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Students’ Perception Toward the Flipped Classroom Model at History Education Department of Halu Oleo University

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Abstract

Increased activity of students in learning, creativity is required of teachers in selecting and implementing methods or appropriate teaching strategies. Nowadays the flipped classroom has grown as a model of effective teaching. This model, students watch the lecturer online before they arrive in the classroom, hence they have some times to prepare the topic which will be discussed at the class-related individual or small-group activity. Some technologies instruction can be used to apply this model, such as video, powerpoint, and social networking. Traditionally in the teaching model, students have to listen and take notes on a lecturer at the class. They have limited opportunities to study difficult concepts, questions, and answer during the class session. This study investigated the students’ perception toward the flipped classroom teaching model, and what the positive and negative side of this model. Some research has been conducted to investigate the flipped classroom. Students log in their google classroom account, then they watched a video from the lecturer or powerpoint outside of class and completed the task during class time. Further, this study used a mixed-method design. The data was collected by questionnaire, interview, document, and field note. The result showed that most of the students enjoy conducting the flipped classroom model.

Keywords: Flipped Classroom, Google Classroom, Teaching Model, and Technology.

Introduction

The development of technology and information today greatly affects the world of education. This makes the lecturers more creative because they use technology in learning and teaching activities in the classroom. Backlund & Hugo (2018) argued that professional practice changed when they flipped the classroom. Lecturers can already create their learning media, use several learning applications even to evaluate students’ learning outcomes. Besides, to overcome the weaknesses of the learning model which is commonly used by the lecturers, there is no harm if the lecturer follows the habits of some students who use internet facilities. Students usually use the internet to chat with their
friends through social media, play games and read articles. Therefore, the lecturers can try to use online learning, namely the flipped classroom model.

The flipped classroom model is currently very popular and effectively used by the lecturers. This model, the lecturer is as a facilitator who directs the learning process. The flipped classroom has two models, namely group learning activities in class, and self-study using internet facilities, computers or smartphones outside the classroom. According to Urfa (2018), the flipped classroom is different from the traditional teaching method, flipped classroom allows students to learn the theory of the lesson via multimedia tools, namely online video, and presentations. Moreover, Bishop & Verleger (2013) state that in the flipped classroom, students are arranged in learning activities both inside and outside the classroom. Inside the classroom, the students are working with the group, try to solve problems. Meanwhile outside the classroom, the students are learning by themselves, watching the videos from the lecturer and doing some tasks. Hence, the researcher can conclude that students before entering the class, the first watch a video from the lecturer about several important things, such as the material to be taught, the topics to be discussed, and the tasks to be done. So, students must study first before entering class. It can be concluded, the flipped classroom model teaches the students to interact with their group friends in class, then study independently at home (Ayçiçek & Yanpar Yelken, 2018).

Additionally, in this study, researchers use the google classroom application for the online learning process outside the classroom. “Google Classroom is an application that has been developed by Google Inc. for educational space intended to find a way out the difficulty of creating, delivering, and classifying any paperless assignments” (Sepyanda, 2018, p. 181). Through google classroom, the lecturers will send videos or material in the form of power points or files that will be studied by students. Besides, lecturers can also make assignments and limit the deadlines for collecting tasks that will be done by the students through this application. Besides, students easily send assignments to lecturers, and so do lecturers easily file assignments from students. To avoid the risk of scattered student assignments. Moreover, the use of google classroom
can help students when they have social anxiety. It can be solved because they are not shy to comment or share their opinions directly in the class (Muslimah, 2018). Further, students can learn English because the instruction of the application uses English. This is in line with the research conducted by Yuyun in 2013, the result shows the students learn more English language skills, such as grammar and vocabulary.

The use of the flipped classroom model is planned to be carried out in history education classes. It is caused because of learning in history class often uses conventional methods. Where all activities are centered on the lecturer. The presentation of the material in the lecture makes students sometimes feel bored. Students in class listen more than express their opinions. Besides, the amount of material to be taught is sometimes not finished. This happens because sometimes the lecturer cannot enter the class because of busyness outside.

