

Improving EFL Students' Reading Experience Through Task-Based Flipped Classroom

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ABSTRACT

This present study improved the effect of flipped classroom that constructed by Task-Based Language Teaching to create communicative class in EFL reading course through a quasi-experimental research design. The study is contextualized in teaching English as a foreign language through the Flipped Classroom model. There were 179 participants of sophomore pre-service EFL students, whose determined in B1 level of CEFR. The students had never experienced FC learning model to predict the needs of students' reading course. T-test and one-way repeated measures ANOVA were used to analyze the quantitative data. The result showed that tasks of TBFC effectively developed the students' reading comprehension skills. The tasks influenced the students' positive attitudes towards TBFC. The result showed that following processes in TBFC in Moodle was effective to improve students' communication and cognitive through tasks. The use of learning management systems is not only improving students' activity to enrich his reading skill, but also helping in constructing students' learning experience for maintaining the understanding of the nature of reading comprehension through various tasks. The result showed that following processes in pre-class and in-class in Moodle had improved the reading skills especially in reading course.

Keywords: EFL, Reading Experience, Task-Based, Flipped Classroom.

INTRODUCTION

The role of reading nowadays is becoming increasingly crucial because it has an essential skill in modern life. There were some issues to improve EFL learners' reading comprehension based on reading strategy instructions [1], one of the issue is integrating of reading and technology to involve students' interaction during reading class [2]. However, reading as a complex and multifaceted process and can be challenging for some individuals to master it. Due to this challenge, there were various models of reading comprehension implemented which influenced students' process in reading course [3]. Therefore, the authors use flipped classroom as base form in implementing reading course.

The integration of Flipped Classroom has been adapted in many aspects of higher education programs, especially during the COVID-19 era. Both students and lecturers face teaching and learning activities through technology. As one of the popular learning models, Flipped Classroom learning can guide students to learn independently to do some tasks that have been designed by the lecturer [4]. The lecturer also engages the students through other learning activities such as requiring some videos or text that should be read, solving problems, discussion, hands-on activities, and guidance through videos, power points, authentic task display that can be accessed every time [5] [6]. The Flipped Classroom research practice contexts are successful in enhancing students' learning outcomes especially in exploring the inputs before-class activities. One of medium that apply in Higher Education is Learning Management System. Through LMS, the lecturer can manage the learning mechanism by developing course content and tests' threshold [7]. Besides, it can perform a cognitive analysis based on set input data for both students and lecturers. Thus, LMS can play a vital role in the learners' community before, during, and after instructions because it can reduce lecturers' manual tasks [8]. LMS is a part of lecturer-designed e-learning systems that work as advance organizers in online learning to independently activate students' processes. The purpose of using the learning Management system from students' benefits is learning independently through teaching materials in the form of text or video to maintain his understanding [9]. Besides, there are some changes in students' behaviors and characteristics because of their needs and weaknesses in accessing Learning Management System before learning with the lecturer [10].

Through an asynchronous student-centered learning environment, the student will get the opportunity to reflect on their learning [11]. It is an appropriate platform that support strategy and purposes of learning that students require in pre-class, which can be developed during class in-depth. In this study, the writer designs learning spaces through task features to improve students' reading skills mediated with a Task-Based Language Teaching strategy. Task-Based Language Teaching commonly used to increase some skills in productive skills [12]. By combining two perspectives of Task-

Based Language Learning and Flipped Classroom in a Learning Management System, students will be ready to enhance their understanding during reading course.

Based on the rationales above, there are some questions that are guided the whole part of the study:

1. How is the effectiveness of Task- Based Flipped Classroom in improving students' reading?
2. How is the students' reading experience of using Task-Based Flipped Classroom in reading class?

