Students' Perception of Flipped Classroom in College French Reading

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Abstract. This study discusses the perceptions of French Education students at the University of Lampung in the French Reading Class about the flipped classroom model. This study aims to describe comprehensively the perceptions of students in French reading classes towards the flipped classroom model. This study uses a quantitative approach with descriptive analysis method. The data collection technique used a purposive sampling technique with the criteria that respondents had completed learning in a French reading class using the Flipped classroom model at the French Education Study Program, University of Lampung, even semester in the 2021/2022 Academic Year. The instrument used was a Likert questionnaire. The distribution of the e-questionnaire was carried out through the Google Forms facility and has captured 77 respondents. It was found that students enjoy learning with the flipped classroom model because they can prepare themselves before virtual meetings, and can study learning material repeatedly. Difficulties were found from a lack of discipline in learning, and disloyalty in participating in virtual classes, and a lack of confidence in reading French. There is a desire for students to socialize with their friends directly. External distraction factors, such as the position of French as a foreign language for Indonesian students, and the family environment where they study during the Covid-19 pandemic can be a support or maybe a distraction in student learning comfort. The results of this study are expected to provide a complete picture for lecturers and other researchers to develop a flipped classroom in French reading classes for Indonesian students. The development of the flipped classroom model is very possible, but taking into the background of Indonesian students.

Keywords: flipped classroom · reading French · Indonesian students

1 Introduction

Term Flipped classroom contain meaning that students work on assignments at home, and discuss them in class. Before attending class, students expected to have had supplies of knowledge in their mind about the material to be discussed in class with teachers and students others and hopefully will be actively involved in a class to discuss, play, simulate, or experiment with the help the teacher [1, 2]. Flipped classroom learning process actually has there is since long ago, namely at the time of Socrates who stated that method study best only can be got through communication and debate interactive,

students will capable dominate knowledge with hurry, because approach learning at the moment that compels student for learning Theory more first in front class, after that analyzed, summarized, and solved together During class going on, thing this has similarity approach with Flipped classroom because step discussion between students and teachers are step characteristics from Flipped classrooms [3].

Existence The Covid-19 pandemic has changed the education status of schools and sped up the revolution method of regular teaching, which is usually conducted by stare advance, diverted to learning distance far away. To anticipate the disturbance of The Covid-19 pandemic, the Indonesian government through the Indonesian Ministry of Education and Culture has urged schools to use Class Inverted, as a learning model considered active and capable solve problems moment that [4]. The Covid-19 pandemic has also changed the method lecturer at college to transfer their knowledge to the student, with Support online class, allows class becomes interactive and more flexible because customized with experience study students, as well offer several benefits for lecturer to develop ways new of teaching, because now learning distance far has become standard in the world of education [5].

The position of French as a foreign language in Indonesia can be an external obstacle for Indonesian students who have never studied French. In general, Indonesian students do not learn French when they attend high school, so learning French becomes difficult in their first year. This situation can usually be resolved well by studying in class, but with the co-19 pandemic, the problem of alienation in learning French has widened, even though the internet as a learning resource is well accessible. In addition, the home environment that is less supportive as a place to study, such as internet signal disturbances, noisy environments, and requests from parents to help them while studying are external factors that can hinder the student learning process.

In addition, difficulties in understanding French reading, and disobedience to the study schedule, are factors in students that interfere with achieving the stated reading competence. The attitude of students to consciously study according to a schedule, follow the lecturer's instructions, and study materials and do assignments before online classes begin, is still a difficult thing to do, so students become discouraged.

Even though Lampung university has facilitated online flipped classroom learning by providing an LMS called V-class with features that support students and lecturers to face virtual meetings, and sufficient Wi-Fi networks, the student learning process which is carried out at home is very dependent on the factor of internal and external of students. Barriers from within students, such as cognitive, affective and psychomotor limitations, and external barriers, such as the position of French as a foreign language in Indonesia, learning support from family is a supporting factor in the success of learning reading French.

