



Evaluation Of The Flipped Learning Program In Improving Students' English Proficiency At Lembaga Bahasa LIA Cibinong

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Abstract. *This study analyzes the effectiveness of the flipped learning program in enhancing the English language proficiency of students at Lembaga Bahasa LIA Cibinong. Using a descriptive qualitative approach, the study adopts the Kirkpatrick evaluation model, which includes four aspects: student reactions, the learning process, behavior change, and the final outcomes of the program implementation. Data were collected through observation, interviews, and documentation, and analyzed through stages of condensation, presentation, and conclusion drawing. The subjects of the study involved the branch manager, academic staff, instructors, as well as students from LIA Cibinong and Jalan Baru, with the study being conducted from May to July 2024. The results of the study show that the implementation of flipped learning received positive feedback from students, increased active participation in class discussions, and developed critical thinking skills. Students also reported improvements in their English skills, particularly in speaking, listening, and vocabulary acquisition. Although challenges such as self-motivation and technological limitations still exist, the program has proven effective in enhancing the quality of learning and students' social skills. Classroom observation evaluations confirmed a consistent improvement in students' language skills. Additionally, the program had a positive impact on the institution's business growth. In conclusion, flipped learning has been shown to be an effective method and is worth further development at Lembaga Bahasa LIA Cibinong. Recommendations for further development include optimizing learning motivation through gamification, improving the quality of materials, enhancing facilities, and providing additional training for teachers to maximize the potential of this method.*

Keywords: *Evaluation, effectivity, flipped learning, English language proficiency*

1. INTRODUCTION

In the current era of globalization, mastering English has become an essential necessity. English not only functions as a tool for international communication but has also become the dominant language in academic and professional worlds. Good English language skills open up broader career opportunities, facilitate access to the latest information, and provide a competitive advantage in an increasingly tight job market (Ellis, 2015). This growing importance of English proficiency has led to a surge in demand for effective language learning methods and institutions.

Lembaga Bahasa LIA Cibinong, established in January 2012, is at the forefront of addressing this demand. As part of the larger LIA network, one of Indonesia's leading English language training institutions, LIA Cibinong is committed to providing an innovative and effective English learning experience. To achieve this goal, they have implemented a flipped learning approach, which represents a significant departure from traditional language instruction methods.

However, the process of learning English often faces various challenges. Some of the problems that can be identified include low motivation and interest in learning English among

some students, conventional learning methods that are less effective in developing speaking and listening skills, limited supporting facilities such as language laboratories and interactive learning media, and suboptimal implementation of new teaching methodologies. These challenges necessitate regular program evaluations to identify areas still needing improvement and to ensure that learning outcomes meet the evolving needs of students in a rapidly changing global landscape.

Flipped learning, the innovative approach adopted by LIA Cibirong, is a modern learning method that reverses the concept of traditional learning. In this method, students study the material at home first, typically through pre-recorded video lectures or interactive online resources, while class time is used for discussion, practice, and in-depth study of the material with instructors (Bergmann & Sams, 2012). This method is expected to increase student learning motivation, optimize learning time in class, and provide a more personalized learning experience that caters to different learning styles and paces.

Previous research has shown promising results for the application of flipped learning in foreign language education. Studies indicate that this approach can significantly improve students' language skills, particularly in areas such as speaking fluency and listening comprehension (Chen Hsieh et al., 2017). Additionally, this method has also proven effective in increasing student motivation and engagement in the learning process, fostering a more active and participatory classroom environment (Abeysekera & Dawson, 2015).

To evaluate the effectiveness of flipped learning implementation at Lembaga Bahasa LIA Cibirong, this study will employ the Kirkpatrick evaluation model. This comprehensive framework covers four interrelated levels of evaluation: reaction, learning, behavior, and results (Kirkpatrick & Kirkpatrick, 2016). By examining these four levels, the research aims to provide a holistic picture of the flipped learning program's impact, from students' initial reactions to the long-term results in terms of language proficiency and real-world application.