Reading Process

To improve students' reading skills, lecturer needs more actions since preparing the lesson plan until conducting the evaluations. In this recent study, the author designed integrative reading strategies that developed by activating from working memory process, lower-level strategies (automatic linguistic processes) and higher-level strategies (comprehension processes from readers' ability to make inference, activate background knowledge, and structure knowledge) [13] (in figure 3). The course would be designed interactively that required the interaction activities. Therefore, it is needed to choose appropriate features in LMS to facilitate students' processes during reading course because there are many processes that should be got by students to comprehend the text.

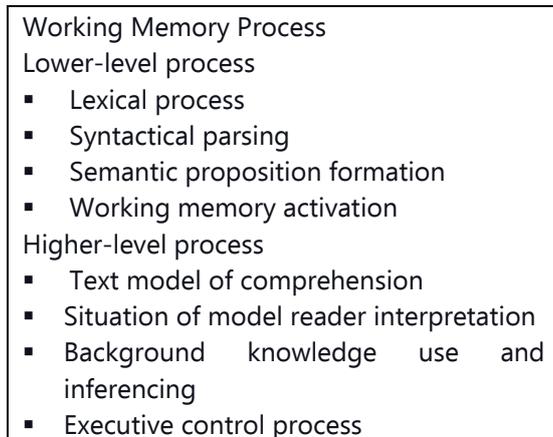


FIGURE 1. Cognitive Processes in Reading Comprehension [14]

Task-Based Flipped Classroom

Task-based language Teaching is widely defined as a type of instruction that utilizes tasks as a unit and practice in communicative manners. The task itself is a requirement in building the teaching and learning activities. The impact implies that the task can boost students' input linguistic knowledge and large amounts of output in productive skills and knowledge[15]. In other words, the task reflects an activity in which a person engages to reach an objective and requires language use. The task is mentioned in planning (syllabus) and push the students to involve doing the task to perform the target task during instruction that focuses on meaningful learning [16].

Task-based language teaching has typical task circle frameworks, consisting of three steps: pre-task, task process, and post-task. The pre-task phase introduces a new topic or theme of the task and asks the students with well-organized context structure and language forms, fixing up the model of what and how they will be asked to implement it. The task process represents how tasks given in the previous phase are performed and showed communicatively by students (by presenting, telling stories, writing). The Post-task phase mainly focuses on self-reflections handling the tasks (student's process of establishing the task individually, peer evaluation for teamwork result) and teacher evaluation based on comments, language focus, and in-class presentation [17]. In online terms, the circles can implement into a medium that can be designed more flexibly, not limited only to face-to-face learning. Using technology as a supporting tool, TBLT requires students to input nature and timing the form through more activities in various pedagogic procedures to develop student's attention to solve their linguistic problems and arise in communication. Simultaneously, the output requires the communicative task to achieve the outcome of activities in productive skills (in speaking and writing process) [18]. Consequently, it needs a compatible platform as a medium for learning and interactive online teaching and learning activities as a Learning Management System. Besides, it was helpful to provide more times to let students engaged with their learnings through some reading tasks to improve their communicative skills.

Through adapted Flipped Classroom as an innovative way to improve students' positivity in teaching-learning activities [19], students can eliminate their pressures in facing difficulties during learning in face-to-face class because the comprehension phase has passed before the course (e.g. grammar exercise, unfamiliar vocabulary test, and so on.). Therefore, students can briefly review their difficulties or confusion [20]. Both analyzing and designing the strategies [21] can support tools to activate students through self-directed learning pace by Learning Management System [22].

Task-Based Flipped Classroom Design

In implementing some strategies to develop the models, there were three parts in reading instruction, task-based language learning, and flipped classroom. Task-based flipped classroom was a strategy that chosen to teach reading communicatively that facilitated by flipped classroom to be arranged into reading instruction. There were three phases, such as pre-class that consisted by tasks started into bottom-up strategy which facilitated by learning management system through online learning. In-class phase, there were some tasks which having top-down oriented into students' communicative performances in online system learning. The last, post-class oriented into students' evaluation through online system based on previous tasks (in pre-class and in-class tasks).

