WORKING STUDENT'S PERSPECTIVES ON THE FLIPPED CLASSROOM APPROACH FOR ENHANCING READING SKILL

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Abstract

This research studies working students' perspectives on the flipped classroom model as a strategy to enhance their reading skills. Using qualitative research methods, semi structured interviews are conducted with 20 working students balancing work and studies. The findings show that 75% of participants perceive the flipped classroom approach as significantly improving their reading skills by allowing them to prepare theirself before class. However, 25% of the participants show that its effectiveness depends on the quality of materials given. These findings highlight the importance of designing high quality of material to maximize the benefits of flipped classrooms for diverse learners. Future research can explore ways to optimize flipped classroom materials for students woith limited time. For addition, educators need to address technological and accessibility challenges to ensure inclusivity.

Keywords: Flipped Classroom, Working Students, Reading Skills,

Introduction

In today's fast paced educational environment, traditional teaching methods are being modified to meet the needs of students, especially those who balancing employment and studies. Students who are working have challenges like limited time and their attedance that can not be predicted, which can obstruct their academic progress. Subjects like reading which requiring regular practice and engagement, are particularly affected.

Ecton et al. (2023) show critical insights into the complex dynamics of students balancing work and education, with a high level of importance placed on flexible learning models such as the flipped classroom approach. The flipped classroom model has appears as a promising solution to these challenges. By shifting content delivery to outside the classroom, it enables more interactive, student centered activities during class time (Bergmann & Sams, 2012). Flipped classroom allows the working students to study at convenietimes and enhances flexibility and an active approach in learning.

The appear model that is seen to serve these challenges better is through the flipped classroom model where the marerial is taken from the class and done somewhere else, enabling more interacting and student centered activities at the class (Bergmann & Sams 2012). This method will allow working students a convenient time to study learning materials and enhance flexibility to participate actively.

The flipped classroom is relevant in language learning, where reading comprehension and critical thinking skills are crucial for academic success. In this model, students receive materials such as videos, articles, or guided readings before class, so the students are ab;le to do discussion and collaborative activities during class time (Akçayır & Akçayır, 2018).

The usage of flipped classroom and its effect toward reading skill is still limited so this research is done to fill that gap. This research investigates

how flipped classroom supports working students reading performance. This research is done to know the persectives of the student regarding increasing their reading skill, the challenges also oppurtunities during the implementation. Their persepectives will help education field especially educators to design better strategy for working students. Their perspective can also be used to make sure that flipped classroom can be adjusted to students differents needs.

in using flipped classroom, the material given by the educators is learned outside the class. These materials consists of videos and texts while the activities in class covers interactive learning like discussion, problem spving and tasks. According to Akçayır & Akçayır (2018), flipped classroom helps student to participate in learning so teaching learning process can get good result. This approach focus on active participation and student center learning. Bergmann dan Sams (2012) point out that flipped classroom can create interactive learning environment because it allows student to explore a lot of topics.

Reading skill is one of basic skills that helps to motivate success across disciplines. It can be seen by how the flipped classroom improves reading comprehension and critical thinking due to pre class materials, which allow students to prepare for active in class discussion. By doing this the student gets into the reading with stronger setting, which implies better maintanance and application.

The flexibility of the flipped classroom is a great advantage, especially for working students. Akçayır and Akçayır (2018) claim that this structure reduces cognitive load since it allows learners to review materials as many times as they want at their own pace. Foster and Stagl

(2018) add that flipped classrooms offer opportunities for independent learning as well, which is especially important in improving reading abilities.

Although flipped classroom gives a lot of advantages to students, the flipped classroom depends strongly on the quality of materials and accessible technology (Rindaningsih, 2018). Working students have the probability to get additional obstacles, like time management and limited access to digital tool. For addition Diningrat et al. (2023) highlight the importance of considering cognitive factors like working memory capacity (WMC), which can affect how effectively students process and maintain pre class materials.

Research Method

This research use a qualitative research method, which matches an investigation into the depth experiences of working students about the flipped classroom model. Qualitative methods provide considerable, detailed insight into participants' perspectives and appropriate to address the research questions (Creswell, 2013).

Semi structured interviews are done with 20 working students studying in a proivate university' English department. The participants are chosen through purposive sampling, considering those who have already experienced the flipped classroom model and can make contributions to the study.

