



Article

The Current Issues and Trends of Teaching Grammar Through Flipped Classroom: The State of The Art

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ABSTRACT:

Teaching grammar is a crucial aspect of foreign language teaching while it is known as the most difficult issues of language teaching. Besides, the most effective way to teach grammar is debated. Teachers' perceptions about teaching grammar and how it should be taught influence their teaching. For this reason, this article aims to present current issues in teaching grammar by reviewing some research studies reveal related to teaching grammar, especially in flipped classroom. Moreover, this article also elaborates the trends of teaching grammar through flipped classroom whether its great changes or problem that it has been carrying out. The finding shows that teaching grammar through flipped classroom not only gives some great changes but also problems whether for teachers or learners. It is expected that this article could provide an outline of the teaching grammar and overcoming its problems to prepare a better teaching grammar

Keywords: teaching grammar, current issues and trends in teaching grammar, flipped classroom.

INTRODUCTION

A significant aspect of foreign language instruction is teaching grammar (Nassaji & Fotos, 2011; Ellis, 2008) in which to show the way language works in sentences or paragraphs. Hence, how grammatical structures function in sentences can be seen from how grammar is taught in context (Mart, 2013). The way of how to use language correctly is the result of accurate teaching of grammar. Azar underlined that teaching grammar is important in which support learners in finding the nature of language, i.e., that language covers of predictable patterns which make what we say, read, hear and write understandable (Azar, 2007). Besides, Ellis states "Teaching Grammar implicates any instructional technique which attracts learners' consideration to some definite grammatical form in such a way that it assist them either to comprehend it metalinguistically and / or process it in comprehension and / or production so that they can internalize it" (Ellis, 2006, p.84). It can be seen that language acquisition without grammar will be confusing. "People agree that grammar is very important for learners because without a better knowledge of grammar, learners' language development will be hampered" (Richards, Renandya, 2002, p.145).

However, there has always been a debate about the most effective way or method of teaching grammar (Mart, 2013; Larsen-Freeman, 2015; Correa, et. al., 2019; Rijt, Swart & Peter, 2019). This evidence asks educators to look for an effective and innovative approach to create their grammar class more interesting. Furthermore, the appearance of digital ages and importances of combining new technologies have also significantly altered the way of learning and communication. It has effected in the occurrence and development of teaching practices that unify learning and technology (e.g. online learning, gamification, blended learning, flipped learning, 1:1 learning etc.). The implementation of flipped classroom approach that correlates the reasonable use of ICT is one of feasible solutions that can build a successful learning environment for learners. This approach has tested to be effective in the shifting to more effective, flexible, active, and student-centered teaching (Strohmyer, D., 2016; Saidah, 2019; Kolomiets, et. al, 2020; Alzain, H., 2015; Al-Naabi, 2020; Afrilyasanti et al., 2017; Ahmad & Arifin, 2021). In education today, the model of the flipped classroom has obtained popularity (Yavuz, F. & Ozdemir, S., 2019; Elian, S. A., & Hamaidi, D., 2018; Kolomiets, et. al, 2020).

Teaching grammar in flipped classroom is defined as teaching grammar that inverts classroom activities with materials or contents are presented online (in learning management system or other learning platforms) and students will learn the material before coming to class (Tucker, 2012; Stone, B., 2012). Hence, problem solving, discussion and analysis can be applied in classroom time. In addition, in the scope of educational psychology, flipped classroom is promoted by a range of student-centered learning theories (Bishop & Verleger, 2013), containing cooperative learning (Gecer & Dag, 2012), collaborative learning, peer tutoring, peer assisted learning (Topping & Ehly, 1998), problem-based learning (Kronholz, 2012), and active learning (Moranski & Kim, 2016).