There are some interesting ways to teach history such as the content of the history subject should be interesting, simple, and easy to understand; the history book should be presented in attractive way; the lecturers have been trained and have knowledge of the subject, new methods and technique; the lecturers should make the class interactive and encourage the classroom; should prepare innovation teaching learning materials; always give feedback in order the students know their strength and weaknesses; organize field trips to historical places and monument places relating to the material; always motivate and teach effectively (Tok, 2016). Moreover, the lecturers should use technology in teaching and learning process, such as using online learning application.

Some previous study has conducted about the flipped classroom. Zainuddin & Attaran (2016) indicate that most students had positive perceptions toward the use of flipped classroom and most of them recommended it used for other courses. ThiThanhQuyen (2017) shows that the students have considerably positive perceptions towards the flipped model and the Facebook platform in all aspects investigated. Besides, the flipped classroom makes class exciting, motivating, and engaging (Farrah & Qawasmeh, 2018; Shih & Tsai, 2017).
Contrary to the previous study, the researchers want to know the student's perception of the use of flipped classrooms at the History Education Department and the positive and negative side of this model. The researchers will use google classroom as the application that will be used outside the classroom. Based on the preliminary observation, the students have never used google classroom. The teaching model that is most used by the lecturers is presentation, lecturer, and discussion. The researchers try to flip the classroom with online learning.

**Literature Review**

**Integrating Technology in the Classroom**

The educational institute's management asks the lecturers to use technology in the classroom. They have finance or manage the process and provide multimedia tools that can be used in the classroom, such as internet access, LCD, and computer. Moreover, most students have had their smartphones and laptop. Hence, integrating technology in the classroom can be implemented. Vrasidas & McIsaac (2000, p. 129) state, "for successful technology integration in schools teacher education programs play a crucial role. Teachers' preparation on technologies should provide teachers with a solid understanding of the various media, their affordances, and their constraints”.

Technology is a useful tool to help lecturers' instruction in the classroom. Technology can be more interest in learning on the part of students, and lecturers can use it as media in the class. "Technology has the potential to make instruction easier, more challenging and motivating for lecturers" (Jhurree, 2005, p. 469). Moreover, technology is not a deliverer's content, but tools used by the lecturers and students to construct knowledge and share meaning (Vrasidas & McIsaac, 2000).

**Students’ Attitude in Using Technology**

Most students have a positive attitude in using Technology for education. They use the internet, smartphone, and laptop to do and to search for additional information or knowledge related to their assignments easily. The condition of students’ positive attitude
is influenced by two factors. They are willingness and positive reinforcement. Students’ willingness showed when the students read some articles related to their assignment and do it continuously. While the positive reinforcement showed the students always try to ask questions or giving arguments. Besides, the cognitive attitude showed the students’ capability in using technology. (Maisa, Lengkanawati, & Suherdi, 2019). The students know well how to use it. It sometimes builds the students' curiosity about something new for them.

**Students-Computer Interaction**

Students can’t interact with the computer directly. They need to know how to operate it first. Semmar & Al-Thani (2015) show that Piaget's theory of cognitive development points out that student cannot be given information which they immediately understand and use. Instead, students have to construct their knowledge. Students cannot be told by the teacher. They build their knowledge through experience. Experiences help them to create schemas-mental models in their heads. These schemas are changed, enlarged, and made more sophisticated through two complementary processes: assimilation and accommodation.

**The Use of Flipped Classroom**

The flipped classroom is a pedagogical model designed to focus on a student-centered teaching technique that reverses the traditional educational arrangement. Lecturers make a short video that will be watched by the students before coming into the class. While, in-class time is devoted to homework, discussions (Bedi, 2018). Some researchers have conducted about the flipped classroom. Johnson (2013) shows three major findings: students are doing less homework in a Flipped Classroom than in a traditional lecture-based classroom, students enjoyed learning in a Flipped Classroom environment, and students benefited from watching their lectures in condensed lesson videos. Moreover, the result of the questionnaire and interview in Farrah & Qawasme (2018) show that most of the students have positive perceptions towards using a flipped
classroom for they were involved energetically using flipped classrooms. They also have opportunities to assume their responsibilities to learn in a student's centered classroom collaboratively and interactively with their peers and their instructors alike.

