

STUDENTS' BEHAVIORAL, EMOTIONAL, AND COGNITIVE ENGAGEMENT IN LEARNING VOCABULARY THROUGH FLIPPED CLASSROOM

Ipah Latipah

latifahifah9797@gmail.com

Universitas Singaperbangsa Karawang

Hilmansyah Saefullah

hilmansyah.saefullah@fkip.unsika.ac.id

Universitas Singaperbangsa Karawang

Maya Rahmawati

mayarahmawati@fkip.unsika.ac.id

Universitas Singaperbangsa Karawang

ABSTRACT

Student Engagement related to analyze the students' interests and enthusiasm in schools which affected their learning achievement. This study aimed to find out the students behavioral, emotional, and cognitive Engagements in learning vocabulary through flipped classroom. This research uses micro ethnography classroom in qualitative study. The participants of this research are five students consist of four female and one male. The data obtained through interview, reflective journal, and artifact. The findings showed that students positively engaged in terms of behavioral, emotional, and cognitive engagement. In behavioral engagement, students showed high effort to study English through watching video before the class and they do the task very well. They more active to participate in learning activities and showing enthusiasm in learning English. In emotional engagement, most of the students give positive reactions. The students were enjoyable and happy to study English. In cognitive engagement, the students showed their willingness to learn the material by watching and analyzing that video for answering questions. Based on the result of this research the pedagogical implication of flipped classroom is concern to encourage the students' motivation in learning English by using flipped classroom.

Keywords: Flipped Classroom, Learning Vocabulary, Students' behavioral engagements, emotional engagements, and cognitive engagements.

INTRODUCTION

Vocabulary skill is one of the most important aspects of mastering any language (Harley at all, 1990). The acquisition of vocabulary is essential for successful foreign

language use and plays an important role in the formation of complete spoken and written texts (Laufer et al., 1999). Unfortunately, In the Indonesian context, learning English generally happens merely in the classroom. This fact may cause the students to acquire English vocabulary in a small amount and the students' learning activities are still limited. Whereas, in learning activities students should obtain the benefits such as the enjoyment of sharing ideas with others and learn more if they are active to contribute in class discussion (Wade et al. in Abdullah et al., 2012). Therefore, to reach the success of learning a language, the teacher needs a learning strategy that can be applied in the classroom which can encourage students' to be more active in learning activity. The flipped classroom can be expected to build the students' engagement in learning activity and students' may achieve a lot of vocabularies.

This study aimed to find out how the students' engagement in terms of students' behavioral, emotional, and cognitive engagements during teaching and learning process through flipped classroom. Learning English through flipped classroom is expected can build the students' engagement such as make students more active in learning activity and encourage them to be enthusiasm in learning English. The students can enjoy in learning English and students' getting easier to understand the material that may achieve a lot of vocabularies.

There are several studies about flipped classroom that analyze the context of flipped classroom. Flipped classroom has been reviewed by Osman (2014) has identified four aspects of conceptualization engagement based on Reeve's (2013) study such as emotional, behavioral, cognitive and agentic engagement in promoting active learning using flipped classroom. Then, Bormann & Jaro (2014) analyze the effectiveness of a flipped classroom model on student engagement and achievement as well as the affordances of a flipped model vs. that of a traditional model. Herreid and Schiller (2013) assert that a flipped classroom engages and focuses on students' learning by combining active, student-centered learning with the content mastery that can be applied in the real world.

Based on several studies as described previously, research studies discussing about the use of flipped classroom in learning vocabulary in terms of student engagement by focusing on emotional, behavioral and cognitive engagements are still limited. Therefore, this research attempts to find out the behavioral, emotional, and cognitive engagements in learning vocabulary through flipped classroom.

LITERATURE REVIEW

Students Engagement: Emotional, Behavioral, Cognitive

Students' engagement refers to analyze the students' conducted in the classroom, such as positive behaviors (attendance, paying attention, and participation in class), as well as involve analyzing the students' psychological experience with school and their feeling such respected each other and part of the school environment (Anderson et al., 2004). Archambault, et al (2009) studied about three categories of students'

engagement: behavioral engagement, affective (emotional engagement), and cognitive engagement. Behavioral engagement concerns about student conduct in class. Such as student participation in school-related activities which consists of student participation in the school or within the classroom (attendance, positive interactions), which has provided insight into the student's motivation to be a part of the school in learning environment (in Nguyen, et al, 2016). Students' interest in their academic task, which refers to the real behavioral actions seen by the students to show they will engage in classroom activities as well as their will to overcome challenging material (in Nguyen, et al, 2016).

The emotional engagement is related to students' feelings and their classroom activity or their school environment (e.g., interest, boredom, happiness, sadness, anxiety) (Nguyen, et al, 2016). In addition, Jamaludin & Zuraidah (2014) state there is a relationship between emotions and learning "Less emotion means less learning and more emotion means more learning". However, emotional engagement will help students to assume responsibility towards one another, which in turn, will motivate them to complete the task (Jones, 2012 in Jamaludin & Siti Zuraidah 2014). Class material is one of the components representing student engagement that involves emotion (Handelsman, et al, 2005 in Jamaludin & Siti Zuraidah, 2014).