There are some research samples about teaching grammar in flipped classroom whether about its implementations, benefits or challenges, and so on (Al-Naabi, 2020; Bulut, 2020; Nathawet, 2020; Pudín, 2017; Safiyeh & Farrah, 2020; Saidah, 2019; Noroozi, et. al, 2020; Afzali & Izadpanah, 2020; Abedi, et. al, 2019; Kolomiets, et. al, 2020; Khalil, 2018; Khodabandeh & Tahririan, 2020; Proctor & Marks, 2013). A research sample of teaching grammar in flipped classroom is posed by Al-Naabi (2020) where the research design is a quasi-experimental with one-group. The aim of this research to examine students' perceptions on the flipped classroom and to investigate the effect of flipped classroom on Omani EFL learners' grammar. At the foundation programme in Arab Open University-Oman, a whole group of students (n=28) was randomly selected. Before the class started, seven videos of English grammar were shared to the students. Some activities were held in the class following task-based language teaching. Students met for 8 lessons during 8 weeks. In this research, pre-test, post-test and semi-structured interviews were used. The findings showed that students' perceptions on the flipped approach were positive and it gave a positive effect on students' understanding and usage of English grammar.

Another sample research is posed by Bulut (2020) which is the aim of the research was investigating the effectiveness of teaching grammar through flipped classroom for EFL learners. The participants of the research were two English courses in a vocational school in Turkey. The result showed the flipped group achieved higher scores than the non-flipped group. Therefore, the teaching method which is also assisted by focus group interview and perception survey were most likely be the cause of those improvement.

In addition, the research from Nathawet (2020) which the aim of the research to investigate a flipped classroom strategy in teaching grammar of high school students by comparing their grammatical error scores between the pre and post-tests. The participant in this

study were 80 eleventh grade Thai students. The instruments employed in the study consisted of Flipped lesson plans, pre and post-writing tests, 11 item questionnaire and a group interview with three questions. The results between pre and post-tests showed that writing grammatical accuracy of students improved after using flipped classroom strategy at a level of .05. Moreover, the students had mostly positive perceptions and enjoyed the flipped classroom technique.

This article will discussed about the current issues and trends in teaching grammar by drawing on theory and practice in teaching grammar. So far, researchs on teaching grammar has only focused on the effectiveness of teaching grammar through flipped classroom. Thus, in this research, the researcher will elaborate the current issues relating to the teaching grammar through flipped classroom which has not received serious attention by previous research. The aim, therefore, is not to identify a solution rather it addresses the current issues and trends of teaching grammar trough flipped classroom will be discussed. Therefore, this article addresses three main issues: (1) Teachers' and Learners' Perceptions in Teaching Grammar through Flipped Classroom (2) The Great Changes in Carrying out The Flipped Classroom in Teaching Grammar and (3) The Existing Problems in Carrying out The Flipped Classroom in Teaching Grammar.

METODE

This study employes descriptive qualitative approach. Qualitative is research method used to research a natural object. The object is natural objectas it is, not manipulated in normative situation so that this study uses a descriptive method aims to describe the problem as it is.

This approach is presented in words. Bodgan and Taylor in Yuliansyah (2021: 10) defines qualitative approach as research procedure that produces a descriptive data such as written or oral words from somebody and behavior can be observed. According to Newman (2014:51) in Sartika (2018:24), qualitative data is used in several forms such as documents, interviews, observations, and so on.

RESULTS

THE DEVELOPMENT OF TEACHING GRAMMAR: FROM TRADITIONAL TO MODERN ERA

Teaching grammar has encountered many eras of methodological trends, some teaching methods come, some others go, but they come around again this cyclical process is ongoing (Thornbury, 1999). Before the sixteenth century, traditional method was acquainted in teaching grammar. The teaching of Greek and Latin were focused on grammar and the grammar translation instruction. The target language of traditional method divided into 8 parts of speech (verbs, nouns, articles, pronouns, prepositions, adverbs and conjunctions). In this method, understanding and classifying the word from sentence into the part of speech were the role of the students (Burns, 2009). In the 19th century, this method was known as the Grammar Translation Method which is dominated as second or foreign language teaching (Freeman, 2000). In this method, grammar is taught deductively and explicitly where grammar instruction with example were first presented and followed by practicing the translation. It can be concluded that grammar plays a significant role.

