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ENHANCING STUDENTS' ENGAGEMENT AND ACTIVE LEARNING THROUGH FLIPPED CLASSROOM IN LITERATURE CLASS

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Abstract
This study explored the students' engagement and active learning that appeared in flipped classroom learning. A flipped classroom is one of the course delivery modes that can be used in the pandemic situation now. The purpose of this research was to analyze to what extent a flipped classroom enhances students' engagement and active learning in Introduction to Educational English Literature class. This research has one research problem. The research problem was to what extent does a flipped classroom enhance students' engagement and active learning in Introduction to Educational English Literature class? This research adopted qualitative descriptive analysis. The instrument of this research was the questionnaire that used the Likert scale. The results of this research showed that through implementing a flipped classroom model in the Introduction to Educational English Literature class, the students' behavioral engagement, emotional engagement, cognitive engagement, agentic engagement, and active learning were enhanced. In this case, the students could engage in the discussion forum, complete the tasks, and participate actively in learning activities so that the students could achieve higher engagement and learning achievement in the Introduction to Educational English Literature class.
Keywords: Students' Engagement, Active Learning, Flipped Classroom

INTRODUCTION

Online learning is a helpful and important device for the continuity of learning during the outspread of COVID-19 virus. According to Król (2016), online learning enables educators and learners to keep in touch although they cannot do face-to-face learning. Under these circumstances, the Indonesian Minister of Education and Culture has established a regulation related to the learning system during the pandemic situation. This regulation is issued on March 2020. The regulation is conventional learning must be replaced with online learning in all educational activities from early age to higher of education levels (Mulyanti, Purnama, & Pawinanto, 2020). In this case, the use of online learning in English language learning gives some benefits such as helping the learners become more independent and responsible in learning, giving the flexibility of time and place, equipping the huge resources of learning, and having management in easy way (Arkorful & Abaidoo, 2015). Under these circumstances, the educators have to create and implement new course delivery modes that

can be used in a pandemic situation (Aycicek & Yelken, 2018). One of the new course delivery modes is a flipped classroom. The flipped classroom is a mode of learning that requires the learners and educators contact in the learning space (Jensen, Kummer, & Godoy, 2015). In the flipped classroom learning, the direct instruction that formed in a lecture is appeared and moved from space of group to space of individual (McLean, Attardi, Faden, & Goldszmidt, 2016). Besides, in the flipped classroom learning, the learners will complete pre-class preparatory work. In this case, flipped classroom model enables the learners to prepare their learning materials before their class is begun. The learners do the learning preparation using online instructional videos and textbooks (Bergmann & Sams, 2012). Then, the learners will do face-to-face contact time that will focus on synthesis and collaborating with peers, problem-solving, and application of learning (Gillispie, 2016). In this case, the flipped classroom will give a deep understanding of the material to the learners because the learners are engaged in the learning process and are provided with timely feedback. Through the flipped classroom, the learners will gain some benefits, such as improving learning, allowing the learners to learn in their way, providing insights into the learners' learning styles, and overcoming the learning challenges (Cormier & Voisard, 2018).

Furthermore, the flipped classroom is an approach that contains collaborative practical activities and the requirement that will be fulfilled by the learners. The requirement will include the course materials and assignments that must be learned and completed by the learners regularly (Lai & Hwang, 2016). In this case, the flipped classroom promotes not only the student-centered learning but also the active learning (Pierce & Fox, 2012). An active learning is a strategy that can fulfill the needs of learners and ensure suitable instructional design which will support the critical thinking of learners in definite contexts (Kim, Sharma, Land, & Furlong, 2012). Then, based on the previous research, the strategies of active learning can lead the learners in achieving the higher engagement and the learning achievements (Zappe, Leicht, Messner, & Lee, 2009). Active learning can influence the learners' level of engagement (Ramsden, 2003). Based on Reeve (2013), engagement is the range of action that is taken in order to advance the learners. In this case, the range of action is from not knowing, not understanding, not having skill, and not achieving to become knowing, understanding, having skill, and achieving. Engagement contains four kinds, there are behavioral engagement, agentic engagement, emotional engagement, and cognitive engagement (Reeve, 2013). In this case, learners' emotional engagement, behavioral engagement, and cognitive engagement will exist when the relationship of the educator and the instructional support have appeared during the learning activities (Reeve & Tseng, 2011). On the other hand, the agentic engagement will engage the learner to take steps before the activities of learning occur. Besides, the agentic engagement will help the learners in creating their instructional cooperation with the lecturer's instruction (Reeve, 2013).

