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Article

Flipped Virtual Classroom Learning Model for the Course Study Discourse Analysis in Translation

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KEYWORDS

discourse analysis in translation
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A B S T R A C T

This study aims to explain the learning models of flipped virtual classroom that can be applied in virtual classrooms in discourse analysis in Translation courses. When teaching, the learning model is explained by using video as an appropriate and efficient choice pattern to achieve learning objectives. Flipped virtual classroom is a learning model that transfers synchronous virtual classroom models to asynchronous virtual classroom models. The research method in this discourse analysis in Translation course was through literary sources. The purpose of the research is to provide information about virtual learning methods as a means of enhancing learning and language proficiency in Bahasa Indonesia combined with translation reflection theory. The virtual learning model can be combined with variations of learning models such as: Problem-based Learning, Inquiry-based Learning, Project-based Learning, Research-based Learning. In conclusion, through the choice of an asynchronous virtual classroom learning model and the application of discourse analysis in Translation as a reflection activity in translation, students are able to make a more detailed and deeper translation analysis.

INTRODUCTION

Indraprasta PGRI university is a private university that requires its students to attend classes before the pandemic era. In the mid of March 2020, the situation changed the traditional classroom into the virtual classroom. This situation forced all lecturers and students to be ready in a virtual learning environment. Some problems appear when everything is all in virtual, some lecturers that are not familiar with digital applications in delivering the material will face difficulties in this situation. Some students who have no access for big internet quota will face problems in joining virtual classroom. This research is to give a solution for all, both lecturers and students. Flipped virtual classroom is a solution for delivering an e-learning package in the global pandemic era.

Many students are not ready to join class conference through ZOOM Cloud Meeting because they do not have enough internet quota. Flipped virtual classroom offers lecturers and students to have asynchronous environment of VC rather than synchronous environment. Lecturers posted some videos, learning materials and journals in the digital whiteboard and then the students give some comments, suggestions or even asking questions for all participants to be answered and commented. The design of flipped virtual classroom is a solution for students of Indraprasta PGRI University.

Today we are facing dreadful economic crisis due to the global pandemic COVID-19. Most people suffer from difficult time, unemployment, salary-reduction, and inflation. Most students are not able to support their education because they got canned. This condition is really hard for students and lecturers to have a real time conference through ZOOM because the students do not have enough internet quota and some of them went back to their hometown because they do not have jobs. There should be a solution for lecturers to continue the online class with cheapest social media such as WhatsApp

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Messenger, Telegram as a medium of distance learning. The concept of distance learning is a weekly group-discussion, any student can give comment and feedback at any time within a week and the score is based on the comment and feedback that the students write in order to respond the learning materials and their friends' presentation videos and papers.

Some previous researches on Flipped Classroom and Learning Management Systems are defined, one of them is a research on Flipped Classroom Model through Learning Management Systems – Moodle as the implementation of Blended Learning by Mudarwan (2018). This research tries to explain the teaching-learning process through Flipped Classroom Model (Inverted Classroom) in which the students' task and homework that should be done at home are switched as class major activities and the students' reading, listening and remembering that should be done at school are switched as home major activities. The design of Flipped Classroom is using Bloom's Taxonomy modified by Anderson and Krathwohl (Anderson et al., 2001), that is LOTS (Lower Order Thinking Skills) such as remembering and understanding is outside the class and HOTS (Higher Order Thinking Skills) such as applying, analyzing, evaluating and creating. This research also describes the essential component of Flipped Classroom which is Active Learning that is derived from constructivism theory. This is to show that someone should be responsible to build his knowledge to learn. Finally, this research describes nine benefits of using flipped classroom model, i.e. (1) Students will get a meaningful video to help learn the difficult materials; (2) Students and teachers have meaningful interaction; (3) Teachers are possible to give more attention to the weak and the smart will get a challenge to improve their ability; (4) Flipped Classroom model accommodates different learning styles; (5) Creating meaningful learning environment; (6) Students learn with their own speed; (7) It will help teachers and students when they missed the class; (8) FC is not for all the materials; (9) Teacher and students relation is well-maintained. These nine benefits are shortened into three main components; they are face-to-face activity in class, online materials, and active learning in class.