Then, Gouin and Berlitz (1880) acquainted Direct Method (natural method) as a method in teaching grammar. This method is the opposite of the Grammar-Translation method where

L1 is not allowed in the classroom. The features of this method are prioritised oral skills, rejected explicit grammar teaching and learners supposed to pick up grammar by being. In this method, the teaching material focused on the used of dialogues and stories in conversational style. The target culture and grammar was taught inductively and literary texts was read for pleasure (Celce-Murcia, 2001).

After that, in the 1960s, the United States's structural linguist was published the Audiolingual Method (Larsen Freeman, 2000; Richards & Rogers, 2003). This method regards language teaching as habit formation (Celce-Murcia, 1991). In order to minimize students' errors, they need to memorize dialogues through mimicry. Certain key structures from dialogues are chosen as the fundamental for students' pattern drills such as substitution, backward build-up, repetition, and question-and-answer (Larsen Freeman, 2000). These grammar items are sequenced and graded following the principle from simple to complex ones (Richard & Rogers, 2003). However, teachers give little or no provision of explicit grammatical explanation and students have to induce the rules from the examples given. In other words, grammar is taught inductively, which is different from the Traditional Method; however, the focus of instruction in this approach is still sentence-oriented (Celce-Murcia, 1991).

In 1970s, Communicative Language Teaching (CLT) was acquainted. Since its introduction in 1970s, communicative approach to language teaching has been the most appreciated second language teaching methodology. The objective of CLT, according to Canale and Swain Model (1980) has been developing competency of four components (strategic competence, discourse competence, grammatical competence, and socio-cultural competence) which altogether is called Communicative Competence. The perspective on grammar teaching has been changed through this approach. Nunan (1991, cited in Anh, 2013, p. 27) observes "while traditional approaches regarded grammatical mastery as the ultimate learning objective, grammar in CLT is just as a means to the end and always put into a context for the sake of social functions." However, among the supporters of this approach, there has been some debate on when, how and to what extent grammar should be taught in CLT.

After Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT) is emerged. It was first developed in the 1980s by N Prabhu, a teacher and researcher in Bangalore, South India. Task-Based Language Teaching (henceforth, TBLT) is one of these teaching methods and deals with grammar teaching through communicative use of the language. Learners work on tasks and face the language as a whole (Yildiz, 2017). As Nunan (1991) describes, TBLT does not aim at strictly teaching grammar. Essentially, it tries to let learners use the language effectively. With the help of TBLT, they not only learn grammar but also acquire the competence of communication in the target language. According to Farahani and Nejad (2009, p. 27), "Task-Based Language Teaching is predicated on the principle that having learners perform tasks which help them to develop knowledge and skill in the second language in accordance with the way their own language learning mechanisms work". Tasks applied in the classroom environment prepare real-life situations for students and let them use the target language to communicate with each other to complete the task.

Today's way of learning is integrating ICT in the teaching process. The advent of the digital era, and the concomitant notion of technology integration, have occasioned a significant transition in teaching grammar (Hakim, 2020). When it comes to ICT and language learning, a common term used is CALL, which stands for Computer-Aided Language Learning (Arnell, 2012; Svensson 2008). CALL embraces a wide range of [information and communications technology](#) applications and approaches to teaching and learning foreign languages, from the "traditional" drill-and-practice programs that characterised CALL in the 1960s and 1970s to more recent manifestations of CALL, e.g. as used in a [virtual learning environment](#) and Web-

based [distance learning](#). It also extends to the use of [corpora and concordancers](#), interactive whiteboards (Cutrim, 2009), computer-mediated communication (CMC) (Lamy, 2007), [language learning in virtual worlds](#), and [mobile-assisted language learning \(MALL\)](#) (Shield, 2008).