The choice of the Kirkpatrick model is particularly relevant in the context of language learning, as it allows for the assessment of both immediate learning outcomes and the transfer of skills to practical situations. This is crucial in language education, where the ultimate goal is not just knowledge acquisition but the ability to communicate effectively in real-world scenarios.

Based on this background, the research seeks to address several key questions: How do students react to the flipped learning program? What learning occurs as a result of this approach? How does it affect students' behavior and study habits? And ultimately, what are the tangible results in terms of improved English language skills?

This research is expected to make significant contributions to the field of English language education in Indonesia. By evaluating the effectiveness of flipped learning in a non-formal education setting, the study aims to provide valuable insights for other language institutions considering similar innovative approaches. Moreover, the findings could inform policy decisions and curriculum development in both private and public educational sectors, potentially influencing the broader landscape of English language education in Indonesia.

In conclusion, as English continues to play a crucial role in global communication and professional advancement, the need for effective, engaging, and results-oriented language learning methods becomes increasingly important. This study of the flipped learning program at Lembaga Bahasa LIA Cibinong represents a step towards understanding and improving such methods, with potential implications for language learners and educators across Indonesia and beyond.

2. LITERATURE REVIEW

Flipped learning is an innovative pedagogical approach that reverses traditional learning elements. In this model, students are introduced to learning materials before class, while class time is utilized to deepen understanding through discussions and problem-solving activities facilitated by the teacher (Bergmann & Sams, 2012). Key characteristics of flipped learning, according to Bishop & Verleger (2013), include content delivery outside the classroom and class activities that focus on strengthening understanding and knowledge application. Hamdan et al. (2013) identified four main principles of flipped learning: flexible learning environment, positive learning culture, meaningful learning content, and professional educator role.

In the context of language learning, several theories provide a strong conceptual foundation for the application of flipped learning. The Input Hypothesis proposed by Krashen & Krashen (1983) states that language acquisition occurs when learners receive input slightly above their current ability level. Meanwhile, the Communicative Theory initiated by Christensen & Savignon (1984) emphasizes the importance of developing communicative competence, viewing language as a communication tool to achieve specific goals, and encouraging learning through real and meaningful communication activities. Rohayati (2018) adds that language learning success is also influenced by learners' cognitive, affective, and personality aspects.

The effectiveness of flipped learning in language learning has been demonstrated by several studies. Atmanegara & Dianti (2020) reported improvements in critical reading skills and active participation among English language students in higher education. Meanwhile,

Aidoo et al. (2022) found that flipped classrooms enhanced student understanding, although there were challenges in time management.

By integrating language learning theories and the flipped learning model, it is possible to create holistic, effective, and enjoyable language learning. This approach accommodates students' cognitive, affective, and personality factors, and optimizes the learning process through the integration of independent and collaborative learning. Flipped learning opens opportunities for achieving maximum communicative competence and success in language learning in the modern era.

3. METHODS

This study employs a qualitative descriptive approach to evaluate the effectiveness of the flipped learning program in improving students' English language skills at Lembaga Bahasa LIA Cibinong. The research methodology adopts Kirkpatrick's four-level evaluation model: Reaction, Learning, Behavior, and Results, integrated with data analysis using the Miles, Huberman, and Saldana (2014) model. The research subjects consist of 11 participants, including the branch head, head of academics, academic supervisor, instructors, and students, selected using purposive sampling technique.

Data collection is conducted through classroom activity observations, in-depth interviews with students, instructors, and administrative staff, as well as document review. The data analysis process includes four stages: data collection, data condensation, data presentation, and conclusion drawing. The research object focuses on the English language learning program at the institution, particularly the effectiveness of the flipped learning method.

The research is carried out at Lembaga Bahasa LIA Cibinong during the period from May to July 2024, involving various stakeholders in the learning ecosystem. This methodology is designed to gain an in-depth understanding of the experiences, perceptions, and factors influencing the effectiveness of the flipped learning program in the context of English language learning at the institution, with the aim of providing a comprehensive evaluation of this program's implementation.

