menggunakan beberapa teknik termasuk wawancara, observasi, dokumen, dan tes. Data kualitatif dianalisis dengan menggunakan Constant Comparative Method, sedangkan data kuantitatif diperoleh dengan mengetahui skor rata-rata. Temuan penelitian menunjukkan bahwa penerapan Flipped Classroom bisa mengoptimalkan: (1) kemampuan mahasiswa untuk mengetahui

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gagasan utama termasuk: (a) mencari topik yang sesuai; (B) menggambarkan lokasi gagasan utama; (c) memberikan kalimat pendukung yang berarti. Peningkatan nilai siswa dapat dibuktikan dengan skor rata-rata pre-test yaitu 65,1; post-test 1 adalah 72,5; dan post-test 2 adalah 81,1. Dua puluh dua dari 29 mahasiswa telah memenuhi kriteria lulus kelas yaitu 75 pada post test 2; dan (2) meningkatkan kondisi kelas yang meliputi: (a) mahasiswa dilibatkan secara aktif untuk mempratinjau video sebelum kelas; (B) mahasiswa mendiskusikan arti dari bahasa target; (C) mahasiswa terdorong untuk bekerjasama baik tim/kelompok. Mengingat hasil penelitian yang inspiratif, disarankan agar dosen bahasa Inggris dapat menggunakan penelitian ini untuk: membimbing siswa mengeksplorasi kemampuan mereka untuk mengetahui gagasan utama melalui Flipped Classroom; dan menjadi kreatif untuk membuat kondisi kelas semenarik mungkin dengan menerapkan Flipped Classroom.

Kata Kunci: *Flipped classroom, Gagasan utama, Listening*

A. INTRODUCTION

Listening is basic skill the students learn before learning how to read, write, and speak, is very essential for not only oral communication but also education process. Listening is often regarded as passive skill in education field; nevertheless, through listening the students have to listen the real model of native speaker, listen how to pronounce the appropriate words and how to utter the sentences. Wallace (2004) argues that "listening skill is very important skill because this skill needs human acquire perception, knowledge, information and success in communicating with others" (p.13). Thus, listening is very significant skill for learning English.

Field (2009) reveals that listening lesson are composed of pre-listening, while listening, and post listening. Pre listening means preparing the students to activate their prior knowledge and making predict, while listening step is focusing on comprehension through exercise, and post listening is to response the students' undersatnding. Thus, the most essensial phase is while listening the students focus on finding out the main idea of information conveyed by the speakers. Wilson

indicates that "main idea deals with the occasion in which the students want to know the general idea said, who is speaking to whom and why, and how successful they are in delivering their point. Finding out main idea is relevant to wh-questions, who, whom, why, and how" (p.10).

To optimize the students' ability to find out main ideas, there are some indicators that should be implemented. McWhorter (2014) suggests some tips for finding out the main ideas: (1) identify the topic; (2) knowing the topic sentence; and (3) learn more the supporting sentences. Topic means the idea of the whole paragraphs. It represents the idea that the speaker needs to explain to the listener. The next, topic sentence refers to the main idea of each paragraph. Having identified the topic sentence, the students are going to undertand the message conveyed by the speaker. The rest paragraph or supporting sentences are the sentences explaining the topic sentence. Through the supporting sentence, the listeners will be able to get better understading about the topic in the audio.

McWorther delivers some tips for finding the location of the topic sentence: (1) topic sentence is stated at

first, then, the explanation comes after the main point; (2) topic sentences at the last paragraph, the speaker leads the listeners with the details at the first, next guide them to the main point; (3) topic sentence in the middle, the sentences before the topic sentence lead up to or introduce the main idea; (4) topic sentence in the first and the last, it can occasionally be located in the first and the last paragraph. The aim is to state the main idea.

The preliminary study of listening skill employed at UNIDA shows that the ability of students' listening skill is far beyond expectation. The second grade students of University of Darussalam Gontor face some obstacles in listening comprehension subject such as the pronunciation, the rate of delivery, redundancy, and the students' interest. The students get some difficulties for taking note, finding out main ideas, looking for detail information and summing up still low and far from what curriculum expected. The class climate before the research was also described in several situations. The students took more time than the time that had been allocated for answering because they found difficulties in transferring thoughts and feelings from their heads onto answer sheet. Even so, The students could not keep their focus on the lesson. Most of the students did not have ideas to respond to the lecture's explanation.