Moreover, the new phenomenon, the coronavirus pandemic has transformed education scenario all over the world where schools and institutions were closed (Furfaro et al., 2020; Tanveer, et. al., 2020; Draycott, 2020; Abbasi et al., 2020; Daniel, 2020; Baker, 2020; Kim, 2020) for a period of time. Therefore, technology integration is critical during this period to assist teachers in both under-developed and developed countries to connect with students and continue the teaching and learning process. Through flipped classroom, many school leaders and teachers minimized the learning disruption and avoided the extension of school year. In this case, the transformation of face-to-face interaction (offline) to flipped classroom have shown great implications to learners as they found it to be useful (Bruff, Fisher, McEven, & Smith, 2013). Hence, another benefit of new technologies in language learning is encouraging learners to actively take part in (co)-constructing their learning environment (Bonner & Reinders, 2018).

THE COMPARISON BETWEEN TEACHING GRAMMAR IN TRADITIONAL VS FLIPPED CLASSROOM

While the two methods have some overlapping components, and a common objective, they are each unique in their practice. Therefore, in this part will provide the comparison between traditional classrooms and flipped classrooms in terms of their implementation in several researchs (Pudin, 2017; Safiyeh & Farrah, 2020; Saidah, 2019; Noroozi, et. al, 2020; Afzali & Izadpanah, 2020; Abedi, et. al, 2019). For example, Pudín (2017) stated the difference between flipped classroom and conventional method where flipped classroom is a shift from a traditional teacher led instructions to an active approach of student centred learning. The approach does this very explicitly, by bringing active student engagement with the material (such as problem-solving, case studies usually in collaboration with other students) directly into the classroom whilst moving more passive activities (such as reading course notes and textbooks and viewing/listening to lectures) outside of the classroom (Hamdan, et. al, 2013; Gilboy, Heinerichs, & Pazzaglia, 2015). Conversely, under a conventional method, didactic lecture structure this active student engagement is left to a single one hour tutorial each week, and then outside the classroom to individual study and/or informal study groups.

The idea of flipped classroom, initially known as inverted classroom, was introduced by Jonathan Bergmann and Aaron Sams in 2007 when they benefited from using video lessons to increase the quality of teaching chemistry. They recorded class lectures and the learners were provided with the online videos to watch and review the teaching contents. The study contributed to significant findings, which inspired the two teachers to further employ it before classes. They argued that flipped teaching provides a warm-up before class when learners come to class knowing exactly what they are expected to do. This pre-existing knowledge enables them to have conscious understanding of the to-be-covered-materials, which may be done collaboratively, individually or online. Such atmospheres foster more active involvement and independence in learning since learners are more focused and responsible of their learning (O'Flaherty, & Phillips, 2015). The researcher argued that flipped instruction connects the use of online materials which then practiced through lecture to create active learning that puts the student at the center of learning and the educators become the guides (Burgan, 2006).

Although technology is a beneficial teaching tool, face-to-face instruction is still supported by researchers for information delivery. The challenging point is how face-to-face instruction could be incorporated into technology in order to enjoy the benefits of both a blended learning approach as an instructional technique in the most effective and efficient way

(Neumeier, 2005). Although there is no consensus regarding the allocation of online and face-to-face instructional time (Garrison & Vaughan, 2007), Garrison and Kanuka (2004) insisted on the maximum benefit when teachers arrive at the most desirable way to integrate these two instructional components to meet the pedagogic needs of the target curriculum. This integration can eliminate problem of the shortage of time which prevents interactive activities. Traditional classrooms dominated by teachers' lectures cannot take account of learners' engagement where the teacher centeredness does not provide opportunities for students to interact, practice, and explore the language carried out by the students (Berman, 2015). Moreover, grammar acquisition necessitates more effective methods to motivate learners in the grammar classroom. Teachers suffer from insufficient teacher-student and student-student interaction.