4. RESULTS

The data processing results from the implementation of the flipped learning program at LB LIA Cibinong represent an integral process in the scientific method to give meaning to the collected data. The researchers emphasize the importance of data validity, which is verified through various sources and participant perspectives. The data processing results are divided into four main aspects: reaction, learning, behavior, and results.

In the reaction aspect, students generally responded positively to flipped learning, although there was some initial confusion. They appreciated the flexibility in accessing materials and the more interactive nature of class discussions. Some students felt challenged yet motivated by this new method. From the learning perspective, flipped learning resulted in increased student participation in class discussions and improved language skills, especially in speaking, listening, comprehension, and vocabulary. Students reported feeling more confident and better prepared for class material.

Regarding behavior, the flipped learning approach encouraged greater student engagement and independence in learning. Students became more active in discussions and interactive activities, showing improved critical thinking skills. However, the adaptation process varied among students, highlighting the need for personalized support. Instructors also experienced a change in roles, becoming more of learning facilitators.

The results of implementing the flipped learning program showed significant improvements in students' English language abilities. Evaluations and observations indicated enhanced language skills, increased engagement, and greater learner autonomy. The program also positively impacted the institution's business growth, although some technical challenges remained. The main challenges included adaptation of students and teachers to the new method, ensuring adequate technological infrastructure, and motivating students to consistently engage in independent learning.

5. DISCUSSION

The implementation of flipped learning at Lembaga Bahasa LIA Cibinong has shown considerable promise in enhancing students' English language skills. Our evaluation using the Kirkpatrick Model revealed that students generally responded positively to this innovative method. They particularly appreciated the flexibility in accessing learning materials and noted an improvement in the quality of classroom discussions.

One of the most significant outcomes was the enhancement of students' speaking abilities. The flipped learning approach allowed for more in-class time dedicated to speaking

exercises and discussions, which resulted in increased confidence and fluency among participants. This shift in classroom dynamics seems to have created a more immersive and practice-oriented environment for oral communication.

Comprehension and vocabulary acquisition also saw marked improvements. By allowing students to engage with new vocabulary and grammatical concepts at their own pace before class, the flipped learning method appeared to facilitate better retention and understanding. This approach seems to align well with cognitive learning theories that suggest spreading out the learning process can lead to more effective knowledge acquisition.

Listening skills, often a challenging area for language learners, showed notable progress as well. The availability of pre-recorded materials that students could replay as needed appeared to be particularly beneficial in this regard. This feature of flipped learning addresses one of the common challenges in traditional language classrooms where listening exercises are often limited by time constraints.

Perhaps most importantly, the flipped learning approach seemed to foster the development of critical thinking and communication skills. The increased time for in-class discussions and problem-solving activities appeared to enhance students' ability to think critically in English and express complex ideas more effectively. This outcome aligns with broader educational goals of developing not just language skills, but also higher-order thinking abilities.

However, it's important to note that these positive outcomes were not universal. Some challenges were identified, particularly in the areas of student motivation for independent learning and technical issues related to accessing online materials. The requirement for self-directed study before class sessions proved challenging for some students, highlighting the need for strategies to boost motivation and engagement in the out-of-class component of flipped learning.

Technical issues, such as unreliable internet connections or lack of access to necessary devices, posed barriers for some students. These challenges underscore the importance of ensuring adequate technological infrastructure and support when implementing flipped learning, especially in contexts where digital access may be limited.

Despite these challenges, the overall impact of the flipped learning approach at Lembaga Bahasa LIA Cibinong appears to be positive. The method seems to offer a more personalized and engaging learning experience, allowing for better use of classroom time for interactive activities and targeted instruction.

Looking ahead, there's a need for continued refinement of the flipped learning approach. This could involve developing strategies to enhance student motivation for independent study, improving the quality and accessibility of pre-class materials, and providing additional training for instructors to effectively facilitate this new learning model.