According to Blumenfeld and Paris (2004), behavioral engagement is the first kind of engagement that draws the idea of participation and active involvement in classroom activities. Behavioral engagement can be enhanced by effective communication, active learning opportunities, cooperative learning approaches, and the caring attitude toward learning (Sherab, 2013). In this case, good behavioral engagement can lead to active learning. According to Kahu (2013), good behavioral engagement can be gotten through the good support systems of the learning environment such as time on task, learners' satisfaction and achievement, social and academic integration, and teaching practice. While, emotional engagement is the second kind of engagement that includes the learner's positive and negative reactions toward the academic subject (Blumenfeld and Paris, 2004). Emotional

engagement can help the learners to have a responsibility towards one another. Besides, emotional engagement also can motivate the learners to complete the task (Jones, 2012). In this case, the component that represents the learners' engagement which involves emotion is class material. The active learning can be led by emotional engagement through having a discussion and solving the learning problem in a flipped classroom (Handelsman, Briggs, Sullivan, & Towler, 2005).

Furthermore, cognitive engagement is the third kind of engagement that reflects the learner's willingness to give their big effort in achieving the higher-level concepts (Blumenfeld and Paris, 2004). In this case, the educator's attitudes and actions impact the learners' willingness to engage in learning. Asking a question is a way that can be used by educators to increase the learners' willingness to engage in learning. The learners will have an opportunity in explaining, justifying, and rationalizing with others in the classroom when the educators questioned using higher-order questions (Smart & Marshall, 2013). Besides, through asking questions in both discussion board and class, the learners will achieve the active learning. Then, the agentic engagement is the fourth kind of engagement where the learners try to build a more supportive and motivational environment of learning for themselves. Through agentic engagement, the educators are capable to engage in supporting learners' efforts (Reeve, 2013). In agentic engagement, the learners will do self-learning. Then, the educator will provide instructional support. In this case, the educator will encourage the learners to seek feedback. The educator also will help the learners to reflect their mistakes and to learn what the learners have gotten after solving their mistakes (Richards, Sweet, & Billett, 2013).

The flipped classroom is one of the important learning modes in this pandemic situation. However, according to Davies, Dean, and Ball (2013), the process of alteration from a traditional learning become a flipped classroom learning cannot be easy. Some challenges must be faced by the educators, such as a lack of facilities, the accessibility of internet, and the choosing of effective learning models. Therefore, it is important for educators to help the learners in learning and developing their learning skills utilizing the innovative methods of instruction (Tsai, Lee, & Shen, 2013). In this case, when the educators can implement flipped classroom mode successfully, the learner's engagements and active learning will be enhanced. It happened because the implementation of the flipped classroom will increase learners' engagement, achieve positive educational outcomes, and increase the learners' performance as a result of the learning environment (Wilson, 2013). Under these circumstances, the researchers conducted research on enhancing students' engagement and active learning through a flipped classroom in Introduction to Educational English Literature class. This research proposed one research problem, namely, to what extent does a flipped classroom enhance students' engagement and active learning in Introduction to Educational English Literature class?