Studies about Flipped classroom in reading class done during the Covid-19 Pandemic, found that size performance academic no different among class traditional spend time study with reading compared to Flipped classroom. The flipped classroom that spends time watch replay the learning video, but ability student in evaluating organization, clarity, and fun in the study by significant taller compared to class traditional, and some big students in both classes want lesson backward for an opportunity next [6]. Studies about the dropping ability read language French students in South Africa due to

the covid-19 pandemic found that performance child the usual girl better, compared to child-man in Thing level reading, and trajectory reading in French before the Covid-19 pandemic, experiencing a decrease, even found, that students who benefit the most when normal school, actually rather more affected by negative, than more students, weak in performance read moment pre-pandemic [7]. Based on the results of studies, the ability to read that has been experiencing a drop moment The Covid-19 pandemic requires effort and serious improvement from various parties. Score result becomes ingredient evaluation valuable for workers in the education, to more optimal in improving and fix important things in education in Indonesia, because one of the influencing components quality system learning literacy is learning standard value, and in literacy read moment this policy education should prioritize standard assessment, to control on many factors could influence learning outcomes and processes, and efforts must be conducted for developing competence literacy student with learning relevant standards with demands of the times [8].

Trend study about using The flipped classroom in reading course has many done, including using *E-Book Platform* in reading active mode flipping [9], development of a model for monitoring student in flipped classroom with catch wave brain student by passive moment they study with learning videos [10], discussion theoretical about irreversibility and necessity digitization education and stages [11], introduction intervention program design that integrates instructions learning independently in class and activities e-*learning* outside class based on theoretical flipped classroom model for increase ability read China Classic [12], but the research that analyzes perception student at university about the their experience during study reading French with use Flipped classroom still not yet found. Study analysis literacy French students are very important in the field because the resulting findings in a study will inspire the development model Flipped classroom for improve French reading course as language foreign for Indonesian students, so give useful insight for next researcher.

Therefore, there is a lot of research on flipped classrooms, but little research studies students' perceptions of using flipped classrooms in French reading classes, so further learning is needed. This article aims to fill a research gap and contribute to French education field research. Based on the identification of the problem, the research question is "What is the level of student perception in French reading class using Flipped classroom?".

2 Method

The purpose of this study is to describe students' perceptions based on their reading experience in French classes using Flipped classrooms, which are held fully online for one semester. This study uses a quantitative approach with descriptive analysis methods, namely analyzing data by describing the data that has been collected as it is without intending to make generally accepted conclusions. The data collection technique uses a purposive sampling technique[13] which has certain criteria, namely respondents who had completed reading French course using flipped classroom model in French Education Study Program, University of Lampung, even Semester 2021/2022 Academic Year.

The instrument used for collecting data is Likert's questionnaire. Distribution of e - questionnaire conducted through Google Forms facility and has captured 77 respondents.

Table 1. Themes and Subthemes Questionnaire Perception Student in Class Reading French Using Flipped Classroom

No	Theme	Subtheme	Items
1	Student reading activities synchronously and asynchronously in the flipped classroom.	Reading activities using videos and French text asynchronously in flipped classroom. Reading activities using videos and text French synchronously in flipped classroom.	1–8
2	Disadvantages of reading French using flipped classroom.	Feeling bored in synchronous class. Having internet trouble. Doing homework. Taking time to reading regularly.	9–12
3	The advantages of reading French using flipped classroom.	Replay French video and subtitles. Study anywhere. Study online. Take time for discussion in class.	13–16
4	The use of technology by students in flipped classroom.	Students experience of using technology while reading in flipped classroom.	17–20

Instrument study related to teaching read language French with adapting to assumptions theory developed by Bergman & Sams[1] and Setiyadi[14].

Instruments need to be adapted by theory education in general and learning a language in special. Formula per item question developed with fusion among those theory.Shared Questionnaire refers to activity read students, weaknesses, strengths, and uses Technology in Class upside down. Test questionnaire conducted use device soft SPSS Version 25 statistics.

Following is questionnaire table and items on the issue that is spread to student based on the experience they had during study in reading French in Flipped classrooms online (Table 2).

