

## Study of the Responsibility and the Satisfaction of Students using the “Flipped Classroom” in the Subject of English for Global Communication

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**Received:** 27 March 2024; **Revised:** 28 June 2024; **Accepted:** 29 June 2024

### Abstract

The research entitled “Study of the Responsibility and the Satisfaction of Students using the “Flipped Classroom” in the Subject of English for Global Communication” aimed to 1) study the responsibility in English Subject learning between Flipped Classroom and non-Flipped Classroom and 2) study the satisfaction of students to the Flipped Classroom as a learning management in English Subject learning. The samples group was the 96 students enrolled in English for Global Communication Subject, General Education program, Valaya Alongkorn Rajabhat University under the Royal Patronage, Pathum Thani, Thailand, in the second semester of academic year 2022 by purposively selected. The tools used in this research were: the “Project Evaluation” form, and the online questionnaire which was in the title of “Satisfaction of Students to the Flipped Classroom”. The statistics used in this research was Percentage, Mean, Standard Deviation and t-test for dependent samples. It was found that 1) the responsibility score in English subject learning of students in Flipped Classroom was higher than the non-Flipped Classroom with reliability value at 0.05 in both separate and whole aspects, and 2) the satisfaction of students to the Flipped Classroom as a learning management of English subject was at the highest level in both separate and whole aspects.

**Keywords:** Flipped classroom, English subject, Responsibility



## Introduction

In the past ten years, most problems of learning management in Thailand are due to many teachers focus on entering knowledge into learner. Then, the acquired knowledge is used only in examinations and evaluation. As a consequence, the student's thinking skills resulting from such knowledge acquisition does not reach a high-level thinking skill. Thus, the students cannot think, analyze, synthesize and evaluate data by themselves. According to the problem of Thai education and the rapid change of the 21st century in the world, Thai educational circles need to be developed in learning management. After that, the learners could think, analyze, and reflect reasonably on the basis of their thinking as the intellectual or "critical thinking". (Atchara, 2008) In addition, they can work complex effectively and there will be leading to further prosperity of the nation.

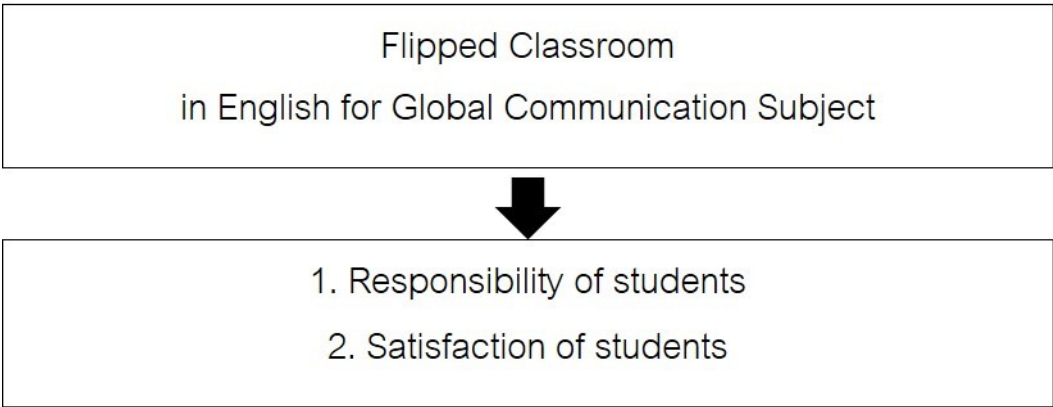
The word "(self-)responsibility" refers to the concept of being accountable as an individual or group for actions that have already been taken or will be taken in the future (Maier, 2019). Numerous features, including the distinction between an individual and a communal perspective, as well as references to both the past and the future in terms of plans of action, may be found in this brief definition. It is clear that accountability refers to both actions and planning for actions. However, the actor's accountability can only be based on successfully completing the criteria stated for the task, whether those criteria were defined beforehand or were developed as the actor was acting or planned to act. Additionally, the cases of individual and collective actors may differ in terms of this normative dimension. These observations already highlight how intricate the idea of responsibility is.

One teaching method promoting in responsibility of students is “flipped classroom.” This method, the things which are normally done in class and as homework will be switched or flipped (Clyde & Nancy, 2013). The students should read material and view videos before coming to class and then engage in class in active learning, by using case studies, games, simulations, or

experiments, instead of listening to a lecture. Going home then do the work on a set of assigned problems.

**Research Objectives and Conceptual Framework**

The conceptual framework of the objectives of this research was shown as figure 1.