METHOD

In this research, the researchers used a descriptive qualitative method to analyze the research data. According to Johnson, Burke, and Christensen (2007), the descriptive qualitative method is the research method that analyzes the nature incidence or distribution of the variable. A descriptive qualitative method conveys something naturally. It only measures what already exists. In this case, the descriptive qualitative method is functioned to understand and interpret human behavior from the perspective of the actor's authority and activities. The participants of this research were twenty-three students who had already taken Introduction to Educational English Literature class A in the English Education Study

Program of Sanata Dharma University. The researchers chose these participants because they had already joined flipped classroom learning in Introduction to Educational English Literature class A for one semester. In this case, the participants have experienced flipped classroom learning. In this research, the researchers used a questionnaire as the research instrument. The questionnaire was adopted and adapted from Jamaludin and Osman (2014) and Reeve (2013). In this research, the questionnaire was used a 5-point Likert scale that ranges from 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree. The researchers distributed a questionnaire related to the four kinds of students' engagement. After finishing collect the research data, the researchers analyzed the data using the descriptive qualitative method. The rate calculation equation is as follows.

$$\Sigma x / \Sigma n. \ 100\%$$

Note:
Σx: Number of the voters
Σn: Number of all participants.

RESULTS AND DISCUSSION

This part discussed the summary of all the findings that were obtained through the Likert-scale questionnaire about enhancing the students' engagement and active learning through the flipped classroom. In this research, the researchers found to what extent a flipped classroom enhances students' engagement and active learning in Introduction to Educational English Literature class. In this case, the research finding is presented in the following table that is connected with the theories in order to provide a depth discussion.

Table 1. The Questionnaire Results

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Behavioral Engagement					
Q1 [I pay attention in flipped classroom learning]	-	-	3 (13%)	11 (47.8%)	9 (39.1%)
Q2 [When I join flipped classroom learning, I listen very carefully	-	-	4 (17.4%)	10 (43.5%)	9 (39.1%)
Q3 [When I join flipped classroom learning, I participate in the discussion actively]	-	2 (8.7%)	6 (26.1%)	11 (47.8%)	4 (17.4%)
Q4 [I would work harder if I could learn through the flipped classroom more often]	-	1 (4.3%)	6 (26.1%)	13 (56.5%)	3 (13%)
Emotional Engagement					
Q5 [I enjoy learning with the flipped classroom mode]	-	1 (4.3%)	5 (21.7%)	12 (52.2%)	5 (21.7%)
Q6 [I enjoy watching videos and reading the short stories very much]	-	-	2 (8.7%)	14 (60.9%)	7 (30.4%)
Q7 [I enjoy the chance to work on my own in flipped classroom learning]	-	2 (8.7%)	3 (13%)	13 (56.5%)	5 (21.7%)
Q8 [I feel comfortable with learning through the flipped classroom]	2 (8.7%)	-	8 (34.8%)	10 (43.5%)	5 (21.7%)

Q9 [Learning through the flipped classroom makes me nervous]	4 (17.4%)	5 (21.7%)	7 (30.4%)	7 (30.4%)	2 (8.7%)
Q10 [Joining the flipped classroom learning is very frustrating]	-	12 (52.2%)	5 (21.7%)	1 (4.3%)	1 (4.3%)
Cognitive Engagement					
Q11 [I create my own examples for helping me understand the important concept that I am studying for this class]	-	2 (8.7%)	6 (26.1%)	8 (34.8%)	7 (30.4%)
Q12 [I try to make all the different ideas fit together and make sense when I study for this class]	-	-	6 (26.1%)	13 (56.5%)	4 (17.4%)
Q13 [When I study for this class, I try to connect what I am learning with my own experiences]	-	1 (4.3%)	5 (21.7%)	12 (52.2%)	5 (21.7%)
Q14 [When I work on something in flipped classroom, I get involved]	-	-	8 (34.8%)	10 (43.5%)	5 (21.7%)
Q15 [I will be able to learn more material if my lecturer uses the flipped classroom mode]	-	-	8 (34.8%)	13 (56.5%)	2 (8.7%)
Q16 [I know I can learn many new things when my lecturer uses the flipped classroom learning]	-	-	3 (13%)	13 (56.5%)	7 (30.4%)
Agentic Engagement					
Q17 [I let my lecturer know what I am interested in]	1 (4.3%)	2 (8.7%)	8 (34.8%)	6 (26.1%)	6 (26.1%)
Q18 [During this flipped classroom learning, I express my preferences and opinions]	1 (4.3%)	3 (13%)	8 (34.8%)	8 (34.8%)	3 (13%)
Q19 [During flipped classroom learning, I ask questions to help me learn]	1 (4.3%)	4 (17.4%)	9 (39.1%)	6 (26.1%)	3 (13%)
Q20 [When I need something in this class, I'll ask the lecturer for it]	-	1 (4.3%)	8 (34.8%)	9 (39.1%)	5 (21.7%)
Q21 [Independent learning does not scare me at all]	1 (4.3%)	2 (8.7%)	12 (52.2%)	4 (17.4%)	4 (17.4%)