The virtual classroom (VC) can be described as a virtual learning environment in which Active Learning (AL) can be applied as in a traditional classroom. The VC lecturer's role is not much different from that in the traditional classroom. Students and lecturers can collaborate using a few digital platforms such as Google Classroom, ZOOM Cloud Meeting, WhatsApp Messenger, and Padlet digital whiteboard. The Virtual Classroom environment provides students and lecturers with the possibility to communicate both synchronously and asynchronously. The synchronous environment of VC effectively raises student's satisfaction (Thomson, 2010) and has an effect on the social side of education (Martin, Parker and Deale, 2014). In addition, using a synchronous environment of virtual classroom gives students a lot of chances to: interact with the teacher and other students, obtain immediate feedback from lecturers, enhance dynamic interactions with other participants, strengthen their social presence, exchange the emotional supports and supply verbal elements (Allmendinger, Kempf and Hamann, 2009). The asynchronous environment of VC is a digital environment that enables students to participate in activities any time, any place. This feature overcomes the problem of attending classes in real-time and takes into account individual differences.

The strategy of Flipped Virtual Classroom serves both teaching and learning by flipping course lectures and homework in a hyper multimedia videos which are posted online so that students can view and study them as many times as they like before classes start (Slomanson, 2014). The videos can be derived from lecturers or from others that are available in Youtube. In some cases, lecturers instruct a small group of learners to create multimedia videos either by recording specific scenes or capturing screencasts of presentation activities. In all cases, both learners and lecturers will benefit from applying the Flipped Classroom strategy. Learners can watch lectures at any place or time and utilize classroom time to do their homework. Teachers can support students to become self-directed learners instead of telling them what to learn, how to learn, and when to learn, enhancing their critical thinking and self-learning (Sun, Wu and Lee, 2017), constructing experiences, developing communication skills and cooperation, increasing the learning motivation, and hence increasing their achievement (Sun and Wu, 2016).

The role of teachers in the Flipped Virtual Classroom strategy differs significantly from their roles in traditional classrooms. They manage the class and the time, control the speed of learning, determine the strategies and activities that will be applied, direct the students' activities, and motivate and provide them with the support needed. They also participate in discussion groups by leading the discussion and concluding the essential points. Lecturers are able to determine the strengths and the weaknesses in student's learning and consequently instruct and guide the students positively. In addition, the lecturers' role in planning the lesson differs as well. They become more effective in refining lesson plans that suit the students' needs. The core of their focus is to achieve better understanding for students. The lecturer's role in the Flipped Virtual Classroom strategy is redefined as that of guide, coach, and facilitator (Bergmann and Sams, 2012;

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Hamdan, et. al., 2013). No benefits can be obtained from applying the traditional classroom technique.

The Flipped Virtual classroom is a win-win solution for students and lecturers that they cannot have a real-time conference due to the internet quota and low internet signal. The FVC environment is the only useful way in this case as it is a learning environment that allows the students and the teachers to communicate with each other without the need to have real-time virtual classroom. To overcome all of these challenges, the researchers' suggestion is to switch the VC synchronous strategy with the VC asynchronous strategy to produce a new learning model referred to as the Flipped Virtual Classroom (FVC). The FVC allows the students to watch and to listen to lectures at home and then to perform their interactive activities and to apply their knowledge in a virtual asynchronous classroom (VAC) in a way similar to the traditional classroom environment.

METHOD

Problem solving analysis from the results of a research study entitled "Flipped Virtual Classroom Learning Model in the Course Study Discourse Analysis in Translation in Indraprasta PGRI University" was a library method with data collection techniques of several research journals that are relevant in the field of virtual classroom and flipped classroom. The purpose of this research was to provide information about online learning in Indraprasta PGRI university as a means of improving teaching and learning skills through Flipped Virtual Classroom which switch the synchronous learning model into asynchronous learning model.

