

FLIP-CLASSROOM ENGLISH MATERIAL DESIGN FOR POST PANDEMIC PRACTICES TO PROVISION READING LITERACY SKILL

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Abstract:

Anticipating the post pandemic of 2021/2022, vocational school should design its curriculum as the flip classroom due to its favorabilities: maintaining the online learning circumstances and habituating students with learning autonomy and Bloom's cognitive level practices in that students pre read at home and learn collaboratively at school through either the applying stage at the least, or the higher stage of PBET, PJBL or PBL. This condition challenges teachers to design the materials and activities for pre and in class respectively. This paper proposes English flip classroom design for students at vocational school to habituate them to read online at home (habituating students' autonomy at Bloom's LOTS- remembering and understanding) and to perform collaboration through PBET, PJBL, or PBL (habituating students with Bloom's MOTS-HOTS- applying, analyzing, evaluating and creating) to result in the formation of reading literacy skill to face the AKM at 11 grades.

Keyword:

flip classroom, english material design, reading literacy skill



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INTRODUCTION

Education practices has been suffering for almost 2 years due to covid 19 pandemic crisis. Education system was abruptly shifted from 100% offline teaching learning practices to 100% online one, regardless of the questionable readiness among each element of education: the teachers, the students, government regulation and funding, and the supporting media and resources. All these elements were forced to accelerate quickly with the demanding situations and conditions due to the one-year full lockdown policy during 2020 and apparently still counting nowadays.

Some teachers and students in big cities may survive and adjust themselves quickly thanks to the popular use of synchronous mode of online teaching learning such as zoom meeting and google meet Apps or asynchronous mode of online teaching learning such as google classroom or school owned LMS. However, challenges have all those teachers and students in remote areas been facing. We may name those challenges as: low supporting IT teaching media, low teachers' IT literacy, low students' participation, low students' learning autonomy, low students' engagement, low level of students' comprehension leading to low students' achievement. Thus, it resulted in failures in conducting full online teaching practices.

Now that the government has regulated the free vaccine for those crowd-exposed professions from medical field, education field, police and army officers, harbour-airport-train stations officers, market merchants, banking staffs, etc. The ministry of education dares itself to conduct the PTMT (pembelajaran tatap muka terbatas) or ds the limited offline teaching learning practices this coming July as the start of the new academic years of 2021/2022 provided that the local pandemic zone is yellow or green.

This PTMT means that the school must split the class to half or one third per group (containing 10 to 20 students for each of the offline group). Thus, schools unavoidably must apply the blended learning mode especially the flip classroom mode in that teachers must prepare

online materials for pre - class activities at home as well as design the in- classroom activities for the offline mode with the duration of less than three and a half (3,5) hours a day (from 7.30 am to 11.00 am).

LITERATURE REVIEW

Flipped classroom is a teaching model in which teachers assign tasks to students to actively study the material provided through digital media in the form of videos or e-books or other forms of learning resources as starting material and preparation for face to face classroom activities (Herreid, 2013) while the face-to-face process optimizes practices, learning workshop activities, discussions or task execution (Flumerfelt, 2013). Flipped Classroom is not only changing the pattern of learning from traditional (teacher-centered) to student-centered learning, but also changing the roles of educators and students in the teaching and learning process (Educause Learning Initiative, 2012; Center for Digital Education, 2012; Hamdan,2013; McKnight&Arfstrom, 2013; Flipped Learning Network, 2014). In the implementation process, Sutisna, Mulyadi, and Alinawati (2019) applied The GALE learning design model with four main steps:1) Goal analysis ,2) Activity Plan, 3) Learning Resources Development, 4) Evaluation and Reflection.

On carrying out a flip classroom mode, teachers cannot separate it with Bloom's taxonomy. Bloom's taxonomy is a classification of levels that educators can use to regulate the process and targets of student learning (Bloom ,1956; Anderson and Krathwhol, 2001). This term has been updated to cover 6 levels of learning (remembering, understanding, applying, analyzing, evaluating and creating). These 6 levels can be used to structure learning objectives, lessons, and assessment of learning outcomes in either offline or online learning mode.