Table 1 above showed the results of twenty-one statements that determined the four kinds of students' engagement and active learning that can enhance through the implementation of flipped classroom. The first statement showed that eleven students (47.8%) chose "agree" and nine students (39.1%) chose "strongly agree" that they always paid attention when they joined the flipped classroom learning in Introduction to Educational English Literature class.

In second statement, ten students (43.5%) chose "agree" and nine students (39.1%) chose "strongly agree". It showed that most students always listened carefully when they joined flipped classroom learning. In the third statement, two students (8.7%) chose "disagree" which meant only two students who didn't participate in the discussion actively when joining the flipped classroom learning. However, eleven students (47.8%) chose "agree" and four students (17.4%) chose "strongly agree". It revealed that most students participated in flipped classroom discussions actively. Then, the fourth statement showed that one student (4.3%) chose "disagree", thirteen students (56.5%) chose "agree", and three students (13%) chose "strongly agree". This finding revealed that most students would work harder if they could learn through the flipped classroom more often. Through the results of the first to the fourth questionnaires, it can be concluded that most students of Introduction to Educational English Literature class enhanced their behavioral engagement when they joined flipped classroom learning. It happened because most students liked to pay attention, listened carefully, and participated in the discussion actively when they joined flipped classroom learning. They also would like to work harder if they had an opportunity in joining flipped classroom learning more often. These findings were in line with Blumenfeld and Paris (2004) that behavioral engagement is the active involvement in classroom activities. In this case, behavioral engagement can be enhanced by effective communication, active learning opportunities, cooperative learning approaches, and the caring attitude toward learning (Sherab, 2013).

Furthermore, the fifth statement showed that one student (4.3%) chose "disagree", twelve students (52.2%) chose "agree", and five students (21.7%) chose "strongly agree". These results revealed that most students enjoyed learning with flipped classroom model. Only one student didn't enjoy learning with flipped classroom model. In the sixth statement, fourteen students (60.9%) chose "agree" and seven students (30.4%) chose "strongly agree". These findings showed that most students enjoyed the flipped classroom tasks such as watching the video and reading short stories. In the seventh statement, only two students (8.7%) didn't enjoy the chance to work on their own in flipped classroom learning. However, thirteen students (56.5%) chose "agree" and five students (21.7%) chose "strongly agree". It meant that most students enjoyed having the chance to work on their own in flipped classroom learning. In eight statement, ten students (43.5%) chose "agree" and five students (21.7%) chose "strongly agree". These results showed that most students felt comfortable with learning through the flipped classroom. In the ninth statement, two students (8.7%) chose "strongly disagree" and five students (21.7%) chose "disagree. It showed that some students didn't feel nervous when they learned through the flipped classroom. It happened because they had good confidence in doing flipped classroom learning. However, seven students (30.4%) chose "agree" and two students (8.7%) chose "strongly agree". It meant that some students felt nervous when they learned through the flipped classroom. In the tenth statement, four students (17.4%) chose "strongly disagree" and twelve students (52.2%) chose "agree". These findings revealed that most students were happy when they joined flipped classroom learning. Most students assumed that flipped classrooms didn't make them feel frustrating. It happened because only one student (4.3%) chose "agree" and one student (4.3%) chose "strongly agree" with the statement that joining the flipped classroom learning was very frustrating. Based on the results of the fifth to the tenth questionnaire, most of the students engaged their emotional engagement when they joined flipped classroom learning in the Introduction to Educational English Literature class. It happened because most of the students enjoyed learning with the flipped classroom mode, doing the flipped classroom tasks, and having a chance to work on their own in flipped classroom learning. In this case, the students have an opportunity to promote their active learning because they could work