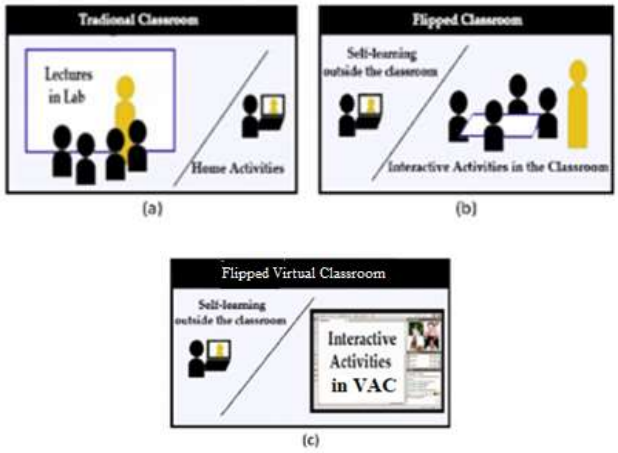

Figure 1 (a) Traditional Classroom; (b) Flipped Classroom; (c) Flipped Virtual Classroom

This asynchronous learning model is suited to the condition of the lecturers and students in Indraprasta PGRI university. This model is the most possible method in delivering the course for all lecturers since the session span is about a week and the scoring method is derived from the comments and feedbacks of the students themselves. The final test is also online so that the students could prepare a few days earlier all of the materials. This model is a win-win solution for all lecturers and students in improving the quality of active learning in the pandemic era.

The research on the implementation of flipped learning model using moodle to increase students' higher order thinking skills (Mas'ud and Surjono, 2018). This study aims to reveal the differences in the learning achievement based on higher order thinking skills of the students using flipped classroom learning model using moodle media on simulation and digital communication subjects and that of those using the conventional learning model with printed book media. The research method in this study was quasi experimental design by using non equivalent control group design (pretest, posttest which is not equivalent), that is the distribution of research sample which is intended to know or try to examine the existence of causal relationship by comparing between experimental group that has been given treatment with comparison group that has no treatment. This experimental method was chosen to test the influence of one or more variables on other variables or causal relationships of one or several variables.

Based on the results of research conducted, it is found that the learning model flipped classroom with moodle as a medium of learning use positively affects the students' higher order thinking skill learning based learning outcome. Limitation of this study is this study does not compare with other learning models such as problem-based learning and so on in an effort to improve the thinking level of students.

RESULTS AND DISCUSSION

This course aims to examine how stretches of language, considered in their full textual, social, and psychological context, become meaningful and unified for their users. It provides insights into the problems and processes of language use and language learning, and is therefore of great importance to language teachers. Then, it also aims to explain the theory of discourse analysis and to demonstrate its practical relevance to language learning and teaching. This course is mostly theoretical in which students are engaged in lectures, discussions and literature studies. Assessment is conducted in terms of students' classroom participation, assignment, and final tests.

After this course, the students are expected: 1) to understand the scopes of discourse analysis in Translation that will be beneficial in language learning, 2) to be able to analyze language use in a wide range of discourse types, 3) to identify the contribution of discourse analysis in language teaching.

In A Review of Flipped Learning (Hamdan, et. al., 2013) the authors acknowledge that flipped classrooms can differ in methods and strategies, largely due to the fact that "learning focuses on meeting individual student learning needs as opposed to a set methodology with a clear set of rules". As such, the authors suggest the following are the key features that foster learning:

a. Flipped Learning requires flexible environments. As in-class activities in a flipped classroom can vary from collaborative group work to independent study to research, educators often rearrange the physical space in a classroom to accommodate these variants.
b. Flipped Learning requires a shift in learning culture. Flipped classrooms shift the focus from teacher-led to student-centered learning in order for learners to experience topics in greater depth through active, more meaningful approaches to learning.
c. Flipped Learning requires intentional content. Educators evaluate which materials should be presented to students in advance and which content should be taught directly to help students "gain conceptual understanding as well as procedural fluency" through constructivist approaches.
d. Flipped Learning requires dedicated and professional educators. The use of the flipped classroom approach, particularly with the presentation of materials through digital media and technologies, is not intended as a replacement for educators. Class time is crucial for the educator to determine if students have, inter alia, gained understanding of a topic.