3   Results and Discussion

Respondent data got through results e-questionnaire distribution using Google Forms. The questionnaire has spread to 77 students who took reading course French in even semester year academic 2021/2022 with level different competencies. Profile respondents were recorded based on three criteria, that is type gender, age, and year Class of students. Respondent's description with criteria type gender obtained that of 77 students respondents, 74% are dominated by women, and the remaining 26% are men, for age criteria got that 77 respondents divided into five groups age, that is student 18 years old 15 students or 20% of the total respondents, 19 years old 27 students or 35%, age 20 years old 23 students or 30%, 21 years old totaling 8 students or 10%, and finally, for student 22 years old is 4 or 5% of the total respondents, then, based on year student

Table 2. Item Question on Questionnaire Flipped classroom on Courses Reading French

No	Items
1	I have studied the videos and French texts uploaded by the lecturer, and finished my homework before class started.
2	I have studied the videos and French texts uploaded by the lecturer, and discussed them with some friends, before the online class started.
3	I can answer the lecturer's questions at the end of the discussion.
4	I can draw conclusions about the videos and French texts discussed in class.
5	I don't study the videos and French texts uploaded by the lecturer, because I'm lazy, or I don't have much time.
6	I studied the videos and French texts uploaded by the lecturer once, and did not do the assignments, because I did not understand.
7	I studied the videos and French texts uploaded by the lecturer until I understood them, but I did not do my assignments.
8	I study the videos and French texts uploaded by the lecturer, and do assignments, and take notes on things that I don't understand, for asking the lecturer.
9	I feel bored in flipped classroom online, because I cannot meet directly with friends.
10	I cannot pay attention to lectures properly, because I am often disturbed by unstable internet signals.
11	I am burdened with the tasks given by the lecturer, hopefully the lecturer can understand my difficulties.
12	I find it difficult to manage my study time.
13	I can repeat videos and French texts uploaded by the lecturer, until I understand.
14	I am happy because I can study anywhere.
15	I enjoy my learning online.
16	I use the discussion time in class synchronously with lecturers and friends.
17	I use the internet to complete reading assignments.
18	I use the internet to find reference material in reading.
19	I use French application to develop my French reading skills.
20	I used social media applications to communicate with friends in reading class, such as WA/IG/Twitter, and so on.

force, respondent the most there are students in first year, totaling 42 students, or 55% of the total students who take reading course, and followed by students in second years numbered 20 students, and the last is students in third years as many as 15 students.

Research studies were described based on themes and subthemes from the distributed questionnaire. Response student grouped becomes four themes, namely: Students activities in Flipped reading classroom by synchronous and asynchronous, weaknesses reading course in Flipped classroom, strengths reading course in Flipped classroom, and use technology by students in Flipped classroom. Subthemes for themes 1 to 4 can see in

Table 1 and It has analyzed using SPSS V.2.5, and Table 3 is the table total score result for respondents.

The paragraph following is an explanation from Table 3.

A. *An Overview of STudent's French Reading Classroom Activities Using Flipped Classroom*

In research, there is the eight-item question asking _ about how activity study student During study reading in class upside down. Following discussion based on results questionnaire data analysis.

Item 1 of 77 respondents as much as 46% stated that they sometimes just operate activities learn the material and finish task before Flipped classroom start online. For respondents who chose "sometimes" there was 1% showing that student not do proper activity done in Flipped classroom, followed by respondents who chose "never do" as much as 5%. Furthermore, respondents who chose "often" carried out as much as 36%, followed by respondents who always do activity preparation material and work duty as much as 12%. On item question, 1 activity student in study video and text

Table 3. Table of Respondents' Total Results Score

No	Score	Percentage (%)	Category
1	194	62.9	Good
2	177	57.4	Average
3	158	51.2	Average
4	188	61	Good
5	106	34.4	Fair
6	52	16.7	Poor
7	53	16.8	Poor
8	117	37.9	Fair
9	156	50.6	Average
10	165	53.5	Average
11	138	44.8	Fair
12	180	58.4	Average
13	179	58.1	Average
14	160	51.9	Average
15	178	57.7	Average
16	152	49.3	Average
17	200	64.3	Good
18	247	80.1	Excellent
19	221	71.7	Good
20	262	85	Excellent

language French gave online by lecturer has conducted every week, implementation not yet conducted by routine, but there is an effort from the student to prepare self before class started. Based on the analysis of the results obtained that item question 1 enters the category of goods.