Based on the situation and the condition that distract the learning process in reaching the target, implementing strategy brings a fresh air in the class climate and it can influence the students' ability to find out main ideas. Flipped Classroom can be effective for enhancing thinking and promoting meaningful student learning. Flipped Classroom means a teaching

method which lecture videos are uploaded or given to the students, and they have to be able to preview them before class starts. The flipped classroom illustrates a reversal of teaching in which the students obtain first exposure to new material outside the class, usually via reading or lecture videos, and then class time is devoting to exercises, project, or discussion (Johnston & Karafotias, 2016). Therefore, the implementation of Flipped Classroom is essential to carry out in order to know whether or not and to what extent Flipped Classroom can optimize the college students' ability to find out the main ideas writing, and identify the class climate when Flipped Classroom is implemented.

2. METHOD

The subject of the research was the students in International Relations Department of one university in Ponorogo. 29 students in International Relations Department were selected their age-range was between 17 to 19 years old. The research was conducted in two cycles in which there are 3 meetings in each cycle. The research method which was implemented in this research was classroom action research. Hopkins (1993) "argues that action research is a research carried out by teachers, to enhance their own or colleague's teaching, to test assumption of educational theory in practice, or as a means of evaluating and implementing whole school priorities" (p.1). In addition, "action research (for that matter all kinds of research) is more than just doing activities. It is a form of practice which involves data gathering, reflection on the action as it is presented through the data, generating evidence from the data, and making claims to knowledge based on conclusions drawn

from validated evidence” (McNiff and Whitehead, 2002, p.16).

The model of action research used in this research was the model developed by Kemmis and Mc Taggart in Burns (1999). According to Kemmis and McTaggart, action research occurs through a dynamic and complementary process, which consists of four essential moments of developing a plan of critically informed action to improve what is already happening, acting to implement the plan, observing the effect of the critically informed action in the context in which it occurs, reflecting on these effects as the basis for further planning, and subsequent critically informed action and so on, through succession of stage.

In this research, two kinds of data were used, quantitative and qualitative data. Quantitative data were the data in the form of the students’ scores in generating idea from the beginning of the research to the end of the research. Qualitative data were the data taken from observation, interview, questionnaire, and document. There were some sources of data: (1) documents; (2) participants; and (3) events when the teaching learning process happened

The quantitative data from pre-test and post-test were analyzed in the form of mean score and percentage. In scoring the students’ writing, the researcher used analytic scoring in which each element is scored separately. Then, the students’ scores were analyzed in the form of mean score. Meanwhile, the qualitative data were described using words and sentences to get the conclusion. They were analyzed by using The Constant Compare Method (CCM) as suggested by Glasser (1980) as quoted by Hopkins (1993). He described Constant Comparative

Method as the following distinct stages: (1) Comparing incidents applicable to each category, 2) Integrating categories and their properties, 3) Delimiting the theory, and (4) Writing the theory.

3. FINDING AND DISCUSSION

Listening comprehension makes the students understand the English communication used in public or even in college. The students have to apply background of knowledge, situation, context, topic to reach at comprehension using keyword and predicting. The bottom up processing requires the students to decode the main ideas in the message in order to obtain meaning. The students need to improve listening skill for real life form deeper learning method especially for listening various settings. This objectives of this lesson are to train the students for being used to listening to the native or non-native speaker speaks and how to apply it in daily activity. The flipped classroom is used in this lesson. The goal is to optimize the students’ ability to find out the main idea. They need not to understand every single word; they only focus on understanding the main topic.

In the present study, Flipped Classroom provided students with chance to find out the main ideas, identify the topic, understand the topic sentence; and learn more the supporting sentences. The informal setting facilitated technology, the students would be able to search plenty learning resources online and to watch English videos on YouTube. Flipped Classroom enhanced listening comprehension that it was more focused on learner centered than lecturer-learner. This method helped students to learn from each other’s skill and experience. After analyzing the fact in the preliminary research, the first cycle was designed to

help the students' problem in finding out main ideas. There were four meeting for giving treatment and implementing Flipped Classroom in main idea class.