**Google Classroom**

In 2014, Google Apps for Education launched google classroom. This application is free for lecturers and students. It can act as learning management systems in schools, colleges, and higher education institutes. (Azhar & Iqbal, 2018). Google classroom is helpful to all of the students' categories. It has benefits to avoid missing students' assignments (Saeed Al-Maroor & AL-Emran, 2018). Students can keep their files more organized and need less stored paperless in a single program. It can be accessed anytime and anywhere as long as there is an internet connection. It can be used to communicate between lecturers and students, students and their friends, and also to give feedback and comments to students (Muslimah, 2018). Besides, teachers' satisfaction with the use of google classroom shows that teachers are satisfied with using google classroom in class because of its easy learning and adaptation to meet student needs. (DiCicco, 2016).

**Positive and Negative Sides of Flipped Classroom**

Bauer-Ramazani, Graney, Marshall, & Sabieh (2016) argue, “a major benefit for teachers is to free up time and increase student engagement outside the classroom by moving delivery of content to the out-of-class portion of the course so that they can devote their energy to observation, feedback, and assessment.” Arnold-Garza (2014) states that students in the flipped classroom model have a more active role and ultimate responsibility for their learning. Bergmann & Sams (2013) mention some benefits of the flipped classroom. First, Students get help on Difficult Topics. They have some hours to do their assignments that they do not prepare with the answers. They can ask their friends and discuss the topic together. Second, the lecturer-student interaction is enhanced. The lecturer still can communicate with the students outside the classroom every day. Third, it creates an atmosphere of learning, since a flipped classroom involves the teacher
interacting with each student, the teacher can help one student drill deeper into a subject while providing another with the appropriate support to become successful. Since the flipped classroom provides students can interact with the students, the lecturer can help and give feedback about the material to students, to support to become successful. Fourth, students can learn at their pace. Sometimes, the lecturer has a low voice, and students can hear what the lecturer talks about. In the flipped classroom, students can turn on the lecturers' video and repeat the video. Fifth, It helps when students are absent. Students still can watch the video of lecturers outside the classroom, which is sometimes the main content of the topics. Sixth, it helps when the teacher is absent. Lecturers have some jobs such as professional development, coaching, research, or even sick. Thus, they can't come into the class, but they still can make a video about their topic. Seventh, relationships with students are better, the flipped classroom allows the lecturers to know their students better than ever before, both cognitively and personally.

The negative sides of the flipped classroom are found by some researchers. First, Du, Fu, & Wang (2014) state that students who have no ability to operate computers and the internet. Some students also do not have personal computers or network will be forced to use public computers or network library or an internet cafe. Second, Bergman and Sams as cited in Urfa (2018) state that the biggest disadvantage of the flipped classroom model is faced by the teachers, whether the students have watched the video and whether they have learned the material that has been uploaded by the teachers.

Method
Research Design

The design of this research was a mixed-methods design. Creswell (2012) concludes the researcher needed to understand both quantitative and qualitative research. Quantitative provided data from a large number of people and generalize results, besides qualitative permitted an in-depth exploration of a few individuals.
Technique of Procedures

After conducting the flipped classroom model by using google classroom application, the Student participants were first asked to fill out the questionnaire. Thereafter, the researchers interviewed some students.

Research Instruments

1. Questionnaire

The questionnaire for students' perception of the use of flipped classrooms contained two parts. The questionnaire consists of part I. Yes-no questions and Scala Likert questionnaires: Opinion for the use of flipped classroom by using google classroom, and part II. Open-discussion questions: benefits and limitations of the flipped classroom.

2. Interview

The interview was used to gain deeper information which was not available in the questionnaire. The question of the interview was based on the following aspects:
1. Students’ experience in doing flipped classroom.
2. Students’ perception which parts of online activities they like the most and the least.
3. Students’ preference, flipped classroom model or conventional model.

3. Documents

A valuable source of information in qualitative research can be documented. Documents consisted of public and private records that qualitative researchers obtain about a site or participants in a study. These sources provided valuable information in helping researchers understand the central phenomena in qualitative studies (John W. Creswell, 2012). In this case, the document that had been evaluated was unpublished data of administrative students.
4. Fieldnote

The data recorded during the observation were called fieldnotes. Fieldnotes were text (words) recorded by the researcher during observation in a qualitative study (John W. Creswell, 2012).