Item 2 activity discussion is activity important in the flipped classroom. The discussion will help students more understand the given material lecturer, and useful for supplies moment discussions in online classes. Respondents the most answered sometimes To do discussion with friends as much as 48%, followed by 30% who often discuss, and only 8% who directly routine always discuss with friends Theory lectures uploaded by lecturers. Respondents who have discussed there are 13%, and those who don't once discussion with friends During one semester there is 1%. Based on the analysis of the results obtained that item question 2 enter into category enough.

Item 3 during the discussion process ended up in online class, the lecturer submitted several related questions with Theory study day that, thing this is very useful for ensuring to what extent students catch Theory lectures carried out. Respondents who do not once answer with Correct question lecturer there are 4%, respondents 21% only once in a while just or once answer question lecturer with true, and that sometimes capable answer question lecturer gets choice the most i.e. 47%, means almost half class, followed by respondents who often answer question lecturer with 23% correct, and respondents who always capable answer question lecturer 8%. Based on the analysis of the results obtained that item question 3 enter the category enough.

Item 4 after the online learning process is carried out, students are expected to understand the results discussed in class, and be able to sum it up. This thing important for the lecturer for knowing to what extent are students understand discussions that have done in online classes, because it is very useful for continuing Theory lectures in the week next. There are 1% of respondents who do not once could conclude results discussion in an online class, followed by 16% who ever conclude, moderate respondents sometimes conclude results discussion with Correct there is 30%, and respondents 44% answered often conclude results discussion with true, and only 9% always capable interesting conclusion results class discussion _ with the right. Based on the analysis of the results obtained that item question 4 enters the category of goods.

Item 5 respondents "never" studying videos / PPt / online teaching materials because they are lazy or don't have time is choice highest i.e. 53%, followed second "sometimes" there are 32% of respondents, and respondents "often" reach 7%, and those who do not forget for learning there is 8%. Based on the analysis obtained that item question 5 enter in a category of no good.

Item 6. Most respondents choose "sometimes" as much as 51%, this signifies that student of course responsible for reading duties completely, though no understand, but they still permanently work their duty before class starts. This thing shows that the efficacy self-student in the process of reading in Flipped classrooms could reliable though mean negative, but still trying to collect assignments. Based on the analysis obtained that item question 6 enters very not good.

Item 7. On this statement 58% of respondents stated that they were helped by video and text language French which can is repeated until they understand, so arise desire

student to complete the assigned task. Based on results analysis obtained that item question 7 enter in very not good category, because they don't work his job.

Item 8. Flipped classroom activities illustrated in statement 8, and there are 36% of respondents who answered "sometimes", 32% answered "never", followed by 16% of respondents who answered "often" studying videos, and doing assignments, as well as take notes things that are not understood and asked lecturer in moment class took place, and 16% answered "no". Ever "do" activity, and "always" does activity the no there is. Based on the analysis of the results obtained that item question 8 enter in a category of no good.

B. *An overview of disadvantages of reading French in the flipped classrooms*

Item 9. Implementation Flipped classrooms on research this conducted pure online using _ application V-class which has G-meet features as online classes, so there are 3% of respondents who are "always" saturated study in Flipped classroom because no could face to face advance direct with lecturers, and friends, but on the other hand, there are 5% of respondents who "no" ever "saturated" study online. There are 35% of respondents who "sometimes" are bored, 32% of respondents "often" feel saturated, and 25% of respondents feel "ever" bored moment studying online. Based on the analysis of the results obtained that item question 9 enter into category enough.

Item 10. Internet signal holding role important in online learning, powerful or weak internet signal will disturb the course of the learning process in the classroom. There are 4% of respondents who do not once disturb by internet signal, so that could listening study with good, on the other hand, there are 4% of respondents who always disturbed by internet signal. For respondents who are "frequently" disturbed by no stability, there is 38% internet signal, followed by 31% of respondents who "sometimes", and 23% of respondents who have disturbed study because of existence disturbance internet signal. Based on the analysis of the results obtained that item question 10 entered category enough.

Item 11. Situation learning After two years of more use of Flipped classrooms for all eye study in the French Education Study Program, of course, make student burdened in completing tasks of his studies. There are 45% of respondents (are choice most) who "sometimes" feel burdened by task study and want lecturer to understand the difficulty, respondents who "often" feel burdened there were 21%, followed by respondents who "ever" felt burdened by 19%, and who feel "always" burdened by tasks there are 3% of respondents, but there are 12% of respondents who do not once feel burdened by the tasks given by the lecturer during studying. Based on the analysis obtained that item 11 is in category enough.