While in observing stage, there were two things observed in implementing Flipped Classroom. They were teaching learning process that the students had achieved and the class climate. The researcher implemented Flipped Classroom in teaching listening: (1) the students viewed short video lectures before the class session; (2) the class time was devoted for getting exercise, projects, or discussions; (3) the classroom drew on concepts involved active learning, students engagement, and course podcasting; (4) the students could inquire about the lecture content, test their skill to apply their understanding, and got interaction with one another in hands-on active.

The observation of first cycle revealed that having watched the video, most of the students were able to find out their appropriate topic and topic sentence. They performed better in locating the main idea, for groups of students worked together to search for understanding and solutions to their active learning. Basically, the teaching and learning process in the first meeting ran well. The researcher asked the students to write pointers as a process to generate their ideas. Only a few students got difficulties in drawing clear conclusion. Teaching and learning in the second meeting also ran effectively. Only a few students got difficulties in drawing background information about the topic. Teaching and learning in the second meeting also ran effectively. The use of Flipped Classroom could stimulate the students' thought for getting reason to their assumptions. The students were able to clarify ideas

through discussion. It indicated that the class situation was better than it was in the beginning of the lesson. The students stated that learning with Flipped Classroom increased the language learning. Flipped Classroom helped them to understand the meaning of spoken text in their video. Having watched the video with the pictures, facial expressions, and body language revealing the meaning of speaking in the context, the students could guess the meaning of some difficult words. In the third meeting, post-test 1 was conducted. That test was held to know the students' ability to find out the main idea. The students looked serious when doing the post-test 1. After the post test I had been done, the researcher reviewed the students' answer sheet. Although they still made some errors in expressing their supporting sentences, most of them could express appropriate arguments for their main ideas. Researcher also displayed some of the students' worksheets and asked every group to edit their friends' work sheets. Some groups showed their responsibility to review them. The third meeting was successful enough to stimulate the students' ability to find out main ideas

Two kind of data, numerical and verbal data were collected for observing the weaknesses in first cycle. Numerical was listening testing meanwhile the verbal data were questionnaire and observation sheet. The questionnaires were spreaded to the students and the observation sheet was filled out by the researcher. The data showing the students' attitude toward the teaching learning activity during the implementation of Flipped Classroom were represented in verbal data. There were three indicators to optimize the students' ability to find out the main

ideas in listening comprehension, such as identifying the topic, the location of main ideas, and meaningful supporting sentences. Those indicators had been tested in listening testing. The mean score for pretest in finding main idea is 65.1. after post test I had been conducted, there was a bit enhancement of the students' achievement. The score was 72.5. It meant that the enhancement was quite significant.

The first indicator was determining the topic in viewed video. This indicator helped the students to understand the video easily. The mean score was 73.41. In contrast, eight students still had low score. Therefore, it had not achieved the criteria of passing grade (75). The second indicator was figuring out the main idea. The mean score was 71.36. That was lower than the first indicator. However, there were only four students having low score. The third indicator understood the supporting sentences. The result showed the average of the students' score for this was 72.65. It was higher than the second indicator and lower than the first indicator. On the other hand, ten students had low score, 6. It meant that few students still did not have better understanding the difference between supporting sentences and topic sentence (more detail, see the table 1)

Table 1. The Average of the Result in Cycle 1

	Indicators			
	Identify the topic	Figure out the main idea	Understanding supporting sentences	
Pre-Test	66.72	62.81	65.73	65.1
Post Test I	73.41	71.36	72.65	72.5

The class climate factors are the teacher, the students, and the classroom environment. The implementation of Flipped Classroom in class climate in this cycle could be inferring not significant change. There were some students not relaxed and non didactic. Even worse, some students still felt indolent to watch the video before the class session. It meant that they came to the class having not watched the video. A few students also could not participate in that really activity the researcher planned. If the students did not get what the class went over, they proposed some questions or watched the video. It made the class activity little fruitless.

