FLIPPED CLASSROOM AS LEARNERS' AUTONOMY IN DEBATE COURSE

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Abstract

A debate course is speaking class focusing on how students deliver their opinion on certain topics. The class is designed as a true debate competition. The challenges come when many topics need to be discussed. The teacher used a flipped classroom. It is a new pedagogical method employing a synchronous video lectures and practice problems as homework, and active, group based problems solving activities in the classroom. It represents a unique combination of learning. The steps for applying flipped classroom were: 1) The teacher divides students into 2 groups, affirmative and negative; 2) The teacher gives a certain topic to the groups; 3) the teacher asks the students to find articles related to the topic; 4) The teacher asks students to make a case building based on the topic. In conclusion, Students got benefits from the process of flipped classroom such as: 1) Students moved at their own pace; 2) Students did homework in different way; 3) Students got time to practice; 4) Students can use technology to support their learning; 5) Students force to learn inside and outside the class; 6) Students got their prior knowledge before coming to the class

1. Introduction

The Author believes that language and literacy lemming in college results from understanding and participating in social interaction with classmates and the teacher about topics that matter to both the teacher and the students. Moreover, students can achieve an understanding of concepts, principles, and the processes associated with knowledge systems such as science and social studies only when they are invited to join in the discussions about them through listening, reading, talking, and writing. The perspective on learning is based on the idea that learners absorb knowledge and store it in some cognitive fashion but that the crux learning occurs through social interaction in which content is being discussed and negotiated (Gardner, 1991; Thrustone, 1950).

Students are most likely to interact socially about topics that matter to them in a language they identify with and can use for understanding and knowing (Embretson, 1987). This means that, whenever possible and feasible, students should be both encouraged and allowed to use their English language (Zill, 2002; Faltis, 1993).

In the flipped classroom model, what is normally done in class and what is normally done as homework is switched or flipped. Instead of students listening to a teacher on, say genetics in class and then going home to work on a set of assigned problems, they read material and view videos on genetics before coming to class and then engage in class in active learning using case studies. A guiding principle of the flipped classroom is that work typically done as homework (e.g., problem solving, essay writing) is better undertaken in class with the guidance of the instructor. Listening to teacher or watching videos is better accomplished at home. Hence the term flipped classroom (Hundelson & Heald, 1993; Groff, et.al., 2010).

Ideally, the spirit of speaking class is provoking student to speak up. The curriculum, strategy, and method of teaching are created to achieve the objectives. In Indonesia, most of the students are reluctant to speak. It happens in the debate subject. Debate subject is a speaking class for sixth semester students in English Education Department. Based on the lesson plan, the

meeting is 12, and each meeting has different topics to be discussed. Some problems come in the course such as 1) Students are passive in the class; 2) Students tend to have all the things from the teacher (teacher centered); 3) Students come to the class without prior knowledge; 4) Students can't practice in the class ; 5) Students don't have any preparation; 6) Teacher can't have modeling in the class. Based on the problems the goal of debate course stated in the curriculum cannot be achieved. The teacher needs to overcome the problem by having flipped classroom (Hays, 2005).

There is related movement on education. The first is about a technology movement. The technological movement has enabled the free and open information. The ideological movement seeks to remove the artificial, man-mad barriers. One of the technology in education is flipped classroom (Spires, 2011).

A flipped classroom pictures a reversal of traditional teaching where students gain first exposure to new material outside of class, usually it can be a reading activity or watching lecture video, then in class, a teacher can use class time to apply it by assimilating the knowledge through strategies such as problem-solving, discussion or debates. Therefore, in the flipped classroom, what is normally done in class and what is normally done as homework is switched or flipped? Instead of students listening to a lecture in a class and then going home to work on assigned problems, students read and watch videos before coming to class. Listening to lecture or watching videos is better accomplished at home (Donal, 2002; Webb, 1997).

2. Research Design

In the research, the subject is those students in Debate course, 3 D. There are 30 students in the class. The students are 10 males and 20 females. They are 20 years old and they have studied English for 7 years. Their presence needs in English learning are to pass speaking 6 (level of speaking in English Department, University of Muhammadiyah Purwokerto).

2.1 Measurement

The study applied the method of a standard test. There are pre-test and post-test. The test was used to identify the participants' English proficiency. It deals with speaking aspect.

2.2 Applying

The steps for applying flipped classroom are:
- The teacher divides students into 2 groups, affirmative and negative.

- The teacher gives a certain topic to the groups.
- The teacher asks the students to find articles related to the topic.
- The teacher asks students to make a case building.
- The teacher asks students to present it as debate match.

