



Exploring EFL Teachers' Practices Flipped Classroom Through Think-Pair Share Strategy In Reading Comprehension

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Abstract

This study investigates of EFL teacher practices using flipped classroom and Think-Pair Share (TPS) strategy in reading comprehension classes. The purpose of this study is to find the challenges and opportunities encountered by EFL teacher while utilizing this learning model. This investigation applied a qualitative methodology with a case study design. This study's participant was an EFL teacher who taught at a private junior high school in Bekasi, West Java. The researcher used observation, interviews, and documentation to collect the data. By employing thematic analysis by Braun & Clarke (2006), the data is analyzed. The research findings indicate that flipped classroom and TPS serve a meaningful learning task that facilitates text comprehension among students. In addition, the use of flipped classrooms and TPS incorporates challenges and opportunities. This study encounters practical difficulties and school policies as obstacles. In addition, there are opportunities to exercise student-centered learning, assist students with learning readiness, and improve students' reading comprehension.

Keywords: *Flipped classroom, Reading comprehension, Think-Pair Share*

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INTRODUCTION

Reading comprehension is essential for English learning. It encourages students' comprehension of texts. According to Suryana et al., (2021), reading comprehension involves not only reading aloud, but also establishing and comprehending the meaning of words, sentences, and paragraphs, as well as recognizing the relationship between ideas. In addition, Husroini (2022) stated that reading comprehension is essential for lifelong learning. There is interaction exists between the reader and the text. The reader's experiences, abilities, motivations, and reading goals all influence reading comprehension. Therefore, Alghonaim (2020) claims that English teachers must implement effective reading comprehension strategies in order to improve students' comprehension levels. The application of effective reading comprehension strategies is crucial for increasing students' comprehension levels.

In fact, students remain passive in their reading comprehension classes. English teachers' instructional methods are one of the factors contributing to this problem. They do not employ effective instructional methods. According to empirical evidence reported by Samiei and Ebadi (2021), students studying reading comprehension in teacher-dominated classes may not have sufficient time to develop their skills and formulate plans for active participation in class discussions. The majority of reading comprehension learning occurs only in the teacher center, where the instructor actively provides materials or spoon-feeds the students,

preventing them from becoming independent. In teacher-centered classrooms, the teacher is expected to do most of the lecturing, while students are only permitted to sit quietly, passively listen to the teacher's lecture, and take notes with the goal of memorization of the key points from the textbooks.

Incorporating the flipped classroom through Think Pair Share (TPS) is one of the effective strategies for teacher to increase active student engagement in reading comprehension. According to Samiei & Ebadi (2021), the flipped classroom is an innovative approach to integrated learning made possible by technological advancements in the educational setting. By transferring the principal instructional materials outside of the classroom, teachers could save classroom time. Under the guidance of their instructors, students engage in practical exercises and activities in the classroom (Chen Hsieh, Wu, and Marek, 2017; Clark and Post, 2021).

In practicing the think-pair-share incorporated into the flipped classroom model, students are allowed to think about and understand previous submissions of content from the teacher. As Arapah (2023) said, the English lesson begins with students studying the learning materials independently, which the teachers give before the beginning of class on a digital learning platform. Then, in pair time, the teacher instructs students to pair up with their learning partner. Students turn to face their learning partner and collaborate by sharing ideas, discussing, clarifying, and challenging one another. The pair then shares their thoughts with another pair or the class as a whole. Ugwuanyi et al. (2020) define the Think-Pair-Share Strategy (TPSS) as giving sufficient time for students to reflect on how to improve the accuracy of their responses to language learning tasks.

By integrating the flipped classroom and TPS as a learning strategy, it is very useful for active learning in reading comprehension classes. Moreover, this will provide opportunities for students to comprehend the contents of the text. According to Long, Cummins, and Waugh (2016), the advantage of a flipped classroom is that students are very motivated to learn, their exploration and active learning is improved, and they have more chances to practice and interact with what they have learned in reading classes. Implementing flipped classrooms in Iranian junior high schools has a major effect on students reading comprehension. Moreover, participants in flipped classrooms were extremely motivated to learn due to the accessibility to facilities (Hashemifardnia et al., 2018).