Based on the condition above, the researcher decided to revise the plan and continued to the next cycle. There were several problems dealing with the students' ability to find out main idea and class climate needed to be solved in the second cycle. To minimize the students' problem in expressing appropriate evidence for their main ideas, the student would be asked to optimize Flipped Classroom; therefore, they could participate in the really class the researcher scheduled. To minimize the problem of the students' ability in stating point of view, there would be more exercises on finding topic sentence and supporting sentences. To minimize the noise of some students, the researcher frequently monitored them

Teaching and learning process in the first meeting of second cycle could run effectively. The implementation of Flipped Classroom assisted the students to express evidence in order to support their appropriate main idea for Listening Comprehension. Their arguments were also more knowledgeable with more supporting

facts added. From the observation in the second meeting, it could be inferred generally that the students had been able to see their alternative point of view well. They demonstrated more confident in expressing topic sentence and provided longer reason to their assumptions. The third meeting was used for post test. When the process of listening occurred, most students could focus on what they should do in Listening Comprehension. Having conducted the test, the researcher asked the students to check their friends' worksheets in post test 2. They should analyze their friends' answer based on the indicators of main idea. Here, a class discussion was practiced. It was helpful for the students since it provided equal chance for them to give their contributions.

The observation of cycle 2 revealed that having implemented Flipped Classroom several times, the students had fewer difficulties in exploring main idea. The students who got difficulties in putting down the facts and evidence for their supporting sentences could eliminate the problem. Flipped Classroom also assisted the students to express their awareness in stating explanations for their point of view. These enhancements were supported by the mean score of the post test in the second cycle. In that test, the students got 81.1. It was better than the mean score of the first cycle that was only 72.5. The table showed the enhancement of students' score from post-test 1 to post test 2.

Table 2 The Average of the Result in Cycle II

	Indicators		
	Identify the topic	Figure out the main idea	Understanding supporting sentences

Pre-Test	66.72	62.81	65.73	65.1
Post Test I	73.41	71.36	72.65	72.5
Post Test II	81.62	80.39	81.24	81.1

Table 3 The Highest and Lowest Test Result in Cycle II

	Indicators			
	Identify the topic	Figure out the main idea	Understanding supporting sentences	
Highest	90	80	85	85
Lowest	75	70	75	73

Class climate was the condition and circumstance affecting the development and performance of the students. Joan (2005) argues that "class climate is the social climate, the emotional, and the physical aspect of the classroom. It's the idea that teachers influence student growth and behavior. The type of environment that a teacher creates and encourages can allow all students to be active participants in their learning process" (p. 162). The teachers either improve or impede a student's ability to learn and feel safe and comfortable as a member of the class. It meant that class climates included the physical condition of the classroom and the teacher's attitude towards students that influence the learning condition of the classroom, the students' attention toward the lesson, and the students' participation in learning process

Compared to the class climate before the second cycle, there were some positive progresses. The implementation of Flipped Classroom demanded responsibility, persistence and sensitivity for the students to participate and grow. It was able to move students toward a more active-learning environment which was more enjoyable and effective for the students

alike. They became aware of what the lesson was about and paid attention to the lesson than minded their own business in the class. The students were more challenging and curious when Flipped Classroom was implemented. The data derived from field note observation showed that the students kept up their work and communicated sufficiently because of appropriate method. The class climate was also more alive. The result of the comparison between situation in cycle 1 and cycle 2 could be seen in the table:

Table 4. The Comparison Between the Situation in Cycle 1 and Cycle 2

Indicators	Cycle 1	Cycle 2
The students were involved actively to preview the video before class	Some students still felt indolent to watch the video before the class session	The students were able to preview English Video via Flipped Classroom
The students liked to discuss the meaning of the target language	The class was so noisy by the controlled activities	The class was still noisy but their noise was just because of their discussion and their curiosity to study
The students' responsibility increased	Most students were encouraged to work with their classmates due to mutual project and group work	The students were able to distribute knowledge to classmates more effectively

The result of cycle 2 revealed that having been implemented Flipped Classroom several times, the students' ability to find out main idea increased. The students gained the inspiration as well as the knowledge from previewing the video before the class. The more the students learned outside the class, the more they control their own learning.

