

ENGLISH DEPARTMENT STUDENTS' PERCEPTIONS OF FLIPPED CLASSROOM IMPLEMENTATION IN SEMANTIC CLASS

Farida¹, Indah Tri Purwanti², Eliwarti³

^{1,2,3} Faculty of Teachers Training and Education, Universitas Riau, Indonesia

Corresponding author: indah.tri@lecturer.unri.ac.id

Article Info	Abstract
<p>Received: 25 July 2023 Accepted: 24 March 2024 Published: 29 April 2024</p>	<p>The purpose of this study was to examine the English Department students' perceptions of flipped classroom implementation in a Semantic class at one public university in Indonesia. The data were gathered through a mixed method with questionnaires and interviews as the instruments. The researcher analysed the quantitative data using SPSS and displayed the qualitative data as supporting data. The sample for the quantitative method was 79 students from class A and B batch 2019 English Department at that university. Then, 10 students for the qualitative method were randomly from those classes. The results of quantitative data in this study showed that the English Department students at the university under investigation that university have a positive and good perception of the flipped classroom implementation in Semantics learning. In addition, the results of the qualitative data also showed positive responses that students believed the flipped classroom is an interesting method that helps them understand the materials better, increases their motivation to study, trains them to become independent learners, and improves their confidence in learning. Additionally, the flipped classroom was found to be an effective strategy in teaching and learning Semantics at the English department at one of the universities in Indonesia. Therefore, the lecturers have to consider to apply that method. Also, this method not only can be implemented in English classes but also in other courses.</p>
<p>Keywords:</p> <p>Flipped classroom; perceptions; semantic</p>	

INTRODUCTION

Given the circumstances of the COVID-19 pandemic, the educational process necessitated multiple adjustments to align with health protocols. One of the adjustments

is to minimize the duration of social interaction, which greatly affects study hours. As a result, the effectiveness of in-class learning is threatened to decline. In general, there is growing doubt surrounding the efficacy of conventional in-class learning as a result of certain factors. One such factor is the potential slowness in delivering information or revisiting topics that students have already acquired proficiency (Goodwin & Miller, 2013 as cited in Souza & Rodrigues, 2015). Additionally, students are deprived of active participation in the learning process, in the conventional class they listen to the explanations given and take notes, leading to a passive educational experience within the classroom setting (Khalaf et al., 2018). While in the flipped classroom students learn the material by themselves and doing discussions. So, they were become actively participated in the learning process. However, this method is parallel with constructivist learning theory which says that students learn a lot through doing things, discovering, investigating, and experimenting with new concepts (Mensah, 2015).

The concept of a flipped classroom entails the utilization of supportive technologies within a learning system. In this learning model, students engage in pre-class activities such as watching video lectures and utilizing other resources at home, before actively participating in the in-class learning environment (Mubarok et al., 2019). This approach combines self-directed learning with in-person classroom interactions. By leveraging technology, flipped classrooms aim to enhance face-to-face learning and foster active engagement, placing the students at the core of the learning process. Reviewing materials before class, employing numerous modes of meaning-making, and peer teaching are just a few of the flipped learning activities that can provide students with more time for learning and enhance agency (Carhill-Poza, 2019).

Flipped learning, as defined by the Flipped Learning Network (Flipped Learning Network (FLN), 2014), is an instructional approach that involves a shift in direct teaching from the traditional group learning space to the individual learning space. This transition leads to the transformation of the subsequent group setting into a vibrant and interactive learning environment, where the teacher assumes the role of guiding students in applying concepts and fostering creative engagement with the subject matter. In essence, flipped learning involves a combination of pre-class activities completed at home and in-class activities conducted at school (Hwang, Lai, & Wang, 2015 as cited in Fauzan & Ngabut, 2018). Then, through involving a variety of activities, this method allows teachers to be creative in the classroom, and classroom time can be spent on collaborative and active learning (Allen et al., 2007). In the flipped classroom, teachers are able to create online materials that would normally be given in the classroom by uploading them to video-hosting sites. As a result, classroom sessions offer a versatile space where an array of learning activities can take place (Simpson & Richards, 2015 as cited in Fauzan & Ngabut, 2018).