In addition, in conventional method, the nature of the model, Serbessa (2006) labels this teaching model as "chalk and talk" which serves students with grammatical forms, definitions and rules, and expects from students to memorise these rules to produce accurate sentences. As an effect, this type of teaching results in bored, disaffected students who can produce correct forms on exercises but consistently make errors when they use the language in context (Byrl (1998) cited in El-Bassuony, 2016, p. 77). In other words, learners will not make any effort in learning new things which will create passive and uninterested learners. To conclude, despite the negative side and the challenges of this approach, it does not mean that teachers have to ignore it completely, but to combine it with new methodologies of teaching.

RESEARCH REVEAL ABOUT TEACHING GRAMMAR IN FLIPPED CLASSROOM

Research studies reveal related to teaching grammar in flipped classroom that have been carried out commonly deal with the effectiveness of flipped classroom in teaching grammar (Saidah, 2019; Mason, Shuman, & Cook, 2013; Fraga & Harmon, 2014; Mattis, 2015; Bishop & Verleger, 2013; Kolomiets, et. al, 2020; Al-Naabi, 2020; Ahmad & Arifin (2021; Khalil, 2018; Khodabandeh & Tahririan, 2020; Proctor & Marks, 2013). It is proven that flipped classroom method is an effective method which is able to improve students' grammar performance (Saidah, 2019).

First, a research conducted by (Mason, Shuman, & Cook, 2013), the result of the study suggested that the flipped classroom strategy increased his students' grammatical performance in their speaking and writing skills. While, (Fraga & Harmon, 2014) found in his students' self-report data both the control and experimental groups said that the students were comfort to learn in flipped classroom. Moreover, the experimental groups got better achievement in their study. Further, Mattis (2015) said that his students preferred flipped classroom to traditional grammar classroom for learning grammar. This study gave further future researchers and teachers to know about students' preference in the way they learn grammar through flipped classroom to get better teaching and learning process.

In addition, Ahmad & Arifin (2021) investigated about student achievement and perception of teaching grammar in flipped classroom. The result shows that students mentioned the flipped classroom approach made the course more interactive and provided them opportunities to ask questions to the teacher with an immediate answer. They also expressed their positive attitude towards the use of different learning platforms (e.g., LMS, Zoom) and modes (synchronous and asynchronous) that could ease their learning experience within the course. Besides, it involves the opportunity to learn from videos that enables students to watch the videos as much as they like (Hamdan et al., 2013). By means of this, learners can always go

back and study the online videos anytime they want. Additionally, this personalised type of learning allows the students to decide how much time they need to learn, especially for the slow-paced students (Driscoll & Petty, 2014). By means of this, students can learn at their own pace and have more responsibility for their own learning.

In Indonesian context, Bishop & Veleger conducted a study to observe students' perception on the implementation of the flipped classroom in senior high school (Bishop & Verleger, 2013). His study suggested that implementing the flipped classroom model contributed in improving the students' grammar competency. The second study in Indonesian context conducted by (Proctor & Marks, 2013) who observed English teachers' perceived benefits and challenges of flipped classroom implementation in teaching grammar. From their study, it was found positive responses from the English teachers to the flipped classroom methodology, since it gives some benefits such as: active learning facilitation, developing collaborative teamwork development, autonomous learning simulation, and classroom interaction.

Flipped classroom is beneficial to be applied in the grammar classroom because it presents more effective active learning, the teacher role is strengthened, time is used more efficiently, more face to face time (interactively), peer learning is enhanced, greater control of content delivery, assimilation of knowledge can be observed and students can learn on demand (Alias, 2010). Besides, flipped classroom is effective because it supplies immediate feedback which increases the learners' comprehension of the provided content (Brown, 2007). Based on several researchers have stated, it can be concluded that flipped classroom is efficient for improving the students' skills and abilities, especially on grammar.