Cognitive engagements focused on the student's investment in the learning process, which include their improvement to studying, understanding, and mastering the knowledge or skills that are promoted in their academic work (Nguyen, et al, 2016). In other words, cognitive engagement is related to motivational goals and self-regulated learning. It means that, how the students do in learning which purpose is to motivate them and how to arrange their strategy in learning to get a good mark in English learning (Sharan and Than, 2008). Therefore, cognitive engagement is essential for understanding how students' psychological motivations are associated with student engagement.

Flipped Classroom for Vocabulary Learning

Flipped classroom is a method that provides students' to have direct access to the knowledge and teacher serves as a facilitator because this strategy provides students to prepare themselves for the lesson by watching videos, listening podcasts and reading articles (Mull, 2012). Overmyer (2013) states that a flipped classroom is an approach of teaching which "what used to be classwork (the lecture) is done at home via teacher-created videos and what used to be homework (assigned problems) is now done in class. Suwarna (2016) states that flipped classroom transforms from the teacher-centered to students-centered. Hence, the students can be more active and interactive to discuss their learning. Brame (2018) states that flipped classroom provides exposure prior to class such as reading from textbook, micro-lecture, or download video from Youtube, Coursera, etc. Therefore, flipped classroom allows students to actively participate in the learning process in the classroom and outside of the classroom because it involved the prior of class as the learning activities and has

the aims to improve the active learning activities and give the opportunity for student to use their knowledge in class with guidance of teacher (Toto and Nguyen, 2009).

RESEARCH METHODOLOGY

This study uses micro ethnography classroom as the research design. Harris (1968) explain that “Ethnography is qualitative design in which the researcher describes and interprets the shared and learned pattern of values, behaviors, beliefs, and language of a culture sharing group”. The study observed the classroom environment, the use of materials based on the syllabus and the application of flipped classroom procedures in teaching vocabulary. it also applied flipped classroom for knowing their behavioral, emotional and cognitive Engagement.

This research was conducted in one class. The researcher select five students out of 40 students to participate in the interview. It consist four female and one male students. The researcher used purposive sampling for selecting the participants. Tongco (2007) states that purposive sampling is deliberated choice of an informant due to the qualities the informant processes. Data were collected through interview, reflective journal, and artifact. The researcher decided to use type of semi-structure and open ended interviews. The interview and reflective journal was conducted after the flipped classroom has applied in the class and artifacts was contained of students worksheets.

In collecting the data, the researcher uses some techniques in collecting data. Those are interview, reflective journal, and artifacts. Interview were used to obtain the data and information from the respondents. Moreover, the respondents thought aloud answering the question. The researcher conducted daring interviews with students because the situation (covid19) is not allowed for doing face to face interview. The researcher engaged in focus interviews with five students. Reflective journal was used for knowing students feeling and experience after doing the study by using Flipped classroom. The students should tell their experience and their feeling by written form. In addition the researcher took the data from artifacts, such as from the textbook, these included student worksheets, examinations, and supplementary vocabulary assignments.

FINDINGS AND DISCUSSION

FINDINGS

1. Students' Behavioral Engagement in Learning English Through Flipped Classroom

The result findings of this study showed that students get positively engage in behavioral engagement. Based on the interview result, all respondents from five students said that they are really enthusiastic for learning English because they have a new experience by watching a video about the material before the course. it can be

seen that flipped classroom encouraged them to study before the class and it makes them easier to understand the material. They do not find difficulties when studying in the class because they have learned the material with their friend before the course. In addition, in behavioral engagement students showed high effort to study English and they are more active to participate in learning activity and also followed the class discussion.

Furthermore, after the researcher conducted interviews with five students to find out the student behavioral engagement in learning English through flipped classroom. The followings are students' vignettes representing behavioral engagement in learning English through flipped classroom. all of them said interested and enthusiastic to learning English through flipped classroom.

Students' Vignettes

"I'm very enthusiastic to study English with flipped classroom because with this approach I can learn a lot of vocabulary through video. So, I feel enjoy and all material become easier to understand."

"Learning English has become more fun and I'm very enthusiastic when learning English through video because the video has an animation that makes me interested to learning English and learning through video animation makes me easier to understand the material."

"Learning English has become more interested because learning through video I don't get bored easily and the material has been study last night. So, I'm not difficult to understand the material that discussing in the class. Based on the previous students' comments, it can be inferred that all students showed positive conduct."

The following interview can show how students' actively and highly participate in learning English through flipped classroom

Students' Vignettes

"When learning English through flipped classroom I become braver to ask about the material and I can answer questions from the teacher because I have been learned the material before from the video."

"When learning English through flipped classroom I become braver to ask because we have discussed the material with our friend and we have learned the material through video before the class. So, I'm not confused or difficult to answer the questions from the teacher."

2. Students' Emotional Engagement in Learning English Through Flipped Classroom.

The student's emotional engagement showed positively engage. Based on the reflective journal they were enjoyable and happy to study English and very interested to study English by watching video which inviting curiosity of students. They also getting easier to understand the material because they have learned the material from watched video before the class. In line with the result, Blumenfeld and Paris (2004, as cited in Sesmiyanti, 2016) had explicated that students who are engaged emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging.