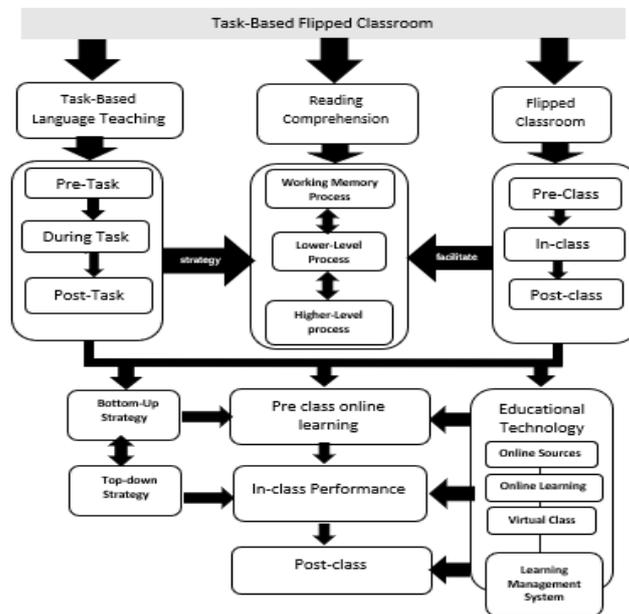


FIGURE 2. Task-Based Flipped Classroom Design Process

Figure 2 showed about Moodle task-based flipped classroom’s process to create, track, distribute, and manage teaching learning online-based [23] as interactive communicative tools for students and lecturer [24]. The pre-class and in-class provided learning tools such as audio, presentation, animated video, tutorials, and many other things to reach the target of learning [25]. In this present study, Moodle was chosen as platform to make a linkage between internet and classroom which provided learners the diverse knowledge and information sources. Moodle was a medium of learning positively to affect students’ outcome [26].

METHODS

Research Design

This study designed quasi-experimental design. There were two classes of control class (CG) and experimental class (EG). Pre-test was delivered into pre-treatment. Then, next after treatment was built into Task-Based Flipped Classroom and conventional class. After treatment, post-test was delivered into two groups. Moreover, experimental group was measured by questionnaires and interview.

Participants and the Context

This study took place in English reading course carried out once at a private English Pedagogy program of university in Jakarta, Indonesia. There were 179 participants of sophomore pre-service EFL students, whose determined in B1 level of CEFR. The students had never experienced FC learning model to predict the needs of students’ reading courses. Next, there would be four classes that were grouped into

task-based flipped classroom (two classes) as experimental classes (TBFC) and others which implemented conventional are control groups (two classes) (TB).

Design and Procedure

In TBFC groups, the lecturers prepared students' the materials by giving some videos and some exercises reflected to the videos given. Moodle is chosen as a platform to facilitate students' tasks in pre-class and in-class tasks.

TABLE 1. Reading Task Features Design in Moodle

Phases	Tasks Features	Activities
Pre-Class	Page	The students were familiarized with materials (watching the video and reading the key concept)
	Quiz	Students could get automatic feedback based on how students performed on the quiz
	Discussion	Students express their ideas or perceptions in pre-class activities without decreasing their quiz' scores.
In-Class	Forum Discussion	Students reviewed materials based on the pre-class activities by responding lecturers' questions personally or in a group.
	G-meet	Students could interact and get easily meeting with lecturer and mates in class in real-time interaction virtually
	Page	The students added further materials (watching the video and reading the key concept)
	Assignment	Students collected their result or reported of recent tasks
	Quiz	Students could get automatic feedback based on how students performed on the quiz
	Forum Discussion	Students reviewed materials based on the pre-class activities by responding lecturers' questions personally or in a group.
	Assignment	Students reported their reading tests in www.freespeedreading.com
Post-Class	Assignment	Students reported their reading tests in www.freespeedreading.com

Table 1 presents the graphical information of the task since the students in experimental group were unfamiliar with Moodle-Flipped Classroom, the first two weeks were devoted to technological requirements of study and familiarizing the participants with the context. The classes were held once weekly about four months. In flipped group, the instructor informed necessary information about Moodle use, which facilitated students' perception and engagement before class. During class, the lecturer elaborated on introduced new or further points to provide some gaps among lecturer and students' interaction through asynchronous or synchronous medium. Post class provided students practicing in reading comprehension free application personally. Effectively, the students could develop their own knowledge implicitly through individual tasks. The traditional task-based language teaching was applied for control group in which model of teaching reading was applied for improving students' reading skills. To assess the reading skills, two academic reading passages, two IELTS academic

reading passages were presented as pre-test, and then followed by questions that needed inference-making. The text content was the same in both groups.