In addition, Yavus and Ozdemir (Yavuz, F., & Ozdemir, 2019) claim that the incorporation of a flipped classroom approach in the teaching and learning process can yield several benefits. Teachers can gain deeper insights into their students' challenges with instruction and learning styles, allowing them to tailor and update the course curriculum to better suit their students' needs. Moreover, the availability of course materials around the clock provides greater flexibility for students. This leads to more

effective, efficient, and creative utilization of classroom time (Ayçiçek & Yelken, 2018). Additionally, student engagement in the learning process is likely to increase, resulting in a greater appreciation for the approach, the classroom, and the teacher's efforts. Students also tend to enjoy the learning experience more and find it easier to comprehend the concepts being taught (Think & Sidebar, 2021).

Although it is expected to be a solution to reach the student's participation in the learning process, the flipped classroom model is still new in the English Department at one of the universities in Indonesia and it is the first time applied in Semantic class through online learning. As students' evaluations of their experiences help them understand the usefulness and convenience of a new teaching model, it is essential to determine students' perceptions of flipped classroom implementation.

Perception itself was a thinking process that all humans experience in order to understand their surroundings by analyzing, hearing, seeing, experiencing, and smelling (Toha, 2003 as cited in Wijayanti, 2016). Perception refers to the act of forming judgments or viewpoints regarding something. According to Robbins (2001), the process of perception involves individuals organizing and interpreting their sensory impressions to attribute meaning to their surroundings. According to Pickens (Pickens, 2005), Perception can be regarded as a direct response or acknowledgement of something. Additionally, Langton & Robins (Fauzi & Muljanto, 2021) describe perception as the process through which individuals arrange and interpret sensory impressions to assign meaning to their environment.

Perreault and McCarthy (2005, as cited in Amodu, 2007), provided an additional definition of perception, describing it as the process of acquiring and analyzing information from our surroundings. This definition emphasizes that perception is an ongoing process rather than a singular action, as we continually gather and evaluate information from what we observe. In contrast to dualists who maintain that the human mind exists separately from the body, Merleau-Ponty held a different viewpoint. He differed from realists as well, who believe that the world is accepted as it is, without subjective interpretation. They find an appropriate balance by indicating that the human body's sensory nature produces and organizes information through our senses. He claimed that higher intellectual thought processes are founded on perceptual frames. (Amodu, 2007).

As a whole, perception encompasses the cognitive and mental processes through which individuals respond to stimuli and their environment. These responses occur within the realm of conscious awareness, as people utilize their sensory receptors to receive and process incoming information. The resulting interpretations form meaningful perceptions about the stimuli at hand. Moreover, perception involves the subjective interpretation of objects, events, or information, influenced by an individual's unique life experiences. As the brain processes these experiences, it gives rise to distinct impressions that can vary from person to person (Lele, 2019).

The primary objective of this study was to explore students' perspectives regarding the utilization of flipped classrooms in a semantic class. Understanding students' perceptions holds great significance in the teaching and learning process, as it allows teachers to gain insight into their students' learning styles, interests, and other factors that can impact their educational outcomes.

Several previous studies on the topic under investigation have been carried out in various locations. For instance, Maharani (2019) conducted a study focusing on students' perceptions of flipped classrooms in Indonesian undergraduate EFL writing performance. The study revealed that in the competence aspect, the students perceived that flipped classrooms were beneficial for their writing competence.

Another study by Yacout (2016) explored nursing students' perceptions towards the flipped classroom educational strategy, and it was found that the majority of students have a positive perception towards the flipped classroom educational strategy. Thaichay & Sitthitikul (2016) conducted a previous study, which similarly indicated that the students were pleased with flipped classroom instruction as beneficial to their grammar learning as well as improving their language accuracy.