The procedure of Data Collection

The procedures of data collection in this research were:
1) The researcher found out the condition of the History Education Department (internet access and computer laboratory).
2) The researcher conducted the flipped classroom model after the lecturer change from the first lecturer.
3) Researchers prepared research instruments such as questionnaires, and guideline personal interview. Here, the researcher used two versions of research instruments,
4) The researcher asked the participants to accomplish the questionnaires in 30 minutes. After that, they also have a personal interview in 10 minutes. The researcher involved 8 students.
5) The researcher analyzed data quantitative based on the questionnaires and data qualitative from the interview, documentation, field note, and audiovisual materials.

Technique of Data Analysis

Computing the questionnaire analyzes by using SPSS (Statistical Package for the Social Sciences) 16 Program for Windows. The researcher used descriptive statistics programs.

Result

There were two kinds of analyses that would be explained. They were qualitative analysis (questionnaires, interviews, and documentation) and also the quantitative analysis of questionnaires.
Table 1. The Result of Questionnaire Part I. Yes-No questions:
Opinion for the use of flipped classroom by using google classroom

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>% Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>Have you ever studied by using the flipped classroom model?</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Do you watch the video or read material that has been given by the lecturers before coming into the class?</td>
<td>85.7</td>
</tr>
<tr>
<td>3</td>
<td>Do you like doing assignments by group discussion?</td>
<td>48.6</td>
</tr>
<tr>
<td>4</td>
<td>Do you like doing assignments by an individual?</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Have you had ever google classroom account before this study?</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Have you known how to use google classroom application (another subject)?</td>
<td>17.1</td>
</tr>
<tr>
<td>7</td>
<td>Do you learn facilities in the use of google classroom application by reading the tutorial on the internet?</td>
<td>48.6</td>
</tr>
<tr>
<td>8</td>
<td>Do you learn facilities in the use of google classroom application by asking friends?</td>
<td>77.1</td>
</tr>
<tr>
<td>9</td>
<td>Do you log in to google classroom before coming into the class for doing the assignment?</td>
<td>85.7</td>
</tr>
<tr>
<td>10</td>
<td>Do you watch or read the material before coming into the class?</td>
<td>68.6</td>
</tr>
<tr>
<td>11</td>
<td>Do you try to understand the content of the video or material before coming into the class?</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>Do you do the assignment at home?</td>
<td>85.7</td>
</tr>
<tr>
<td>13</td>
<td>Do you do the assignment in class before the class is begun?</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>Is History learning more interesting by using video and google classroom applications?</td>
<td>85.7</td>
</tr>
</tbody>
</table>
Do you agree to combine the flipped classroom model and google classroom application that can be used to another subject?

<table>
<thead>
<tr>
<th>NO</th>
<th>Items</th>
<th>Percentage of Scala Likert</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>1</td>
<td>Flipped Classroom model is more interesting than the conventional model</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Materials/videos that have been given are interesting</td>
<td>14,3</td>
</tr>
</tbody>
</table>

The table above showed the highest score is item number 1, 4, 5, and 11. 100% of students argued that they have never studied by using the flipped classrooms (item 1). 100% of students said they like doing assignment individual (item 4). 100% of students said that they have never had google classroom account (item 5). Moreover, 100% of students try to understand the content of the video or material before coming into the classroom (item 11).

Besides, the second highest score is item number 2, 9, 12, and 14. 85,7% of students argued that they watch the video or read material that has been given by the lecturers before coming into the class (item 2). 85,7% of students argued that they log in to google classroom before coming into the class for doing the assignment. 85,7% of students argued that they do their assignment at home; and 85,7% of students said that history learning is more interesting by using video and google classroom application.
Flipped classroom gives me a chance to communicate with lecturers and friends.

The table above showed the highest percentage was item number 2. 68.6% of students agreed that the materials/videos that had been given were interesting. The second highest was in items number 4. Students 62.9% strongly agree feedback or suggestions from lecturers are important. The third-highest percentage was item number 3. 60% of students agreed that the flipped classroom gave them a chance to communicate with lecturers and friends.

Besides, the result of questionnaire part II. about the positive and negative side of the flipped classroom.

