

THE EFFECTIVENESS OF FLIPPED LEARNING VIEWED FROM STUDENTS' PERSPECTIVE (A Descriptive Qualitative Research on English for Nursing 2 Course at Universitas Harapan Bangsa)

Author ¹ Tri Pujiani, M. Pd.

e-mail: *tripujiani@uhb.ac.id,

Affiliation ¹Universitas Harapan Bangsa

ABSTRACT

English is necessary for nursing due to most of nurses' job vacancy requires an expertise of English. However, not all nurses are able to communicate in English well. Considering the gap between the needs of English for nurses and the problems they faced in learning English itself, a course designed specifically based on the nurses needs of English in their daily work is required. Moreover, because the purpose of the course is being able to communicate in English, the learning method must be more practical rather than theory. Flipped learning is one of the learning methods that facilitates students-centered learning. This research was descriptive qualitative research aimed to evaluate the effectiveness of flipped learning implementation in English for Nursing course from the students' perspective. One of the key factors in determining the success of a teaching method is the students' engagement so that the students' perspective toward the teaching method applied needs to be considered. Based on the result of questionnaire and interview, most of the students gave positive responses toward the components of learning such as the materials, the learning activities, the assignment, the learning media, their engagement, and their motivation in learning. Thus, it can be concluded that from the students' perspective flipped learning is effective to be applied in English for Nursing course.

Keywords: Flipped learning, English for Nursing, Students' perspective

INTRODUCTION

Globalization and internationalization have had major influences in all aspects of life. Globalization is the socio-economic as well as academic trend towards international involvement and cooperation. Internationalization refers to changes in academic policies and systems towards facilitating international mobilization and cooperation (Garone & Van de Craen, 2017). Facing the globalization era, mastering English is absolutely needed to make the communication among the community easier in which there might

be multilanguage in the community. In nursing, English is definitely important in order to be able to compete in globalization era and to avoid misunderstanding since most health references are presented in English or use English terms.

Nurse is a profession that requires highly advance communication skill. Not only do nurses have to understand all the medical terminology that is used to communicate with colleagues of the medical field, but they also have to be able to translate the “hospital language” into everyday language for patients who are not familiar with medical terminology (Garone & Van de Craen, 2017). Nurses communicate with the patients not only to give information but also to give therapy which is called therapeutic communication. Thus, a proper way of communication is necessary for nurses including language skill as the media of communication.

Nowadays, the job opportunity as international nurse is expanding not only in ASIA and Middle East but also in the US with high salary offers. As it is estimated that in 2020 approximately 800, 000 nurses are needed in the US (KJRI Chicago, 2019). Moreover, the Indonesian government has established cooperation with the National Council of State Boards of Nursing (NCSBN) in the field of nursing competencies including the possibility of establishing an NCLEX examination center in Indonesia (KJRI Chicago, 2019). Therefore, nurses must prepare themselves by improving their skill to be standardized internationally. English mastery is one of the standard requirements to be international nurses since to become registered as a nursing professional, the international student needs to obtain an International English Language Testing System (IELTS) score of 7 (Muller, 2011).

However, not all nurses are able to communicate in English very well. A previous research states that vocabulary and speaking are the main problems which must be a serious attention for researchers to overcome (Noviana, 2019). In line with this finding, Muller lists the most common problems faced by international nurses, they are: 1) not knowing the meaning of particular words, 2) not knowing the pronunciation of certain words, 3) the low speed of speaking and understanding utterances, 4) the difficulty in skimming the passage, 5) the frustrations because of the language barriers itself (Muller, 2011). The other problems are the different of background knowledge and interest in English. For the educators, in which the basic knowledge is English, they have to master

both, English and Nursing. For students, not all nursing students like English but they have to learn English at least as the requirement of their graduation.

Considering the gap between the needs of English for nurses and the problems they faced in learning English itself, a research on the effectiveness of the implementation of English for Nursing Course needs to be conducted. This research was aimed to know the students' perspective on the teaching method applied since one of the indicators of the successful teaching method is how students participate in the learning activities (Sajid et al., 2016).