on their own. Through having a chance to work on their own, the students can have their discussions. The students also can learn problem-solving. This finding was congruent with Handelsman, Briggs, Sullivan, & Towler (2005) that active learning can be led by emotional engagement through having a discussion and solving the learning problem in a flipped classroom learning. Emotional engagement also can help the learners to have the responsibility towards one another. Besides, emotional engagement also can motivate the learners to complete the task (Jones, 2012). Then, most students also felt comfortable and happy when joining the flipped classroom. The flipped classroom didn't frustrate them. Although some students still felt nervous when joining flipped classroom learning. These findings were in line with Blumenfeld and Paris (2004) that emotional engagement is the second kind of engagement that includes the learner's positive and negative reactions toward the academic subject. Therefore from the findings, we can see the students' positive and negative reactions.

The eleventh statement, two students (8.7%) chose "disagree", eight students (34.8%) chose "agree", and seven students (30.4%) chose "strongly agree". It showed that most students made up their examples in order to help them understand the important concept of why they studied for their class. In the twelfth statement, thirteen students (56.5%) chose "agree" and four students (17.4%) chose "strongly agree". These results revealed that most students tried to fit all the different ideas and made sense when they study for their class. In the thirteenth statement, twelve students (52.2%) chose "agree" and five students (21.7%) chose "strongly agree". These findings revealed that most students tried to relate what they were learning with their experiences. Only one student (4.3%) didn't try to relate what he/she was learning with his/her experience. In fourteenth statement, ten students (43.5%) chose "agree" and five students (21.7%) chose "strongly agree". In this case, most students assumed that when they worked on something in flipped classroom class, they got involved. In the fifteenth statement, thirteen students (56.5%) chose "agree" and two students (8.7%) chose "strongly agree". These findings showed that most students would be able to learn more material if their lecturer used flipped classroom model. In sixteenth statement, thirteen students (56.5%) chose "agree" and seven students (30.4%) chose "strongly agree". It showed that most students knew that they could learn many new things when their lecturer used flipped classroom learning. Based on the findings of the eleventh to the sixteenth questionnaire, most of the students enhanced their cognitive engagement through flipped classroom learning. It was proved because most students created their examples for helping them understand the learning, tried to fit all the different ideas and made sense, and tried to relate what they were learning with their experiences. These findings were in line with Blumenfeld and Paris (2004) that cognitive engagement is the third kind of engagement that reflects the learners' willingness to give their big effort in achieving the higher-level concepts (Blumenfeld and Paris, 2004). Besides, most students agreed that when they worked on something in flipped classroom learning, they got involved. Most students agreed that they would be able to learn more material and many new things if their lecturer used the flipped classroom model. These results were in line with Smart & Marshall (2013) that the educator's attitudes and actions impact the learners' willingness to engage in learning. Asking a question is a way that can be used by educators to increase the learners' willingness to engage in learning. Besides, through asking questions in both discussion forum and class, the learners will achieve active learning in flipped classroom learning.