Data collection

The study drew on multiple sources of data, such as questionnaires, pre-test and post-test, observation, and lecturer's and students interviews. To answer the research question no.1 (RQ1) an effectiveness of Task-Based Flipped Classroom in students' reading scores. No. 2 (RQ2) about students' interview and questionnaires of students' learning experience consisted of enjoyment, cognitive involvement, interest, comprehensibility, and vividness [27]

Learning Materials

Table 2 provides a summary of learning activities throughout the semester. The writer adopted TBLT concept for designing students' reading task by detaching the principles of technology-mediated task as the form-focused instruction to this reading course.

Weeks	Lessons	Asynchronous Online 75%	Virtual 25%
2,3,4	Previewing - Previewing of passage - Previewing of paragraph - Previewing of Reading Text	Pre-Class: - Key Concept - Comprehending phase (A,B) - Share 2 care In Class: - Attendance - Refresher - Meet me - Connecting Ideas - Thread of Discussion - Your Turn - Reflection Post-Class: (additional) Individual Report	In Class virtually: Meet me • Review of learning materials - Both Lecturer and students review of learning activities in LMS • Interactive Discussion virtually - Interaction (peer gap noticing) - Collaborative presentation • Feedback - Lecturer-students gap - Lecturer-students feedback

TABLE 2. Sample Task-Based Flipped Classroom of Learning Activities Throughout Semester

FINDINGS AND DISCUSSIONS

Findings

The deployment of learning process through task-based flipped classroom in learning perceived positive as it effectively and efficiently promoted students' opportunities during reading course.

RQ 1: the effectiveness of Task- Based Flipped Classroom in improving students' reading

The result showed that students' scores rose after learning through TBFC.

TABLE 3. Descriptive statistics of Experimental and Control Classes groups.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Eksperimen	93	45	92	73.05	9.569
Posttest Eksperimen	93	64	100	82.47	9.718
Pretest Kontrol	86	48	85	69.80	8.280
Posttest Kontrol	86	55	90	74.53	7.564
Valid N (listwise)	86				

Based on data in descriptive statistics in table 3, the students' scores in experimental classes got higher improvement in pre-test and post-test scores of experimental classes than students' in control classes.

TABLE 4. T-test of students' scores in Experimental Groups and Control Groups

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest Eksperimen - Posttest Eksperimen	-9.419	5.007	.519	-10.451	-8.388	-18.141	92	.000
Pair 1	Pretest Kontrol - Posttest Kontrol	-4.733	2.339	.252	-5.234	-4.231	-18.767	85	.000

Table 4 shows that the experimental group had a total mean score (-9.419) and = .000 ($t = -18.141$). 0.000 (<0.05). This shows that TBFC is effective. The effectiveness score of this experimental group was 18.89%. In addition, the control group showed a total mean score (-4.733) and = .000 ($t = -18.767$). 0.000 (<0.05). This shows that TBFC is effective. Meanwhile, the effectiveness score for the control group was 6.77%. From the results of statistical tests, it can be said that the experimental class has a higher level of effectiveness than the control class. It indicated that technology-enhance in flipped classroom was effective, engaging, and facilitated active learning in reading course better than conventional instructional setting in reading course.

RQ 2: Students' Reading Experience of using Task-Based Flipped Classroom in Reading Course

The qualitative evidence showed that the use of Task-Based Flipped Classroom to improve reading skill in Active Reading course was perceived positively compared to conventional lecture-based courses.