Need Analysis

English for Specific Purpose is an approach to language teaching in which all decisions as to content and method are based on the learners' needs (Saragih, 2014). Since English for Nursing belongs to ESP, a need analysis is necessary to be conducted before preparing the teaching materials. Needs analysis is the basis of 'necessities' and 'wants' to classify between what the learners have to know and what the learners feel they need to know (Hutchinson & Waters, 1992). It must be different from general course because the students (nurses) have their own purpose in learning English (Zuana, 2014). English for Nursing focuses on what nurses actually do with language. The need should be analyzed considering the nursing basic knowledge, the use of English in the nursing job, the main problems of nurses in learning English, and the market requirement for nurses. Once the teaching materials ready, a proper teaching method must be selected in order to make sure that the materials can be transformed well, and it meet the learning outcome. The criteria for choosing the teaching method are the learning objectives, the background of the students, the facilities, and the time allocation (Hasibuan, 2013). Moreover, to be succeed in language teaching, all the efforts must focus on the students and based on teachers' practical situated experience, enriched by research and theory (Kumaravadivelu, 2005; Olusegun, 2015; Ur, 2013).

Flipped Learning

Flipped learning is a teaching method that reverses the process of learning (lambda solutions, 2016). Reverse means the students learn the material at home and have more practice in the classroom. Therefore, there are two main activities in this learning method, they are individual learning which is done prior to the class and classroom

activities that focuses on the application of the knowledge rather than the discussing theory.

This learning method was chosen because it reduces passivity, enabling students to become active learners through reasoning and concept application (Sajid et al., 2016). Moreover, mastering English for nurses is an additional skill in which the target is they are able to use English well. Thus, learning English for them is about practicing how to use it rather than learning deeply about the theory of linguistics.

Effective Teaching Method

Teaching method is a way or effort conducted by the teachers to make teaching and learning process run well in order to achieve the learning outcome (Mawaddah, 2018). There are many kinds of teaching method such as lecturing, discussion, problem solving, study tour, project-based learning, demonstration, simulation, games, etc. In choosing the teaching method, there are some things to be considered, they are (Setyo, 2016):

1. The learning objectives
2. The teaching materials
3. The facilities provided
4. The students' characteristics
5. The time allocated

Therefore, there is not a best teaching method. Each teaching method has different characteristics and it can be effective depending on the factors above. However, a teaching method is considered to be effective when it facilitates the following principles of teaching and learning process (Faturrohman, 2012):

1. students-centred
2. learning by doing
3. developing social skills
4. stimulating curiosity and imagination
5. developing creativity and problem solving

METHODOLOGY

This research was a descriptive qualitative research that described the students' perspective on the teaching method applied. This research was conducted on English for Nursing 2 Course at Universitas Harapan Bangsa in Academic Year 2019/2020. This

class was chosen considering the fact that there is still a gap between the expected learning outcome and the real outcome of our nurses' English mastery. The lecturer in this class applied a new teaching method which is flipped learning that was expected to be the solution of this problem. Thus, the effectiveness of this teaching method needed to be evaluated not only from the learning outcome point of view but also from the students' perspective whether they feel comfortable and satisfied with this method or not.

English for Nursing 2 course is a course designed to facilitate nursing students to improve their vocabulary and communication skill about nursing tasks and duties. There were two classes at this level, class A and B. Class A was chosen randomly by using cluster random sampling. There were 22 students in this class. During the research, their learning activities were observed including online and classroom activities. Then, they were given a questionnaire and to validate the data they were also be interviewed personally.

DISCUSSION

This research was conducted on English for Nursing 2 Course at Universitas Harapan Bangsa in Academic Year 2019/2020. During the research, the students were taught by using Flipped Method in which there were two main activities in learning, self-learning and classroom activities. The teachers utilized Moodle -based Learning Management System (LMS) named SCALSA (Students Centered Activities of Learning of Harapan Bangsa) to facilitate self-learning. To support the communication between the students and the teachers, *whatsapp* group chatting was applied. Here, the students freely discussed the materials they learnt individually or the task preparation for the classroom activities. Then, in the classroom the activities were focus on the implementation of the knowledge learnt, role play, simulation, discussion, and giving feedback toward the students' understanding.

In evaluating the effectiveness of a teaching method, there are several things to consider. They are the students' score, the learning outcome, the time allocated, the teacher's observation, and also the students' feedback. Feedback from students is one of the crucial factors to determine the effectiveness of teaching method because the subject of the learning is the students. So that, the students' perspectives toward the learning

method that they have experienced needs to be considered. In this research there were seven points evaluated by the students, they were:

1. The students' satisfaction
2. Content materials and delivery
3. Learning Activities
4. Assignments
5. Learning Media
6. Students' engagement
7. Learning Motivation

To get feedback from the students, a questionnaire was distributed to the students at the end of the course. The students' participation in this survey was voluntary so there is no negative consequence related to their answer or opt-out. To validate the data, the researcher also conducted a semi-structured interview to several students. The result of the questionnaire and interview is described below.