Overall these studies have similar results and suggest that flipped classrooms can be an effective teaching method for English language learning for students although they all had different contexts, research methodologies and subjects. The context of the relevant studies and this research are different because this research highlights the implementation of flipped classrooms in semantic classes using supporting technology which is video lectures.

METHODOLOGY

A mixed-method approach was employed in this research to explore the students' perceptions of flipped classroom implementation. The researcher utilized this method in order to gain a comprehensive understanding of the subject. Creswell and Clark (2018 as cited in Dawadi et al., 2021) define mixed-method research as a study design that incorporates both qualitative and quantitative methods throughout the research process, guided by philosophical assumptions that shape data collection and interpretation. It is a research strategy that harnesses both quantitative and qualitative information to provide a more comprehensive analysis.

This research was conducted at the English Department at one of the universities in Indonesia from May to November 2022 through a set of questionnaires in Google form and interviews. For the questionnaire, there are 77 respondents from class A and class B. For the interview, the sample is 12% of the questionnaire's sample because it's considered sufficient to support the main data (Small, 2011), which is 10 students from both classes that were selected randomly.

The researcher used a questionnaire as primary data for this research. This research used an online questionnaire through Google Forms. The questionnaire in this research is adapted from a questionnaire designed by Haghghi et al (2019). The questionnaire included 28 items which are divided into 2 levels, namely the pre-class stage, and the in-class stage (usefulness, autonomy, engagement, satisfaction, motivation, and anxiety). This questionnaire has been checked for validity and reliability tests in order to determine its accuracy and consistency. Meanwhile, the interview was the supporting data collected after the students participated in flipped learning via Zoom conference. This interview was intended to look deeply into students' perceptions, which will strengthen and clarify the reasons for responding to the questionnaire. This interview used a structured interview in which each respondent was asked the same question and then the researcher recorded it.

After collecting data through a questionnaire and interview, both data need to be analyzed. The data from the questionnaire were analyzed using descriptive statistics. Also, to explain the student's perception of the flipped classroom, the researchers used a 5-point Likert scale which can be interpreted as follows:

Table 1

Likert scale interpretation

Scale	Range Value	Verbal Interpretation
5	4.50 – 5.00	Very High
4	3.50 – 4.49	High
3	2.50 – 3.49	Moderate
2	1.50 – 2.49	Low
1	1.00 – 1.49	Very low

(Somera, 2010)

Furthermore, the interview was analyzed by using qualitative data analysis. According to Miles and Huberman (Musthachim, 2014), the process of qualitative data analysis is divided into 3 steps: data reduction, data display, and conclusion drawing and verification. Firstly, the researcher reduced or classified the items that needed to be questioned by the students. Then, the researcher interviewed the students and displayed the interview data. Last, the researcher concluded what students' perceptions of the flipped classroom based on their answers from the interview.

FINDINGS

In this section, the researcher presents the findings which involve 7 variables consisting of the Pre-class stage, usefulness, autonomy, engagement, satisfaction, motivation, and anxiety which are parts of the in-class stage.

Pre-class

The pre-class stage was one of the important points in flipped learning. In pre-class activities, students watch the video lectures in order to understand the material.

Table 2

The mean score of the pre-class category

No	Statement	Mean	Category
1	I like watching the lessons on video	4.31	High
2	I feel that watching video lectures and taking note contribute efficiently to my learning	4.22	High
3	The lesson on video lectures help me be ready to face in-class activity	4.17	High
4	I try to learn as much as possible while watching the video lectures	4.25	High
	Overall Mean Score	4.23	High

Table 2 shows that from 77 respondents, the overall mean score was 4.23. The highest score was statement 1, the mean was 4.31. This score is included in the 'high' category. While the lowest score was statement 3, the mean was 4.17, which also indicates the 'high' category. The following are some of the students' expressions for pre-class activity.