**Table 3. The Result of Questionnaire Part II. Open Discussion:**

**Opinion for the positive and negative sides of the flipped classroom by using google classroom**

<table>
<thead>
<tr>
<th>Students</th>
<th>Positive Side</th>
<th>Negative side</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>I think I encourage the materials which have given by the lecturers. I should always study whether in the classroom or at home because the lecturer has given us the topic that will be discussed on that day. Besides, the lecturer gives us the result of our assignment.</td>
<td>- We should have internet access.</td>
</tr>
</tbody>
</table>
| B | I like it because it builds our close relationship with the lecture. We can share our opinions about the assignment easily by chatting and get feedback. Additional, we can know the score of our assignment by the google classroom application. | - The voices of the lecture at some videos are very low. Sometimes, the sound of the music is higher than the lecturer’s voice.  
- Sometimes, I don’t have internet access at home. |
| C | - We don't feel bored studying history. The lecturers try to combine studying inside and outside the classroom. I enjoy the video.  
- We don’t need to print our assignment, which is saving my money. We just need to upload our assignment in our google classroom account.  
- We still can study although the lecturers can't come into the class. We have some assignments that should we discuss with our group. | - We can’t watch the lecturer’s video or download the material without internet access. |
<p>| D | - The students can't be late to send their assignments. Some students can't send their assignment, because they are late. The system of google classroom has closed it as the lecturer has managed it. | For the first time, Some students can't watch the lecturer's video because of the instruction use the English version. They need to translate it first. |
| E | - This model is very useful not only for the lecturer but also for the students. I am as the student, firstly, I can’t operate the google classroom application. After downloading it in my handphone, it's used as an English version. Hence, I try to know what the instructions mean. Therefore, it helps me to get some new English vocabulary again. | - Sometimes still some students do not watch the lecturer's video before coming into the class. I hope the lecturer should check the students who do not watch the video and read the material. |
| F | - The application is easy to use. This model makes us be more active and diligent students. We have to always study everywhere and anytime. | - I think there's no big problem during the meetings. Some of my friends do not have the internet, but we can help them by tethering our internet package to them. |</p>
<table>
<thead>
<tr>
<th>G</th>
<th>- This model can be used not only for history learning but also for another subject.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- We don’t need to be afraid if our assignment is lost, because our assignment has been saved in our google drive automatically.</td>
</tr>
<tr>
<td></td>
<td>- The application is not difficult to use.</td>
</tr>
<tr>
<td></td>
<td>- We still can study in class or at home if the lecturer can't come. The students also can get the material easily if they are sick and can't join the class.</td>
</tr>
<tr>
<td></td>
<td>- We can't meet our lectures at every meeting. It's better if the lecturers teach in the class than we watch the video.</td>
</tr>
<tr>
<td>H</td>
<td>- We don’t need to worry if our assignment is lost.</td>
</tr>
<tr>
<td></td>
<td>- We can share and chat with our lecturer and friends anytime to discuss the task and the materials.</td>
</tr>
<tr>
<td></td>
<td>- It changes our habitual in learning. We should be ready with our knowledge about the material that will be discussed first before the class begins. Besides, the habitual of collecting assignments. we</td>
</tr>
<tr>
<td></td>
<td>- The internet package has been run out and the application that I have downloaded using the English version. Hence, it's not easy for me to use it first.</td>
</tr>
</tbody>
</table>
should send our task on time if we want to get the score.

Discussion

From 38 students who registered in the class, only 35 students who joined the class, and filled out the questionnaires. Besides, 8 students were interviewed. The students registered at History Education Department in 2017/2018. They were 4th semester in 2019. The reason for choosing this class because based on the researcher's observation by interviewing the students directly, the researcher found that the students were bored to learn the history and the lecturers were busy therefore they sometimes didn't come to the class. Besides, the students are capable and familiar with the use of technology. Hence, the condition could help the researcher to conduct the study in this class.

We start with the result of the questionnaire part I (see Table 1) and supported by the result of the interview. Item number 1, the students said that they had never studied by using the flipped classroom model. It was the first time they conducted this model. Based on the result of the interview that has been translated into English about students' experience in doing a flipped classroom, student C said:

Actually, after changing the lecturer in this subject, I felt enjoy with the class. It was the first time for us to study by using a flipped classroom. The previous lecturer used the lecture method. I felt bored. Meanwhile, we studied by using a flipped classroom, we should always be active inside and outside class. We did some exercises in a small group and after going home, we watched the lecturer's video.