As Flip Classroom divides the mode of learning into three stages, it enables teacher to design the learning material and learning activities in three modes:

1) The pre - activity is online self -learning before the face to face/ offline class activity. In this stage teachers design the materials to be read by students, so that students are doing the activities according to the bloom's lowest and second level of cognitive stages (remembering and understanding new entry /rule/concept). In this stage teachers provide ample information regarding the new concept/content in mixed format of texts; i.e. paragraphs, picture, flow chart, table, graph, diagram, map, infographics, recording, video, link, QR Code, google form, etc. On students' side, they are doing the" searching for information through the internet" activity as the 21st century skill that must be possessed by digital native generations; thus, it enforces students' digital literacy (Prensky 2001) students centered learning and students' learning autonomy (Holec, 1981; Anderson, 2013; Thanasolus, 2000; Benson, 2007; Godwin-Jones, 2011; Lamb & Reinders, 2008).

2)The In-class /face to face/ offline activities. Since the students are assumed to have watched the video , read and prepared discussion material online before the class , teacher then can design the collaborative learning activities in the class respectively according to Bloom's cognitive level of applying, analyzing, evaluating and creating.The activities vary from just trouble shooting on the difficult concept, up to applying the knowledge gained , or analyzing the problem solution as in PBL, or working on a project to solve a problem as in PJBL or even manufacturing goods as in PBET /Production based education and training in vocational school.

3) The assessment stage in the form of exercise, homework, or quiz is back as online mode. Here the teachers can prepare assessment instruments that covers the LOTS, MOTS and HOTS cognitive levels.

Flipping English class in Indonesia is tightly inseparable from the Text Based English Teaching Curriculum 2013 (Permendikbud No. 24 Tahun 2016) and the revised version of Curriculum 2013 (Permendikbud No. 34 and 37 Tahun 2018). English Teaching Materials in SMP/MTS and SMA/MAK/SMK vary from such types as interpersonal, transactional, short functional and monologue texts. Basically, students are trained to interact with various English texts, and to produce other English texts either spoken or written ones (Mickan ,2006). English teachers in Indonesia, thus are encouraged to see texts from three different points of view in order to design the respective learning materials, such as TALO, TAVI and TASP. TALO stands for Text as a Linguistic Object, TAVI for Text as Vehicle of Information, and TASP for Text as a Springboard for Production (John and Davis ,1983). Due to their knowledge focus orientations TALO and TAVI are appropriate for the pre- class online materials stage of the flip English Class. On the contrary, TASP with its thick skill practice focus orientation fits with the in-classroom/face to face /offline activities which vary from the colaborative-applying stage up to the

colaborative- analyzing/ evaluating / creating stages of Bloom's cognitive level in the form of either problem based, project based or production-based learning models.

Those text-based points of view are the roots for strengthening students' reading literacy skill. Reading Literacy is understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society (PISA Reading Literacy Framework, 2018). Indonesia Educational assessment regarding reading literacy nowadays is known as AKM Literasi. It is a part of the whole set of Asesmen Nasional - Asesmen Kompetensi Minimum- Survei Karakter (AN AKM SK) which is a program to assess the quality of the schools and madrasahs from elementary level to senior high level. The quality of the schools can be seen from three major instruments, namely the AKM numerasi (mathematics literacy), Literasi (reading literacy), Survei Karakter and Survei Lingkungan Belajar (Pusmenjar Kemdikbud, 2021). Reading is no longer simple decoding activity but rather an activity that combines understanding and using written information for functional purposes (Araujo,2014; Frankel et al ,2016; Harsiati, 2018).

According to Richards (2001) and Nation (2010) designing a syllabus for empowering reading literacy as part of language learning can be carried out by conducting need and environment analyses. In Indonesia case of course, it must be in line with the principle of the text based English language teaching curriculum as in Kurikulum 2013, and PISA Reading Literacy Framework as the major authority of International reading literacy assessment for students of middle schools (Harsiati, 2018).