Student-centered method of teaching and learning is based on the constructivist learning theory which takes the position that learners are active in how they interpret information and build meaning and knowledge through prior experiences using observation, problem-solving and processing (Cooper, 1993; Wilson, 1997; Ertmer and Newby, 1993). Constructivism takes into consideration the influence of content and the context in learning to be a truly individual process. It moves away from the more direct, teacher-centered method. Behaviorist theory which critics that learning is an individual process felt lacked a focus for fostering meaningful learning, and placed too little significance on the positive effects of group work.

In this chart, every course should have some learning outputs, the lecturers set the course study from learning process to learning output. In active virtual learning, students should take turn in giving presentation and manage the group-discussion. There are some steps of Bloom's taxonomy in Flipped Virtual Classroom:

a. Create. The course study is designed for all students to write their own article to be submitted in both national and international journals.
b. Evaluate. All students take turn in giving comments and feedbacks to their friend's work for a better result.
c. Analyze. All students study 20 related journals in order to increase their expertise in the topic that they are going to write.
d. Apply. The lecturers apply some teaching methods in order to increase students' understanding.
e. Understand. Students learn from many sources and group forum to get a lot of benefits.
f. Remember. Students learn through concrete learning, priming and drilling.

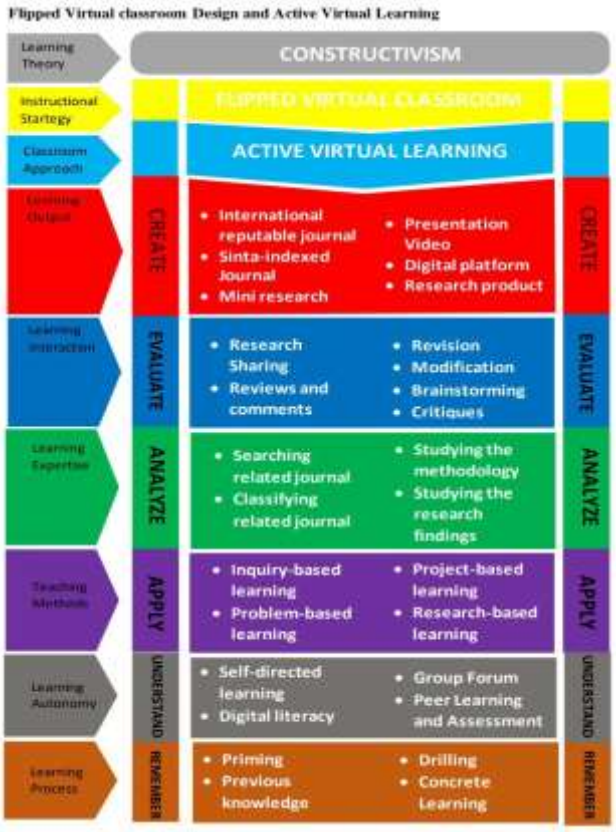

Figure 2. Flipped Virtual Classroom Design an Active Virtual Learning

Implementation of FVC

The Flipped Virtual Classroom is a student-centered model aimed at increasing student's engagement, understanding and retention by reversing the synchronous virtual classroom teaching approach into the asynchronous virtual classroom teaching approach. Cole and Kritzer (2009) argue that this model is a more efficient use of class time, by focusing on the practical application of knowledge during class. Educators with large classes can particularly benefit from the technique, as Schullery, et. al., (2011) suggest, whereby a move from a passive, lecture model for 300 business students was flipped to active learning with groups of 24 students to result in a more engaging experience. As a result, student's efficiency is increased by providing them with the opportunity to come to class more prepared, having been primed for the learning with pre-class instructional material (Bodie et al., 2006).