The students' satisfaction

This part covers the students' general opinion toward the implementation of flipped learning in teaching and learning process of EFN 2 course. Based on the result of the questionnaire 72,2% of the students felt satisfied with the course, 5,6% felt very satisfied, and 22,2% felt quite satisfied. This means that all students were satisfied with the course although the range of their satisfaction was varied. Furthermore, most of the students stated that they liked the learning method. They felt successful in understanding the material and passed the course with good grade.

Content Materials and Delivery

English for Nursing belongs to English for Specific Course. It was designed specifically for Nursing. The syllabus was made based on the nurses' need related to the use of English in their daily work. This part of the questionnaire refers to the materials of EFN 2. During this course the students learnt about giving injection, applying infusion, wound care, complete bathing, respiratory system, digestive system, and reproductive system. The materials were delivered through SCALSA. The students could download the materials and learnt them individually. Then, there would be reinforcement in the classroom.

Related to the content of the materials, more than 70% of the students stated that it related to their background of study and this course supported each other with the other courses. That is why, the materials of this course were easily understood. Moreover, there were explanation from the teacher in each meeting which were delivered clearly in the form of video so that the students could repeat it anytime.

Learning activities

This part refers to the classroom activities in EFN 2. As explained before that during this course, the students learned individually through SCALSA and then there would be reinforcement in the classroom. The reinforcement was given in the form of students' presentation, games, discussion, and feedback from teacher. This teaching method was students-centered in which the students were the ones who actively participated in all activities, for example the teacher asked some students to be the teachers and the other students became students. The other example were some activities that involved the students to work in group by using flashcards, and then each group explained the materials discussed using those flashcards. At the end of the class, the teacher gave feedback toward their learning. The point is that the classroom activities were more focus on practice rather than transferring theory. The theories were learnt individually at home.

More than 70% of the students mentioned that this kind of activities that involved the students a lot during the activities were fun and challenging. When they had self-learning, they could manage their own learning schedule and style. It was very flexible, and they were fully responsible to their own achievement. The whatsapp group was really useful to help students understanding the materials during their self-learning. The classroom activities were the showtime for the students to perform the result of their self-learning. The activities were challenging because it enabled collaboration between students.

Assignments

Assignment means a task that has to do by the students outside the class/ at home. There were several assignments in this course. Before the midterm test the students were assigned to make role play video with the topic giving injection, applying infusion, wound care, and complete bathing. The videos were uploaded in youtube and then the

links were shared in SCALSA. After the midterm test, the students were assigned to make a illustration picture of digestive process and PPT of digestive problem. Then, both were presented in different meetings. For the review before the final test, the students were assigned to prepare a presentation that summed up the previous materials and presented them in front of the class in group.

Because this learning method was students-centered, the assignments were quite a lot. However, it was clearly described and related to the materials they learnt. So that, this assignment actually helped the students to get more understanding about the materials. Moreover, most of the assignment promoted the use of ICT so that more than 60% of the students enjoyed the doing assignments.

Learning Media

Learning media means every tool used to support teaching and learning process. The main media used in EFN 2 were SCALSA and Whatsapp group. SCALSA was used to facilitate students' self- learning and whatsapp group was used to facilitate discussion during the students' self-learning. To support the teaching and learning process, the teacher also used traditional media such as pictures and flashcard, and also ICT based media such as learning videos and online quizzes. Besides, there were also learning media made by the students such as role play videos, PPT, and pictures.

Most of the students mentioned that the media used (SCALSA and whatsapp) were easily accessed and supported their learning. Through the whatsapp group, the students and the teacher were able to communicate easily and they were connected anytime. Besides, 77,8% of the students agreed that the learning media used in the classroom (PPT, flashcards, phantom, pictures, games) made the learning activities fun and stimulated them to be active.

Students' Engagement

Students' engagement means how much time and effort the students give to the learning process (Kahn, Everington, Kelm, Reid, & Watkins, 2017; Ma, Han, Yang, & Cheng, 2015). It includes behavioral, emotional, and cognitive engagement. All of them are important to determine the students' success in the course.