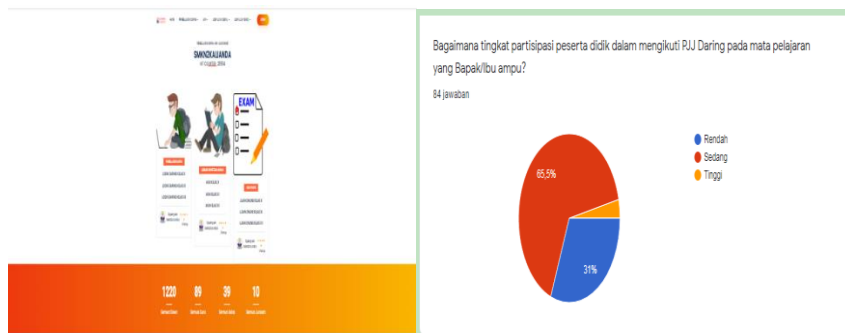
METHODS

This research is a descriptive qualitative one, which was aimed at designing a flip English teaching material for Vocational school in order to anticipate the PTMT or the post pandemy limited face to face teaching learning program by the Ministry of Education and Culture in the next Academic year 2021-2022. The object of the research is Flip English Class material design for vocational school. The subjects of the research are Teachers at SMKN 2 Kalianda who performs full online learning last academic year of 2020-2021. This research conducted procedure which staged the steps as: 1) setting the goal of research;2) collecting literatures regarding flip English material design; 3) setting the object, subject, population and sample of the reseach ;4) designing instrument of data collecting; 5) collecting the data;6) analyzing data, and 7) drawing the conclusion.

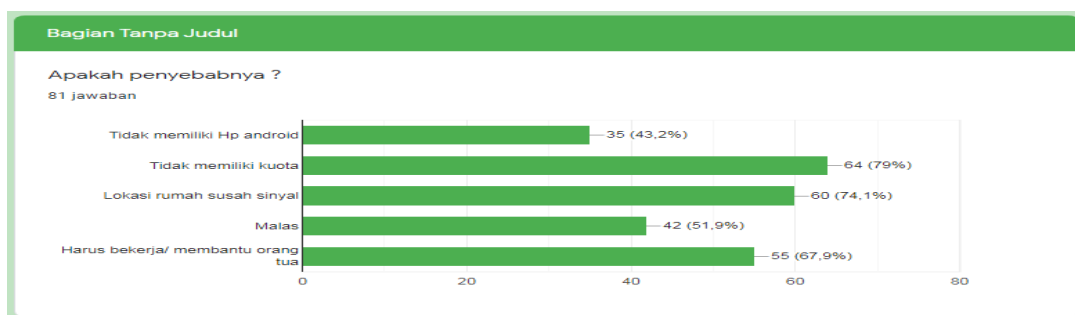
The instruments used to collect the data were : 1) Teachers' perception questionnaire; 2) need and environment analyses (based on Richard and Nation); 3)material content and sequencing interface based on Bloom, Anderson and Kratwhol taxonomy , PISA Reading Literacy Framework (2018), three pilars of AKM literasi Pusmenjar Kemdikbud (2021), English Text based Curriculum (2013),text based teaching points of view (Mickan,2006; John and Davis,1983) and 4)Engineering the School LMS with the IT team for the Flip Class teaching learning mode.

RESULTS AND DISCUSSION

There were as many as 90 teachers in SMKN 2 Kalianda who were the subjects of the teacher perception questionnaire. The quest was conducted by spreading questions through google form: <https://forms.gle/Ba2JQSBkNCQUWPeM6>. The survey started with questions about students' participation in full online class on School owned LMS, and only 84 teachers responded to the quest . The responses were midle in quantity as seen on picture 4.1. Furthermore , when asked whether the teachers have inquired their students about the the causes of participation problems in full online class , 81 responses appeared, and the three major causes were inadequate internet quotas (64 answers), problems with internet signals in students places (60) , and having to help parents working at the studying hours (55) as described on picture 4.2