Sapsuha and Bugis (2013) found that the use of Think-Pair-Share in reading instruction enhanced students' reading comprehension. Students who have difficulty carrying on a conversation are liberated, as think-pair-share aids shy students, Think-Pair Share also provides plenty of time for students to think about completing reading comprehension tasks. Furthermore, The Think-Pair Share is a fun activity in reading classes, and students agree that enjoyment improves learning. Sumekto (2018) conclude that the think-pair-share method fosters a positive learning environment in which the majority of group members have self-awareness, confidence in their ability to solve problems, and discuss the content of reading materials with a focus on verbal interaction. In line with Shih and Reynolds (2015) said that integrated instruction in the think-pair-share reading strategy is more effective at increasing motivation than the traditional approach.

Several studies examined the positive impact of using both flipped classrooms and Think-Pair share from the student's perspective. The findings of most flipped classrooms and Think-Pair Share can influence students' motivation and improve reading comprehension. However, only a few studies have focused on using the incorporation of flipped classroom and Think-Pair Share strategy in reading comprehension classes based on the teacher's perspective. Therefore, this study examines the opportunities and challenges faced by EFL teacher by practicing a combination of flipped classrooms and TPS strategy in reading comprehension which focus on recount text.

METHODS

This research uses a qualitative approach to provide a clear description of the research findings. According to Creswell & Creswell (2017), qualitative research is an appropriate tool to solve a research problem in a real situation that needs to be explored. As defined by Bogdan and Taylor (2015), qualitative method is a research technique that generates descriptive data, such as the written or spoken words and attitudes of interviewees. The case study design employed in this research. Heigham & Croker (2009) said the purpose of a case study is to provide a comprehensive, context-specific view of a particular phenomenon. In this study, EFL teacher will be interviewed about the challenges and opportunities they face when teaching reading comprehension in flipped classrooms through TPS strategy. The data collection in this research includes observation, interview, and documentation. To analyze the data, the researcher used thematic analysis from Braun and Clarke (2006). This research took place at a private junior high school in Bekasi. Moreover, the participant in this research is an EFL teacher because the teacher has a long teaching experience and has implemented the flipped classroom for English teaching.

RESULTS & DISCUSSION

Results

This study explores the challenges and opportunities faced by an EFL teacher using flipped classrooms and Think-Pair Share (TPS) strategy in reading comprehension. From the thematic data analysis, there were several key themes of challenges and opportunities faced by teacher. The findings will be described as follows.

1. Practical obstacle as challenges.

Flipped classroom and TPS require technology-integrated learning, such as Google Classroom, to support independent learning. In this case, it was found that EFL teacher had practical difficulties in providing learning with technology integration due to insufficient phone memory. So that this causes learning obstacles in a flipped classroom and is integrated with Think on TPS, where students read and understand the material before class begins in their home as well as online.

2. School regulation as a challenge for an EFL teacher.

The pair-learning process at TPS in this study involved the use of phones in the classroom. Because during text analysis as a group assignment, students need their phones to view the recount text that has been shared by the teacher through Google Classroom. However, school regulations that do not allow students to use

phones in class are an obstacle for teacher. This clearly hampered the learning process in pairs at TPS, where students needed their cellphones for recount text analysis assignments.

3. Maximizing learning time due to students' language barriers as a teacher's challenges.

Analyzing the text as a group task in a reading comprehension class requires students to comprehend the meaning of the text. However, the findings of this study found that there was a language barrier, which made it difficult for students to analyze texts. This makes it a challenge for the teacher to provide additional time for students to complete their assignments. So, it is clear that by providing this additional time, the teacher must maximize the remaining time so that learning can still be completed on time.

4. Support student-centered learning as teacher's opportunity.

Learning that is done online in the Think session at TPS provides knowledge of the material to be learned so that the teacher does not explain the material in class. In addition, studying in groups during the Pair session at TPS provides time for students to discuss, exchange ideas, and actively ask questions of the teacher. While during the Share session, several groups were called upon to present their discussion results. With a variety of learning in the classroom and a lot of interaction from students, it creates opportunities for teachers to support student-centered learning.

5. Improve student readiness when face-to-face in class as opportunity.

The combination of flipped classroom and TPS provides time for students to understand and read the material before class starts. It is clear that this can improve student learning readiness while in class because students already have an idea of the material to be studied.