Item number 2, 85,7% of students said yes. They watched the lecturer's video before coming to the class. Besides, item number 11, 100% of students argued that they tried to understand the content of the video or material before coming into the class. It can be concluded that the students prepared themselves and studied before coming into the class. Student B also argued:
The part of the online activities that I liked the most was when I watched the lecturers' video. Sometimes I missed some parts of the topic in the class, because I did not come into the class, or the lecturer's voice was low. The least online activity that I did not like was an internet connection. I should go to the internet cafe.

Students C also stated:

It’s better to know and learn the material before coming to the class. In order, we can learn to prepare some questions that we want to ask. Meanwhile, some students do not cooperate well in class. They are late to get information. So, we should retell once more about the lecturer's instruction.

Item number 3 and 4 about the students' perception to do the assignment. Item number 3, 51.4% of students preferred to do assignments individually to group discussion. It was also supported by item number 4, 100% of students liked doing assignment individually better than group discussion. Student A said:

My experience during the flipped classroom, I liked it when I could chat about the assignment that I did not understand my lecturers' every time, although I could understand he was busy. However, I did not like doing an assignment with my group, because only I and some members of the group who did it.

Item numbers 5,6,7, 8 and 9 talked about google classroom. Item number 5 showed that they had never had a google classroom account. Item number 6, only 17,1% students said they had known how to use google classroom but they did not have an account. Item number 7, 51,4% of students said they learned the use of google classroom by reading the material on the internet. Additional item number 8, 77,1% of students learned the use of google classroom by asking friends. Further, item number 9, 85,7% of students logged in their google classroom account before coming into the class. Those statements also supported by the result of the interview. Student D said:

It was my first experience to conduct a flipped classroom. I had never used google classroom. Hence, the lecturer asked us to download it. We could log
in to our account by using a laptop or smartphone, but I preferred using a smartphone. I could get the notification from the lecturer directly if he sends new videos or comments.

Besides, student E also added:

My first experience in doing a flipped classroom was trouble. Because I did not know some instruction in google classroom. The language used English. Thus, I asked my friend to translate it. I thought not only me that did not know about the instruction, but also some of my friends asked to translate it. Afterward, I knew some new vocabulary in English.

Item number 10, 12, and 13, asking about the student's preparation before coming into the class. Item number 10, 68.6% of students argued that they watched the lecturers' video before coming into the class. Item number 12 and 13, 14.3% of students did not do the assignment at home. 20% of students did the assignment in class. It can be concluded that one of the limitations of this model, still there were 5 until 6 students from 35 students who did not do assignments and did not watch the video at home. Those statements also supported by the result of the interview. Student F said:

It is very difficult for me to watch videos from lecturers at home. Sometimes my internet package runs out. So I usually watch lecturer videos and do assignments in class.

Besides the students G said:

At first, it wasn't just about an internet problem that had run out, but also I didn't understand the instructions from the google classroom application. Therefore, I chose to ask a friend how to watch videos from lecturers and how to send assignments to the lecturers.

Additional the student H said:

This has become a habit to do the task later in class with friends who know better. but I admit, this made me late a lot of information and material from lecturers. this is caused by my internet package that has run out.
Item numbers 14 (Table 1), and item number 1 (Table 2). 14.3% of students chose "No" for question: Is History learning more interesting by using video and google classroom applications? Besides, 20% of students disagreed that the flipped classroom was more interesting than the conventional model. It showed that few students still chose the conventional model. It supported by the result of the interview. Student E said:

I preferred the conventional model to the flipped classroom because it's better for me to see my lecturers in class than watched the video. I could understand the concept of the material easily during face to face activities. If I have questions, the lecturers can directly answer it. While online, I had to wait for some hours. Sometimes, I also did not have an internet connection at home. Besides, when the first log into the google classroom, the instruction used English, but I could understand afterward.

It also supported by student G, he said:

The conventional model is better than the flipped classroom. It's better if we meet our lecturers every meeting, present and discuss the material. Additional, the lecturers can know the students better like which students are diligent, smart and active in the class.