There are affirmative and negative groups. Each group consists of 3 students. After that, the teacher gives a certain topic. The area of topics can be different such as media, nuclear weapon and nuclear energy, politics, international relations, and society. The groups discuss about a topic and make statement based on it. The affirmative group as a group who support the topic, while the negative group as a group who disagree on the topic. The students search the information from mass media such as newspaper and journal. They find articles which support their opinion as affirmative or negative side. The students note important points from the article by coloring the words in the article. After comprehending the text, students discuss with their friends. Students write theme line. It explains the main idea behind the case. A theme explains why the groups say the topic and how this comes about. The topics are:

Table 1: *Motion or topics in debate course*

Field	Topics
The courts	• THAT the jury gets in the way of justice • THAT judges should be elected • THAT we should not extradite accused criminals to face the death penalty • THAT we should abolish trial by jury
Crime and Punishment	• THAT we are too soft on crime • THAT we should rehabilitate not punish • THAT we should understand less an condemn more
Advertising	• THAT advertising does more harm than good • THAT advertising is a curse • THAT there is too much advertising in our society

3. Result and Findings

A flipped classroom has becoming something of a buzzword in the last several years (Wise & DeMars, 2003). It makes students having prior knowledge. It is in line with Bloom's taxonomy. In terms of Bloom's revised taxonomy, there are six categories in it. The categories are remembering, understanding, applying, analyzing, evaluating, and creating. Applying flipped classroom means that students are doing the lower levels of cognitive work which is gaining

knowledge and comprehension outside of class, and focusing on higher forms of cognitive work in a class.

Flipped classroom has some benefits according to Kathleen Fulton (Malone, 1981), such as:

- Students move at their own pace.
- Students do homework in different way.
- Teachers get better insight into students' difficulties.
- Students get time to practice.
- Students and teachers have effective time in the class.
- Students can use technology to support their learning.
- Students force to learn inside and outside.

Some flipped classroom in different courses. The learning environments of a flipped introductory statistics class with a traditional introductory statistics class at the same university using the college and university classroom Environment Inventory, field notes, interviews, and focus group (Forsyth & McMillan, 1991).

After having the research, students' speaking proficiency is shown below (Table 3.1). The graph showed that students' speaking proficiency in Debate course went up significantly. It could be seen from the result of pre-test and post-test.

In (Table 3) it is can be known from the Post-test result (Table 3.2). The graphs pictured 5 criteria of speaking aspect in score 70-87. It indicated students' speaking proficiency rose in 3 aspects. In contrast, 2 aspects remained steady. Finally, students' speaking proficiency increased in terms of comprehension, pronunciation, and vocabulary.
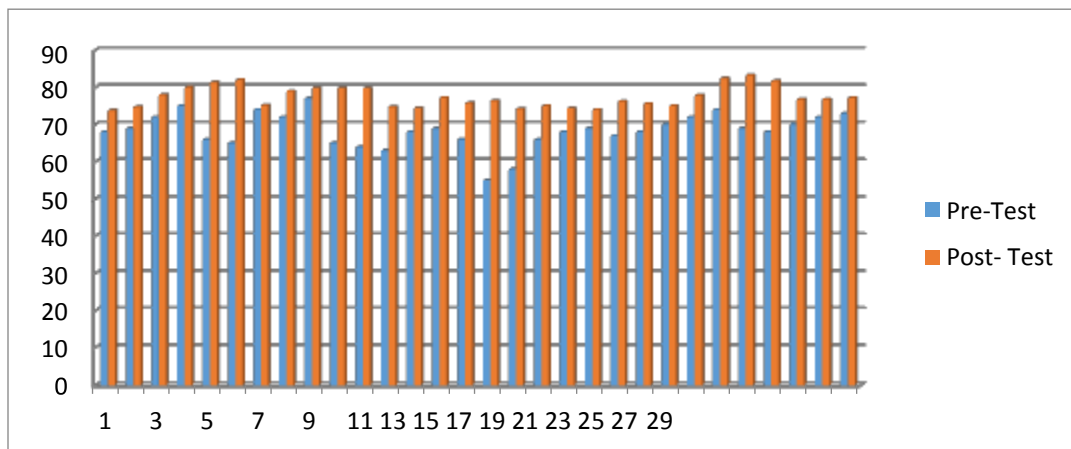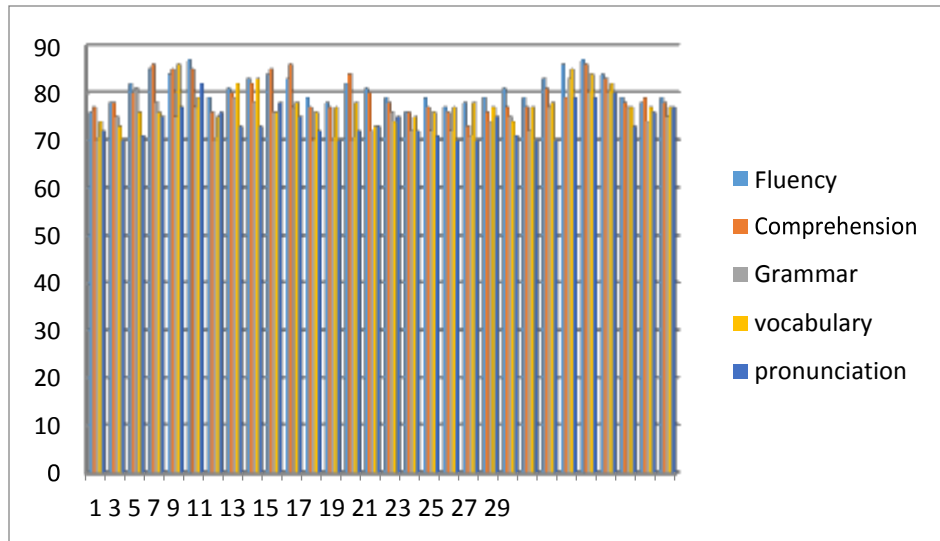
Table 2: *Pre-test result*