The seventeenth statement showed that one student (4.3%) chose "strongly disagree" and two students (8.7%) chose "disagree". It meant that few students didn't let their lecturer know what they were interested in. However, six students (26.1%) chose "agree" and six students

(26.1%) chose "strongly agree". These findings showed that many students let their lecturers know what they were interested in. In the eighteenth statement, one student (4.3%) chose "strongly disagree" and three students (13%) chose "disagree". It showed that few students didn't express their preferences and opinions during joining the flipped classroom learning. However, eight students (34.8%) chose "agree" and three students (13%) chose "strongly agree". These results revealed that many students expressed their preferences and opinions during joining the flipped classroom learning. In the nineteenth statement, one student (4.3%) chose "strongly disagree" and four students (17.4%) chose "disagree". It meant that few students didn't ask questions during flipped classroom learning. However, six students (26.1%) chose "agree" and three students (13%) chose "strongly agree". It showed that many students asked questions to help them learn during flipped classroom learning. In twentieth statement, one student (4.3%) chose "disagree", nine students (39.1%) chose "agree", and five students (21.7%) chose "strongly agree". These findings showed that when the students needed something in the class, most students would ask the lecturer for it. The twenty-first statement showed that one student (4.3%) chose "strongly disagree" and two students (8.7%) chose "disagree". It meant that three students thought that independent learning scared them. However, four students (17.4%) chose "agree" and four students (17.4%) chose "strongly agree". It revealed that most students thought that independent learning didn't scare them at all. Through these findings of the seventeenth to the twenty-first questionnaire, most students enhanced their agentic engagement. It happened because, during flipped classroom learning, the students let their lecturer know what they were interested in, expressed their preferences and opinions, and asked questions to help them learn. These were in line with Reeve (2013) that agentic engagement is the fourth kind of engagement where the learners try to build a more supportive and motivational environment of learning for the learners. Through agentic engagement, the educators are capable to engage in supporting learners' efforts. In agentic engagement, the learners will do self-learning. Then, the educators will provide instructional support. In this case, the educators will encourage the learners to look for the feedback. The educator also will help the learners to reflect their mistakes and to learn what the learners have gotten after solving their mistakes (Richards, Sweet, & Billett, 2013). Therefore, most students agreed that independent learning didn't scare them at all because they have experienced and are accustomed to independent learning.

CONCLUSION

This research was conducted to find out to what extent a flipped classroom enhances the students' engagement and active learning in Introduction to Educational English Literature class. According to Reeve (2013), students' engagement consists of four kinds. The first kind is behavioral engagement which is the active involvement in the learning activities. Then, the second kind of engagement is emotional engagement that can help the students in having the responsibility and motivating the students to complete the task. The third kind is cognitive engagement that reflects the students' willingness to give their big efforts in learning. Furthermore, the fourth kind is agentic engagement where the students build the supportive and motivational environment in learning. The findings of this research confirmed that the implementation of a flipped classroom in Introduction to Educational English Literature class promoted and enhanced the students' active learning. It happened because active learning can influence the learners' level of engagement. Through the implementation of a flipped classroom in Introduction to Educational English Literature class, the students could achieve the higher engagement in the class. In this case, the research findings revealed that the students of Introduction to Educational English Literature class

enhanced their behavioral engagement when they joined flipped classroom learning because the students more liked to pay attention, listened carefully, and participated in the discussion actively in joining a flipped classroom learning. The students also engaged their emotional engagement because they enjoyed learning with the flipped classroom mode, doing the flipped classroom tasks, and having a chance to work on their way. Besides, the students enhanced their cognitive engagement through flipped classroom learning because the students were able to create their examples for helping them understand the learning, tried to fit all the different ideas, and tried to relate what they were learning with their experiences. The students also enhanced their agentic engagement during flipped classroom learning because the students let their lecturer knew what they were interested in, expressed their preferences and opinions, and asked questions to help them learn. Under these circumstances, the implementation of a flipped classroom mode in Introduction to Educational English Literature class, the students' behavioral engagement, emotional engagement, cognitive engagement, and agentic engagement were enhanced.

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