I think **it's worth it to have a pre-class** activity because **by watching the video**, we have **more understanding of the material** and we will be **ready to attend the class**. (S8)

I think **it's very worth it** because we know what we're gonna learn in the classroom. (S2)

There was **a video** provided before the main course, I personally think **it's worth it to have a pre-class activity** (S1)

From the interview, students expressed that it's worth it to have pre-class activity because it makes them ready to attend the class and they stated by watching video lectures before the class they have more understanding of the material.

Usefulness

Usefulness is the first indicator in the in-class stage. This indicator examined that using a flipped classroom in semantic class can help the students understand the material.

Table 3*The mean score of the usefulness category*

No	Statement	Mean	Category
1	I learned more and better in flipped classroom instruction than with traditional lecture-based instruction	3.70	High
2	In a flipped classroom, learning foundational content (by watching video lectures) prior to class greatly enhances my understanding of the materials	3.94	High
3	The flipped classroom that has content delivery outside class (video lectures and problem-solving in class is an instructional method that is appropriate to support my understanding of the materials	3.99	High
4	Learning in a flipped classroom allows me to prepare for my class in advance	3.97	High
	Overall Mean Score	3.90	High

As shown in Table 3, the overall mean score was 3.90. Statement 3 received the highest score, with a mean of 3.99. This score falls into the 'high' category. While statement 1 received the lowest score, the mean was 3.70, also in the 'high' category. Below are the students' answers for the usefulness indicator.

From my experience, it helps me. **The video really helps me in understanding the material.** (S10)

I think **it's very helpful. It helps students to prepare the class.** So, it won't be like an empty glass. (S6)

Yes, **it's really help me** to understand the material, I can re-watch the video if I think I don't really understand about the material.

Based on the interview, students said that the video that was provided in the pre-class stage was helpful for in-class activity. They expressed that it helps them in understanding the material and prepare for the class.

Autonomy

This indicator was about whether the flipped classroom can help the students easy or not in the learning process. Also, this indicator examined how flipped classrooms make students become autonomous learners.

Table 4

The mean score of the autonomy category

No	Statement	Mean	Category
1	With flipped classroom exercises, I've improved my self-study abilities.	3.78	High
2	I have extra time to practice the material because of flipped learning.	3.88	High
3	Since I get quick feedback, I find studying the topic in flipped classes to be more convenient and simple.	3.99	High
4	In my flipped classroom learning tasks, I put in more time and effort than normal.	3.82	High
	Overall Mean Score	3.86	High

From Table 4, the overall mean score for the autonomy indicator was 3.86. Statement 3 had the highest mean score of 3.99. This score is in the 'high' category. Statement 1 had the lowest score, although the mean was 3.78, but still in the 'high' category. Here are some expressions for autonomy indicators.

It's more meaningful for me because **we have learned by ourselves** when watching the video and in the class, we can discuss together, if we still didn't understand the material we can also confirm with the lecturer. (S4)

I feel very easy to understand the material because **we can replay the video as many as we need**. (S2)

The flipped classroom **make the class become easier**. (S10)

The interview revealed that students feel easy using flipped classrooms because they can learn by themselves and discuss it together. Then, they stated that the subject was easy to understand because they could re-watch the video given in the pre-class activity.

Engagement

This section focused on assessing the level of student engagement with their learning through the videos provided by the lecturer in the flipped classroom.

Table 5*The mean score of the engagement category*

No	Statement	Mean	Category
1	With flipped classrooms, we have more opportunities to engage in class activities than ever before.	3.81	High
2	I had more opportunities to engage with other kids thanks to the flipped classroom.	3.95	High
3	The flipped classroom is more interesting than traditional classroom education.	4.06	High
4	I am generally pleased with the flipped classroom experience.	3.95	High
	Overall Mean Score	3.94	High

Table 5 revealed that from 77 respondents, the overall mean score was 3.94. Statement 3 received the highest score, with a mean of 4.06. This score is included in the 'high' category. While statement 1 received the lowest score, the mean was 3.81 which also included in the 'high' category. The following are some of the students' expressions for engagement indicators.