Flipped Classroom also gave the students chance to develop listening skill. Learning via Flipped Classroom, the students were able to guess the meaning of the words from the context and to understand the meaning of the target language. Visual aids (picture viewed in video) via Flipped Classroom also helped the students understand more what the spoken idea in video was. Thus, frequently watching the video via Flipped Classroom could develop the students' listening skill to find out the main idea.

The research which implemented Flipped Classroom has yielded some enhancements on the students' ability to find out main idea in listening comprehension and in classroom climate. The finding then could be categorized into two major points as follows: (1) the implementation of Flipped Classroom could optimize the students' ability to find out main idea; and (2) the implementation of Flipped Classroom could optimize class room climate. It was essential for the students to be able to explore their mind. They had to be able to express their ideas or opinions in order to be critical thinker since this affected the students' belief in term of making decision, point of view, and also their actions to overcome listening problem.

Proponent of Flipped Classroom claimed that claimed that Flipped Classroom applying English Video and facebook as medium was effective method for teaching English in order to enhance listening comprehension. The students had learned by doing the tasks and activities independently. Learning via Flipped Classroom, the students were more supported to propose any questions not only face-to-face but also online. Flipped Classroom also provided many interactive and collaborative

learning in which the active exchange of ideas within small groups increased interest among the participants. Cooperative learning referred to a process of learning helping learners interact together in order to achieve goal and to develop a product which was in specific content (Panitz, 1999).

Flipped Classroom was able to enhance either the students' level responsibility or participation. The result of present study also paralleled to Ahmed (2016) who had investigated the influence of a Flipped Classroom on writing skill in English as a Foreign Language and Students' Attitude toward Flipping. He found that experimental group who studied English with Flipped Classroom the average score ($M=20$) was higher than the control group's average ($M=9.47$). The students were responsible for one learning together with their own. Therefore, the success of one student assisted another student to be successful.

Flipped Classroom intentionally gave instruction to student-centered-learning. The class time developed useful learning opportunities engaging educational technology such as online videos used to convey the content outside the class. The students watched the video, discussed various issues of the topic, or conducted research at home and engaged in the classroom with the guidance of a lecturer. Chen Hsieh, Wu, and Marek (2016) found in their studies that the learners had positive attitude toward technology in learning activity. In present study, the students preferred Flipped Classroom since when they got some problems, they could discuss and overcome the difficulties by chatting directly to the teacher as well as the classmates via Facebook. They could also applied Facebook page to communicate with others.

The result of the present study was similar to Hung's and Sung's (2015) result revealing most of the students agreed that Flipped Classroom enhanced language learning. The students strongly had same direction that learning with Flipped Classroom assisted them to understand the meaning of spoken text in video ($X=3.93$, $SD=0.365$). This might have been due to the fact that watching videos as well as the picture, body gesture, and facial expressions clearly expressed the meaning of speaking in the contexts. For example, a few students were confusing with the word "hegemony": however, with visual aid in the video, they could guess the meaning of "hegemony". Within the learning process in Flipped Classroom, the students either watched the video or wrote down the summary using their own sentences.

The strength of the implementation Flipped Classroom was that when the students watched or listened to the lectures at home, then they had to solve the problems as well as to implement the new knowledge in the classroom, they will derive less frustration with their tasks or homework. When they did not gain better understanding a new concept, they could propose some questions and get immediate targeted answers. For the students who had been absent due to illness or any other reason, could catch up with their classmates easily with Flipped Classroom model. Sung (2015) argued that whoever joined the classroom understood that the students were anything but passive. After Flipped Classroom had been implemented, their natural curiosity let them actively find out new knowledge. Even when they were passionate about

the course, they learned to focus on all there was to be learned about it.

4. CONCLUSION

Based on the research findings, it can be summed up that the implementation of Flipped Classroom can optimize the students' ability to find out the main idea. This enhancement is proven by the increase of the mean score of the post-test in cycle 1 and cycle 2. The findings are: (1) the students are able to identify relevant topic; (2) the students have fewer difficulties in describing the location of main idea ; (3) the students are able to provide the meaningful supporting sentences.