Discussing items number 15 (Table 1), item number 3, and 4 (Table 2) were also interesting. Item number 15, 71.4% of students said the flipped classroom model could be used with another subject. 60% agree this model gave a chance to students communicate with the lecturer and friends. Google classroom had facilitated to give public comment and private comment. Additional, 62.9% of students strongly agree if the lecturers gave feedback to the students. It was also supported by the students' opinions during the interview session. Student A said:

One of the parts of online activities that I liked most was my lecturers gave a good score after some days collecting my assignment. He gave me some comments about my assignment. I thought it was good because sometimes we did not get our assignments' scores directly.
Based on the statements above, it can be concluded that the students have the willingness to learn using the flipped classroom on the next subject because of some reasons. Namely, the flipped classroom is a new model for them. Teaching and learning processes build their creativity, motivate them to learn history, and make them active to give opinions well prepared.

The other important thing is the students believe that learning by using an e-learning application could allow acquiring the new English vocabulary. Most of the students got the instruction of the google classroom application that used English after downloading it. It supported by some of the students’ statements when they were interviewed. Their first impression was confused on how to use it. They faced some new vocabulary that they didn't know the meaning. The effect of new English vocabulary does not come automatically. Vocabulary acquisition appeared because of the student’s need (Feng & Dizon, 2019). The students had familiar with some vocabularies, then they tried to connect them to the other instruction that they didn't understand. Besides, they opened a dictionary or google translate to get the meaning. Moreover, based on the result of the questionnaire, 48.6% of students said yes that they watched google classroom's tutorial on the internet", while 77.1% said yes that they ask their friend. Hence, directly, it builds the students’ curiosity or we can say it gives positive reinforcement to them to ask about the meaning of the new English vocabularies.

Further, the second part of the questionnaire was about the positive and negative side of the flipped classroom model. There was some positive side of the flipped classroom according to the students. They argued that the first, flipped classroom model motivated the students to study inside and outside the classroom. They should prepare themselves by watching the lectures' video about the next topic, then they browsed the materials and studied them individually before coming to the class. Second, this model gave a chance for the students to communicate with lecturers and friends. They got feedback about their assignment and got the score after doing the assignment. Third, this model helped the students financially. They did not need to print the assignment, they just uploaded by logging their google classroom account. Fourth, this model helped the
students when they could not join the class because of the sick or other students' important activities. The lecturers' video helped them, they could watch it every time and everywhere. Fifth, It could be a positive and negative side. It was about the language used in their google classroom account. After knowing to operate the application, they got some new vocabulary in English. They knew that they could change the language in setting program, but they preferred using English. Sixth, this model made the students more discipline in collecting assignments. In google classroom, there is a program that can limit the time of collecting assignments. hence, the students should upload the assignment before the limit time.

The negative side of this flipped classroom model was first, the students did not have an internet connection. Thus, they could watch the video. However, some students could anticipate it by sharing with their friends or going to the library or internet cafe. Second, the language of the instruction was English. In the first meeting, Some students faced the problem with the instruction in google classroom application. Thus, they also learned English because of it. Afterward, they knew how to operate it.

**Conclusion**

1. The students at the History Education Department were more in favor to use the flipped classroom. Google classroom application helped the flipped classroom model during the outside classroom. They also preferred to give assignments and materials by using google classroom.

2. The positive sides of the flipped classroom were: (1) Flipped classroom model motivated the students to study inside and outside the classroom. (2) this model gave a chance for the students to communicate with the lecturers and friends. (3) this model helped the students financially. (4) this model helped the students when they could not join the class. (5). After knowing to operate the application, they knew some new vocabulary in English. The negative sides of the flipped classroom were: (1) the students did not have an internet connection. And (2) Some students faced the problem with the instruction in google classroom application that used English.
**Pedagogical Implication**

The implications of the study included the need for lecturer to implement the flipped classroom model by using more online learning application. Conventional teaching method like lecture method for history leaning is no longer conforms to the needs of today’s students. The flipped classroom can be used for others subject and it’s useful to encourage the students’ knowledge. Besides, changing the teaching model once in a while allows the lecturer to have more time to explore new teaching materials and make the students always study before coming into the class. For future researchers, they can use another design of methodology whether qualitative or quantitative. Moreover, they can use another online leaning application, like schoology, edmodo, or the others application for education.

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