Flipped classroom facilitate students more focused in comprehension, and **it gives individually responsibility for assignment and team work. So, flipped classroom is more engaging.** (S6)

Compared to regular class, in regular class just lecture explain, students hearing. **While flipped classroom students do it by themselves, it's more interesting and engaging.** (S7)

I think flipped classroom **is more engaging** and it can make us easy to understand the material. (S2)

From the interview, students stated that compared to regular classes, flipped classrooms were more engaging because they could learn by themselves and they had individual responsibility for teamwork.

Satisfaction

The next indicator was satisfaction. This indicator contains students' satisfaction with the flipped classroom implementation in semantic class.

Table 6
The mean score of the satisfaction category

No	Statement	Mean	Category
1	I discovered that adhering to the flipped classroom methods made me feel very satisfied personally.	3.92	High
2	I'm happy with the style and organization of the course materials, and I anticipate using flipped classrooms for additional disciplines in the future. I wish more lectures followed this approach.	3.82	High
3	I was excited to view the videos and other materials assigned for this course before class.	3.91	High
4	I was inspired to take the topic more seriously by the flipped classroom's structure and approach.	3.81	High
5	Because of the flipped classroom, I am more driven to study the material.	3.82	High
	Overall Mean Score	3.85	High

Table 6 shows that from 77 respondents, the overall mean score was 3.85. The highest score was statement 1, the mean was 3.92. This score is included in the 'high' category. While the lowest score was statement 4, the mean was 3.81, which also indicates in the 'high' category. Below are some students' expressions for satisfaction indicators.

Sure, **I satisfied** with this method because it is **flexible**. I could replay the video anytime. (S1)

I feel satisfied with the result after having this method is better, and it's easier to understand the material when using flipped classroom. (S10)

Yes, of course **I feel satisfied** with flipped classroom. (S5)

According to the interview, students were satisfied with the flipped classroom. They said that flipped classrooms were flexible because they could learn anytime.

Motivation

This indicator was about whether flipped classroom activities can motivate the students more than before to learn Semantics.

Table 7
The mean score of the motivation category

No	Statement	Mean	Category
1	I was inspired to spend more time studying the topics by the structure and style of flipped courses.	3.96	High
2	Because of the previous preparation, using flipped learning decreases the sense of anxiety and stress.	3.95	High
3	I never consider the repercussions of failure due to flipped learning.	3.90	High
4	When the class is in the structure of a flipped classroom, I don't feel anxious or irritated.	3.79	High
	Overall Mean Score	3.90	High

Table 7 shows that the overall mean score was 3.90. Statement 1 got the highest score which was 3.96. Meanwhile, statement 4 had the lowest score, which was 3.79. Although it was the lowest score, it was still categorized into the 'high' category. Here are some students' opinions on motivation indicators from the interview.

I feel motivated to learn anything using flipped classroom because we can learn the material in pre-class and we divided into small group and I like to do it. (S3)

I feel very motivated because in the flipped classroom usually the lecturer **gives task** in the class. I think **it push me to prepare the answer of the task**. (S8)

Yes, **I feel motivated** because in the flipped classroom we are divided into groups and discuss it and we can express our thought. It's motivated me a lot. (S9)

In the interview, students perceived that they feel motivated when using a flipped classroom because in the flipped classroom, the lecturer usually gives a task or quiz. So, it pushed them to learn more about the material. Furthermore, the students expressed a sense of enhanced motivation and increased participation in both pre-class and in-class activities as a result of the flipped classroom approach.

Anxiety

The final aspect examined the role of the flipped classroom in alleviating students' anxiety and apprehension through its pre-class preparatory program.

Table 8*The mean score of the motivation category*

No	Statement	Mean	Category
1	With flipped classroom exercises, I've improved my self-study abilities.	3.90	High
2	I have extra time to practice the material because to flipped learning.	3.57	High
3	Since I get quick feedback, I find studying the topic in flipped classes to be more convenient and simple	3.43	High
	Overall Mean Score	3.63	High

As shown in the table, the overall mean score of these items was 3.63. The highest score was statement 1 with 3.90. The lowest score was statement 3 with 3.43. But all the scores are included in the 'high' category.