6. Improve students' reading comprehension as an opportunity.

Based on the findings, the flipped classroom and TPS are effective to improve students' reading comprehension because activities before class as well as during class require students to read and understand texts. Before class, students read the material as preparation, while in class, students are given a recount text analysis task in which they must read and understand the text. It is clear that students' reading comprehension is increasing.

Discussion

The data discussed is the practice of EFL flipped classroom teacher through Think-Pair Share (TPS) strategy in reading comprehension. The main research theme focuses on explaining the challenges and opportunities faced by teacher when using flipped classrooms in reading comprehension classes. The challenge of practical obstacles related to online learning is the primary challenge teacher encounter. This requires the teacher to upload materials using learning media such as Google Classroom. According to Basal (2015), some of the challenges of flipped learning have been practical and technical issues with the internet connection, video quality, and a learning management system issue. Chen et al., (2015) revealed that there are difficulties with technology-based learning facilities. In addition, there are school regulations that do not allow students to use phones in class. This becomes crucial given that learning in the classroom requires the use of mobile devices to complete text analysis tasks in groups. According to Razak et al. (2019), teachers

would be more committed to integrating ICT and enhancing the quality of learning if school administration and regulations provided adequate support. In accordance with Ali et al. (2009), the emphasis on allowing instructors permission on "when" and "how" to integrate ICT in schools must be strengthened. And the finding of the next challenge factor, which is maximizing learning time despite language barriers among students. Students must become proficient in every aspect of the language, including its vocabulary, grammar, and culture, making the process of learning a foreign language difficult and time-consuming (Brown, 2007; Mohammed, 2018). Moreover, Jayanti (2016) states that vocabulary knowledge influences reading comprehension and academic achievement positively. So, the teacher needs to give extra time to students. However, the fact is that by providing this additional time, teacher must also be able to maximize the remaining time until the lesson ends. The teacher must allocate sufficient time to implement it in order to achieve the learning goals (Wanner & Palmer, 2015).

On the other hand, there are opportunities that teachers get when practicing flipped classrooms through TPS, such as supporting student-centered learning. Akcayr & Akcayr (2018) said flipped classrooms are student-centered as opposed to conventional teacher-centered learning environments. Consequently, theories of student-centered learning such as collaborative learning and engaged learning can be implemented more effectively in a flipped classroom. This eliminates the problem of spoon-feeding and makes students more engaged in reading comprehension classes. Al-Saadi (2011) found that "spoon-feeding" is a prevalent practice and that students have no control over what or how they study. However, the flipped classroom and TPS practices clearly support student-centered learning with lots of interaction and involvement between students. The next opportunity is to improve student readiness when face-to-face in class. As part of the flipped classroom model (FCM), online study materials are required for students to prepare for learning in class, which encourages active participation in class (Amiryousefi, 2019; Öztürk & Çakıroğlu 2021). In addition, in face-to-face sessions, the teacher assesses student readiness for learning by asking questions related to the material sent prior to class. The objective is to evaluate students' learning readiness and comprehension of the material. According to Usman (2015), the teacher presented a problem or posed an open-ended question about the topic, to which students could respond in a variety of ways. And the last one is improving students' reading comprehension as opportunity. Dehham et al., (2022) defined building meaning from or comprehending previously read material is known as reading comprehension. In line with this study, teachers can improve students' reading comprehension through the flipped classroom and TPS strategy. Sapsuha & Bugis (2013) found that Think-Partner-Share, particularly in pair learning, enhances students' reading comprehension by means of pleasurable learning. Moreover, pair learning permits students to discuss their text comprehension with one another.

CONCLUSION

This study concludes with the challenges and opportunities that EFL teacher face when practicing flipped classrooms and TPS strategy in reading comprehension classes. The result implementation of flipped classroom through TPS requires applications to support learning, but there are practical challenges-

unable to download the Google Classroom application to support student learning independently or asynchronous. Furthermore, the next practical obstacle is maximizing learning time to overcome students' language barriers. The last obstacle is related to school regulations, which have an impact on the use of phones in the classroom as a student learning need. There are opportunities to support student-centered learning by holding discussion sessions, group learning, and presentations. When using flipped classrooms and TPS, the teacher can also sense the readiness of the students to learn because, prior to the start of class, they are already familiar with the material. This is related to enhancing students' reading comprehension as a teacher's opportunity.

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