FLIPPED CLASSROOM WITH HOTS INTRUCTION IN LISTENING CLASS
Best Pratice Approach and Impementation for Employee Class Student

Abstract

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The current study analyzed the feasibility of the best practices concerning how flipped clasroom with HOTs instruction implemented to listening at employee class students in order to develop their critical listening. Listening is still considered as the most difficult skill whereas it is a key to all effective communication. It plays an important role because without the ability to listen effectively, messages are easily misunderstood. They need to be given the material well to support their career.

Employee class students at UNUGHA come from various depatments who work at various institutions. In English lecture, they are divided into three classes. All classes are involved in this study study. They have different character with reguler one, both in terms of learning time and knowledge base. So, they should be given different treatment to meet the goal. With the case study, it is hoped finding the best practice of learning listening to them and can be good reference to other employee class at other universities.

Flipped classrrom is one of the solution because this learning step provides flexible time for learning the material first before joining the class. They are made sure to have minimum standard of knowledge before having discuss in the class. As the fulfillment of learning of the 21st century, HOTs instruction is also needed because students aro not enough with only having good score but they also should have good skill for being problem solver, creative thinker, critical thinker, socialist, and able to follow the changing era which is marked by the shopistication of IT-based technology. The research method used is case study research design. The population is the students from three classes of employee class students at University of Nahdlatul Ulama AL-Ghazali Cilacap. The total samples are two classes with total 70 students at the second semester. The observation, questionnaires and interview were used to verify the data. The result of this study gives a view of best practice concerning how flipped clasroom with HOTs instruction implemented to listening at employee class students.

Keywords: Listening, Flipped Classrom, HOTs, Employee Class

Introduction

Listening plays an important role in communication in people's daily lives. According to Guo and Wills (2006:3), "it is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values". Mendelson (1994:9) said that "The total time spent on communicating, listening takes up 40-50 %; speaking 25-30 %; reading 11-16 %; and writing about 9 %. Then Peterson (2001:87) also written "no other type of language input is easy to process as spoken language, received through listening, learners can build an awareness of the interworking's of language systems at various levels and thus establish a base for more fluent productive skills". Scarcella and Oxford (1992:138-139) also point out that listening is a significant and essential area of development in the native language and in a foreign language. Effective listening sharpens thinking and creates understanding

In the real daily life. Listening takes part in understanding a talk, lecture or conversation in a second or foreign language (even in their first language). The situation, the listener, and also the speaker can be the cause of these difficulties. There some factors which contribute them like background noise, a lack of visual clues, the speaker talking so fast, or because the listener has limited vocabularies.

Listening is a key to all effective communication. It plays an important role because without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. Finally the mean of communication cannot be achieved properly.

Based on the explanation of how important listening in the daily life, students of employee class should be given listening material well. So, they can have good communication to support their careers. The lacks of learning listening for employee class of UNUGHA students are; (1) they are less motivation in learning listening because they still think that it is difficult to be learnes, (2) they do not have enough time to look for the appropriate source because of their business, (3) they are less able to take advantage of technological sophistication to facilitate learning it.

Along with the demands of the 21st century , skill of critical thinking and ICT literacy are really needed to face globalization era. It is identified by (Wagner, 2010) and Change Leadership Group at Harvard University. There are seven skills as mention (1) critical thinking and problem solving skills, (2) collaboration and leadership, (3) dexterity and adaptability, (4) initiative and entrepreneurial spirit, (5) able to communicate effectively both orally and in writing, (6) capable of accessing and analysing information, and (7) have curiosity and imagination.

Nowadays, many online based e-learning models are developed whether full online (Asynchronous) or blended learning (Synchronous). Full online learning is very usefull for the

participants who want to join the class but limited by distance and time. While blended learning is appropriate for the participats or students who want to havo both online and classical class.

Blended learning is considered as an alternative to integrate face to face and online activities. Both activities are arranged well according to the needs. Some developers of the blended learning model divide the time of those activities by several comparisons 50:50, 70:30, or 30:70. Those division of time can not be stadardized because all depends on learning needs. Especially in this research, the time is divided a bit more clear. The students learn the material by online before coming to the class. While in the class, students discuss and explore the material at length to apply in the classroom what have they learned. This learning model is called as flipped classroom model.

The characteristic of flipped classroom is the students get material at first time before coming to the class. It is very different to the traditional clasroom where students get the first time material in the class. By those treatmenrt, both lecturer and students get benefit. Lecturer can have more time to explore the students' peotential to complete the learning while the students may have automony in learning and high motivation before coming to the class because they have prepared befor. So they can have material for discussion with lecturer or other students.