It is contrast with what you say, **I feel happy and enjoyed** the class when using flipped classroom. (S5)

I never feel like that, **I feel more comfortable, enjoyed** during the flipped classroom because **it's very fun** for me when discuss the material with friends. (S4)

No, **I don't feel any anxiety** when learn with flipped classroom because **I enjoy it** and I can review the material before the class. (S3)

From the comments, the students revealed that they enjoyed the class when using flipped classroom. They considered that they were well prepared for the class which caused them to be more confident to express their opinion in in-class activities.

DISCUSSION

The research findings indicated that students had a positive perception of the pre-class stage of flipped classroom implementation in the Semantic class. This implies that students acknowledged the beneficial role of video lectures in facilitating the learning process. This finding aligns with a study conducted by Soraya et al. (2022), which also found that students held favourable attitudes towards the use of videos for English learning, adding that as a medium, video is effective, flexible, and practical for English learning. Purwanti et al (2022) stated that the students believed because of the videos, they felt that they were more engaged in following the class. They also said that the video was useful because it helped them be prepared, confident, and relaxed in class.

Moreover, the use of video lectures served as a motivational factor for students, encouraging their active participation in both pre-class and in-class activities.

The findings of the study also revealed that students held positive perceptions regarding the implementation of the flipped classroom during the in-class stage. They agreed that by watching video lectures at home first and then discussing the material in the classroom, the learning process is more useful, engaging, and satisfying. Also, according to the students' feedback, the flipped classroom approach empowered them to be more autonomous, motivated, and confident in their learning journey during the Semantics class. Aljaraideh's (2019) study discovered a similar finding. According to his research, students at private Jordanian colleges had positive perceptions of the flipped classroom. He believes that implementing flipped classrooms in higher education encourages students to become more engaged in the classroom and improves their knowledge. As stated by Rahayu et al. (2022) the implementation of flipped classrooms has been found to contribute to students' improvement in various areas such as knowledge acquisition, skill development, self-learning ability, study satisfaction, critical thinking, and problem-solving skills. This finding aligns with a recent study conducted by Purwanti et al. (Purwanti et al., 2022), which demonstrated that the utilization of flipped classrooms resulted in enhanced learning outcomes specifically in the context of Semantics. According to the findings, students who learn English in a flipped classroom online exceed their non-flipped students in a variety of significant ways.

The interviews conducted in this study unveiled that a significant majority of students expressed a preference for the flipped classroom model due to its ability to inspire and motivate them in their learning. These findings are in line with the results of Xiu and Thompson (2020), who discovered a positive correlation between the implementation of a flipped classroom and enhanced motivation towards learning performance. These encouraging findings provide support for advocates of the flipped classroom teaching strategy. That means the flipped classroom increases the students' motivation, which obviously also increases their learning performance. Chou et al (2021) also claimed that compared to traditional teaching, flipped classroom enhance not only students' motivation but also their learning attitude. It encourages them to be more focused and cooperative during learning (Suo & Hou, 2017).

Furthermore, based on the interview, the students claimed that they were interested in participating in the learning process. Then, flipped classrooms increased their engagement and motivation. (Li & Li, 2022). The reason is because the students are more prepared for the classroom as they have learned the topic they are about to study generally. Thus, the application of a flipped classroom approach encourages students to become active participants in the learning process (Jamaludin & Osman, 2014).

Overall, these studies have similar results and suggest that flipped classrooms can be an effective teaching method for English language learning for students although they all had different contexts, research methodologies and subjects. The context of the relevant studies and this research are different because this research highlights the implementation of flipped classrooms in semantic classes using supporting technology which is video

lectures. However, teachers may face challenges when implementing this approach due to various factors such as lack of resources or student resistance. Therefore, it is important for teachers to carefully consider these factors when deciding whether or not to implement a flipped classroom approach in their English language classes.