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FiGannod, et. al., (2008) point to the increased opportunities for active learning during class time, and this approach in itself offers key benefits for students. As Prince (2004) as well as Bonwell and Eison (1991) note that active learning requires students to do meaningful learning activities and think about what they are doing. The literature frequently discusses active learning with respect to collaborative learning, cooperative learning and problem-based learning, all of which promote meaningful learning and foster student's engagement in the learning process allowing students to increase their learning autonomy (Overmyer, 2012).

The potential to increase student's engagement and motivation is a significant driving force in the provision of flipped classrooms. Innovations and advances in technology have allowed educators to create resources to foster meaningful engagement (Schullery, et. al., 2011) and many platforms and services provide a means of collating useful resources for re-use by educators and students. This increased or adapted use of technology coupled with a more student-centered approach can help to facilitate learning for students with varying learning preferences or styles (Gallagher, 2009; Gannod, et. al., 2008).

The flipped classroom model provides more opportunities to offer one-to-one interaction with students, to increase the development of higher-order skills through analysis, evaluation and creation (Bloom, et. al., 1956), critical thinking and problem solving. This interaction is often peer-to-peer, providing educators with more opportunities to ensure knowledge acquisition and understanding, particularly in large groups. By focusing on the quality of the interaction rather than the quantity student performance can be improved (Pierce and Fox, 2012).

The flipped classroom model has the potential of benefitting diverse learners due to the student-centered approach that is the focus of the model. By providing students with foundational information asynchronously, which they can access on demand and review as many times as they need, they have more opportunities to "understand and improve their recall before they come to class" (Hamdan, et. al., 2013). Arnold-Garza (2014), referencing Overmyer (2012) suggests that students can benefit from reflecting on the material and specific concepts "through questions and discussion with their teacher, by working with their peers to solve problems based on lecture content, by demonstrating or arguing their own solutions to classmates and to teacher, by checking their understanding through in class experimentation and lab work, and by peer tutoring or creation of learning objects". According to the Flipped Learning Network, the majority of lecturers who have flipped their class noticed improvement in the grades as well as the attitudes of their students. The Flipped Virtual Classroom gives students much time to study the material and to make notes and questions to be discussed in the discussion forum, so they will be well prepared for the next discussion. Almost every teacher who tries this model wants to flip classes again.

Aktifitas Pembelajaran Menggunakan Moodle

	Lecturer	University Students
Before Discussion	Lecturer invites all students in the Moodle System based on their class.	Students join the Moodle system by clicking the login button based on their class.
	Lecturer group the students based on their class and uploaded greeting video which explains all of the class rules.	Students watch the video and pay attention to the class rules during the running semester.
	Lecturer prepared learning material video and assignment or quizzes and uploaded to the Moodle system	Students watch the learning material on video and do the given quizzes as pre-test in the Moodle system
	Lecturer prepared the topic discussion, assignment, learning material video, and material links, journal links and other sources in the Moodle system.	Students study the learning material video, material links, journal links in order to help them explore and understand the topic discussion and answer all of the questions in the discussion and assignment
During Discussion	Lecturer gives comments and scores to all of the students who participate in the discussion and submit all of the assignment.	Students actively participate in the topic discussion and do all of the assignment according to the given video and learning materials in the Moodle system.
	Lecturer reminds all of the students to be active in the topic discussion and do all of the assignment and gives suggestion to enrich the students' understanding.	Students should check their answer in the discussion whether they get a good score or bad score, and then post the new answer in the discussion or assignment in order to get a preferable score.
	Lecturer warns the students who do plagiarism in their answer and ask them to post their original and non-plagiarism answer in the Moodle system.	Students must do all of the discussion and assignment based on their own ability and avoid plagiarism.

Figure 3 Learning Activity use Moodle

CONCLUSION

Flipped Virtual Classroom is a win-win solution for all lecturers and students to bring out a virtual active learning. FVC also switches the synchronous virtual learning into the asynchronous one in order to help students learn with minimum internet quota. FVC is consisted of discussion and assignment during the course study. Lecturers posted their students' score according to their comments and feedbacks in the discussion and the paperwork in the assignment. The goal of this course study is to make a good article related to Discourse Analysis in Translation, so that the students could have a meaningful work at the end of the course.

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