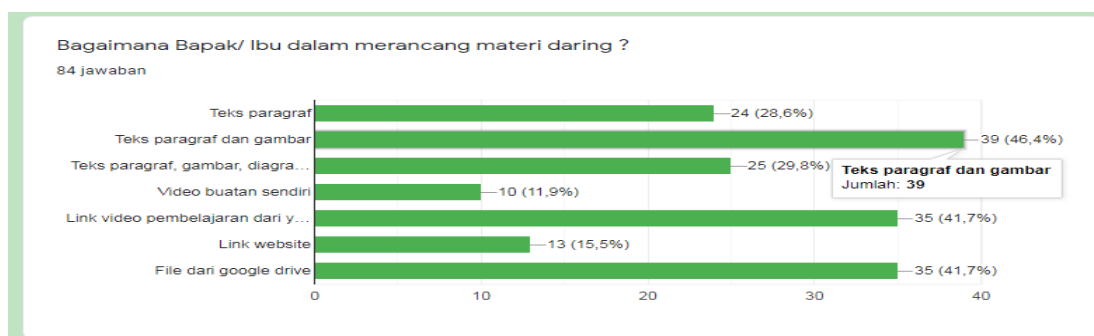


Picture 4.1 Students Participation in Full Online Class



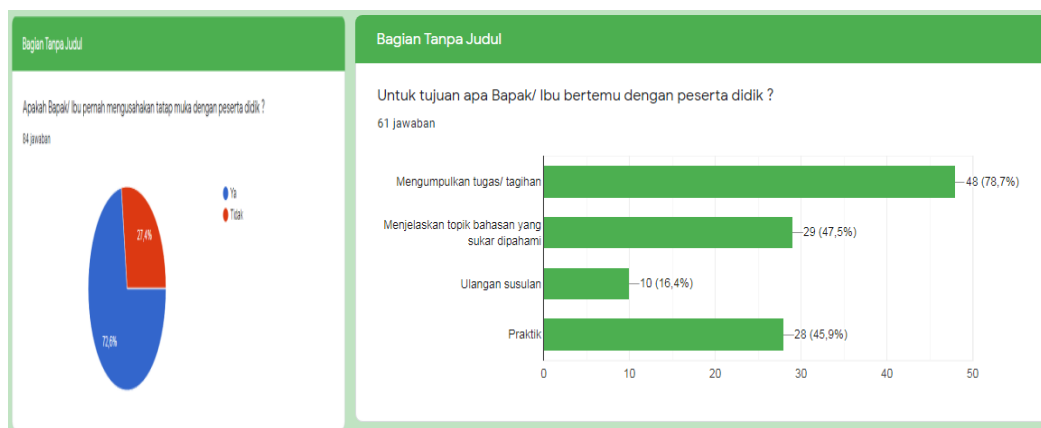
Picture 4.2 Causes of Participation Problems in Full Online Class

On inquiring the content material design for full online class in this case on school owned LMS, the results were various. As seen on picture 4.3, the three major material presentations on LMS designed by 84 teachers were texts with pictures (46,4%), links of learning videos from you tube (41,7%) and links of files from teachers' google drive (41,7%).

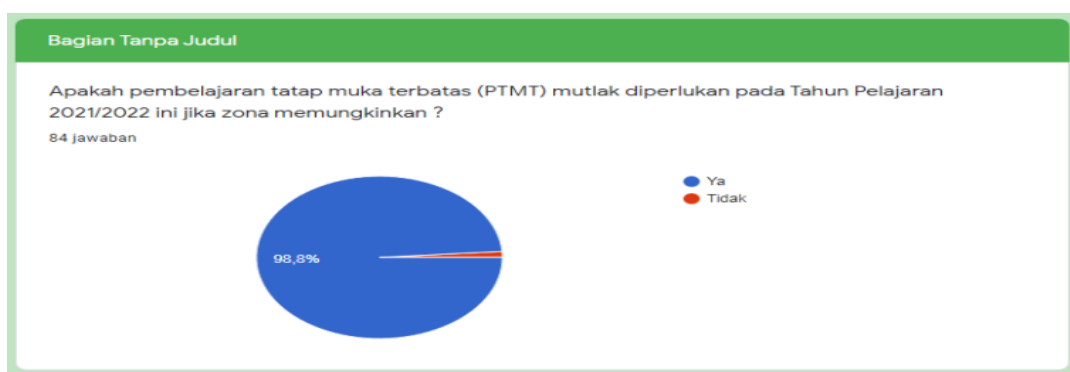


Picture 4.3 Full Online Class Content Material Design on LMS

When asked about teachers' opinion on the urgency for PTMT or Blended /Flip Classroom mode, 98.8 % of 84 teachers said definitely yes, regarding the unfavorable result of the past full online class as described on picture 4.4. This is the final opinion after they voluntarily invited small numbers of students (one third of the class members following the 3M health protocol) to come to school for important matters as seen on picture 4.3. Though only 61 teachers responded, seemingly the three major causes of this action were to collect tasks 78,7%) as vocational school usually assigns manual drawing tasks, for trouble shooting especially for vocational, math and science subjects (47,5%) and for workshop practices in automotive, mechanical, electrical, civil, IT networking engineering and aquaculture fields, comprising of 10 to 12 students each group on different day.