TEACHERS' AND LEARNERS' PERCEPTIONS IN TEACHING GRAMMAR THROUGH FLIPPED CLASSROOM

Teachers' Perceptions in Teaching Grammar through Flipped Classroom

This kind of strategy gave rich and meaningful learning activities. It support the teacher to be more creative. Arnold-Garza (2014) found that the flipped classroom may only be useful for teaching grammar. However, teachers' preparations is the key element. Some teachers have already used some methods to flip the class, for instance, letting students learn outside the class, offering video clips as supplementary materials, and cultivating the students' problem-solving abilities. However, more requirements need to be met to achieve flipped classroom. This is supported by Webb et al. (2014) which found that flipped learning materials require the teachers to have more time in preparing class materials. They also discovered that flipped learning requires adjustment time for the teachers. Howitt and Pegrum (2015) argued that further time commitment is needed in designing suitable quiz questions and activities which will be used not in class. Wanner and Palmer (2015) reported that preparing the course materials for flipped learning can reach up to six times compared to preparing materials for traditional course.

Although videos are considered to be an important component of the model, they are still substantially subordinated to the second stage of the practice which is the in-class activities (Bergmann & Sams, 2012). Hartyányi et al. (2018) say that the role of the teacher is to implement a variety of experiential learning activities in the classroom during the course time. It can be argued that teacher' role in the flipped classroom has not sufficiently been recognized since they moves into the role of the coach or guide, who provide assistance for the learners how to integrate all that information, perform a skill, or interact with others face to face (Berman, 2015; Berrett, 2012), which is a source of concern for teachers. These may be collaborative activities

and cognitive learning activities, to ensure that students receive clear and effective instruction to achieve the module's learning objectives and results.

It can be concluded, for the teacher, it is important to reflect upon the lesson to recognize aspects that were successful, and those that failed to meet expectations. Then, try to formulate at what level the adjustments need to be made and administer again. For students, there will be an adjustment period with new methods, where they are learning their role in the class and the expectations of the teacher. Therefore, it is important for the teacher to create clear guidelines for what the student should do, and develop strategies that reinforce adherence to the guidelines. Ultimately, teachers need to recognize that implementing a new teaching method may be uncomfortable at first, but learning how to take advantage of the technology available in the classroom may make them a better teacher, and help students understand information on a deeper level.

Learners' Perceptions in Teaching Grammar through Flipped Classroom

There are some researchs reveal about learners' perceptions in teaching grammar through flipped classroom (Singay, 2020; Zainuddin & Attaran, 2015; Sun, 2017; Noroozi, Rezvani & Golestan, 2020; Yanto, Triyani & Pravitasari, 2020; Pudin, 2017). It is important to determine students' likes or dislikes for a flipped classroom because it will decide whether the instructor should continue with this approach.

These research samples are to explore the effects of flipped learning approach in teaching grammar through learners' perceptions. The first research by Singay (2020) where the research was undertaken to examine Bhutanese students' attitude and perceptions toward the flipped learning approach in teaching grammar. Findings from the questionnaire demonstrated that flipped learning approach helped learners to learn grammar, moreover the students showed positive attitudes and perceptions towards the flipped classroom approach. These findings were also consistent with Zainuddin & Attaran (2015), who found that students prefer flipped classrooms compare to traditional classrooms, and most of the students showed a positive attitude towards flipped learning. Similarly, Sun (2017) reported that Taiwanese undergraduate students were taught using a content-based flipped learning approach. The result indicated that the students showed a positive attitude and perception towards flipped learning to understand the content and gain knowledge. In the present study, learners believed that to master the content (grammar) pre-preparation, such as watching video assignments, help them to actively.

Moreover, Bishop and Verleger (2013) provide a recent survey of research into the flipped classroom approach and report on eleven studies that have investigated student perceptions of the flipped classroom, with results being relatively consistent in that general student opinion of the flipped classroom tends to be positive, with a significant minority being opposed. Besides, the finding resesearch from Pudin (2017) stated that most of students were keen to learn grammar through flipped classroom. The flipped classroom can indeed create rich and meaningful learning activities. Students no longer need lessons that comprised of instructors and materials. It is evident in this study that they enjoy learning at their own pace and the learning various activities integrated into the lessons.