**Figure 1** Conceptual framework of this research

Kathleen Fulton (2012) listed the advantages of the flipped classroom as the following seven points : 1) students move at their own pace, 2) doing homework in class gives teachers better insight into student difficulties and learning styles, 3) teachers can more easily customize and update the curriculum and then provide it to students, 4) classroom time can be used more effectively and creatively, 5) teachers using the method report seeing increased levels of student achievement, interest, and engagement, 6) learning theory supports the new approaches, and 7) the use of technology is flexible and appropriate for “The 21<sup>st</sup> century learning.”

According to the problem of learning management and concept of responsibility mentioned above, Flipped Classroom Management, is an ideal choice for students in higher education. In addition, learning managers need to help develop the potential of students in higher education as maximum as they can; they also need to encourage students to develop naturally

to the full potential. (Academic Bureau, 2014). The instructor plays a role as the only sparkler, adviser, or consultant and let students practice in groups: planning to work, process of communication, and presentation in various forms (Office of the National Primary Education Commission, 1998). Flipped classroom also corresponds to the concept of General Education in Valaya Rajabhat University under the Royal Patronage, Pathum Thani. that focus in active learning or learning by doing. Especially in the English for Global Communication Subject, which is aimed to encourage and develop learners to have skills of global communication by self-responsibility. Then it will lead to the right solution, can be applied to use in daily life and can also live in many cultures. The communication activities can transform the modern children in Thai society into a continuous and sustainable learning culture which is called "Lifelong education" (Ladda & Angkana, 2010).

## Methodology

96 students enrolled in English for Global Communication, General Education program, Valaya Alongkorn Rajabhat University under the Royal Patronage, Pathum Thani, Thailand, in the second semester of academic year 2022 by purposively selected. The Pre-experimental Design was used to compare responsibility in the learning, and then satisfaction was assessed of the learning method.

Variables:

Independent variable: "Flipped Classroom" as a learning management

Dependent variables: Responsibility and satisfaction to the Flipped Classroom

Research tools were divided into two types: tools used in experiments: Plan of Flipped Classroom learning management and the tools used for data collection and evaluation: 2 data collection tools were created; 1) Project evaluation form which the researcher set the Rubric Score evaluation criteria to assess the responsibility of students for the project assignment. There were three aspects of evaluation: respect for variation in the team, flexibility and enthusiasm for team



support, and the responsibility to work with others. 2) Online questionnaire on students' satisfaction toward Flipped Classroom learning management. The internal assessment is divided into two aspects of satisfaction: quality of learning management of teachers and the support of learning facilities in the classroom. After that, researcher had made agreements with students before learning management about how to behave while organizing Flipped classroom learning activities. Then, the learning management was followed the research plan. During the last week of semester, researcher evaluated the responsibility of students for the project assignment which was three aspects of evaluation: respect for variation in the team, flexibility and enthusiasm for team support, and the responsibility to work with others. Lastly, the online questionnaire was used to assess the students' satisfaction toward Flipped Classroom learning management. The analysis of Responsibility Skill by using the scores from the Project evaluation form was analyzed the percentage and compared with the 80 percentage criteria. The student satisfaction data toward “Flipped classroom” learning management were analyzed by using the scores from the online questionnaire to be the mean and standard deviation, both of individual and overall aspects.

**Findings**

Results of responsibility skill using Project Evaluation form during the last week of Flipped classroom management are shown in Table 1.

**Table 1** Students' responsibility by using Project evaluation form

Criteria	Score	$\bar{X}$	S.D.	No. of Passed
Respect for variation in team	10	9.00	0.48	96
Flexibility and enthusiasm for team support	10	8.50	0.64	86
Responsibility to work with others	10	8.70	0.57	86
<b>Percentage</b>	<b>100</b>	<b>87.33</b>	<b>-</b>	<b>94.44</b>

\* Reliability  $\geq .05$

According to Table 2, it was shown the scores of 96 students (sample groups) that were evaluated responsibility skill by using project evaluation form after learning in Flipped classroom. The total score was 26.20. The total score was passed 80 percent criteria, which is 24 scores. The highest score was 28 and the lowest score was 21. The average score was 87.33 percent. 94.44 percent of the students passed the 80 percent criteria.

Results of satisfaction of students toward "Flipped classroom" learning management by using the online questionnaire were shown in Table 2.

**Table 2** Satisfaction of students toward Flipped classroom learning management

Aspect	$\bar{X}$	S.D.	level
Teacher	4.70	0.56	highest
Facilities	4.59	0.68	highest
Both aspect	4.65	0.62	highest

\* Reliability  $\geq .01$

According to Table 2; it was shown that the average satisfaction of students in overall was at the highest level (= 4.65, S.D. = 0.62), the satisfaction in teacher aspect was at the highest level (= 4.70, S.D. = 0.56) and the satisfaction in facilities was also at the highest level (= 4.59, S.D. = 0.68).