Picture 4.4 The Reasons Teacher Invited Students to Come to School



Picture 4.5 Teachers’ Opinion on the Urgency of Blended Learning/ Flip Classroom Mode.

Need and environment analyses were done initially for the purpose of directing the syllabus design. This research aimed at designing and developing the English Flip Classroom syllabus for the limited blended learning policy (PTMT), so that triangulation of approaches was done on the need and environment analyses phase. The need and environment analyses were applied based on Richard (2001), and Nation (2010) ways of designing language teaching syllabus. Furthermore, the content sequencing was carried out by interfacing Bloom, Anderson and Krathhol’s taxonomy of cognitive levels, the 2018 PISA Reading Literacy Framework four dimensions of text, three pillars of AKM literasi by Pusmenjar Kemdikbud (2021), the basic competences of text based English curriculum 2013 and the three different views of texts TALO-TAVI-TASP (John and Davis, 1983). Table 4.1 shows the summary of the analyses.

No	Area of Evaluation	Result of Evaluation (Richard 2001)
1	Context	SMKN 2 Kalianda Lampung Selatan will face new academic year 2021-2022 with PTMT providing the allowing pandemic zone of yellow or green. When the pandemic zone turns orange, red or black class automatically shifted to full online mode.

2	Background	1) SKB 4 Menteri tentang panduan pembelajaran di masa pandemi COVID 19, NO 23425/A5/HK.01.04/2021;2) Surat Pemberitahuan Kepala Dinas Pendidikan Propinsi Lampung tentang KBM tatap Muka NO 800/229/V.01/DP.7A/2021;3) Peraturan Presiden Republik Indonesia nomor 14 tahun 2021 tentang perubahan atas Peraturan Presiden nomor 99 tahun 2020 tentang pengadaan vaksin dan pelaksanaan vaksinasi dalam rangka penanggulangan pandemi corona virus disease (covid 19).
3	Method	1. Teachers Perception Questionnaire on previous full online learning Academic year 2020-20212. 2. Content Sequencing on English FLIP material Designbased on : 1).GALE learning design model with four main steps: Goal analysis , Activity Plan, Learning Resources Development, and Evaluation and Reflection ;2)The 2018 PISA reading literacy framework four dimensions of text; 3) three pillars of AKM literasi by Pusmenjar Kemdikbud (2021);3)the basic competences of text based English curriculum 2013; 4) the three diferent views of texts TALO-TAVI-TASP (John and Davis , 1983) 3. Engineering School owned LMS for the online Pre-class materials and assessments.
	Product	Engllish FLIP Classroom Materials and Activities Design for grade 10, 11 and 12 of SMKN 2 Kalianda.

No	Element of Analysis	Details	Content (Nations 2010)
1	Environment	Learners	1.All students of SMKN 2 Kalianda have experienced full online class for more than 1 year. 2.The Majority of Vocational students loves practice better than reading.
		Teachers	1.50% Of 90 teachers are digital immigrants. 2. Vocational teachers prefer lab practice to teaching on line, and seldom condition students to read. 3. Majority of teachers start teaching from the very basic concept (LOTS), very few teachers give pre-class autonomous reading task and conduct in class activities only for Appying (MOTS) not for discussion, problem solving and other colaborative work (HOTS).
		Situation	1. Since March 2020 the teaching mode abruptly shifted to full online and will continue until the pandemic zone is yellow or green.