TABLE 5. Students' Experience of Using TBFC Model in Reading Class

Reading Scales	The Highest Items of Students' Response	Frequency (%)	The Highest Category
Enjoyment	49	59,8	Agree
Cognitive Involvement	43	52,4	Agree
Interest	51	62,2	Strongly Agree
Comprehensibility	45	53,7	Agree
Vividness	51	62,2	Agree

Table 5 shows that the most dominant students (59.8%) felt comfortable in reading instruction through TBFC. Then, in the cognitive enhancement section, students were also dominant (52.4%) agreed that applying TBFC model can improve students' cognitive after learning. For interest, overall, students agreed that learning through the TBFC model attracted students' attention in English reading class (62.2%). In the section on Comprehensibility of access to learning materials, most of students (53.7%) agreed that TBFC model was easier to comprehend than their previous reading class. Finally, the clarity here shows that most of students (62.2%) agreed that through this TBFC, its learning structure and supporting components of reading class was clear and understandable. (Statistics data taken SD.0,524; r 0,944)

The results showed that most of students stated positively about task-based flipped classroom implementation in reading comprehension class. Furthermore, the model was also supported by online learning in Moodle-flipped classroom which the all of tasks were arranged comprehensively not only in-class tasks, but also were planned systematically to improve students' reading comprehension skills.

Discussion

Overall, the present study investigated students' reading experience in implemented task-based flipped classroom to activate students' reading comprehension through communicative tasks that were arranged systematically in Moodle based flipped classroom approach.

a. *Task-Based Flipped Classroom mediated students' preparation to build reading comprehension's base through functional tasks.*

Some tasks were arranged systematically to familiarize the material comprehensively through bottom-up strategy in reading comprehension, by adding videos and summarizing of materials that students would learn in in-class phase [28]. Furthermore, students' tasks before in-class phase eliminated students' reading anxiety in in-class phase to collaborate with others (lecturer or his classmates) [29]

b. *Task-Based Flipped Classroom enhanced students' communicative skills to comprehend the reading materials to be more meaningful.*

Based on findings, it can be assumed that design of Task-Based Flipped Classroom in reading class pushed students' preparation in learning through pre-class activities independently to comprehend their reading skills such as working-memory processing, lower-level and higher-level process. This assumption conformed the previous study that Task-Based Flipped Classroom boosting students' communicative competence in English [15]. According to the instructional

design that developed interactive process in pre-class and in-class activities to avoid the heavy cognitive load during reading process that impairs the knowledge construction process and less structure in flipped classroom compared to familiar traditional lecturers [30].

- c. *Task-Based Flipped Classroom facilitated students' effective time to explore their comprehension in reading materials.*

As mentioned before, to improve students' preparation that integrated in this model was implementing the more important points in this model so that the students didn't need to make a note and explain the learning purposes clearly. In fact, students understood what they need to prepare first [31]. The most important thing, tasks were administered in online learning through internet-based to stimulate and create learning environment by lecturers [32].

CONCLUSION

Based on the previous section, designing reading features in learning management system model clearly represents that comprehension process in reading should be developed into many stages during reading processes. By implementing some processes through LMS and virtual interaction through *Google Meet* feature, students engage reading course including pre-class and in class activities to obtain the reading skills.

For further research, the Flipped Classroom's task can be improved by adding a mechanism that allows the content's delivery adapted to the students' environment. Besides, the lecturer should be creative to modify Moodle's features depending on the course needs through various plugins that support it. Lastly, since Flipped Classroom requires face to face setting during in-classes, the lecturer should add any plug in to support the situation inside the features to deliver virtual face to face. At the same time, the practice of higher professional education also is viewed by the education effectiveness in teaching a foreign language in many conditions, namely: creativeness of two parts – a lecturer and a student. The lecturer's influence interacts with his students not only during the classroom but also before and after classroom interactively becomes intimate with each other. The students will be creative and more active doing interaction among the class, not only learning objective but also improving their life skills.

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