Furthermore, the success of this approach at Lembaga Bahasa LIA Cibinong suggests that flipped learning could have broader applications in language education. However, it's crucial to consider that the effectiveness of this method may vary depending on factors such as student demographics, cultural context, and available resources.

In conclusion, while flipped learning presents both opportunities and challenges, its potential to transform language education is evident. By addressing the identified challenges and building on the observed strengths, this approach could play a significant role in enhancing the effectiveness of English language instruction, not just at Lembaga Bahasa LIA Cibinong, but potentially in diverse educational settings around the world.

6. CONCLUSION

The implementation of flipped learning at Lembaga Bahasa LIA Cibinong has demonstrated significant potential in enhancing students' English language skills. Despite some challenges, this innovative approach has proven to be an effective method worthy of further development and implementation in language education settings. The marked improvements observed in students' English language abilities, as reflected in pre-test and post-test results, coupled with high levels of engagement, provide compelling evidence for the efficacy of this approach.

One of the most notable outcomes of the flipped learning model was the positive change in students' learning behavior. This approach appeared to foster greater independence and creativity among learners, encouraging them to take more responsibility for their own learning process. Such a shift aligns well with the broader educational goal of developing lifelong learning skills, which are increasingly crucial in today's rapidly evolving global landscape.

To further enhance the effectiveness of flipped learning at Lembaga Bahasa LIA Cibinong and potentially in other language learning contexts, several recommendations can be made. These include integrating gamification elements in independent learning to boost motivation and engagement, diversifying learning materials to maintain student interest and cater to different learning styles, improving technical support to minimize disruptions related to online access, and providing additional training to instructors to ensure they can fully leverage the flipped learning approach. Regular assessment and adjustment of the curriculum

are also crucial to ensure it remains aligned with students' needs and technological advancements.

While the implementation of flipped learning presents certain challenges, its potential in revolutionizing language education is undeniable. As such, it deserves to be continuously developed, refined, and adapted to meet the evolving needs of language learners in the 21st century. The positive outcomes observed in this study suggest that flipped learning could play a significant role in shaping the future of language education, providing students with more engaging, effective, and personalized learning experiences.

7. LIMITATION

Despite the promising results, this study has several limitations that should be considered when interpreting the findings. Firstly, the research was conducted with a limited number of students over a relatively short period. A larger sample size and a longer study duration could provide more robust and generalizable results, offering a more comprehensive understanding of the long-term effects of flipped learning in language acquisition.

Technological barriers presented another significant limitation. Some students faced difficulties accessing online materials due to internet connectivity issues or lack of appropriate devices. This may have impacted their ability to fully engage with the flipped learning model, potentially underestimating the approach's benefits. Future studies should consider ways to mitigate these technical challenges to ensure all participants can fully engage with the learning materials.

There's also a possibility of self-selection bias in the study. Students who chose to enroll in a course using flipped learning might have been more motivated or tech-savvy than the average language learner, potentially skewing the results. This limitation makes it challenging to generalize the findings to all language learners.

The study lacked a control group using traditional teaching methods, which would have allowed for a more direct comparison of the effectiveness of flipped learning versus conventional approaches. This absence makes it difficult to definitively attribute the observed improvements solely to the flipped learning method.

Instructor variability was another factor that could have influenced the results. The effectiveness of the flipped learning approach may have been impacted by individual instructors' skills and enthusiasm for the method, which was not controlled for in this study. Future research should aim to standardize the implementation process to minimize this variability.

Lastly, while the study measured immediate improvements in language skills, it did not assess long-term retention or real-world application of these skills. This focus on short-term outcomes limits our understanding of the lasting impact of flipped learning on language proficiency.

Despite these limitations, the study provides valuable insights into the potential of flipped learning in language education. Future research should aim to address these limitations by including larger sample sizes, longer study durations, control groups, and assessments of long-term outcomes. Additionally, efforts to mitigate technological barriers and control for instructor variability would strengthen the validity of future findings. By addressing these limitations, we can gain a more comprehensive and nuanced understanding of the role flipped learning can play in revolutionizing language education.

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