Table 3: *Post-test result*

3.1 The Nature of Flipped Classroom in Debate Course

3.1.1 Dividing Students in Small Groups

Researchers report that students learn best when they are actively involved in the process. Students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. And we know from experience that when students feel connected, engaged, and included, they feel more satisfied with their courses. In addition, group work provides students with more "real world" experience, because most of them indeed are spending much of their working lives developing projects in groups. Groups also often provide more of a sense of "shared purpose" in a class, which means that students feel a greater sense of dedication to the material. Finally, groups in which students meet with students they might not regularly associate with can provide students with new insights and ways of thinking.

Many courses have the opportunity to engage students in group or pair work. Faculty members should not assume that their material does not lend itself to groups—group work can be successful in almost all courses, regardless of size or content. Performing lab experiments, writing reports, solving mathematical problems, designing projects for presentation, preparing briefings or position papers—these are a few examples of how students can work in pairs or small groups. These groups may complete their work in a single class session or over several weeks. Typically, students work together until the task is finished and their project is graded.

In the research, the teachers divided students in 2 groups. Each groups consisted of 3 members. Each member was first speaker, second speaker or third speaker. The groups were affirmative and negative groups. The affirmative agreed upon the topic given. In contrast, the negative opposed the motion. In the process, the students moved at their own pace. The group forced them to have elaboration on the idea if they agreed or disagreed with the topic. Fulton (2012) believed that the process helped students to get their own autonomy. Students found their own style of learning such as text, reading, and multimedia) (Fulton, 2012).

The process was assigning students to groups randomly. The author believed by asking them into group randomly, it would avoid students who selected their own groups or partners. They socialized with others. Affirmative or negative groups consist of three members in different or same genders.

Figure 1: *The group is consist of three members*

3.2 Encouraging Study Groups Outside of Class

Study groups are guided by the notions that students can often do as a group what they cannot do by themselves and that students can benefit from peer teaching-explanations, comments, and instruction from their course mates. The suggestions below are designed to help you encourage students to form study groups.

3.2.1 Have Students Sign Up for Teams Scheduled to Meet at Particular Times

This means that students will form groups based solely on when they can regularly attend a study team meeting. Try to form the groups by sections rather than for the large enrollment class overall. Students in the same section are more likely to know each other and feel a sense of responsibility for their study team.

3.2.2 Use a Portion of Class Time for Arranging Study Groups

Announce that study groups will be set up during the third or fourth week of the course. At that time, hand out a description of study teams and students' responsibilities, and let students talk among themselves to form groups or to sign up for scheduled time slots. Suggest that all members of the study team exchange phone numbers and email addresses. Encourage the study teams to select one person as the convener who will let all members know where the group is to meet.

3.2.3 Devote a Class Session to Study Groups

Ask students to meet in their study teams to review course material or prepare for an upcoming exam or assignment. Use the time to check in with the groups to see how well they are operating.

While a stimulating topic is usually crucial, two other indispensable ingredients are also involved: some form of task to complete, and the necessary language (or tools) to do so. These three factors work together in different proportions in all successful speaking exercises - sometimes the topic will dominate to the extent that the others can take a much lesser role, sometimes the emphasis may be rigidly on the task and sometimes the discussion may rest on a specific 'tool' (for example, a grammar point.) However, if anybody in the class feels unsure about any of the 'three Ts', of Topic, Task and Tools, they are very unlikely to make a meaningful contribution. Recognizing this has major implications for both planning and teaching speaking exercises.