In addition, Flipped Classroom can optimize the class climate including: the students' attention to the teaching and learning process was getting better, the students got more alive condition, their responsibility to involve in groups to solve the problems in listening enhances, and their self confidence to express their ideas also improves. Flipped Classroom appears to result in more positive effects for students as reflected in improved academic achievement. It is able to optimize both students' ability to find out the main idea and students' learning achievement, and also encourage students' participation in learning. Flipped Classroom also provides the students in order to understand the real language and help them communicate in real life conversation

Based on the field note of observation, the students have positive though on Flipped Classroom to increase their listening comprehension. They think that Flipped Classroom can help them optimize their listening comprehension. Flipped Classroom

generally assists the students to be independent learners, highly responsible for their own learning, and also improves the relationship between teacher-student and student-student. They argue that it will be more convenient the video lectures dealing with their lessons. When they have class, they will be more confident and active.

Generally, the implementation of Flipped Classroom can optimize the students' ability to find out the main idea and the class climate during the teaching and learning process. Somehow, Flipped Classroom is not the only thing that can optimize college students' ability to find out the main idea in listening. It should be supported by the other things, such as the lecturer's role in the class and the student's activeness in order to achieve the maximum result of the students' ability in listening comprehension.

The English lecturer should create an enjoyable learning activity in which the students are provided plenty opportunities to explore their ideas and to derive knowledge and information. This way, the students will participate actively during the class. The lecturers can also implement various methods in teaching writing in order to maintain the students' interest toward the lesson. For the students, Flipped Classroom assists the students to develop multiple arguments. The multiple ideas can encourage the students' deeper thinking. Thus, it will improve their ability to find out the main idea as they improve their listening comprehension. Listening to another student's idea will also facilitate them to find out more knowledge. For the others researcher, it is expected that the result of this study can be used as additional reference for further research conducted in the future

in order to create a better teaching learning process.

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APPENDIX

This questionnaire is to find out your responses towards Flipped Classroom you apply in Listening Class. Your answer will not affect your course grade. All responses will remain anonymous. Please respond to all questions and thank you for your cooperation.

The Result of Questionnaire

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Listening Comprehension via Flipped Classroom, I am able to learn outside the classroom and solve my own problems	24%	71%	4%	1%
2	Listening Comprehension via Flipped Classroom, I am more self-directed	5%	73%	12%	10%
3	Listening Comprehension via Flipped Classroom, I have chances to control my own learning	8%	63%	14%	15%
4	Listening Comprehension via Flipped Classroom encourages me to work with my classmates due to mutual project	71%	24%	2%	2%
5	Listening Comprehension via Flipped Classroom, I communicate with my lecturer more often even outside the classroom	5%	66%	16	13%
6	Listening Comprehension via Flipped Classroom, I gain academic information from lecturer faster	4%	51%	25%	20%
7	Listening Comprehension via Flipped Classroom assists group learning either online and offline	31%	57%	7%	5%
8	Listening Comprehension via Flipped Classroom, I can contribute knowledge to classmates more quickly	22%	60%	14%	4%
9	Flipped Classroom gives plenty online learning materials	62%	28%	8%	2%
10	Flipped Classroom is appropriate for student-centered learning	26%	57%	14%	3%
11	Flipped Classroom helps me to sum up some topics	72%	19%	6%	3%

12	Flipped Classroom is proper for learning English for university level	24%	64%	8%	4%
13	Listening Comprehension via Flipped Classroom, I am able to make guess the meaning of the words from the video	71%	24%	2%	3%
14	Listening Comprehension via Flipped Classroom, I am able to get better understanding the meaning of the target language	17%	75%	6%	2%
15	Listening Comprehension via Flipped Classroom introduces me how language is used in the real world	29%	64%	4%	2%
16	Listening Comprehension via Flipped Classroom bring new class climate in teaching learning process	68%	24%	6%	2%
17	Listening Comprehension via Flipped Classroom helps me give reflection of some events	36%	48%	9%	7%
18	Frequently watching English video via Flipped Classroom, I am able to improve my listening skill	17%	70%	7%	6%
19	Pictures in the video via Flipped Classroom help me to understand what the speakers say	20%	65%	4%	11%
20	I like learning English via Flipped Classroom to enhance my ability to find out main idea in listening comprehension	70%	16%	2%	2%