CONCLUSION

Based on the findings of this research, there are a couple of conclusions that can be drawn. Firstly, the students believed that the flipped classroom is an interesting method that helps them understand the materials better, increases their motivation to study, trains them to become independent learners, and improves their confidence in learning. In short, the English Department students at one university in Indonesia have a positive and good perception of the implementation of flipped classrooms for Semantics learning.

So, the researchers put forward recommendations for consideration. For the students, the researchers would suggest they be more active and participate more in the classroom because as found in this research, the flipped classroom strategy can help the students to be confident in class discussion. For the lecturer, based on the research findings, the flipped classroom was found to be effective in teaching and learning Semantics at the English department at one of the universities in Indonesia. Therefore, it was recommended for the lecturers to apply it because a flipped classroom was one of the methods that can improve students' understanding. Also, this method not only can be implemented in English classes but also in other courses.

REFERENCES

- Aljaraideh, Y. (2019). Students' perception of flipped classroom: A case study for private Universities in Jordan. *Journal of Technology and Science Education*, 9(3), 368–377. <https://doi.org/10.3926/JOTSE.648>
- Allen, E., Seamen, J., & Garrett, R. (2007). Blending in: The extent and promise of blended education in the United States. USA: the Sloan Consortium. *Blending in: The Extent and Promise of Blended Education in the United States. USA: The Sloan Consortium.*, May 2014, 1–29.
- Amodu, L. O. (2007). Perception: A determinant for effective communication. *Sophia: An African Journal of Philosophy*, 9(1). <https://doi.org/10.4314/sophia.v9i1.38774>
- Ayçiçek, B., & Yelken, T. Y. (2018). The effect of flipped classroom model on students' classroom engagement in teaching English. *International Journal of Instruction*, 11(2), 385–398. <https://doi.org/10.12973/iji.2018.11226a>
- Carhill-Poza, A. (2019). Defining flipped learning for English learners in an urban

secondary school. *Bilingual Research Journal*, 42(1), 90–104.
<https://doi.org/10.1080/15235882.2018.1561552>

- Chou, C. P., Chen, K. W., & Hung, C. J. (2021). A study on flipped learning concerning learning motivation and learning attitude in language learning. *Frontiers in Psychology*, 12(September), 1–5. <https://doi.org/10.3389/fpsyg.2021.753463>
- Fauzan, A., & Ngabut, M. N. (2018). EFL students' perception on flipped learning in writing class. *Journal on English as a Foreign Language*, 8(2), 115. <https://doi.org/10.23971/jefl.v8i2.792>
- Fauzi, W. R., & Muljanto, S. (2021). College students' perceptions on using movies for vocabulary learning. *English Education and Applied Linguistics Journal (EEAL Journal)*, 4(1), 40–47. <https://doi.org/10.31980/eealjournal.v4i1.1105>
- Flipped Learning Network (FLN). (2014). *The four pillars of F-L-I-P*.
- Haghighi, H., Jafarigohar, M., Khoshsima, H., & Vahdany, F. (2019). Impact of flipped classroom on EFL learners' appropriate use of refusal: Achievement, participation, perception. *Computer Assisted Language Learning*, 32(3), 261–293. <https://doi.org/10.1080/09588221.2018.1504083>
- Jamaludin, R., & Osman, S. Z. M. (2014). The use of a flipped classroom to enhance engagement and promote active learning. *Journal of Education and Practice*, 5(2), 124–131.
- Khalaf, Khalid, B., Mohammed, Z., & Zuhana. (2018). Traditional and inquiry-based learning pedagogy: A systematic critical review. *International Journal of Instruction*.
- Lele, marwana ambo. (2019). The students' perception of the media used by teacher in teaching English (descriptive research at the eighth grade students of SMP Muhammadiyah 12 Makassar). In *English Education Department Faculty of Teacher Training and Education University Muhammadiyah of Makassar*.
- Li, Z., & Li, J. (2022). Learner engagement in the flipped foreign language classroom: Definitions, debates, and directions of future research. *Frontiers in Psychology*, 13(July), 1–6. <https://doi.org/10.3389/fpsyg.2022.810701>
- Maharani, A. V. (2019). *The effectiveness of and students' perceptions on flipped classroom in Indonesian undergraduate EFL writing performance*.
- Mensah, E. (2015). Exploring constructivist perspectives in the college classroom. *SAGE Open*, 5(3). <https://doi.org/10.1177/2158244015596208>
- Mubarok, A. F., Cahyono, B. Y., & Astuti, U. P. (2019). Effect of flipped classroom model on Indonesian EFL students' writing achievement across cognitive styles.