On the other hand, Knight and Wood (2005) found that, while results for student learning were positive, both students and teachers found that there was some initial discomfort adjusting to the decreased lectures which meant less transmission of information from instructor to student. Moreover, the individual differences between students cause a big challenge because

some students can achieve the main goal quickly, directly, and easily while others cannot do that with the same easiness because they need more time and effort to accomplish the requirements (Jones, 2016). This is a valuable lesson for flipped classroom adopters to understand. A transition to a new instructional model, regardless of success, may involve uneasiness among the participants.

THE GREAT CHANGES IN CARRYING OUT THE FLIPPED CLASSROOM IN TEACHING GRAMMAR

Learner Autonomy

The flipped classroom model has been recognized as promoting student-centered learning and active learning (Pierce & Fox, 2012). Active learning is one of the strategies used to address the students' needs and to ensure appropriate instructional design support for critical thinking in certain contexts (Kim et al., 2012).

In the flipped classroom, the teaching content is assigned to students whose job is to learn the content at home before they go to class and talk about and comment on what they have learned at home (Yang, 2014). This makes it possible for students to study in sufficient time. For example, if students cannot understand a certain part of the recording of a lesson, they can go back and replay that part again and again until they finally understand it. During this process, students can feel free to use a dictionary or other reference books, or to surf the internet for help. This helps students to take the initiative to study, instead of learning things passively in class, as what they might do in traditional classroom. The successful cases indeed show that students become active and interested in studying what their teachers prepare for them. This kind of active learning promotes effective learning. The above successful cases of the flipped classroom are good proof that learners' motivations can be activated and their learner autonomy can be fostered.

Furthermore, Lockwood (2014) has stated that flipped learning develops students' high thinking skills like synthesizing, application, and evaluation. Felder, Brent, and Prince (2011) have also mentioned that flipped learning increases the learners' critical thinking abilities and literacy efficiency. Likewise, in a quantitative qualitative study, Farrah and Qawasmeh (2018) examined the attitudes of English major students in Hebron University towards the flipped classroom. They found that the flipped classroom promotes more learner autonomy, motivation, engagement and self-direction. (Proctor & Marks, 2013) who observed English teachers' perceived benefits and challenges of flipped classroom implementation. From their study, it was found positive responses from the English teachers to the flipped classroom methodology, since it gives some benefits such as: active learning facilitation, developing collaborative teamwork development, autonomous learning simulation, and classroom interaction.

Self-Pace without Times Restriction

Due to individual differences, all learners are not able to complete the work / or assignments at a given time due to which they have to face difficulties. Flipped classroom allows students to work and learn at their own pace without the time restriction. It involves the opportunity to learn from videos that enables students to watch the videos as much as they like (Hamdan et al., 2013). By means of this, learners can always go back and study the online videos anytime they want. Moreover, supporters claim that the videos maximize class time to deeper inquiry-based learning (Arora, 2011). Additionally, this personalised type of learning allows the

students to decide how much time they need to learn, especially for the slow-paced students (Driscoll & Petty, 2014). By means of this, students can learn at their own pace and have more responsibility for their own learning.

Due to the fact that the information delivery stage is done at home by students on their own, they are able to study new material at their own pace and at any preferable time for them. It is very important because in the situation of students with different level of knowledge, different models of perception, different pace of acquisition the new material, the time spent on explanation can be really long. Flipped classroom approach is perfect to avoid wasting time by the students who are faster in understanding new material and gives a good opportunity for those who need more time and thinking over (Kolomiets, et. al., 2020). Thus, it helps to overcome the limitations of the class time.