## Conclusion and Discussion

The research entitled “Comparison of the Responsibility and the Satisfaction of Students using the “Flipped Classroom” in the Subject of English for Global Communication” was aimed to 1) study the responsibility in English Subject learning between Flipped Classroom and non-Flipped Classroom and 2) study the satisfaction of students to the Flipped Classroom as a learning management in English Subject learning. The samples group was the 96 students enrolled in English for Global Communication Subject, General Education program, Valaya Alongkorn Rajabhat University under the Royal Patronage, Pathum Thani, Thailand, in the second semester of academic year 2022 by purposively selected. The tools used in this research were: the “Project Evaluation” form, and the online questionnaire which was in the title of “Satisfaction of Students to the Flipped Classroom”. The statistics used in this research was Percentage, Mean, Standard Deviation and t-test for dependent samples. It was found that students pass 80 percent criteria on responsibility in learning and 94.44 percent of students get passing scores. The satisfaction of students toward teacher and facilities in Flipped Classroom learning management was average at the highest level in both individual aspect and whole aspects.

Using Flipped classroom as a learning management could measure responsibility of learning of students. The measurement was used the evaluation form which measured 3 aspects: the average score of respect for variation in the team at 9.0, the average score of flexibility and enthusiasm for team support at 8.5, and the average score of the responsibility to work with others at 8.7. The average score of all 3 aspects was 87.33 percent, with 96 students enrolled. About 94.44 percent of enrolled students passed the responsibility criteria. The results of this part show that Flipped Classroom learning management can enhance the responsibility of the sample

students. The manager learning as a researcher planned learning management that focused on the learner to practice or simulate learning situations. Group working for doing the project such as presentation and report the results of the project resulted in students had a better understanding of the thinking and working processes with systematic. Students also practiced and developed many skills needed to live in today's society, such as research skills, social skill and interpersonal skills. The project then was successful and the students took responsibility, have more self-confidence and self-esteem, could make better decisions and solve problems in different situations. Because project-based learning is the basis of learning, it allows learners to choose the subject or problem they want to study by themselves. They also chose how to research and implement their own actions. This makes it possible for students to bring all the knowledge they have gained in their daily life which corresponds to the study of Wilaiporn Promsri (2008) that showed Project-Based Learning Management is the most important learner-centered learning. It is a learning management that aimed to the learner to learn by themselves, could analyze ideas reasonably and had critically and creatively thinking. This will help develop and promote the learning process of learners by using scientific methods to seek knowledge based on their interests, aptitudes and abilities.

According to the results of the online questionnaire, students were satisfied with the Flipped Classroom learning management at the highest level, both overall aspects and in individual aspect: teacher and facilities aspect of learning. In addition, students had an opinion that Flipped classroom learning is not only the basis for students to practice in a real life but also learn from various learning resources outside their classroom. Project preparation enables students to work together, plan systematic, and divide of responsibilities. When problems or obstacles arise during the preparation, it results in students keen to find answers, accept opinions of others, and also practice social skills as well. In addition, when compared with the results of PBL-based learning only in the learning management of the same subject, it was found that





combined learning management between Flipped Classroom and PBL result more satisfactory of students.

The results showed that students learn through student-centered activities, choose projects based on issues or topics that interesting, then they would determine to find answers and create their own knowledge. Accordance with Guzdia, referring in Sittipol Art-in & Theerachai Nate-tanomsak (2011) that let students do project made their opportunity to enter the investigation process. This is a process that requires advanced communication skills. Therefore, project work is a good way to improve students' communication skills and it can also help to bring out the potential that exists within the learners to effectively utilize it as well. As a result, students gain knowledge and experience, be trained and developed communication skills, also practiced research skills, group process skills, and social skills. Then, it could cause self-esteem to students and result in post-study learning outcomes were significantly higher than pre-study. Also, the students satisfied with Flipped classroom combined PBL at a good level. Accordance with Wilaiporn Promsri (2008) and Suthini Rattanasri (2008) that when project-based learning is effectively managed and the learner has achieved learning goals, the learner will have a minimum level of satisfaction in learning management at a good level. Hence, the management of communication skills of students using Flipped Classroom combined with project-based learning in this subject. It also corresponds to student-centered education management that students can use communication skills to contact others in global or social.

**Recommendations**

The recommendations of this study are 1) students should be educated on how to write the project proposal and the project process before students work on the project to better understand. Then, they can do the project and prepare the result to write a report efficiently. 2) It should be a comparison study of only Flipped Classroom with control groups that using other learning management to get the information leading to the development of effective learning management. Moreover, there was a recommendation from a reviewer that there should be

research and conclusions at the individual, organizational, and policy levels for clarity, including the results, and then using them to develop this subject in General Education curriculum in the future.

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