Item 12. The use of the Flipped classroom guides students to be proactive in achieving their studies. Consistency is an important thing that must be done continuously. Students who are not consistent in regulating their learning rhythm will experience problems in learning. There are 42% of respondents who choose "sometimes" they face difficulties in regulating the rhythm of learning, and 39% of respondents "often" have problems with learning rhythm itself, and 13% of respondents who feel "ever" have difficulty learning rhythm. So, there are 5% of respondents until the end semester "always" couldn't arrange

their learning rhythm, and only 1% of respondents feel "sometimes" difficulty. Based on the analysis, item 12 is categorized as sufficient.

C. An *overview of the advantages of reading French in the flipped classrooms*

Item 13. Characteristics the Flipped classrooms is participant education could repeating videos/PowerPoint/online teaching materials given by the teacher at home by his need moment study. In a statement, in this case, there are 45% of respondents who "sometimes" repeat given material _ lecturers, followed by 33% of respondents who "often" repeated, and there were 13% of respondents who "ever" repeated videos/PowerPoint/materials online teaching given by the lecturer. Of respondents who "always" repeat until understand there are 8%, and only 1% of respondents who "sometimes" repeating videos until the end of the semester. Based on the analysis, item 13 is categorized as sufficient.

Item 14. Questionnaire on 77% of students get 48% "sometimes" feel happy because could study anywhere, there are 18% and 16% of respondents who feel "often" and "never" feel happy study anywhere, and 10% of respondents are "always" happy, and only 8% of respondents feel "never" happy for study anywhere. Based on the analysis, item 14 is categorized as sufficient.

Item 15. Characteristics study in Flipped classrooms are doing learning online. There are only 14% of respondents choose "always" feel happy studying online, 31% of respondents "often", and 36% of respondents "sometimes" feel happy for that. There are 8% of respondents who "ever" feel happy, and 11% who "sometimes". Based on the analysis of the results obtained that item question 15 is categorized sufficient.

Item 16. Taking time for discuss in Flipped classrooms in course sync will help students understand the material. Discussion could effective when each one plays the role with good, that is students and lecturers are proactive in the discussion, so problems or difficulty studying when at home could resolve. 57% of students vote most "sometimes" active moment discussion in class, 16% "never" active, and 21% of respondents "often" active in discussion in class, only there are 1% of respondents who are "always" active participate moment discussion in class, while there are 5% who "no" ever "active" until the semester ends. Based on the analysis of the results obtained that item question 16 enter into category enough.

D. *An Overview of the Use of Technology in the Flipped Classroom*

Item 17. Moment this as source study, the internet becomes Thing important for a student in complete Duty in the study. Choice the most respondent namely 49% who use the internet to complete Duty In college, there are 27% of respondents who "sometimes", 12% of respondents who "always" use the internet, and 11% of respondents who "ever". It turns out there are 1% of respondents do not once use the internet to complete Duty his college. Based on the analysis of the results obtained that item question 17 enters the category of goods.

Item 18. Respondents "often" use the internet in looking for ingredient reference study as much as 53% which means more from half of students in class Read depending on the internet in look for references, then 35% of respondents "always" use the internet, 9% of respondents "sometimes" and 3% of respondents "never" search ingredient references on the internet, as well as no there is students "sometimes". Based on the analysis of the results obtained that item question 18 enters the very good category.

Item 19. Utilization application for study language France, in the particular study read language French "often" used by 51% of respondents, 22% always used application speak France, 21% sometimes, and 6% of respondents "never" use, and don't there are students who "sometimes" did. Based on the analysis of the results obtained that item 19 enters the category of goods.

Item 20. Using the application social media already familiar in life respondent, because no there are respondents choose often used, there are 1% of respondents who "never" use, there are 12% who "sometimes", and 32% of respondents who "often" use application social media, as well as the most are 55% of respondents who "always" use application social media for communicating and discuss with his friends. Based on the analysis of the results obtained that item 20 enters the very good category.