This study collaborates the theories of flipped classrom, e-learning, taxonomy blooms and autonomous learner to lsitening course to reach critical thinking of the students. Those packaging is estimated to be alternative or solution to provide strong stimulation for the development of individual abilities, especially in learning critical listening in an effort to overcome all new problems in their daily lives

According to the gap and background of study, the writers propose some research questions. They are; 1) How does the lecturer implement the flipped classroom with HOTs instruction at employee class students? (2) How are students' perception towars the implementation?

Methodology

Research Method

This study uses data from the case study of the implementation concerning on how flipped clasroom with HOTs instruction implemented to listening at employee class students and their perception toward it. The method aims at getting the knowledge of English lecturers regarding the implementation of flipped classroom with HOTs Instruction for getting critical listening and the perception of students. At times, a case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program Ary, Jacob, and

Sorenson (2010). They also assert that case studies use multiple methods, such as interviews, observation, and archives, to gather data. Cohen, Manion, and Morrison (2000) defines case studies can establish cause and effect, indeed one of their strengths is that they observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects.

The observation, questionnaires, interview, and dimuntation are conducted to the lecturers and students in listening. The observation is conducted in order to investigate how do the lecturer implemented flipped clasroom with HOTs instruction to listening at employee class students. The writer observed the listening lecture at employee class during one month. There are four meetings in average which divided into two meetings for online and offline class in each. Furthermore, the questionnaires are spread out to the students to investigate their perception toward the implementation of flipped classroom with HOTs instruction in listening lecture at employee class. Moreover, the interview is aimed at confirming what had been done by the lecturer dealing with the implementation in order to improve their professional development to prepare 21st century skill for the students.

Observation is a technique of data collection, where researchers make observations directly to the object of research to see closely the activities carried out (Riduwan, 2004: 104). While Questionnaire is a data collection technique that is done by giving a set of questions or written statements to the respondent to be answered later (sugiyono, 2013: 199). Whereas interview acoording to Esterberg (2002), defines as follows: "a meeting of two participants to exchange information and ideas through questions and responses, resulting in communication and joint meaning of a particular topic." The interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. And documentation according to According to Sugiyono (2013: 240) is a record of events that have passed. Documents can be in the form of writing, images, or monumental works from a person. Documents in the form of writings such as diaries, history of life (life histories), stories, biographies, regulations, policies. Documents in the form of images such as photos, live images, sketches and others. Documents in the form of works such as works of art, which can be in the form of pictures, sculptures, films and others. Document study is a complement to the use of observation and interview methods in qualitative research.

All data will be gotten in triangulation techniques. Sugiyono (2013: 241) in data collection techniques, triangulation is interpreted as a technique of collecting data that is combining the various techniques of collecting data and existing data sources. If the researcher conducts data collection using triangulation, the researcher actually collects data while testing the credibility of the data, namely checking the credibility of the data with various data collection techniques and various data sources. Triangulation techniques, means researchers use techniques.

Different data collection to get data from the same source. The researcher used participatory observation, questionnaires, in-depth interviews, and documentation for the same data source simultaneously. Source triangulation means, to get data from different sources with the same technique

There are 70 students at employee class who are divided into three classes with one lecture at University of Nahdlatul Ulama Al-Ghazali Cilacap. The writer took all classes as respondents for this study. They are second semester student who is getting listening material of TOEIC Picture.

Findings

The are two questions research in this study; 1) How does the lecturer implement the flipped classroom with HOTs instruction at employee class students? and (2) How are students' perception towars the implementation?.

The first question can be answered by doing observation, interview, and documentation to the lecturer. In the observation, some data were found. They are (1) teaching instrument, (2) learning material, (3) lecturer background document, and (4) students list. The teaching instrument contents of the explanation lecture such as identity, basic competences, competence indicator, teaching material, teaching scenario, evaluation instrument, and references/sources. While the process of how the lecturer implement the flipped classroom with HOTs instruction at employee class students can be clearly known after observing the class and interviewing to the lecturer. The findinds are; (1) the lecturer planned the flipped classroom with HOTs instruction steps, (2) He used aplication of PPT, filmora video, and google form to expand the material and trial test, (3) both lecturer and students used WA group to acomodate online class, (4) discussion about what were in online was clearly discussed in the class, (5) lecturer gave the new discussin to blow up their different perspective, (6) lecturer lead them to relate the material to the real life situation and took advantage for their daily life, (7) students in pair made new discussion related to the material and shared to others to be critizied, (8) they generate their understanding on how is the material could be done effectivelly, (9) the lecturer gave feedback to the students on the avtivity which they have done, (10) the lecturer made a documentation for the activity.