Additionally, several studies examining the use of flipped learning in the field of teaching English have reached the conclusions that flipping language learning offers students the chance of adjusting their pace of language learning (Köroğlu & Çakır, 2017; Lee, 2017; Tohei, 2018; Yang et al., 2017) in a more personalised manner (Li, 2016; Sung, 2015; Wagner-Loera, 2018). The findings from these studies suggest that while doing some activities with enjoyment in a more flexible learning environment, students could seize the opportunity to replay the videos and review the activities as many times as they need for their full understanding of the content (Brown, 2017; Danuri et al., 2017; Ekmeci, 2017; Loucky, 2017; Doman & Webb, 2017; Hung, 2017; Jeong, 2017; Kang, 2015; Wagner-Loera, 2018).

THE EXISTING PROBLEMS IN CARRYING OUT THE FLIPPED CLASSROOM IN TEACHING GRAMMAR

Poor Monitoring of Learners' Work at Home

A growing number of studies have been conducted showing the importance of parent involvement in schools and its relationship to students' achievement. If parents are actively involved in children's education and monitor children's school work and daily activities, children may have higher grades and test scores, and are likely to enroll in higher-level programs and graduate from high school and go on to post-secondary education (Henderson & Berla, 1994; Henderson & Mapp, 2002). During the recent two decades, family-school communication have become closer than ever; parents have also realized the responsibility of involving in students' school work. But some schools with the flipped model did not communicate well with parents by educating them about the new model so that parents do not monitor students much; therefore, it is hard to assess students' work at home. The fundamental problem lies in that students' studying of teacher's recordings and materials does not necessarily have anything to do with paperwork; this makes it hard for parents to check students' work and for teachers to assess how well students have done.

Lack of Motivation

The second problem in the implementation of the flipped classroom approach can be the lack of motivation. Some students demonstrated the lack of desire and enthusiasm to do online tasks as they are overloaded with computer-mediated communication or just have easier/ more interesting things to do (Kolomiets, et. al., 2020). Here each case should be analyzed independently and paid more attention too. In some cases, the progress of the groupmates

demonstrating better results and successfully involved in the interesting activities in the class can be a stimulus, in others, it can be an individual extra task or specially arranged pair work.

In addition, some learners do not have positive attitudes or they are not enthusiastic to be learned by flipped classes (Abeysekera & Dawson, (2016). Pudin (2017) has found that his Indonesian EFL students were faced a challenge at the beginning of the program, which is that some students are not familiar with this model of teaching so they were uncomfortable. Evseeva and Solozhenko (2015) have evaluated the impacts of flipped classroom technology on the learning of English at a technical university. Moreover, the researchers aimed at analyzing the advantages and the disadvantages of the flipped classroom on the educational procedure of the English language. The main findings of the research by Evseeva and Solozhenko (2015) which was based on a survey revealed 85% were the students liked the integration between the flipped learning and the technology in the instructional procedure, while some of them disliked and uninspired by this implementation because of several factors like the internet connection, low self-confidence and self-discipline toward their learning to do the required works appropriately.

Kesimpulan

Teaching grammar is often perceived by learners and teachers as difficult and complex. In terms of motivation and learner success with languages. This fact makes educators seek an effective and innovative approach to make their grammar class more attractive. Moreover, the advent of digital ages and importances of incorporating new technologies have also significantly changed the way of learning and communication. Through flipped classroom, teaching grammar is conducted. It enables learners to engage in a more interactive technology-infused and student-centered learning environment. Student-centred learning environment can lead to an increase of learner autonomy, performance and critical thinking (Smit, Brabander & Martens, 2014).

On the other hand, teaching grammar through flipped classroom may carrying out some problems, lack motivation, poor monitoring of learners' work at home, and so on (Abeysekera & Dawson, 2016; Pudin, 2017; Kolomiets, et. al., 2020). So, further studies focusing on finding solutions to reported challenges in the literature need to be carried out. But, there is something to remember, future research can be done on this flipped classroom strategy but the best one to be will be based on learners needs

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