2	Needs	Lacks	<ol style="list-style-type: none"> 1. Students' autonomous/ voluntary reading motivation is low. 2. Students get bored studying full online for more than 1 year. 3. Students lack skill practices especially on the vocational basic competences. 4. Students have problems with internet quotas 5. Students' residences have problematic network signal 6. Students parents tend to ask for help during the online studying hour. 7. Students do not have supporting android phone.
		Wants	<ol style="list-style-type: none"> 1. Students want to study face to face, socialize with school environment, and practice the vocational basic competences at the school's labs or workshop directly. 2. Students want to get free internet quotas and good internet signal for online studying.
		Necessities	<ol style="list-style-type: none"> 1. Socialization of FLIP Class mode for teachers and students is needed; 2. School authority support is needed; 3. Workshop for teachers in designing Flip Class material design is needed; 4. School IT team to engineer the supporting LMS for Flip Class mode is needed

In designing the English FLIP Class materials, sequencing is not free because teachers must follow the basic competences regulated by: **a) Curriculum 2013** (Permendikbud No 37 Tahun 2018 and Perdirjen DikDasMen No 464 Tahun 2018 about basic competences of English for SMP/MTS, SMA/MA and SMK/MAK) of which the syllabus must be presented in the commonly known 7- column table. Thus, the next thing is to interface among: **b) the Bloom's cognitive levels; c) the types of texts based on PISA reading literacy Framework (2018); d) three pillars of AKM literasi from Pusmenjar Kemdikbud (2021); e) how teachers view the texts as TALO, TAVI and TASP way of text based English teaching (Mickan, 2006; John and Davis, 1983).** Due to limited page regulation, only one basic competence sample is displayed on this section as shown in Table 4.2.

Table 4.2 English FLIP Class Material Design for 10 grades of SMK

Kompetensi Dasar /Basic Competence in Curriculum 2013 (a)	Instructional Goals	ENGLISH FLIP Classroom Materials and Activities (online -offline-online)			Sources	Time
		Online Material for Pre-class	Offline/In class activities	Online assessment		
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks	Through Discovery learning with Flip Class Mode students are able to: 1. Remember	Meeting 1: 1. Example video about introduction : https://www.youtube.com/watch?v=keZnAtBxO	Meeting 2: 1. Trouble Soothing/ Q &A (class discussion)	1. Written Exercises on LMS about Introduction, pronoun and family b) LOTS, MOTS, HOTS c) mixed format	1. Bahas a Inggris Kelas 10 SMK Kurikulum 2013 2. Pathway to English	6 JP

<p>interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>) Menangkap makna pemaparan jati diri lisan dan tulis.</p> <p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>er and understand expressions of self introduction, concepts of pronoun and family kinship</p> <p>b) LOTS e) TALO</p> <p>2. Produce spoken and written texts on introducing themselves and their family</p> <p>b)MOTS e)TASP</p> <p>3. Analyze spoken and written texts about self introduction, and family.</p> <p>b) HOTS e) TAVI</p>	<p>- c&ab_channel=linguamarina</p> <p>b) LOTS e)TALO/TAVI</p> <p>2. Example Video about pronoun: https://www.youtube.com/watch?v=aSwTIQNLqPA&ab_channel=Flocabulary</p> <p>b) LOTS e) TALO/TAVI</p> <p>2. Example Video about family: https://www.youtube.com/watch?v=IDZA54Bi8sg&ab_channel=EasyEnglish</p> <p>b) LOTS e)TALO/TAVI</p> <p>3. Expressions used in self introduction</p> <p>b) LOTS e)TALO/TAVI</p> <p>4. Concepts of pronoun and vocabularies</p> <p>b) LOTS e)TALO/TAVI</p> <p>5. Concepts of family kinship and vocabularies</p> <p>Skill focus: listening and reading</p>	<p>2. Applying: introducing yourself and your family to your classmates in pair/ in front of the class.</p> <p>b) MOTS d)TASP</p> <p>3 Applying /Group activities : introducing your self and talking about your family in “CIRCLE IN CIRCLE OUT” circulating activity</p> <p>b) MOTS d)TASP</p> <p>Skill Focus: Writing and Speaking</p> <p>b) MOTS e) TASP</p>	<p>of texts: continuous and non-continuous</p> <p>d) Finding information, interpreting, integrating, evaluating reflecting information with our circumstances</p> <p>e) TALO and TAVI;</p> <p>2. Performance assessment in class with speaking rubric: introducing ourselves and family</p> <p>d) MOTS e) TASP</p> <p>3. Making video : monolog of self introduction and family with writing and speaking rubric</p> <p>d)applying and creating: MOTS, HOTS e) TASP</p> <p>4. Analyzing mixed format of texts about self introduction and family using graphic organizers</p> <p>d)HOTS e) TAVI</p>	<p>for Senior High School Grade X (General Programme)</p> <p>2. youtube channels</p> <p>3. useful Graphic organizer s</p>
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penggunaan nya.		b) LOTS e)TALO/TA VI				
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This product of English FLIP Class material design was structured to answer the current challenges faced by teachers and students of English, especially in vocational school. In order to give a break for students who claimed heavy boredom in following the full online class for more than one year of pandemy previously, and to give chances for limited in-class activities with the purpose of not only to elimitate boredom but also to sharpen their vocational skill and colaborative work skill. This case was spotted after conducting need and environment analyses for designing the syllabus (Richard,2001; Nation,2010). Yet, how far this design can eliminate boredom of studying online still needs to be studied further.