The interview questions are divided into these parts:
1. Perceptions of pre class materials.
2. Perceptions of in class activities.
3. Whole effectiveness of the flipped classroom in improving reading skills.

Thematic analysis is used to identify patterns and themes in the qualitative data, following Braun and Clarke (2006). It involves a systematic process of coding, categorizing, and interpreting data to identify recurring themes concerning participants' experiences and perceptions.

The study follows ethical guidelines to make sure that participants' rights are respected. Informed consent is obtained, and confidentiality is ensured throughout the research process.

Results and Discussion
Result
The results of this study showing the perceptions of working students regarding the flipped classroom model and its contribution to developing their reading skills. The findings highlight benefits and challenges faced by the participants.

Positive Perceptions
1.Improved Reading Skills:

A large majority, 75% of the respondents noted that the flipped classroom model greatly improved their reading skills. They reasoned this to be because they were able to go through the pre-class materials, whether videos or articles, at their own pace. This is not possible in traditional classrooms, where reading is introduced and discussed within the same session; in a flipped classroom, students have the ability to revisit materials as often as they feel the need. This flexibility allowed for deeper comprehension and helped students to conceptualize main ideas, outline unfamiliar vocabulary, and understand challenging concepts before attending class. For addition, the participants pointed out that their improved reading skills contributed positively to their

general performance. They were able to understand better and, therefore, contribute in discussions and complete assignments with confidence. They also felt that they had more control over the first instance of exposure to learning material and hence were less apprehensive about not being well prepared, especially for those who have to face dual pressures of work and studies.
2. Active Engagement:

Many participants noted that the flipped classroom made the actual in-class experience more interactive and meaningful. The fact that students had already been exposed to the content before coming to the session allowed them to prepare questions and develop initial interpretations of the material. This preparation facilitates richer discussions and more dynamic exchanges of ideas during the class activities.
Emphasis was given in class on collaborative tasks and problem solving in detail, hence students could try to implement the learning in context. Gradually, they understood that such a process gave them reinforcement in reading comprehension and how they could connect textual knowledge and practices for life-like situations, and the relevance and motivation during the whole process of learning became achievable. The doubt clarification, different perspectives being discussed between friends and instructors added to further enhancement of their knowledge said participants.
Challenges
1. Quality of Materials:

Even with these advantages, about 25% of the participants named the quality of pre class materials as one of the most critical factors in determining the effectiveness of the flipped classroom. Badly designed or overcomplicated resources resulted in

confusion and frustration, which resulted in students' inability to grasp key concepts.

Furthermore, participants noted that clear, concise, and engaging content was important to realize the full value of the flipped model. Materials that incorporated interactive elements, such as annotated readings or guiding questions are found to be more helpful for students so they can focus on key points and prepare for class. On the other side, materials that don't have these features are found can not help the students, especially for those who have limited time due to work commitments.

2. Access to Resources:

Some participants reported that there is limited access to reliable technology or internet connectivity. The working students, who have to use shared or mobile devices most of the time, faced difficulties in accessing the pre class materials consistently. Moreover, unstable internet access adds the stress with interruptions during content review, thus disrupting their learning process.

Students also reported that such obstacles impacted their ability to keep pace with the flipped classroom model too much compared to their peers who are better positioned in terms of access to resources. This is a certain imbalance that suggests the need for alternative solutions, such as providing offline materials or printed resources, so all students can engage in the flipped classroom despite technological limitations.

2. Time Management:

Even in the flexible structure of the flipped classroom, balancing work and study is a big challenge for some participants. Although the approach gives the benefit of self paced learning, participants convey that competing demands from work, family, and other responsibilities often limit the time they could use to reviewing pre class materials.

Some participants report the difficulty in finding large obstacle of uninterrupted time to study, which obstructs their ability to engage deeply with the material. Others noted that work schedules sometimes conflicted with deadlines to access or complete pre-class work, further exacerbating their challenges. These challenges signal the need to design realistic flipped classroom models with flexible timelines for students who work.

Discussion

The findings of the present study strongly support a flipped classroom model for an effective approach to improve working students' reading skills. Having the time and possibility to be more engaged with course materials beforehand lets the students be prepared for further in class work in more active ways.

Practicing Skills through Flexibility

Participants constantly mention the flexibility of the flipped classroom model, how it allowed them to fit into different schedules and learning needs. Yakob et al. (2023) further support the findings that a flipped classroom can significantly improve communicative skills beyond traditional reading comprehension.