The following students' reflective journals can show how students' emotions are fully engaged in learning English.

"I'm so happy to learning English through flipped classroom method because it's a new experience for me. The other teacher never applied this method. This method provides me to study through video, so I'm not easily bored and more enthusiastic to study English and the subject matter is easier to understand."

"Learning English through flipped classroom becomes more fun. I'm not easily bored but there is a part that makes me difficult to study English. It's when I should translate the questions related to the video from the teacher. If I can't translate it, I can difficult to answer the questions. Even though it was difficult but I'm so happy to get a new experience for study English and it's encouraged me to study before class."

3. Students' Cognitive Engagement in Learning English Through Flipped Classroom

The result showed that students are fully engaged in cognitive engagement. The students show their willingness to learning the material by watching video and analyzing the video for answering some questions which are related with the material. From five students, four students say that flipped classroom make them easier to understand the material. They said studying English is more fun and encourage them to be more active in the classroom. Based on the interview and reflective journal most of the students has increased in vocabulary skill. Through flipped classroom, they have known a lot of new vocabulary. it can be seen from students' worksheets that most students can answer correctly and get high scores.

DISCUSSION

Based on the findings of the data, the researcher analyze how the students behavior, emotional, and cognitive engagement in learning vocabulary through flipped classroom. From the interview result of the students the researcher found that the students show enthusiasm and high motivation when learning the material using

flipped classroom. After the researcher applied flipped classroom in learning vocabulary most of students get involved with the learning activity and high participation in learning English. Based on the interview they said enjoy more and feel happy when learning English by using flipped classroom because they have watched videos before they learned so that they understood the material more easily. Last, they had an increase in vocabulary mastery because they were excited to do the tasks very well and they followed the rule of learning. They also got high scores on their worksheets.

Therefore, it can be concluded that flipped classroom can encourage students to study English before the class and make the students to be more active in learning activity. Flipped classroom This is supported Suwarna (2016) that flipped classroom can encourage students to be more active and interactive to discuss their learning because there is transformation from the teacher center into student's center.

CONCLUSION

Based on the result data, it was found out that all types of engagement that were behavior engagement, emotion engagement, and cognitive engagement occurred during Flipped classroom facilitated English learning. During the process of learning that all types of engagements get positively conducted. It can be seen from the result of interview data and reflective journal from the students, the students showed high effort to study English through watching video and they do the task very well. They are more active to participate in learning activity such as asking questions, paying attention, and showing enthusiasm in learning English. They were enjoyable and happy to study English and interested to study English because it make them easier to understand the material. The students' also show their willingness to learning the material by watching video and analyzing the video. They also followed the class discussed and participate for answering question in front of the class during the teaching and learning process. Therefore, they have an increased in vocabulary mastery, they have known a lot of vocabulary and can answer correctly and get high scores

REFERENCES

- Abdullah et al. (2012). Student's participation in classroom: what motivates them to speak up. *Procedia - Social and Behavioral Sciences*. 516 – 522
- Archambault et al. (2009). Adolescent behavioral, affective, and cognitive engagement in school: Relationship to dropout. *Journal of School Health*, 79(9), 408-415; 415.
- Bormann & Jarod. (2014). Affordances of flipped learning and its effects on student engagement and achievement. *University of Northern Iowa*.
- Brame. (2018). Flipping the Classroom: Center for Teaching and Learning.

- Harley et al. (1990). The nature of language proficiency.
- Herreid, & Schiller. (2013). Case study and the flipped classroom. *Journal of College Science Teaching*. 42(5), 62-66.
- Jamaludin & Siti Zuraidah. (2014). The Use of a Flipped Classroom to Enhance Engagement and Promote Active Learning. *Journal of Education and Practice*. ISSN 2222-1735
- Laufer, B. (1998) The development of passive and active vocabulary in a second language: Same or different applied linguistics, 12,225-271
- Nguyen, et al.(2016). Understanding student behavioral engagement: Importance of student interaction with peers and teachers. *The journal of education research*. ISSN: 0022-0671
- Milton Mull B. (2012). Flipped learning: A response to five common criticisms.
- Osman (2014). The Use of a Flipped Classroom to Enhance Engagement and Promote Active Learning.
- Toto & Nguyen. (2009). Flipping the work design in an industrial engineering course. *ASEE/IEEE Frontiers in Education Conference. San Antonio, TX*
- Sharan & Geok. (2008). Organizing schools for productive learning. *Singapore:Springer*.
- Sesmiyanti. (2016). Students' Cognitive Engagement in Learning Process. *Journal Polingua*.
- Suwarna. (2016). Concept and Characteristics of Flipped Classroom. *International Journal of Emerging Trends in Scienceand Technology*, Vol. 3 (10) p. 4669. 33J.
- Tongco Dolores. (2007). Purposive Sampling as a Tool For Informant Selection. *Philippines:Ethnobotany Research and Applications*.