With its flexible environment and alternating behaviour, English Flip Class material design is very convenient to use under the current pandemic zone circumstances. When the zone turns green and yellow, we can conduct the pre- class and in- clas activities; on the contrary, when the zone turns orange, red and black, we will shift to temporary full online class. Consequently, it truly requires teachers to be proffesional educators in that teachers are ready to meet the flip class demand i.e.: being able to design and provide or even ceate the pre- class on line materials for individual learning that stimulate students' learning autonomy as well as students' digital literacy, and to design and facilitate various kinds of in- class activities which stimulate colaborative work and problem solving skills (four pilars of FLIP-Flip Learning Netwok, 2014; Prensky, 2001; Holec, 1981; Anderson,2013; Thanasolus, 2000; Benson, 2007; Godwin-Jones, 2011; Lamb & Reinders, 2008). Further researches still need to be carried out for the quest on how efective it is in developing students' autonomy, digital literacy, colaborative and problem-solving skills, as well as what short term training are best practiced for teachers to become proffesional flip class material designers.

Finally, by interfacing the elements of Curriculum 2013, Bloom's cognitive levels, text based English teaching point of view (Mickan 2006; John and Davis, 1983), PISA Framework of Reading Literacy (2018), and Pusmanjar Kemdikbud's three pilars of AKM literasi (2021), English teachers can design English Flip class materials and activities in three modes namely:

1) the pre- class online materials in the form of written text materials or audio-video materials that promotes habituation on autonomous learning, reading habits and reading literacy along with digital literacy and the exposure of student interactions with text as linguistics object (TALO) and as vehicle of information (TAVI) in the level of finding, interpreting and integrating information as the Boolm's LOTS cognitive level;

2) the in-class offline colaborative activities which enhance students's skill in producing new sopken and written texts after their interaction with other texts which function as the spring board for production (TASP), in working within group and in problem solving as of Bloom's MOTS and HOTS cognitive level;

2) the online assessments which challenge the students to analyze mixed types of texts and answers reading literacy questions starting from finding information up to interpreting, integrating, evaluating and reflecting the information from the text with the students' real world situation. However, motivating ways is greatly in need to implement this to habituate students reading habit and reading literacy so that they are ready for the upcoming AKM literasi which, if not postponed (again?) will be administered next October 2021 and each year in the long run as a national assessment for schools in Indonesia.

CONCLUSION

To conclude, English teachers can still work their best in this seemingly never-ending coronavirus pandemic by flipping their class. Of course, needs and circumstances are different from one school to another. That is why English teachers may want to start with need and environment analyses first. The rest is actually not a new stuff for English teachers -the basic competences of English text-based curriculum 2013 and Bloom's taxonomy. English teachers just need to add thicker attention on the points of view toward texts (TALO, TAVI, TASP) in order to adjust them with Bloom's cognitive levels to be in line with PISA Reading Literacy Framework so that it will enhance reading habituation and will empower students' reading literacy skill to do well in annual AKM, especially the AKM literasi. Providing that schools' stakeholders give full support, this action of flipping the class can be applied by other teachers from different majors regarding that AKM literasi is administered in Bahasa Indonesia. Thus, the habituation and empowerment of students' reading literacy skill will be very much fulfilled as the content materials are contributed from various branches of sciences, just like the world surrounding the students in 21 centuries.

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