Moreover, the interactive nature of in-class sessions enabled students to apply their reading skills in collaborative and practical settings. From passive absorption of information to active engagement, the flipped classroom helped participants deeper into understanding and retaining the content. The participants also noted that emphasis on peer collaboration during in class activities

provid opportunities for sharing views and refining their analytical skills.

Addressing Quality and Accessibility Challenges

Although its success, flipped classroom requires material quality and accessibility. In participants' persepctives, one can underline that designing resources clear, engaging, and well structured is needed to fit learners' diversities. Pre class materials must be prepared, for example by including guiding questions, summaries, or visual aids that direct students in what to focus on. Without those things, meaningful learning of the students will not be achieved as expected.

This further points out that there is a need to adopt an inclusive approach towards the implementation of flipped classrooms. Students with no or poor access to technology or a reliable internet connection may confront impossible barriers to full participation, adding to growing imbalances. In light of these concerns, educators could consider making materials available in alternative formats such as downloadable files, hard copy or offline materials and provide students with sufficient time and resources to complete pre class tasks.

Managing Time Constraints for Working Students

Although flexibility is a main benefit of flipped classroom, time management still become a big challenge for working students. Participants' feedback point out that balancing work, family, and academic commitments often leaves little room for the to focus on their study. To reduce these pressures, educators can implement strategies like breaking pre class tasks into smaller, manageable

segments or offering optional review sessions for students who require additional support.

For addition, the creation of a supportive learning environment in the classroom will go a long way in cushioning against time management. By encouraging collaboration and peer to peer learning, the instructor creates avenues for students to learn from one another even when pre-class preparation was incomplete.

Discussion

The findings of the present study strongly support a flipped classroom model for an effective approach to improve working students' reading skills. Having the time and possibility to be more engaged with course materials beforehand lets the students be prepared for further in-class work in more active ways.
Practicing Skills through Flexibility

Finally, the participants of the study are unanimous when mentioning the flexibility gained after using the Flipped Classroom Model by fitting into different schedules of diverse learning needs. It also follows what was suggested by Yakob et al. (2023) in a way to improve communicative skills in such a class beyond traditional reading comprehension.
Moreover, the interactive nature of in-class sessions allowed students to put their reading skills into practice in cooperative and functional environments. From passive absorption of information to active engagement, the flipped classroom helped participants deeper into understanding and retaining the content. The participants also mentioned that the emphasis on peer collaboration during in-class activities provided an avenue for sharing views and refining their analytical skills.

1. Addressing Quality and Accessibility Challenges

Despite the successful implementation of the Flipped Classroom Model, it requires material quality and accessibility. One can point out from the feedback given by the participants that to fit the diversities in learners, resources should be designed clear, engaging, and well-structured. As an example, pre-class materials should be prepared guiding questions, summaries, or visual aids that will lead the students in what to emphasize. Without those, the meaningful learning on the part of the students may not be achieved as expected.

This further points out that an inclusive approach needs to be taken while implementing flipped classrooms. In this regard, students without access to technology or with a very poor internet connection might find it impossible to participate fully, and this could add to increasing inequalities. Given these concerns, instructors may want to provide course materials in non-online formats, such as downloadable files or hard copy/offline materials, and allow students ample time and resources to prepare pre-class work.

2. Facilitating Time Constraints for Students Who Work

While flexibility is one of the main advantages of the flipped classroom, time management has remained a challenge for working students. From the responses, it would appear that work, family, and academic responsibilities leave little room for focused studying. In this regard, educators can alleviate these pressures by strategies such as breaking pre-class tasks into smaller, more manageable segments or offering optional review sessions for students who require additional support.

The latter, addition, creates a supportive learning environment in the classroom, which cushions against time constraints. This is because through collaboration and peer learning, an instructor creates avenues for students to learn from one another even when pre-class preparation was not complete.

Conclussion

These findings underscore the necessity of constant refinements and adaptation of the flipped classroom model to meet the needs of working students. Suparman et al. (2023) go on to present further context from an EFL classroom in Indonesia that suggests a wider international applicability could exist for this pedagogical approach and indicate further research is needed regarding adaptable learning models.

Others pointed out that sometimes the work schedule conflicted with deadlines to access or complete pre class work, and this further exacerbated their challenges. These challenges indicate a need for designing flipped classroom models that are realistic and with flexible timelines for students who work.

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