The process in detail were divided into online class and classical class. At the firstime, lecturer prepared the material and trial test for being trained to the students by online. The materials are arranged step by step, so the students can follow the instruction well. It is designed in power point or video. After understanding the material, they are leaded to have trial test to measure how good they understand to the material. It is designed with goole form quiz. Both material and trial test were shared to the Whatsap Group. Sharing and discussion during the online class were also opened to solve and help students' problems while learning by online. In online class, actually the lecturer applies a half of HOTs

instruction which use the steps of taxonomy blooms. In *remembering steps*, students are leaded to recognize the material and remember what have they learned related to the material. While in *understanding steps*, they are hoped able to interpreting, summarizing, comparing, and explaining what are in the material. The last, in *applying steps*, they have trial test to implement their understanding in the material which have learned. Meanwhile, in the classical class, the lecturer started discussing about what the srudent had done in online class. Everyone was free to share and discuss about their experience in learning online. The next step was the duty of the lecturer to lead them into HOTS. After discussing to what had been done, the lecturer gave the new topic to be discussed deeper to finnd the implicit meaning from the material. It was done to blow up different students' perspective (*analyze step*). By having those perspective, they were guided to respect each other's opinions depends on their view based on their knowledge and experiences. After that, the lecturer lead them to relate the material to the real life situation and took advantage for their daily life. Next, students in pair made new discussion related to the material and shared to others to be critizied (*evaluating step*). Then, they generate their understanding on how is the material could be done effectivelly (*creating step*). The last, the lecturer gave feedback to the students on the avtivity which they have done and made a documentation for the activity.

All process of flipped classroom with HOTs instruction in listening class used mobile phone as the media. WA group application was chosen to deliver the material, discuss, share, and other activities. It was choosen because it was the most effective and effiecient application because all students are coomon in using it. Recently, persistent enthusiasm for developing so-called "21st century skills" argues, at least tacitly, that someone who is technologically literate knows how to use a number of devices and programs expertly Bullock (2011) in Kosnik et. al (2016).Thus it is in line with the questionnaire, the answer to research question number two is that the flipped classroom model (1) motivated the participants to learn English idioms and to improve their ability, (2) enhanced the participants in learning activities, and (3) engaged the participants in the learning tasks.

The second question on how students' perception towards the implementation can be found by giving questuonnaires and intervews to them. All students were given questionnaires. The questionnaires were made in closed type with four options (1) strongly dissagree, (2) dissagree, (3) agree, and (4) strongly agree. There were 25 questionnaires given to them. And the result gotten 3,7 from range poin 1 to 4. It means that the learning model was accepted well by them. No enough only doing questionnaires, interview to every representative student in every class was also done. Some points can be described as follow; (1) The learning model is well applied to employee class students (2)They want that learning model can be applied in other lecture, (3) they want university can also facilitate big data to facilitate their activities using intenet.

Conclusion

The findings from this research study reveal positive outcomes as well as challenges for new model. All data described that flipped classroom with HOTs instruction in listening class for employee class students was suitable.

The data from documentation were are (1) teaching instrument, (2) learning material, (3) lecturer background document, and (4) students list, while the data from observation was the condition while the learning model applied which showed good step; (1) the lecturer planned the flipped classroom with HOTs instruction steps, (2) He used aplication of PPT, filmora video, and google form to expand the material and trial test, (3) both lecturer and students used WA group to acomodate online class, (4) discussion about what were in online was clearly discussed in the class, (5) lecturer gave the new discussin to blow up their different perspective, (6) lecturer lead them to relate the material to the real life situation and took advantage for their daily life, (7) students in pair made new discussion related to the material and shared to others to be critizied, (8) they generate their understanding on how is the material could be done effectivelly, (9) the lecturer gave feedback to the students on the avtivity which they have done, (10) the lecturer made a documentation for the activity. Then, the data from questionnaires where made in 25 questionnaires in closed type gotten 3,7 from range poin 1 to 4. The last the data from interview the students was also indicated the good feasibility in using the learning model of flipped classroom with HOTs instruction in listening class for employee class students. some input from the interview results as follow; (1) The learning model is well applied to employee class students (2) They want that learning model can be applied in other lectures, (3) they want university can also facilitate big data to facilitate their activities using intenet.

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