Flipped classroom is a learning active model that has many used [15] and became more and more popular after existence The Covid-19 pandemic that attacks the world, its consequences many schools closed, and the learning process is transferred Becomes studied online [38] almost two year more. Flipped classroom becomes a favorite because this model allows learning to take place 100% online by synchronous and asynchronous [1]. Learning synchronous conducted moment Flipped classroom stage virtual class with utilize G-meet or zoom, and learning mediated asynchronous with sent learning videos online, without need existence stare face. Flipped classrooms have characteristics in accordance his name, that is reverse usual activities done at home, be work done class, then usual homework done in outside class.

Activities reading student in Flipped classroom have to confirm that model characteristics flipped [2], although it cannot be fully implemented because it requires student awareness [17] will obligation learn what it does during the learning process in class upside down. Activity study video and French text is activity important thing to do understood student or mandatory home activities done by students, based on a questionnaire, part big student still consider that studying video and text language French not mandatory thing [17] conducted before entering to the virtual class. Factors bully based on questionnaire got that attitude easy surrender, attitude passive in learning, and influence old habits in the study make part student left behind in lesson read. Switch habit study conventional already must be abandoned, because no by demands study moment this, should habit new grown for avoiding nature passive from student [18, 19].

Discussion is activity positive and other things to do in class upside down. Most students already realize the importance of discussion, so activity discussion is always conducted by students [20], especially when outside class through WhatsApp or application other social media [11]. a small portion of student who wants to discuss in weeks normal, but they discuss with increasing frequency _ moment approaching exam read. This thing interpreted that existence exam makes rare student discuss Becomes often discuss, change temporary attitude this Becomes necessary thing The others researchers thought further, to develop a reverse class model so that discussion activities in class can be carried out synchronously or asynchronously.

Activities in Flipped classroom also require consistency in Thing work tasks done at home. Situation learning that is 100% online and has been traversed over more than two years has exhausting students, especially in homework. Even so, most students still consistently work on assignments and the rest sometimes do assignments or collect them

after class sync hours end. For students, the assignments given still feel burdensome, even though students' efforts to collect assignments have become quite positive, which indicates that they still have responsibilities.

The advantage of Flipped Classroom is that videos or French texts uploaded via LMS can be played back according to the student's learning speed. This is very useful for new students entering the first year or class of 2021. In general, students who enter the French Studies Program have never studied French, so the presence of French videos and text loops is very helpful in reading. In addition, the use of videos and French texts other than those uploaded by lecturers at LMS, they can use to improve their reading ability in French. Another advantage is that students are free to set their own learning rhythm, but this becomes a problem for most students. The difficulty of setting study hours, because the student discipline factor is still lacking. Another advantage is that students can access lessons anywhere as long as they are connected to the internet, this gives them the freedom to learn.

The weakness of the Flipped Classroom in the reading class is the feeling of boredom experienced by students. In general, boredom is felt because they have to study and use laptops almost every day. The classes are conducted 100% online for more than two years, so there is a desire for students to meet their friends. In addition, students who live far from the city often face poor and instable internet signal interference, and sometimes the internet access is not well-reached.

The use of technology in the flipped classroom is an advantage and a disadvantage. Currently the internet is the most important learning resource in the world, through the internet you can get millions of learning resources for students, as well as obstacles in learning. Wisdom in using the internet is very necessary for users. The use of positive technology in the Flipped Classroom is very helpful in completing many study assignments, obtaining reference materials, getting applications for learning to read French, and as a communication tool between students and lecturers. In-depth knowledge will be overcome by the use of internet technology, as long as students can manage it well and need to learn it, and do not use it wrong [5].

4   Conclusion

Use Flipped classroom in French reading class make influence positively for French Language Education Study Program students. In general, the perception of students in the French reading class regarding the flipped classroom model is in the fairly good category, so it is possible to use this model in the future with notes, that required flipped classroom model development appropriate with characteristics student in reading French class, realized that position French as language foreigners in Indonesia. Possibility development more emphasized on existence revision in assignment work at home duration study in reading class well by synchronous and asynchronous, as well as effort for teaching read as nice habit for conducted with choose themes more reading liked by students, to fit with their world, besides that, develop themes important to use for face exam competence read language French standardized by CECRL.

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