Dinamika Ilmu, August, 115–131. <https://doi.org/10.21093/di.v19i1.1479>

- Musthachim, A. (2014). *Students' anxiety in learning English : A case study at the 8th grade of SMPN 9 South Tangerang*.
- Pickens, J. (2005). Attitudes and perceptions. *Later Life Transitions*, 123–136. https://doi.org/10.1007/978-94-009-4978-2_11
- Purwanti, I. T., Suryawati, E., & Eliwanti. (2022). Video lectures in online EFL flipped-classroom : Effectiveness, students' evaluation and experiences. *European Journal of Educational Research*, 11(2).
- Rahayu, S., Setyosari, P., Hidayat, A., & Kuswandi, D. (2022). The effectiveness of creative problem solving-flipped classroom for enhancing students' creative thinking skills in online physics educational learning. *Jpii*, 11(4), 649–656. <https://doi.org/10.15294/jpii.v11i4.39709>
- Robbins, S.P. (2001) *Organizational Behavior*. 9th Edition, Prentice-Hall, Inc., New York.
- Small, M. L. (2011). How to conduct a mixed methods study: Recent trends in a rapidly growing literature. *Annual Review of Sociology*, 37, 57–86. <https://doi.org/10.1146/annurev.soc.012809.102657>
- Somera, J. D. (2010). *Emotional intelligence academic performance of intermediate pupils in CDLS Elsbiet a Biernat The moderating influence of trait emotional intelligence and self-efficacy on academic achievement*.
- Soraya, R., Sabarun, S., & Sugianto, A. (2022). Students' perceptions of the use of video as a medium of learning in speaking class. *PROJECT (Professional Journal of English Education)*, 5(2), 372. <https://doi.org/10.22460/project.v5i2.p372-384>
- Souza, D. M., & Rodrigues, P. (2015). Investigating the effectiveness of the flipped classroom in an introductory programming course. *The New Educational Review*.
- Suo, J., & Hou, X. (2017). A study on the motivational strategies in college English flipped classroom. *English Language Teaching*, 10(5), 62. <https://doi.org/10.5539/elt.v10n5p62>
- Thaichay, T., & Sitthitikul, P. (2016). Effects of the flipped classroom instruction on language accuracy and learning environment: A case study of Thai EFL upper-secondary school students. *Rangsit Journal of Educational Studies*, 3(2), 39. <https://doi.org/10.14456/rjes.2016.10>
- Thinh, N. T., & Sidebar, A. (2021). The implementation of flipped classroom approach in an academic English course. *Journal of Science*, 37. <https://doi.org/https://js.vnu.edu.vn/FS/article/view/4649>

- Wijayanti, S. A. (2016). *The influence of students' perception on teacher performances and learning motivation towards accounting learning outcomes on class XI Accounting of SMK Negeri 7 Yogyakarta academic year 2015/2016.*
- Xiu, Y., & Thompson, P. (2020). Flipped university class: A study of motivation and learning. *Journal of Information Technology Education: Research*, 19, 41–63. <https://doi.org/10.28945/4500>
- Yacout, D. (2016). Nursing students' perceptions towards flipped classroom educational strategy. *Journal of American Science*, 2, 62–75.
- Yavuz, F., & Ozdemir, S. (2019). Flipped classroom approach in EFL context: Some associated factors. *World Journal on Educational Technology*, 11(4), 238–244.