Cognitively, the materials given were in line with their previous knowledge. Thus, it was easily received by the students. Emotionally, there was a good communication

between the students and the teacher. They were close liked friends, however, respect each other. Behaviorally, the students liked the learning method because it enabled them to learn on their own learning style and they could manage their own learning schedule. They tried to be active in both, whatsapp group and also the classroom activities. They also did their best effort to complete their assignments.

Students' Learning Motivation

Motivation is a construct theoretically used to explain, initiation, direction, intensity, persistence and quality of behavior (Buckley & Doyle, 2016). Motivation plays an important role in achieving the learning goals. Motivated learners commonly learn better than unmotivated learners (Lai, 2011). Motivation may come from within oneself and from outside factors, or it is called intrinsic and extrinsic motivation. Intrinsic motivation refers to behaviors emerging naturally for interest and happiness, meanwhile extrinsic motivation means behaviors coming in order to achieve something such as rewards and appreciation or to avoid negative outcomes (Reiss, 2012).

For the intrinsic motivation, 77,8% said that they basically loved English. The extrinsic factors that may influenced the students' motivation for example teaching method, materials, teacher, grades, and friends. 76,7% of the students liked the teaching method, and 78% liked the materials. 78,9% stated that the teacher motivated them to learn, and 77,8% mentioned that their friends supported them to be active in the classroom.

CONCLUSION

Based on the finding explained above, it can be concluded that Flipped Learning is an effective method to be applied in English for Specific Course, especially English for Nursing. However, due to the students' characteristics are varied, there will always be a group of passive students that prefer to have teacher-centered learning. But, along with the development of the modern era that requires higher order of thinking skills, creative thinking, and problem solving, that kind of traditional teaching method is no more compatible. Thus, it was suggested that teachers always try to make innovation in teaching and learning such as applying teaching method that supports critical thinking, creativity, collaboration, and technology literacy. There will be a big challenge, of course. But it is a process of transformation that should be passed for better quality of learning.

REFERENCES

- Buckley, P., & Doyle, E. (2016). Gamification and student motivation. *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2014.964263>
- Garone, A., & Van de Craen, P. (2017). The role of language skills and internationalization in nursing degree programmes: A literature review. *Nurse Education Today*. <https://doi.org/10.1016/j.nedt.2016.11.012>
- Hasibuan, N. (2013). Kriteria Pemilihan Metode Mengajar dalam Kegiatan Pembelajaran. *Ta'allum: Jurnal Pendidikan Islam*. <https://doi.org/10.21274/taalum.2013.1.1.37-48>
- Kahn, P., Everington, L., Kelm, K., Reid, I., & Watkins, F. (2017). Understanding student engagement in online learning environments: the role of reflexivity. *Educational Technology Research and Development*, 65(1), 203–218. <https://doi.org/10.1007/s11423-016-9484-z>
- Kumaravadivelu, B. (2005). Understanding language teaching: From method to postmethod. In *Understanding Language Teaching: From Method to Postmethod*. <https://doi.org/10.4324/9781410615725>
- Lai, E. R. (2011). Motivation : A Literature Review Research. *Research Reports*. <https://doi.org/10.2307/3069464>
- Ma, J., Han, X., Yang, J., & Cheng, J. (2015). Examining the necessary condition for engagement in an online learning environment based on learning analytics approach: The role of the instructor. *Internet and Higher Education*, 24, 26–34. <https://doi.org/10.1016/j.iheduc.2014.09.005>
- Muller, A. (2011). Addressing the English language needs of international nursing students. *Journal of Academic Language and Learning*.
- Olusegun, S. (2015). Constructivism Learning Theory: A Paradigm for Teaching and Learning. *IOSR Journal of Research & Method in Education Ver. I*. <https://doi.org/10.9790/7388-05616670>
- Reiss, S. (2012). Intrinsic and Extrinsic Motivation. *Teaching of Psychology*. <https://doi.org/10.1177/0098628312437704>
- Sajid, M. R., Laheji, A. F., Abothenain, F., Salam, Y., AlJayar, D., & Obeidat, A. (2016). Can blended learning and the flipped classroom improve student learning and satisfaction in Saudi Arabia? *International Journal of Medical Education*. <https://doi.org/10.5116/ijme.57a7.83d4>
- Saragih, E. (2014). Designing ESP Materials for Nursing Students Based On Needs Analysis. *International Journal of Linguistics*. <https://doi.org/10.5296/ijl.v6i4.5983>
- Ur, P. (2013). Language-teaching method revisited. *ELT Journal*.

<https://doi.org/10.1093/elt/cct041>