In a class where the objective is spoken fluency, good discussion material is everywhere. Outside of the specialized books (such as Ur: Discussions that Work & Wallwork: Discussions A-Z) the media is filled with potential topics depending on the age, level and interests of the group.

- Take 'crime' as a topic. The Internet (a magical speaking resource) is full of anecdotes about 'dumb criminals' being arrested in amusing situations, which provide a more light-hearted speaking class, as suggested above. The first step could be to make role cards based on various stories. To give a task focus, each student could then write the headings Name / Crime / How Caught / Stupidity Rating 1-5, then, taking a role, mingle and fill in this

information for everybody they speak to within a set time limit. Here the learners are speaking with an attainable objective, which also involves some input of their own opinion. Similar mingle exercises with information sharing can be found in many books or designed from scratch.

- A well-known task is to rank options in order of preference. This can be done with any number of topics and often with little preparation time. A 'pyramid' discussion is a way to organize this type of exercise to encourage full participation, where students start off discussing in pairs, then join with another pair after a set amount of time, until finally the whole group is involved in one discussion. Example themes for this type of activity are 'the three greatest inventions of all time', 'three people who have changed the world', 'how to spend £100,000 improving this city'.

- Many resource books feature simple board games which involve throwing a dice and moving a counter, with the objective of finishing first. Each square features a different topic to speak about for one minute. It is well worth making a blank board template so that you can adapt the topics to your own groups.

Role-plays can also encourage students to contribute. A classic role-play supported by a clear task is the 'alibi' model. For a wider topic like the environment, you might split the class into councilors, green activists and property developers and build up to a final debate and decision. See the 'tools' section below for tips on how to maximize participation in this activity.

Every class, of course, is different. In Learning Teaching (2005), Jim Scrivener provides a list of interesting topics and others are widely available. While suggesting more ideas here would add little in terms of methodology, here are a few things to think about when deciding on a topic.

- Is it something that everybody in the class can relate to, to some extent? Things like politics or music, while often successful, can isolate the less interested or knowledgeable.

- Are the students capable of dealing with the subject on a meaningful level, or is their English too much of a handicap?

- Is it something they might have talked, read or thought about much before? For example, something like the environment can provide useful material but is unlikely to stimulate

much discussion if students are simply regurgitating clichéd arguments translated from their own language.

- How would you feel talking about the same thing in front of other people? Maybe a shy student would be more comfortable with a light-hearted discussion on national stereotypes or differences between generations than one on the death penalty or abortion laws (Scrivener, 2005).

Second, the teacher gave a certain topic to the groups. The topic was selected form recent issues, such as media, court and politics. The students tried to build their idea based on the topic and the group. In the process students learnt inside and outside the class.

Figure 2: *The process students learn inside the class*

Third, the teacher asked students to find articles related to the topic and their stance. Students went to library or searched from the internet about texts related to the topic. In the process, students did the homework differently. Usually, homework is a work at home. It is done by individual. Here, the teacher asked them to find the text before coming to the class. Prior knowledge is gained.

Fourth, Students made a case building. The case building consists of background about the topic, reason and elaboration about the topic. Finally, the process made students gaining their first exposure to new material outside of class. Here, critical thinking got when students were doing the lower levels of cognitive work (gaining knowledge and comprehension) outside the class, Anderson, (2001); Dickson, (1987); Pemberton, (1996) identify various different terms in literature (Anderson, 2001; Dickson, 1987; Pemberton, 1996). According to Benson (2001) there are a number of terms related to autonomy, which can be distinguished from various ways (Benson, 2001). Most people agree that autonomy and autonomous learning are not synonyms of

self-reflection, self-access, self-study. These terms basically describe various ways and degrees of learning by yourself, whereas autonomy refers to abilities and attitudes, the term independent learning and self-directed learning also refer to ways of learning by yourself. Autonomous learners understand the purpose of their learning, accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and evaluate its effectiveness. In the process, the students required insight, a positive attitude in accepting topic, a capacity for reflection, and a readiness to be proactive in managing the case building and sharing the idea with the members.

4. Conclusion

The paper focused on students problem such as no prior knowledge, no comprehension, where the teacher need large time to help them in comprehending the topic, and increasing students' speaking proficiency. Flipped classroom applied to overcome those problems. Students read the text outside the class and watched the video. Therefore they got the prior knowledge before coming the class. Here the students' autonomy got since students had self-independent learning, managing the time well and showed readiness of the subject. Holding a debate in class is a great way of getting the students to talk a bit more. Sometimes the topics can become somewhat heated, and this will encourage them to use their newly acquired skills more creatively.

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